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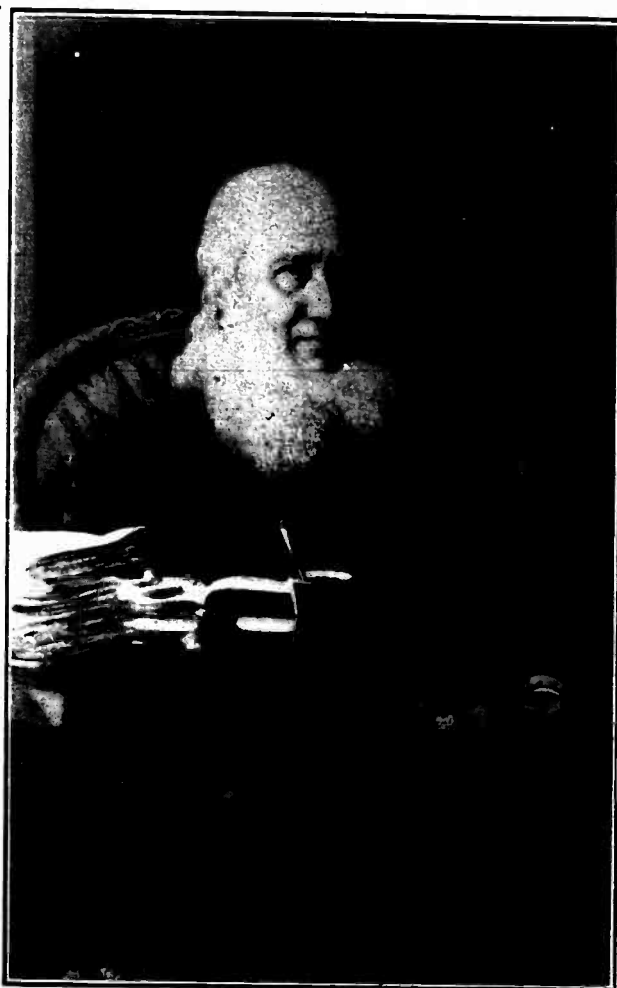
THE FOLK HIGH SCHOOLS OF DENMARK

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BISHOP GRUNDTVIG. FATHER OF THE FOLK HIGH SCHOOLS IN DENMARK.

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LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,
Washington, October 16, 1913.

SIR: Seventeen years ago, on a visit to Denmark and Sweden, I first learned of the folk high schools which, originating in Denmark, have within a little more than a half century become common to all Scandinavian countries. A brief study of these schools at that time convinced me that, with minor changes necessary to adapt them to local conditions, schools of this kind might be very valuable in our own country and especially in the mountain and hill country of the South. Since then a more careful study of rural life in Denmark, and of the part these schools have played in the remarkable and rapidly increasing prosperity of the Danish people, has confirmed me in this opinion and made me believe that the Bureau of Education might do the country a valuable service by making a more extensive first-hand study of these schools and their relation to the life of the rural population and reporting the results of the study in a simple form. For this reason, when last winter I detailed Harold W. Foght, L. L. Friend, and W. H. Smith—the first being one of the bureau's specialists in rural education and the other two special collaborators in the Rural Education Division of the bureau—to go to Denmark and study the rural schools of that country, I requested them to observe carefully the folk high schools. Mr. Friend being the supervisor of high schools of West Virginia—a State lying almost wholly in the upland South and having a large rural population—and therefore having had opportunity to become acquainted with conditions in this section, I asked him to give special attention to these schools and to prepare a brief report on them and on the advisability of establishing schools of this kind for the people of this southern section.

I am transmitting his report herewith and recommend that it be published as a bulletin of the Bureau of Education for distribution among the people of this section.

A more technical report, prepared by Mr. Foght, will be submitted for publication later.

Respectfully submitted.

P. P. CLAXTON,
Commissioner.

To the SECRETARY OF THE INTERIOR.

INTRODUCTION.

So great has been the part that the folk high schools and their offspring, the agricultural schools, have had in the intellectual and economic development of rural Denmark that they are worthy of the closest study by those interested in the intellectual and economic improvement of our own rural population. The founders of these schools and those who have developed them have broken completely away from ancient educational traditions and, having faithfully interpreted the educational needs of their people, have sought to meet them in the most direct and practical way possible. This we also must do if education is to become the vital force that it ought to be in the enlightenment and development of our rural population. My own feeling after visiting Denmark and making a serious study of the folk high schools and their methods is that they have some very practical suggestions to offer us for the improvement of rural education in this country, particularly in the piedmont sections of the South. I have attempted, therefore, in the following pages to describe accurately the work and methods of the folk high schools and to indicate as definitely as possible how we may make application of their best features in the improvement of rural education in these sections.

THE FOLK HIGH SCHOOLS OF DENMARK.

HISTORICAL SKETCH.

The origin of the folk high schools in Denmark dates back to the middle of the last century. At that time a great awakening was taking place among the people of Denmark, the principal manifestation of which was a desire on the part of the common people for greater political and religious liberty. One of the greatest and most farsighted leaders of that day was Bishop N. T. S. Grundvig, a noted divine, poet, and historian. Bishop Grundvig was in close sympathy with the common people and understood their aspirations and needs as perhaps no other man did. He saw, however, that the people were in need of education to fit them for the proper use of the greater liberties that they sought and to enable them to avail themselves of the advantages of freer institutions. He felt that greater liberties and extended political privileges might prove injurious to the real welfare of the people unless they were taught to use them with intelligence.

Bishop Grundvig was not in sympathy, however, with the classic spirit that predominated in the education of his day; at least he did not believe that the prevailing type of education was best for the peasants of Denmark. This, he believed, placed too much emphasis on learning for learning's sake and did not sufficiently provide either for the development of the inner life of the individual or for the improvement of his efficiency as a member of society. He believed that education should enable a man to know life and to know himself, that it should reveal his abilities and strengthen them, and that it should render him more capable of performing well his daily task. It should not, however, make him dissatisfied with his work. Grundvig's idea was that—

Education should not be rendered in such manner that it breeds despondency and contempt for work, but so that it ennobles a man's work and heightens his ability to perform it well.

In order that education of this kind might be made available for the people of Denmark, Bishop Grundvig conceived the idea of establishing a great school at some suitable point in the Kingdom. He laid his idea before the King of Denmark and won his indorsement for the plan and his promise of financial aid. A location was decided upon, land was secured, and the undertaking was begun.

