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SCHOOL LIFE

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THE CLASSICS FOR AMERICA.

Little Liberal Culture Which is not Based on Greek and Latin Literature—First Great Duty of Education is Formation of Character—Pressing Requirements of Present Hour—To Draw Away from Classics is to Draw Away from Path of Security and Progress.

By CALVIN COOLIDGE, *Vice-President of the United States.*

[An address delivered before the American Classical League, Philadelphia, Pa., July 7, 1921.]

We come here to-day in defense of some of the great realities of life. We come to continue the guaranty of progress in the future by continuing a knowledge of progress in the past. We come to proclaim our allegiance to those ideals which have made the predominant civilization of the earth. We come because we believe that thought is the master of things. We come because we realize that the only road to freedom lies through a knowledge of the truth.

Mankind have always had classics. They always will. That is only another way of saying they have always set up ideals and always will. Always the question has been, always the question will be, What are those ideals to be, what are to be the classics? For many centuries, in education, the classics have meant Greek and Latin literature. It does not need much argument to demonstrate that in the western world society can have little liberal culture which is not based on these. Without them there could be no interpretation of language and literature, no adequate comprehension of history, no understanding of the foundations of philosophy and law. In fact, the natural sciences are so much the product of those trained in the classics that, without such training, their very terminology can not be fully understood.

Education is undertaken to give a larger comprehension of life. In the last 50 years its scope has been very much broadened. It is scarcely possible to consider it in the light of the individual. It is easy to see that it must be discussed in the light of society. The question for consideration is not what shall be taught to a few individuals. Nor can it be determined by the example of the accomplishments of a few individuals. There have been great men with little of what we call education. There have been small men with a great deal of learning. There has never been a great people who did not possess great learning. The whole question at issue is, what does the public welfare require for the purpose of education? What are the fundamental things that young Americans should be taught? What is necessary for society to come to a larger comprehension of life?

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THE first duty of government, and the surest evidence of good government, is the encouragement of education. A general diffusion of knowledge is the precursor and protector of republican institutions, and in it we must confide as the conservative power that will watch over our liberties and guard them against fraud, intrigue, corruption, and violence. I consider the system of our common schools as the palladium of our freedom, for no reasonable apprehension can be entertained of its subversion as long as the great body of the people are enlightened by education.—*De Witt Clinton.*

ERADICATION OF ILLITERACY.

No Uniform Definition of the Term—Statistics Not Wholly Reliable—One-Fifth of Our Population are Nearly Illiterate—Not a Matter of Races or Sections—Eradication of Illiteracy Is Coming Slowly but Surely—Effective Work is Done in the Army—No Illiterate Nation Can Achieve Greatness.

By JOHN J. TIGERT, *United States Commissioner of Education.*

[An address delivered before the Illiteracy Section of the National Education Association, Des Moines.]

The extent and the meaning of illiteracy not only in the United States but everywhere are confused because of the lack of a clear definition. We shall not undertake to clear up more definitely the meaning of the term, but we shall accept in this discussion the definition of an illiterate as one who is unable to write his or her native tongue. It has been found that those who are able to read and can not write are so few as to be practically negligible. This definition is the basis upon which the illiteracy statistics are gathered in the United States and in practically all countries.

A further confusion arises because of the unreliable character of our statistics in this field. In the past we have relied very largely upon the census enumerator in the United States to discover our illiterates. This was done by asking every citizen, "Can you read? Can you write?" On this basis of investigation we learned in 1910 that 7.7 per cent of our population above 10 years of age were illiterate. It had long been suspected by educators and others that this was not an accurate criterion. Many people did not understand how much ability was required to enable them to say, "I can read. I can write," and therefore large numbers answered the question falsely. It was estimated by those who had studied the problem that probably 20 per cent of our population might be included in a class which might be termed near-illiterates, that is to say, those who could write their names or possibly a few sentences, but whose ability to handle the language was not sufficient to make it a vehicle of real enlightenment.

These suspicions were proved to be well founded when a more satisfactory method was evolved in the urgency of the Great War. For the intelligent mobilization of the American Army it became necessary for the Government to know accurately whether our soldiers could read orders and write orders before they could be assigned to effective service. Our Government therefore gave to a million and a half men who were taken in the first draft—men from every State in the Union and from every class of people—a piece of newspaper to read and asked each one of them to write a short letter.