Before it could be carried out, however, the King died and the project came to an end. Others had become acquainted with Grundvig's ideas, however, and were like him interested in the education of the people. Some years later, therefore, the school project was revived, though in modified form. The plan to establish one great school was abandoned, and assistance was not again sought from the King. The movement when revived became more distinctively a movement of the people and proposed the establishment of a number of schools of the type advocated by Bishop Grundvig.

The first folk high school was established in 1845 at Rodding, in the northern part of Schleswig, which was then Danish territory. In its organization and purpose it followed closely the ideas of Bishop Grundvig. A two-years' course of study was authorized. The principal subjects of instruction were Danish, history, physics, and agriculture. The aim of the school at the outset to have been fourfold: First, to prepare the people and to prepare them to obtain the greatest possible benefits from their new national constitution and to use in the most intelligent way the liberty granted by it; second, to arouse and maintain a strong spirit of patriotism, particularly in the Provinces of Schleswig and Holstein, where there was a faction disloyal to Denmark and in sympathy with Germany; third, to strengthen religious faith among the people; and fourth, to give a certain amount of vocational instruction, particularly for agricultural pursuits.

The school at Rodding for various reasons did not prosper to the extent hoped for. This was true also of Grundvig schools established elsewhere in the Kingdom during the early years following the founding of the school at Rodding. For nearly 20 years the movement did not really take hold of the people of Denmark. Then came the war with Germany in 1864, which had been long expected and which resulted in the loss of Schleswig and Holstein. This disaster humbled the pride of the nation and for the time being rendered the people almost hopeless. But with the passing of the first staggering effect of defeat the courage of the nation returned, and a movement began to regain the prestige which the nation had lost. This new movement did not have for its purpose, however, the restoration of Denmark's strength in arms nor the regaining of the territory that had been lost. It was in awakening the intelligence of the people and the development of the resources of the land that the leaders of the nation saw the promise of restored national prestige and respect. This, it was believed, could be accomplished only through education. Therefore education became the watchword of the leaders of the people and a passion with the people themselves. This new faith in education turned the attention of the people again to Bishop Grundvig's plan for popular education and led at once to a recognition of the

possibilities of the folk high school and to the real beginning of the high-school movement. The school at Rodding was moved across the new German border and reestablished at Askov. Other schools were established here and there throughout the Kingdom. Students began to flock to them in numbers, and their influence grew with great rapidity.

To-day there are nearly 80 folk high schools, with a total enrollment of almost 10,000 students. Over 10 per cent of the population pass through them. The young people of the country consider it a great privilege to spend a term in one of these schools, and at a number of the schools there are many more applicants for admission each year than can be accepted.

The folk high schools are not State institutions, but are the result of private initiative, supported by a strong popular desire for education. Some of them are owned and controlled by individuals, and others by high-school societies. These have been aided by gifts and loans from the people of the communities in which the schools are located. They therefore represent the cooperative effort of the people to provide for themselves the kind of education that they need. They are inspected by the Government, however, and when they come up to certain requirements are recognized by the State department of education and receive small annual grants from the national treasury. At the present time the amount granted to each recognized school is 3,000 kroner (\$810). Deserving students who are not able to bear their own expenses while attending a high school may receive assistance from a fund appropriated by the Government for that purpose. The maximum amount of assistance so given to each aided student is 25 kroner (\$6.75) per month. Students pay 35 kroner (\$9.45) per month in winter and 32 kroner (\$8.64) per month in summer for tuition, board, and lodging. The accommodations provided are plain but comfortable.

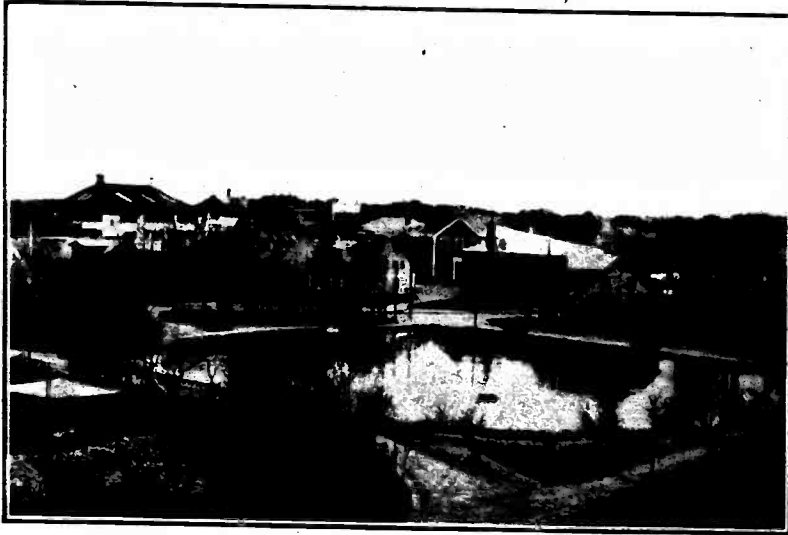
ORGANIZATION AND WORK OF THE FOLK HIGH SCHOOL.

The Danish folk high school is not a high school in the sense that we understand the term in the United States; at least, it is very unlike the public high schools of this country. The folk high schools are always located in the country and are maintained primarily for country youth. Most of their students are therefore sons and daughters of farmers, though among them are found many young men and women from other walks in life. In some schools a few from the towns and cities are enrolled. They are, as a rule, from 18 to 25 years of age. A few are younger than 18, but students under that age are usually not expected. Bishop Grundvig, in planning for the school, understood, as educators well understand

to-day, that it is at this age that the intellectual life can be most easily awakened, and that it is the best of all periods to arouse ambitions, to establish ideals, and to impart to the individual a knowledge of himself and a knowledge of life. Most of the students have completed the work of the elementary school several years prior to coming to the high school.

In most folk high schools two courses of study are offered—a five months' course in winter for young men and a three months' course in the summer for young women. At the outset a two years' course was planned, but it was found that comparatively few young men and women could be spared from the farm for that length of time or could afford the expense necessary to complete a two years' course. Moreover, long continuance in school often tends to make the country youth dissatisfied with the tasks of the farm and with farm life. Such a tendency is directly contrary to the spirit and purpose of the folk high school. Its chief purpose is to open the eyes of its students to the possibilities for a richer, happier, more satisfactory life in the performance of the tasks with which they are already familiar. "We want our pupils," explained the principal of one of the larger folk high schools, "to say when they leave, 'Now I will go back to my work and more clearly see the meaning of it and more deeply feel the dignity of it.' We do not desire that they become so devoted to reading and to study as to become dissatisfied with their work." It was found by experience, therefore, that by offering short courses that come at a time when the young people of the country can best be spared from their tasks, it is possible for the folk high schools to reach a much larger number and to accomplish its aims in a much more effective way. Most of the students go back to their work after spending a term in a high school. A few return to the same school or, perhaps, after a year or two, go for a term to another high school. Some go later to Askov, the oldest and largest of the folk high schools, where more extended courses are offered. Many students of the high schools, after completing a term there, go to an agricultural school for technical instruction in agriculture and other pursuits connected with rural life.

The course of study in the folk high schools consists in part of a review of the more important elementary branches. In some schools there is also instruction in science subjects, such as chemistry, physics, and biology. History and literature, however, are the subjects to which the greatest importance is attached, and it is through these subjects that the high schools seek chiefly to accomplish their aims. In a few schools instruction in agriculture and other subjects connected with rural life is given. In their early history, agriculture was included in the course of instruction in all of the high schools. It was found, however, that it was impossible



A. HIGH SCHOOL AT ASKOV, THE OLDEST AND LARGEST OF THE FOLK HIGH SCHOOLS.



B. FOLK HIGH SCHOOL, RYSLINGE, DENMARK.

in the short high-school term to give adequate instruction in agriculture and do thoroughly the more important work of the school. In most of the high schools, therefore, incidental attention only is given to vocational training. Some instruction in agricultural conditions is usually given, and there are sometimes classes in bookkeeping, drawing, and land measuring.

To meet the increasing demand for technical instruction in agriculture, there have grown up a number of agricultural schools. These are an outgrowth of the folk high schools and are closely affiliated with them. They are organized on the same plan as the high schools, having usually the same length of term and the same kind of organization, and following the same methods of instruction.

To give a definite idea of the work attempted in the folk high schools and in the agricultural schools, the course of instruction offered in a representative school of each class is here presented. The high-school course is that offered in the folk high school at Ryslinge, where 200 young men are enrolled in the winter term and about the same number of young women in the summer. The agricultural course selected is that given at Ladelund, where about 170 students are usually in attendance.

Course of instruction in folk high school at Ryslinge, Denmark, winter term, 1913.

Hours per week.	Hours per week.
Danish and correct writing..... 6	The constitution and laws of the State..... 1
History of Denmark..... 6	Agricultural conditions..... 1
General history..... 6	Bookkeeping (24 or 25 lessons in all).
History of Danish literature..... 2	Penmanship (24 or 25 lessons in all).
Arithmetic..... 3	Reading and song every evening.
Geography..... 3	Patriotic and folk songs are sung at the beginning of each lecture hour.
Nature study..... 2	
Drawing and surveying..... 2	
Gymnastics..... 6	

The three months' course for young women in summer does not include bookkeeping and the constitution and laws of the State. Instead of these it includes housework, plain and fancy sewing, patching, darning, etc.

Five-months' course offered in the agricultural school near Ladelund, Denmark, winter of 1913.

Hours.
Chemistry—as foundation for understanding of fertilizers, feeding, etc..... 75
Physics—as applied to machinery, heat, electricity, etc..... 45
Drawing and land measuring..... 30
Study of soils..... 15
Arithmetic..... 50
Danish..... 60
Gymnastics, one hour each day.....

General agriculture:	
(a) Plant culture	55
(b) Soils and their treatment, fertilizers, rotation, plant diseases	120
Domestic animals:	
(a) Anatomy of domestic animals, feeding and breeding of cows and swine ..	140
(b) Horse breeding	25
(c) Diseases of domestic animals	25
Dairying	15
History of agriculture	15
National economy	15
Farm machinery and implements	15
Electro technique and power machines	15
Farm accounting	50

It is not the aim of the folk high schools to impart a certain measured amount of textbook information in a specified length of time. Alfred Paulson, principal of the folk high school at Ryslinge, says:

Books play only a subordinate part in the main work of the school. The mark to be aimed at is not to learn this or that much or little, but to be made prepared for the teaching of life. If this preparation is made, if the young man has been aroused to learn from books and men, he will certainly be able to help himself to that wisdom in life which he is most in need of; and if this intellectual awakening does not take place in the mind of the youth it will be perfectly useless to equip him with a larger or smaller stock of book learning or accomplishment, for they are in truth not his and he will never learn to use them rightly.

More than anything else the folk high school seeks to awaken the intellectual life of its students, to start new forces operating in their lives, to make them want to live more efficiently and nobly and to teach them how to do so.

As has already been said, history, particularly the biographical side of history, and literature are regarded as the subjects through which the chief aims of the folk high school can best be accomplished. More importance is therefore attached to these subjects than to any others. History is the subject which the students most enjoy, particularly the history of the north. Principal Alfred Paulson says, "It is for history that the pupils attend the high school, and if it were withdrawn the school would soon lose its character." The aim in teaching this subject is to present and interpret the facts and events of history and the lives of men who have participated in the making of history in such way as to enable the student to see the bearing of these on his own life and times and to be guided by the teachings of history thus revealed. On this point Herr Appel, formerly principal of the folk high school at Askov, and now minister of education in Denmark, says:

When we give students, through connected description, the embodiment and growth of intellectual and social life during the history of mankind, they will have a means of comprehending the intellectual and social facts which they themselves must face in the world to-day. The students will acquire the ability of recalling

and living through again the life of the past. They will learn of the growth of culture. They will become absorbed in the main events and movements of the world's history.

For the subjects of history and literature, teachers of power and personality are chosen—teachers who know how to interpret the meaning of history and make its teachings clear; who are able to reveal the spirit that operated in the life of a great man in such way as to make it react in the lives of those they teach; who know the truths and beauties of great books and poems and are able to bring them within the grasp of their pupils. These subjects are presented mainly by simple lectures, for in this way the power and personality of the teacher have the freest play, and the truths and beauties of the subject taught find the readiest entrance to the minds of his pupils. Besides the lecture periods, however, there are periods for discussion, when the students are encouraged to talk freely about the subjects presented in the lecture hours and to ask questions concerning them. The class discussion hour is growing in favor in many of the schools.

WHAT THE FOLK HIGH SCHOOLS HAVE DONE FOR DENMARK.