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When this test was given it was found that from 1,566,011 men examined those who were unable to "read and understand newspapers and write letters home" amounted to 25.3 per cent. (Report of R. M. Yerkes, chairman of the committee for Army tests.)

We found, therefore, that among our male population capable of bearing arms, instead of 77 out of every thousand being illiterate, approximately 250 out of every thousand were illiterate. Making allowance for the fact that a larger proportion of our female population attend the first five grades of the elementary schools, and therefore there is likely to be a less degree of illiteracy among women than men, yet we are safe in saying that at the time of the World War probably 20 per cent of our population could not use the English language as a vehicle for information or expression.

Majority of Illiterates are White.

It is hardly necessary for me to recite all the facts relative to illiteracy gathered in the oft-quoted statistics of the census of 1910. I take it that before a body like this which has studied the matter of illiteracy very carefully all these facts are quite familiar. It will be remembered that the census of 1910 indicated that there were at that time 5,516,163 illiterates above 10 years of age. They were divided into the following classes: 3,184,633, or 58 per cent, were white citizens; 1,534,272, or 28 per cent, of these were native born; 1,650,351, or 30 per cent, were foreign born; 2,227,731, or 40 per cent, were negro citizens. The remainder, about 2 per cent, were Indians, Mongolians, and a number of infinitesimally small groups.

At that time 1,768,132 of these illiterates were living in cities—that is, they were urban; 3,748,033 were living in small towns, villages, and the open country—that is to say, they were rural. It appears, therefore, that the rural illiteracy of 1910 was approximately double the urban illiteracy.

Densest Areas Among Foreign Born.

It was formerly thought that illiteracy in the United States was largely a matter of races and sections. There was a time when certain sections of the South were called the "Black Belt" of illiterates, it being a convenient excuse for the appalling illiteracy in the United States to foist it upon the negro and the supposedly backward whites in the mountain sections of the South. We are now well aware of the fact that illiteracy is not in any sense a problem of race or section. Careful investigations revealed the fact that the densest areas of illiteracy are found among our foreign-born whites in the States of Massachusetts, New York, Pennsylvania, New Jersey, Ohio, Illinois, and California.

Slowly but surely illiteracy is being eradicated in the United States. It is not necessary for me to dwell here upon the history of the progress that has been made. I do not think it just, however, to pass without saying what has so often been said—that the work of the distinguished chairman of this conference [Mrs. Cora Wilson Stewart] in this field is perhaps the greatest single constructive contribution which has been made to the cause of education in the United States in the last decade. Mrs. Stewart began her work in the moonlight schools in Rowan County, Ky., in September, 1911. She inaugurated a campaign to eradicate adult illiteracy in that county. It was predicted that it was an impossibility. It was said that adults would not willingly go to school and that there was no way in which they could be prevailed upon to do so. It was further stated that it was a pedagogical impossibility to teach old people even when they were willing to submit to instruction.

Adults Well Taught Learn Readily.

Mrs. Stewart demonstrated clearly the fallacy of both of these contentions. On the first evening, in spite of the difficulties in transportation in that remote mountain district, 1,200 men and women came trooping to the moonlight school, varying in age from 18 to 86. Eventually there was an enrollment of 1,600 people, almost one-third of the entire population of the county. The result was eradication of illiteracy in that county to an almost irreducible minimum, and moonlight schools spread in many other counties in Kentucky. By March, 1918, more than 1,100 illiterate men and women had been taught to read and write in Rowan County alone. From Kentucky it spread to 22 States. Some tried it as an experiment in certain counties others put it on as a State-wide campaign; I have not time here to review the enormous results of this movement which led to the teaching of thousands of illiterates in many States a satisfactory knowledge of the English language. The old theory that adults learn to read and write slowly was completely exploded.

Learn English in Three Months.

It has now been demonstrated that "it is possible for any person of ordinary intelligence who has never learned to read and write in any language and who can speak no English to acquire a good working knowledge of 600 English words, ease in reading common prose, legible penmanship, and a knowledge of simple arithmetic. The time required is 60 hours, or 1 hour per day for 12 weeks of 5 days a week."