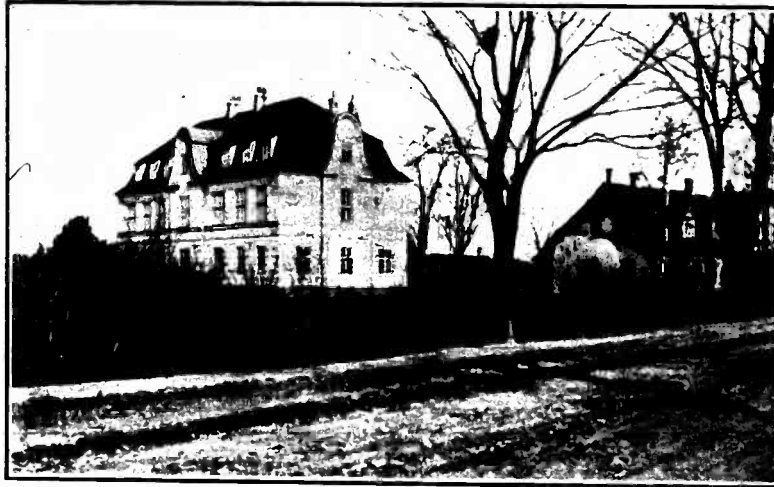
What can be accomplished in so short a time? This is a question often asked concerning the folk high schools by those who have heard of them but have not studied their work and methods. To answer this question it is necessary only to explain what has actually been accomplished by these schools among the Danish people. As a preparation for the acceptance of this explanation, the aim of the folk high schools, as elsewhere explained, must be kept in mind. It is not to make scholars of Danish youth, but to give them a knowledge of their powers and capabilities and to stimulate within them a desire for lifelong growth and improvement and for the enrichment of their lives through the intelligent performance of their daily tasks. It must be remembered also that under favorable conditions a long time is not necessarily required to stimulate and arouse the minds of young men and women. Within a single hour forces may be set operating that will change the whole current of an individual's life. This is exactly what takes place in the lives of hundreds of Danish youth as the result of a five months' term or a three months' term in a folk high school.

The awakening of large numbers of individuals in such manner must necessarily have its influence on the intellectual life, the civic life, the religious life, and the economic life of a nation. The Folk high schools have had a marked influence on all these phases of national life in Denmark.

Intellectually the Danes are the equal of any people in the world. The Danish peasantry is said by many to be the most intelligent in the world. Agriculture, which is the principal industry in Denmark, has since the war with Germany in 1864 raised the nation from prac-

tical bankruptcy to a position of independence and self-respect in spite of the fact that there are conditions in Denmark which make successful farming more difficult than in some other countries. This has been accomplished by the intelligence of the Danish farmer. He is constantly a student of his task, experimenting, testing, trying always to get better returns from the soil and from his dairy, and endeavoring to improve the products of his farm so that more people in England and other countries that buy them will want them. He reads more newspapers, agricultural papers, and magazines than any other farmer in the world. For this intelligence and its consequent prosperity, the folk high schools and the agricultural schools which have grown from them receive a large share of credit from the Danish people. The folk high schools have given them inspiration and the agricultural schools have given them definite preparation for their work. The work of these institutions in the education of their students does not end when they leave their halls, nor is it confined to their students alone. The high schools, in addition to their regular courses of instruction, maintain lecturing societies and hold annual high-school meetings for the intellectual improvement of all the rural population. The agricultural schools, besides giving short practical courses for farmers and farmers' wives, prepare specialists whose business it is to advise farmers and give them assistance in working out their experiments and agricultural problems.

The influence of the high schools on the civic life of rural Denmark is easily discovered. They have raised the standard of intelligence of the people, and the people are therefore well informed in regard to questions of politics and government and are able to do their own thinking on such questions. The inculcation of patriotism is everywhere sought in the high schools. This is accomplished through the teaching of Danish history and literature and through other less direct means. Even the surroundings of the students in the high schools are made to contribute to the cultivation of patriotism. In almost every high school many pictures are found that commemorate great events in Danish history or represent characteristic phases of Danish life. Many of these are splendid works of art by noted Danish artists. On the grounds of nearly all the high schools statuary, tablets, and memorial stones commemorate the lives and works of men who rendered notable service to their country. But the patriotic teaching of the high schools is never of a sentimental and boastful kind. The patriotism of being true and noble Danes and of living lives of service in times of peace is emphasized more than the patriotism of serving the country in times of war. The men most frequently commemorated by portraits, tablets, and statues in the high schools are men who have rendered service to the people in social and economic improvement and moral reform.



1. FOLK HIGH SCHOOL, ÅÅKARP, SWEDEN.



2. FOLK HIGH SCHOOL, NEAR ROSKILDE, DENMARK.

The singing of patriotic and folk songs is also used as an effective means of cultivating patriotism. A book containing a remarkably rich collection of such songs has been compiled for the folk high schools and is in use in all of them. Many of these were written by Bishop Grundvig, the father of the folk high school. The work of each day is begun with prayer and song; at the beginning of each lecture hour a song is sung, the teacher leading; and often, after the regular work of the day is done, the students assemble before retiring and spend an hour in singing the songs that speak of their country and its history.

The religious influence of the folk high schools is of a most positive character, though no attempt is made to teach dogmatic religion. Separate lessons in religion are not given, and the church exercises no control whatever over the teaching of the high schools. Through the work of the school, however, particularly through history and literature, there is constant emphasis upon the underlying principles of religion. In the words of one of the high-school principals, "In the study of history in the high schools the hand of God is shown all through the evolution of the ages." The teachers are all religious men and women, and through their example also the spirit of religion is inculcated in the lives of their pupils.

On the economic side of Danish life the influence of the high schools also stands out conspicuously. The higher standard of intelligence established by the high schools has improved the condition of the Danish farmer amazingly and has made him the chief factor in Danish life. Though as a rule his farm is small, it almost invariably produces a good living for its owner and usually contributes something to the export trade of the nation. The export trade of Denmark consists chiefly in butter, cheese, bacon, and eggs. These go largely to the markets of England and are produced and marketed usually under the direction of the Danish cooperative agricultural societies. Cooperation is the watchword in all rural activities in Denmark. In cooperation in agriculture this little country has become an example for the rest of the world. In 1912 there were marketed through the cooperative societies eggs, butter, bacon, and meats to the value of \$121,000,000.

That the folk high schools have had an important part in the success of the cooperative movement is everywhere recognized in Denmark. Mr. M. P. Blem, the foremost authority in Denmark on Danish cooperation in agriculture, in a report on the cooperative movement in Denmark, on this point says:

The greatest of all exterior influences [on the success of the cooperative movement] may be traced to the Danish high schools for the people, for at these a staff of young, able men and women are annually trained and sent out, men and women who with

an open eye and undaunted courage go out into practical farming life and with energy and understanding perform the work they have been trained and perfected in.

Everywhere those who have been in the folk high schools are leaders in the cooperative societies. Eighty per cent of those who fill positions as managers, superintendents, and other officials in these societies have been students in the high schools. Thus the high schools have helped to improve the condition of the Danish farmer and to raise the Danish nation to a position of economic independence.