Among the agencies which are operating to reduce illiteracy in addition to the moonlight schools are college and university extension departments, trained teachers, the increase in the number of high schools, the consolidated schools, improvement of courses of study in rural schools, better enforcement of compulsory attendance laws. Some of the organizations which are making the eradication of illiteracy their definite objective and which are contributing greatly to this task are manufacturing plants, chambers of commerce, Young Men's and Young Women's Christian Associations, women's clubs, associated charities, and the United States Army.

Illiteracy Nearly Eliminated in U. S. Army.

It is impossible to sketch the work that is being done in these various organizations, but I wish to deal specifically with the work that is being done in the Army because I have had personal experience in that work. In France and in Germany the Army Educational Corps, of which I was a member, was very active in combating illiteracy. Twenty thousand men in the Army of occupation, if I remember correctly, were taught to read and write. Illiteracy was completely wiped out in one of the divisions and practically wiped out in others. The work of the Army Educational Corps with the American Expeditionary Forces was so effective that the War Department saw fit to continue it in the Army in America. With this end in view, recruiting educational centers were established in the United States. The first was established at Camp Upton, N. Y., May 1, 1919. Five others were subsequently established at Camps Jackson, Pike, Travis, Grant, and Lewis. The work at Camp Upton is representative of what is being done in these centers.

Effective Work at Camp Upton.

At Camp Upton there were at one time 1,850 students, representing 45 races. About half of these were American born and came from every State of the Union east of the Mississippi. The course is conducted for a period of four months. All the men enrolled are illiterate and non-English speaking. Three and one-half hours a day are given in military drill, three hours to actual school work. Military power is used to compel attendance. The men are first classified on the basis of their illiteracy as to grade. Within the grade they are assigned to sections in accordance with their intelligence rating on the basis of the Army test. In the first grade, for example, there are four sections—a very bright section, a slow section, and two intermediate sections. The learning of English is not limited to the classroom. It is carried out in the theater, on the drill field, in recreation rooms and in the reading rooms.

Twice a week the men come together in the theater to sing popular and patriotic songs under leadership which makes every

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HEALTH EDUCATION

HEALTH WORK IN THE AKRON (OHIO) SCHOOLS.

By Amy Parker, the home demonstration agent of Akron.

As a part of the program of health education in the schools of Akron, Ohio, an experiment in teaching graded lessons in food and nutrition has been carried on in one school. Lessons were prepared and taught in each grade by a special teacher, trained in dietetics. At the beginning of the experiment, all the children in the school were weighed and measured. It was found that, out of 1,011 children who were examined, 58 per cent were underweight, and of this number 21 per cent were more than 10 per cent underweight.

Milk for "Underweights"—Teaching for All.

The only thing that was given the children in the way of extra food was one-half pint of milk in the middle of the morning. Only children 10 per cent or more underweight received this additional food. All other children had nothing but instruction. Every child was weighed each month to hold and sustain interest in the matter of attaining normal condition as soon as possible. At the close of the second month it was found that 67 per cent of the whole underweight group had made some gain, varying between ½ pound and 17 pounds.

The aim in emphasizing instruction was to ascertain if possible whether improvement in physical condition could be produced through the medium of instruction alone. The large percentage of gain above normal made in some cases seemed to indicate that instruction actually did bear fruit in improved living conditions and better health.

With the smaller children the food and dietetic facts taught were simple and entirely within the comprehension of the child. Foods were classified according to their use in the body, and the names of all the foods coming in each class were learned by the children, through games, stories, and colored food pictures cut from magazines. Charts and posters of food groups were made by the children with colored pictures. After they had learned to classify foods, they were taught to build up simple, well-balanced meals on the classification learned.

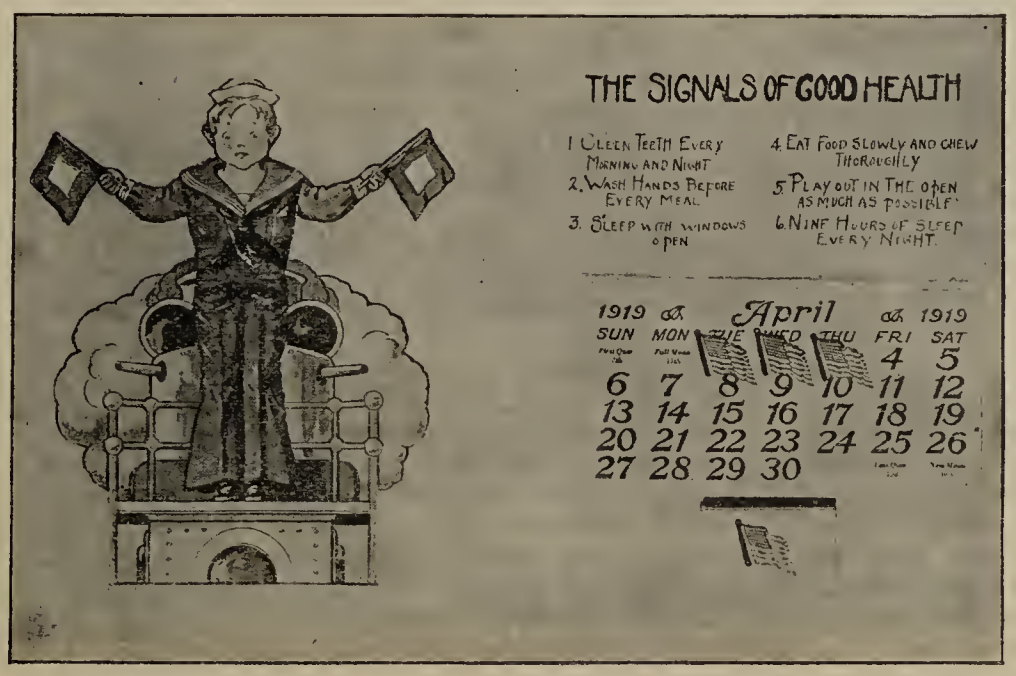
The older children also learned through interesting devices to classify foods and plan properly balanced meals. After they had learned to plan meals with regard to food nutrients, they learned to check up their menus for caloric quantities.

Parents Do Their Part.

At the end of the two months' period, as a part of the regular meeting of the Home and School League of the district, the dietitian explained to the mothers in detail all the steps in the experiment, together with the results obtained, and demonstrated with groups of children the method of instruction and some of the food and diet facts which had been taught to the children.

It was impossible to have thorough physical examinations given to all of the underweight children, so the 60 boys and girls having the largest underweight percentages, and who had not showed satisfactory gains, were selected for physical examinations. These examinations were made in the presence of the parents. Each child was weighed and measured, and the mother told what the average weight for age and height should be. Then each mother was given a health card on which to record her child's health habits for a week, the record to show the number of hours of sleep daily, and a complete diet list to be filled out and used according to instructions given by the dietitian in charge. Other minor health habits, such as deep breathing, tooth brushing, etc., were also to be recorded.

The experiment was completed by weekly conferences of the mother of the underweight group of children with the doctor, nurse, and dietitian, at which the health record for the week was examined, the weekly weights taken, and additional instructions and advice given to the parents. Almost every mother reported intelligent interest on the part of the children in the food work. "We never sit down at the table without having the question arise as to whether we are having the right things to eat or not," said one mother, in speaking of the excellent results achieved by the teaching of dietetics to her children.



Six open-air centers have been organized and exceptionally well equipped by the Akron board of education. In most cases an entire floor is given over to the open-window children, including space for classrooms, a play porch, sleeping rooms, nurse's room, kitchen, and dining room.

Sixty children are accommodated in each school, and the services of two teachers, a nurse, dietitian, and cook are required. Admission to the open-air rooms is by doctor's

certificate. In many cases children are ready to return to regular classrooms at the end of a year. Anemic, undernourished, and predisposed tubercular cases are taken, although no active cases of tuberculosis are allowed to enter.

The schedule for the day in an Akron open-air school includes a breakfast of cereal and cream, an afternoon lunch of milk, or hot chocolate, and wafers, and a hot meal at noon, which is prepared by the school domestic science department under the direction of the dietitian. As soon as the children come in the morning they put on their heavy coats, hoods, and, if the weather is very cold, woolen boots; and they are ready then to study and recite with wide-open windows.