SOME SUGGESTIONS AS TO THE POSSIBLE APPLICATION OF THE FOLK HIGH-SCHOOL IDEA IN THE MOUNTAIN AND PIEDMONT SECTIONS OF THE SOUTH.

In certain sections of the South, particularly in the mountain and piedmont regions, the purest American blood is found to-day. In these sections live a people whose ancestors have dwelt there for many generations. They have had little contact with the outside world and are rugged and unspoiled, possessing many homely virtues that in regions in closer touch with trolley cars and town and city life are unfortunately more or less obsolete. For many reasons these people have not had opportunity to obtain the education needed to enable them to make the most of the natural resources of their section of the country. They earn a precarious living by cultivating, in unskilled ways, farm lands which, though comparatively unproductive now, might be made to yield an abundant support for a much larger population. These people are not satisfied with their lot; but many of them, not knowing how to make their conditions better, can have no intelligent and persistent desire to do so. As a result of these conditions, they are not getting out of life the happiness, the contentment, and the share of its better things that by right belong to them and that their unrecognized capabilities would, if developed and used, enable them to obtain. On the other hand, they are contributing only a small part of what they might contribute to the wealth and welfare of the Nation and of the States of which they are a part. A noble people of great native ability, and living in a section of large and varied natural resources, they are still poor when they might be rich, are comparatively without influence when they might contribute much to the highest interests of the Nation and the world. The greatest need of these people is to be aroused to the realization of their real worth and of the greatness of their possibilities. Their condition is not unlike that of the people of rural Denmark at the time of the war with Germany; and as education was used to bring about the intellectual and industrial awakening of rural Denmark, so I believe it may be used to bring about the intellectual and industrial awakening of the upland South; that is, the right kind of education

may be so used. Not education of the kind provided in the usual city school, or even in the usual rural school—this will not meet their present needs—but education of the kind that the folk high schools have brought to the people of rural Denmark. Here and there the educational needs of these sections have been rightly interpreted, and a few schools have been established that are in a measure meeting these needs in limited localities. Of these, Miss Martha Berry's school at Rome, Ga., is a good example. The field has barely been touched, however.

The real purpose for which this bulletin has been prepared is to suggest the possibility of introducing successfully into the upland sections of the South a modified form of the Danish folk high school and of bringing about through this type of school such an awakening as has taken place in rural Denmark. It would, of course, be impracticable to introduce the folk high school exactly as it is in Denmark. Modifications would be necessary to suit our own conditions, though not in the essential features of the school.

As in Denmark, the special mission of such schools would be to reach young men and women between the ages of 16 and 25 or 18 and 30, for the reason that in these years intellectual awakening and self-realization are most likely to occur. This is the time when young men and women begin in earnest to bring thought and reason to bear upon their experiences and when direction can best be given to their lives. It is therefore the school's best period for effectively influencing the lives of its pupils.

The short term is one of the most characteristic features of the folk high school and one that should be adopted here. The average boy and young man on the farm can not be spared from the work of the farm for a long school term. If the only school within his reach is one having a nine months' term and a four years' course of study, he is likely, if he thinks of the matter at all, to consider attendance at such school out of the question for him. In the winter, however, when there is little work on the farm, his absence will not be seriously felt, and from November to March, perhaps, the school, if its courses are arranged to suit, may interest him in what it has to offer.

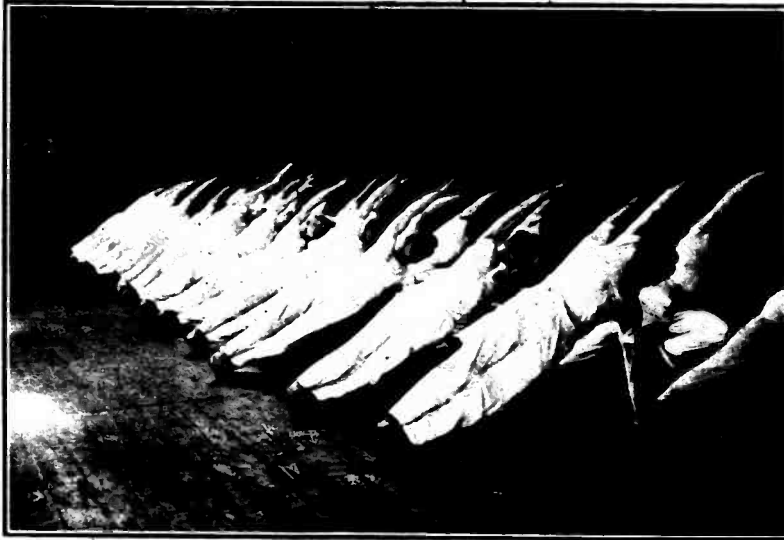
As already explained, the two-fold purpose of the Danish folk high school is to awaken the intellectual life of its pupils and to give them technical instruction in the pursuits of rural life. In recent years the two types of instruction have been provided usually in different schools. In establishing such schools in our Southern States, however, there does not appear any good reason why both types of instruction could not be provided in the same school. There is at least the argument of economy in favor of combining the two. The

student's first term, at least, should be given to general preparation and inspirational instruction. A review of the more important common-school branches would be necessary; but as in the folk high schools, history, particularly the biographical side of history, and literature should receive particular attention because of their inspirational value.

In the folk high schools the effectiveness with which history and literature are used in the awakening of young men and women is due in large measure to the personality and enthusiasm of the teachers who give instruction in these subjects. In the period of adolescence more than in any other period in the life of the individual, the teacher is the most important factor in the educational process. The selection of teachers, therefore, would be a matter of supreme importance in the inauguration of the kind of schools here proposed. Following the term devoted to a review of the important elementary branches and to inspirational instruction, should come the more definite instruction in the vocations of rural life. The purpose of this instruction should be three-fold: First, to give a practical foundation knowledge to enable those who pursue these vocations to practice them more intelligently and more successfully; second, to give them greater respect for rural life and its opportunities; third, to give them the attitude of the student and the investigator toward their work. One of the best results of the folk high schools and agricultural schools is that they have made of the Danish farmers students and experimenters, who are constantly trying to discover new ways of rendering their lands more productive and of improving their farm crops and farm animals.

The practice of the folk high schools in providing for the separate instruction of young men and young women should, I believe, be followed in the schools here proposed. In fact, since the students are to live at the school, as is hereafter explained, separate instruction would be necessary. The Danish plan of conducting a five months' term in the winter for young men and a three months' term in the summer for young women is recommended. The summer term for young women might well be four months.