After the noon meal of creamed potatoes, stuffed eggs, bread and butter, milk and dessert, comes a toothbrush drill, which the children regard as an entertaining innovation. Then every youngster wraps himself in his own sleeping bag, and climbs upon his army cot for an hour's relaxation and sleep. They sleep soundly, too, sometimes so deeply that the teacher has to shake them to wake them up for afternoon classes.

All of the fundamental subjects are taught, with the 60 children divided into two groups, with a teacher for each. Four grade sections are handled by each teacher.

Monthly weighing is an important part of the open-air school program, and the children are eager to read their weighing tags and carry them home most proudly when they register an increase. One youngster said, "I eat lots of things here that I never would eat at home, but I'm gaining nearly 2 pounds a month." "Seconds" are popular at dinner, after half an hour on the big play porch and a morning in the open air.

In addition to the regular weighing, the pulse and respiration of each child are taken weekly by the resident nurse, and each open-air school has the attention of a doctor at frequent intervals. The fact that practically every child shows a steady gain in weight is evidence of the value of the right food and periods of rest.

An effort is being made in Akron to correlate the health work not only with the classroom instruction in dietetics but also with the outdoor work in physical education. An athletic chart of every child's ability to run, jump, put the shot, and climb the rope, is kept in each room, and tests are made at the beginning and close of each semester.

Definite physical efficiency standards, similar to those of the American Playground Association, are used, so that the child knows exactly what his physical ability is. For example, a fourth-grade boy is ranked "E" if he makes a standing broad jump of 4 feet and 6 inches; "G," if he jumps 4 feet 2 inches; and "F," if his record is only 3 feet 8 inches. A girl of the same grade is expected to make a jump of 3 feet 10 inches to get an "E" ranking. Like standards have been adopted for the basketball throw, and the 40 and 60 yard dashes; so that it is easy to compare a child's actual accomplishment with what he ought to be able to do.

At the same time a record is kept of each pupil's physical condition, through the cooperation of the nurses and the department of health, so that the physical education mark on the child's report card measures both his physical condition and his physical ability.

A HEALTH PLAY FROM GEORGIA.

THE seventh class of the Whittle School in Macon, Ga., showed their interest in health by writing and acting the following play:

Act 1, Scene 1.

Enter a child very untidy and dirty, sits down, and soon falls asleep. She dreams that in her room 11 lovely little children stand around her, and one by one give her a daily chore.

First child.

"I can't understand
How any one can
Go off to her meals
Without a clean hand."

Exit first child.

Second child.

"This morning, when everything is bright and green,
I wash my neck, face, and ears all clean;
And polish my finger nails till they shine like new;
O, the people that wouldn't are very few!"

Exit second child.

Third child.

"Of clear cold water
Sparkling and bright,
Drink at least four glasses
'Twixt morn and night;
And, if you wish to be strong when you're grown,
Leave tea and coffee strictly alone!"

Exit third child.

Fourth child.

"After the morning and evening meal,
I wash my teeth, and how good it does feel!
So, if healthy and strong you would like to stay,
Brush them, and keep the old germs away."

Exit fourth child.

Fifth child.

"When I'm at my meals,
I eat not for my taste
But good wholesome food
That is not just a waste.
I attend to the toilet
At my regular time;
And do everything healthy
To have a good mind."

Exit fifth child.

Sixth child.

"Ten breaths of fresh air,
Be it cloudy or fair,
And good healthful play
Keep sickness away."

Exit sixth child.

Seventh child.

"This mouth is for food,
And the nose is for air,
And nothing unclean
Has business there."

Exit seventh child.

Eighth child.

"To sneeze, spit, or cough,
You know will spread disease,
So I always use my handkerchief
When I have to sneeze.
It also is my duty
To helpful always be;
So if you want to have great friends
Just watch and follow me."

Exit eighth child.

Ninth child.

"I dread to think of bending
And being crooked when I'm old,
So just as straight as straight can be,
I'll always try to hold."

Exit ninth child.

Tenth child.