The following program of instruction is suggested for a course of instruction for young men to cover three winter terms of five months each. In the course for young women much of the work in agriculture should be omitted, and instruction in household arts, gardening, poultry raising, etc., should be given.



A. GYMNASTIC DRILL, FOLK HIGH SCHOOL, VALLEKILDE, DENMARK.



B. FOLK HIGH SCHOOL, VALLEKILDE, DENMARK.

Program of subjects suggested for a course of instruction for young men.

First term:

English language and composition.
Hygiene and sanitation.
Geography.
History—leading facts of world history.
History—American, with emphasis on biography.
Literature—study of suitable English and American classics.
Arithmetic and farm accounting.
Gymnastics.

Second term:

Chemistry—practical application of chemistry to everyday life.
Physics—simplified course involving a practical application of physics.
Carpentry and repairing tools and machinery.
Soils—general study of soil formation, soil improvement, etc.
Plants—life of common plants, plant diseases, etc.
Farm management.
Gymnastics.

Third term:

Farm machinery.
Domestic animals—breeds and breeding, feeds and feeding.
Dairying.
Fruits and fruit growing.
Land measuring, draining, etc.
Markets, transportation, cooperative associations, etc.
Land laws, insurance, banks, etc.
Farm buildings—planning and equipment of barns, stables, silos, etc.
Gymnastics.

In three of the agricultural high schools of Denmark special short courses are given throughout the year for farmers and farmers' wives. The length of the courses is usually about two weeks. The writer visited one of these schools in March, 1913, and found 54 men and women pursuing the short course then given. Some of the men and women were quite old. The object of the courses is to give instruction that will be immediately helpful to farmers and their wives in dealing with the everyday problems of the farm. A large number of persons take advantage of them each year. The Government renders financial aid to deserving persons desiring to attend these courses, who are unable to bear their own expenses. Similar courses, I believe, should be undertaken in our adaptation of the folk high schools. They would render practical service to the farmers in reach of them and would aid in securing for the school their sympathy and support.

The cost of establishing and maintaining such a school as here recommended need not be great. A building or buildings would be necessary, providing classrooms, laboratories, rooms for students, and living quarters for the principal and teachers. The students, except those residing near by, should live at the school. One of the reasons why the Danish folk high schools are able to do so much for

their young men and women in so short a time is that they live together like a large family and devote themselves constantly to the work of the school. There are no outside influences to interfere with their work, and they are constantly under the influence of their teachers.

The buildings should be substantial, but plain. The quarters provided for students should be comfortable of course, but need not be expensive in furnishing. Bed covering and pillows could be brought by the student from home. Plain, but wholesome, food would meet the needs of the dining room. Most of the work connected with the up-keep of the buildings could be done by the students themselves. Barns, stables, silos, and other outbuildings should be provided, such as should be found on any well-managed farm. Horses, cows, swine, and farm fowls should be supplied in sufficient numbers to meet the needs of the school population and the school farm. These would also serve the students for study purposes and should be of good breeds. There must be a school farm. This should be of sufficient size to afford opportunity for crops and pasture land. It should be an average farm in kind and quality. Such a farm would serve better than an exceptionally good one to demonstrate what may be accomplished by proper methods in farm improvement.

The folk high schools of Denmark are owned by private individuals and high-school societies, but are subsidized by the Government. This plan is not usually an acceptable one in our own country. We do not take kindly to the idea of giving State aid to private and denominational institutions. The private ownership of these schools has certain advantages there, but in this country such schools would perhaps render the greatest service if established and supported by some governmental unit of territory, such as the county or district. Our way of cooperating in education is through voluntary taxation for the support of such educational institutions as we desire. There is no reason, however, why public funds should not be supplemented by private donations. Such schools might also be supported wholly by private contributions; but there should be no attempt to run them for private gain.

The cost of attendance should be kept as low as possible. If the school is supported by taxation, no tuition fees would be required of those living within the unit of territory supporting the school. Rooms could be let to students without charge, and meals could be furnished at actual cost. The necessary expenses of a course covering three terms of five months each for young men and four months each for young women could in this way be kept so low as to bring such a course within the reach of most of the young people of a county or district.

SOME FEATURES OF THE WORK OF THE FOLK HIGH SCHOOLS THAT CAN BE ADOPTED IN STANDARD HIGH SCHOOLS.

While studying the Danish folk high schools the writer was impressed with the idea that certain features of their work could be added successfully and profitably to the work of our standard high schools.

HISTORY AND LITERATURE IN NIGHT HIGH SCHOOLS.

Many town and city high schools, in order that they may be of service to a larger number of young people, are now maintaining night schools for boys and girls of high-school age who are compelled by the necessity of self-support or of the support of relatives to be employed during the day. The introduction in night schools of history and literature as they are taught in the folk high schools would, I believe, attract many young people and be of great inspirational value to them. Such instruction could be given by the regular teachers of history and literature in the high school or by other qualified persons. This instruction should be given in the form of simple, interesting talks or stories and by means of pictures and lantern slides. Little or no preparation should be required on the part of the pupils and no tests or examinations should be given. The pupils should be encouraged, however, to do independent reading in connection with the subjects upon which lectures are given, and questions and discussions should be encouraged.

THE SHORT COURSE IN STANDARD RURAL HIGH SCHOOLS.

The short course has contributed as much to the success of the Danish folk high schools as any other feature of their organization. If the courses were longer, most of their students would be debarred from attendance. The addition of similar short courses to the work of our standard rural high schools would, I believe, enlarge their opportunity for service. Such courses, continuing four or five months in winter and arranged especially for those who can not attend for a nine months' term or have no desire to do so, would not only bring the high school in touch with many who would not otherwise be reached, but would doubtless be the means of arousing in some a desire for a more extended course of instruction.

Many of our rural high schools are not attended by the number of young people in their communities that ought to attend them. This is due largely to the fact that they are so organized as not to be within reach of many who ought to receive their instruction.

There are a few who are so situated as to be conveniently spared from home nine months out of the year for a four years' course in the county or district high school; but the sons and daughters of a large

number of the taxpayers who support these schools find it impossible to attend them. It is fair, I think, to measure the success of a public high school in part by the number of young people in its territory who attend it. Its aim should be to render the greatest service possible to the largest number possible. If some can not be helped as much as others, that fact should not be accepted as an excuse for refusing to help them at all. It is after all not so important that the pupils of a high school be put through a course of traditional length in the traditional way as that they be helped through the school to find themselves, and that they have a foundation for lifelong growth and improvement.

The short courses suggested should include both inspirational and practical subjects, so that they may make the strongest possible appeal to their students. No entrance requirements should be prescribed, but a minimum age limit of 16 or 18 should be fixed, and applicants for admission should be able to read and write.

BULLETIN OF THE BUREAU OF EDUCATION.

[NOTE.—With the exceptions indicated, the documents named below will be sent free of charge upon application to the Commissioner of Education, Washington, D. C. Those marked with an asterisk (*) are no longer available for free distribution, but may be had of the Superintendent of Documents, Government Printing Office, Washington, D. C., upon payment of the price stated. Remittances should be made in coin, currency, or money order. Stamps are not accepted. Documents marked with a dagger (†) are out of print.]

1906.

- †No. 1. Education bill of 1906 for England and Wales as it passed the House of Commons. Anna T. Smith.
- *No. 2. German views of American education, with particular reference to industrial development. William N. Hallmann. 10 cts.
- *No. 3. State school systems: Legislation and judicial decisions relating to public education, Oct. 1, 1904, to Oct. 1, 1906. Edward C. Elliott. 15 cts.

1907.

- †No. 1. The continuation school in the United States. Arthur J. Jones.
- *No. 2. Agricultural education, including nature study and school gardens. James R. Jewell. 15 cts.
- †No. 3. The auxiliary schools of Germany. Six lectures by B. Maennel.
- †No. 4. The elimination of pupils from school. Edward L. Thorndike.

1908.

- †No. 1. On the training of persons to teach agriculture in the public schools. Liberty H. Bailey.
- *No. 2. Publications of the United States Bureau of Education, 1867-1907. 10 cts.
- *No. 3. Bibliography of education for 1907. James Ingersoll Wyer, Jr., and Martha L. Phelps. 10 cts.
- †No. 4. Music education in the United States; schools and departments of music. Arthur L. Manchester.
- *No. 5. Education in Formosa. Julian H. Arnold. 10 cts.
- *No. 6. The apprenticeship system in its relation to industrial education. Carroll D. Wright. 15 cts.
- *No. 7. State school systems: II. Legislation and judicial decisions relating to public education, Oct. 1, 1906, to Oct. 1, 1908. Edward C. Elliott. 30 cts.
- No. 8. Statistics of State universities and other institutions of higher education partially supported by the State, 1907-8.

1909.

- No. 1. Facilities for study and research in the offices of the United States Government in Washington. Arthur T. Hadley.
- No. 2. Admission of Chinese students to American colleges. John Fryer.
- *No. 3. Daily meals of school children. Caroline I. Hunt. 10 cts.
- †No. 4. The teaching staff of secondary schools in the United States; amount of education, length of experience, salaries. Edward L. Thorndike.
- No. 5. Statistics of public, society, and school libraries in 1908.
- *No. 6. Instruction in the fine and manual arts in the United States. A statistical monograph. Henry T. Bailey. 15 cts.
- No. 7. Index to the Reports of the Commissioner of Education, 1867-1907.
- *No. 8. A teacher's professional library. Classified list of 100 titles. 5 cts.
- No. 9. Bibliography of education for 1908-9.
- No. 10. Education for efficiency in railroad service. J. Shirley Eaton.
- *No. 11. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-9. 5 cts.

1910.

- No. 1. The movement for reform in the teaching of religion in the public schools of Saxony. Arley B. Shaw.
- No. 2. State school systems: III. Legislation and judicial decisions relating to public education, Oct. 1, 1908, to Oct. 1, 1909. Edward C. Elliott.
- †No. 3. List of publications of the United States Bureau of Education, 1867-1910.
- No. 4. The biological stations of Europe. Charles A. Kofoid.
- No. 5. American schoolhouses. Fletcher B. Dresslar.
- †No. 6. Statistics of State universities and other institutions of higher education partially supported by the State, 1908-10.

1911.

- *No. 1. Bibliography of science teaching. 5 cts.
- No. 2. Opportunities for graduate study in agriculture in the United States. A. C. Monahan.
- *No. 3. Agencies for the improvement of teachers in service. William C. Ruediger. 15 cts.
- *No. 4. Report of the commission appointed to study the system of education in the public schools of Baltimore. 10 cts.
- *No. 5. Age and grade census of schools and colleges. George D. Strayer. 10 cts.
- No. 6. Graduate work in mathematics in universities and in other institutions of like grade in the United States.
- *No. 7. Undergraduate work in mathematics in colleges and universities. 5 cts.
- *No. 8. Examinations in mathematics, other than those set by the teacher for his own classes. 5 cts.
- No. 9. Mathematics in the technological schools of collegiate grade in the United States.
- †No. 10. Bibliography of education for 1909-10.
- †No. 11. Bibliography of child study for the years 1909-9.
- *No. 12. Training of teachers of elementary and secondary mathematics. 5 cts.
- *No. 13. Mathematics in the elementary schools of the United States. 15 cts.
- *No. 14. Provision for exceptional children in the public schools. J. H. Van Sickle, Lightner Witmer, and Leonard P. Ayres. 10 cts.
- *No. 15. Educational system of China as recently reconstructed. Harry E. King. 15 cts.
- No. 16. Mathematics in the public and private secondary schools of the United States.
- †No. 17. List of publications of the United States Bureau of Education, October, 1911.
- *No. 18. Teachers' certificates issued under general State laws and regulations. Harlan Updegraff. 20 cts.
- No. 19. Statistics of State universities and other institutions of higher education partially supported by the State. 1910-11.

1912.