"Early to bed
And early to rise,
They say,
Makes us healthy, wealthy, and wise!"

Exit tenth child.

Eleventh child.

"I am the last,
So I bid you farewell;
Make use of your bathtub
If you wish to stay well."

Exit eleventh child.

The little girl rubs her eyes, and looks around as if to find the 11 little doctors she had seen in her dream.

She gazes at her hands, finger nails, and dress, all dirty; then, all of a sudden, jumps up and runs out. In a few minutes she appears again not as she was, but just the opposite. She was *clean!*

Little girl. "Well, I must admit I feel a thousand times better, and I know I look so."

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THE TEACHING OF DEMOCRACY.

Report of a Committee of the National Council of Education, Presented at the Des Moines Meeting, July, 1921.

By A. DUNCAN YOCUM, *Chairman.*

The present report of the committee will be confined to two phases of its work, the teaching of democracy through religious education and church activities, and its furtherance through the machinery of existing organizations which are concerned with education and reach large social groups. The resolution unanimously adopted at the Atlantic City meeting of council in response to the request made by the International Sunday School Association and the Sunday School Council of Evangelical Denominations, for cooperation in week-day religious instruction, marks the formal initiation of a policy of cooperation between public and private schools on the one hand and agencies for religious education on the other, which while more rigidly than ever avoiding the teaching of religion or sectarianism through schools supported by public funds, seeks to realize three closely interrelated aims:

(1) A more adequate and universal teaching of morals as fundamental to both religion and democracy and dependent upon each;

(2) The emphasis in all religions and in all forms of religious training of those elements which specifically contribute to democracy; and

(3) In ordinary school work and activities, including the teaching of morals, the emphasis of all elements which, while not in themselves religious, are basal for religious instruction and can be made contributory to it by other agencies.

Committee's Aim Definitely Presented.

So far as the council and the democracy committee are concerned, the betterment and extension of moral instruction or character education are left to the committee on citizenship and character education. Its newly assigned functions would overlap those of the democracy committee now reporting if we had not from the start sharply defined our field of service as the discovery and determination of democratic elements in American life and education, and their more efficient and universal development and furtherance, through a correlation of all educational and social agencies, limited to this definite and specific purpose. Were it not for this definiteness of aim, our contact with the numerous agencies through which we are working or are planning to work would lead to hopeless confusion of responsibilities and activities. With this definiteness, the multiplicity and diversity of these organizations become our greatest asset. Every organization responsible for social betterment and every organized activity for disseminating information within each can gradually be made a means to the universal realization of the few common objectives essential to the growth of democracy.

The simplicity of this function is very well illustrated where the work of the democracy committee touches the fields of moral and religious instruction with their numerous, and in many respects conflicting, agencies.

Continual Emphasis on Common Welfare.

In the field of moral instruction this work involves effort to secure, first, a continual emphasis of the common welfare as the most conspicuous motive for morality, including the moralities scoffed at by Prussian thinkers and some American writers as too "old" for complex modern society; and, second, in all moral and character education a similar emphasis of the particular moralities which definitely contribute to the specific democracy elements which will later be named in this report. This is the only contact which the democracy committee will have with the committee on citizenship and character education, and with a host of other moral instruction agencies which our own character education committee will doubtless attempt to correlate. In so far as it is willing to include an emphasis of these democracy objectives in its work it can greatly reenforce our efforts.

Contributions of Religion to Democracy.

In identical fashion, in the field of religion, the specific function of the democracy committee sharply limits the work of its subcommittee on the contributions of religion to democracy (1) to urging upon public-school authorities and those responsible for the policies of every religious body the more earnest teaching of a common reverence for Deity and a common respect and tolerance for creeds and religious observances other than one's own; (2) to urging upon religious bodies an emphasis of all religious virtues and motives which can be made to strengthen the several democracy elements that this report will tentatively specify; and (3) an emphasis in all such secular school instruction and activities of elements as yet unspecified, which, while not in themselves religious or sectarian, form the essential foundation for a more efficient religious instruction carried on exclusively by the church.

Meets Religious Bodies Half Way.