- *No. 1. A course of study for the preparation of rural-school teachers. Fred Mutchler and W. J. Craig. 5 cts.
- *No. 2. Mathematics at West Point and Annapolis. 5 cts.
- No. 3. Report of committee on uniform records and reports.
- No. 4. Mathematics in technical secondary schools in the United States.
- *No. 5. A study of expenses of city school systems. Harlan Updegraff. 10 cts.
- *No. 6. Agricultural education in secondary schools. 10 cts.
- *No. 7. Educational status of nursing. M. Adelaide Nutting. 10 cts.
- †No. 8. Peace day. Fannie Fern Andrews. (Later publication, 1913, No. 12.)
- No. 9. Country schools for city boys. William S. Myers.
- *No. 10. Bibliography of education in agriculture and home economics. 10 cts.
- †No. 11. Current educational topics, No. I.
- †No. 12. Dutch schools of New Netherland and colonial New York. William H. Kilpatrick.
- *No. 13. Influences tending to improve the work of the teacher of mathematics. 5 cts.
- *No. 14. Report of the American commissioners of the international commission on the teaching of mathematics. 10 cts.
- †No. 15. Current educational topics, No. II.
- *No. 16. The reorganized school playground. Henry S. Curtis. 5 cts.
- *No. 17. The Montessori system of education. Anna T. Smith. 5 cts.
- *No. 18. Teaching language through agriculture and domestic science. M. A. Leiper. 5 cts.
- *No. 19. Professional distribution of college and university graduates. Bailey B. Burritt. 10 cts.
- *No. 20. Readjustment of a rural high school to the needs of the community. H. A. Brown. 10 cts.
- *No. 21. Urban and rural common-school statistics. Harlan Updegraff and William R. Hood. 5 cts.
- No. 22. Public and private high schools.
- No. 23. Special collections in libraries in the United States. W. Dawson Johnston and Isadore G. Mudge.
- *No. 24. Current educational topics, No. III. 5 cts.
- *No. 25. List of publications of the United States Bureau of Education, 1912.
- †No. 26. Bibliography of child study for the years 1910-11.
- No. 27. History of public-school education in Arkansas. Stephen B. Weeks.
- *No. 28. Cultivating school grounds in Wake County, N. C. Zebulon Judd. 5 cts.
- *No. 29. Bibliography of the teaching of mathematics, 1900-1912. David Eugene Smith and Charles Goldsman. 10 cts.
- No. 30. Latin-American universities and special schools. Edgar E. Brandon.
- No. 31. Educational directory, 1912.
- No. 32. Bibliography of exceptional children and their education. Arthur MacDonald.
- †No. 33. Statistics of State universities and other institutions of higher education partially supported by the State. 1912.

1913.

- No. 1. Monthly record of current educational publications, January, 1913.
- *No. 2. Training courses for rural teachers. A. C. Monahan and R. H. Wright. 5 cts.
- *No. 3. The teaching of modern languages in the United States. Charles H. Handechn. 15 cts.
- *No. 4. Present standards of higher education in the United States. George E. MacLean. 20 cts.
- No. 5. Monthly record of current educational publications. February, 1913.

- *No. 6. Agricultural instruction in high schools. C. H. Robison and F. B. Jenks. 10 cts.
- *No. 7. College entrance requirements. Clarence D. Kingsley. 15 cts.
- *No. 8. The status of rural education in the United States. A. C. Monahan. 15 cts.
- No. 9. Consular reports on continuation schools in Prussia.
- No. 10. Monthly record of current educational publications, March, 1913.
- No. 11. Monthly record of current educational publications, April, 1913.
- *No. 12. The promotion of peace. Fannie Fern Andrews. 10 cts.
- *No. 13. Standards and tests for measuring the efficiency of schools or systems of schools. Report of the committee of the National Council of Education, George D. Strayer, chairman. 5 cts.
- No. 14. Agricultural instruction in secondary schools.
- *No. 15. Monthly record of current educational publications, May, 1913. 5 cts.
- *No. 16. Bibliography of medical inspection and health supervision. *15 cts.
- No. 17. A trade school for girls. A preliminary investigation in a typical manufacturing city, Worcester, Mass.
- *No. 18. The fifteenth international congress on hygiene and demography. Fletcher B. Dresslar. 10 cts.
- *No. 19. German industrial education and its lessons for the United States. Holmes Beckwith. 15 cts.
- No. 20. Illiteracy in the United States.
- †No. 21. Monthly record of current educational publications, June, 1913.
- No. 22. Bibliography of industrial, vocational, and trade education.
- *No. 23. The Georgia Club at the State Normal School, Athens, Ga., for the study of rural sociology. E. C. Branson. 10 cts.
- *No. 24. A comparison of public education in Germany and in the United States. Georg Kerschenteiner. 5 cts.
- *No. 25. Industrial education in Columbus, Ga. Roland B. Daniel. 5 cts.
- *No. 26. Good roads arbor day. Susan B. Sipe. 10 cts.
- *No. 27. Prison schools. A. C. Hill. 10 cts.
- No. 28. Expressions on education by American statesmen and publicists.
- No. 29. Accredited secondary schools in the United States. Kendrick C. Babcock.
- *No. 30. Education in the South. 10 cts.
- *No. 31. Special features in city school systems. 10 cts.
- No. 32. Educational survey of Montgomery County, Md.
- †No. 33. Monthly record of current educational publications, September, 1913.
- No. 34. Pension systems in Great Britain. Raymond W. Sies.
- *No. 35. A list of books suited to a high-school library. 15 cts.
- No. 36. Report on the work of the Bureau of Education for the natives of Alaska, 1911-12.
- No. 37. Monthly record of current educational publications, October, 1913.
- No. 38. Economy of time in education.
- No. 39. Elementary industrial school of Cleveland, Ohio. W. N. Hallmann.
- *No. 40. The reorganized school playground. Henry S. Curtis. 10 cts.
- No. 41. The reorganization of secondary education.
- *No. 42. An experimental rural school at Winthrop College. H. S. Browne. 10 cts.
- *No. 43. Agriculture and rural-life day; material for its observance. Eugene C. Brooks. 10 cts.
- *No. 44. Organized health work in schools. E. B. Hoag. 10 cts.
- No. 45. Monthly record of current educational publications, November, 1913.
- No. 46. Educational directory, 1913.
- *No. 47. Teaching material in Government publications. F. K. Noyes. 10 cts.
- No. 48. School hygiene. W. Carson Ryan, jr.
- No. 49. The Farragut School, a Tennessee country-life high school. A. C. Monahan and Adams Phillips.
- No. 50. The Fitchburg plan of cooperative industrial education. M. R. McCann.
- No. 51. Education of the immigrant.
- No. 52. Sanitary schoolhouses. Legal requirements in Indiana and Ohio.
- No. 53. Monthly record of current educational publications, December, 1913.
- No. 54. Consular reports on industrial education in Germany.
- No. 55. Legislation and judicial decisions relating to education, October 1, 1909, to October 1, 1912. James C. Boykin and William R. Hood.
- No. 56. Some suggestive features of the Swiss school system. William Knox Tate.
- No. 57. Elementary education in England, with special reference to London, Liverpool, and Manchester. I. L. Kandel.
- No. 58. Educational system of rural Denmark. Harold W. Foght.
- No. 59. Bibliography of education for 1910-11.
- No. 60. Statistics of State universities and other institutions of higher education partially supported by the State, 1912-13.

1914.

- No. 1. Monthly record of current educational publications, January, 1914.
- No. 2. Compulsory school attendance.
- No. 3. Monthly record of current educational publications, February, 1914.
- No. 4. The school and the start in life. Meyer Bloomfield.