In these moves on the part of the council toward a more efficient furtherance of the morality and religion basal to all democracy and so seriously threatened by bolshevism and other forms of radicalism, it is but meeting half way the organized effort of powerful religious bodies. The education committee of the International Sunday School Association, working in cooperation with the Sunday School Council of the Evangelical Denominations, has recently been reorganized, and has been intrusted with the important task of determining common policies, objectives, and standards for the great majority of Protestant educational boards. Before this reorganization was brought about, this body adopted the report of a standing committee of its own on religious education in the public schools, which, in addition to approving an organized effort to arouse greater reverence, declaring against any effort to teach religion in public schools, and urging an emphasis of democratic elements in religious education, asked three things of the secular school, which the democracy committee is already attempting to bring about, or which the council is furthering in some other way: (1) A more efficient moral instruction, an objective which the new council committee on character education will surely further; (2) where Bible reading legally forms a part of the opening exercises of the public school, organized effort to make it strongly reverent and impressive; (3) the emphasis in secular education of all academic elements which, although they in themselves are nonreligious, will be helpful to religion after each church shall have given them its religious interpretation.

Common Program of All Religious Creeds.

Our subcommittee on the contributions of democracy to religion is the most suitable national body to further this correlation of public-school and church-school activities along lines broad enough to constitute a common program for all religious creeds and organizations. It is gradually adding to its membership the men who have most weight in directing the educational policies of the Protestant, Roman Catholic, and Jewish churches. So far as the great majority of Protestant denominations is concerned, complete correlation has already been brought about. The probable attitude of the Catholic Church is indicated by the obvious wish of those responsible for the Catholic parochial-school organization, to make it a means to civic training, and by the movement to further within the church itself the Americanization of Catholic foreign-born Americans. The civic record of the Jewish Church is such that it assuredly will not shrink from the similar but still more

peculiar responsibility forced upon it by immigration from Russia and countries under the influence of bolshevist propaganda. While the subcommittee is proceeding slowly and cautiously, everything now indicates that it may become the medium for a tremendously efficient but severely defined cooperation of state and church, in the development of a democracy and religion essential to the continued existence of each.

Conference of Organizations for Citizenship.

The second phase of the democracy committee's work to be reported upon at this session of council, is its attempt to further the growth of democracy through the powerful machinery of existing organizations interested in education and in reaching large social groups. At Atlantic City, under the chairmanship of Mrs. Fannie Fern Andrews of the general committee, an informal conference was held of prominent representatives of such bodies as the American School Citizenship League, State Americanization departments, divisions of State education departments responsible for citizenship training, the Americanization departments of chambers of commerce, women's clubs, etc. It was the unanimous judgment of those present that if the elements of democracy are specifically defined, the publications, official bulletins, conventions, and lecturers not only of the bodies represented there, but of labor organizations, beneficial societies, patriotic orders, the League of Women Voters, the National Federation of Women's Clubs, etc., can gradually be employed in a nation-wide drive for a truer and completer democracy. To this end the chairman of the democracy committee was requested to formulate the various items in the absence of which democracy is unsafe and incomplete. A similar request was made by the reorganized subcommittee on democracy through the kindergarten, of which Miss Lucy Wheelock is chairman. In fact, it has become apparent that the work of all the subcommittees will be furthered by such a formulation.

Asks Views of 100 Leading Americans.

The tentative assembling of democracy elements, which is here presented in compliance with this request, is being sent to a hundred or more of those Americans most eminently of the several types of leadership which mold public opinion and of national activities which must be democratically directed and controlled. The president of the Academy of Social and Economic Science has designated several of the gentlemen who have been included in this group. All others have been chosen after most serious deliberation and, so far as possible, with the same sort of authoritative advice. It is hoped that a sufficient number of them will respond with approval, objections, or suggestions, to permit the publication by the democracy committee after the approval by the council, not of the democracy creed, but of a specification of democratic elements which can be translated into the everyday vocabulary of each American social group and become a sacred aim for every true citizen, civic or social organization, and educational agency.

I have appended as part of this report this tentative formulation of democratic elements.

THE 10 MOST SUGGESTIVE ESSENTIALS OF DEMOCRACY.

Definitely Formulated as a Basis for Their Being Presented in a Different Form of Statement to Each Educational Agency and Organization in America.

1. *Democratic self-assertiveness.*—The most fundamental factor in the democratic control of individual conduct is the accustoming of every individual to self-assertiveness in rights, in duties, and in opportunities, limited by common rights, by social cooperation, and by the surrender of petty and nonessential forms of assertiveness which are socially unpleasant or offensive.

Most of the essentials of democracy are positive and not negative virtues, and their control of social through individual conduct is insured through an individual sense of responsibility backed by an indomitable individual assertiveness of all that makes for the common welfare, "both alone and with others." Repeated and unnecessary individual failure in school, unfitness in vocation through lack of educational guidance, and social backwardness through the absence of training for unembarrassed social intercourse, create an individual sense of incompetence and impotence which make a truly democratic citizenship impossible. If the "Let's go" of the trenches is not carried over to all that makes for political and social advancement, our national problems can not be given a democratic solution.

2. *Equal rights and opportunities as distinguished from equal abilities and achievements.*—If there is to be a saving popular faith in democracy each individual must be taught to distinguish sharply between equality in the sense of rights and opportunities, and equality in the sense of natural abilities and individual achievements. Many Americans scoff at democracy, because they assume that the Declaration contemplated an equality made possible by heredity; or believe in it because they confuse it with a communism which gives each individual an equal share in all things whether he earns it or not.

3. *A sense of personal responsibility for the rights, opportunities and duties of both self and others.*—Since but a small part of what concerns the common welfare is compelled by law, a democratic training must develop in each individual a strong sense of personal responsibility for securing the performance by himself and by all others of every action guaranteed to each or exacted of each for the benefit of all. Democratic rights and benefits are not conferred for the sake of the individual, but for the sake of society. The acceptance of them is a personal duty owed by each to all. Insistence upon their acceptance by others is often the only way of making effective their acceptance by one's self.

4. *Equivalent compensating service.*—Each democratic right and privilege carries with it the compensating duty of giving some equivalent in return. The idea of "something for nothing" is undemocratic. Especially in the case of foreign-born Americans attracted to the United States by democracy in the sense of freedom and opportunity, education must emphasize the fact that free schools, free hospitals, free religion, and all other forms of freedom, are free to all only in the sense of being common to all, and ought to be paid for by each through taxation, contributions, or service to others, equal for all individuals or proportionate to individual ability.

5. *Equality through highest effort and the chance to exercise it.*—Equality in the achievements of individuals is attainable only in the sense of highest individual effort. Whether in the attainment of rights, the realization of opportunities, or the consummation of service, the least fit individual is equal to the most efficient and the weakest to the strongest when each has done his best. Even opportunities are equal only when each individual is given the fullest possible chance to do his best in what he is best fitted for or most interested in. The chief essential of democratic industry is highest effort at needed production or service by each individual and in every vocation, as the only fair equivalent in return for highest effort at needed production or service by other individuals or in other vocations.

6. *Majority rule for the common welfare.*—Majority rule is democratic only when it seeks to secure the common welfare. Determination of the common welfare which majority rule must seek to secure is conditioned by expert commissions for the study of the common welfare, popular patience in awaiting their verdict, and popular confidence in their findings, popular education including training in democracy, the impartial dissemination of facts by a free public press, fair elections, the check upon local partiality and popular prejudice provided through the mode of electing Representatives and Senators, and the power of amending even the Constitution itself. Any influence or activity subversive of any one of these conditions tends to make majority rule betray the common welfare to individual, group, or sectional interests.

7. *The surrender of individual rights conflicting with the common welfare and the safeguarding of individual rights which do not conflict.*—Personal liberty and special privilege find their limit in the common welfare, but only in the common welfare. These two propositions taken together constitute the acid test of democracy. Less limitation of individual rights than is necessary to the common welfare tends to Prussianism or bolshevism; more limitation of individual rights than is necessary to the common welfare tends to communism and other extreme forms of socialism.

8. *Equality of the higher levels.*—Any stable social equality must result from a leveling up and not from a leveling down. The spiritual side of man can never be satisfied on lower levels, and no form of government can permanently endure which denies to individuals the opportunity to lead the way to higher levels and which fails to create conditions which encourage all to rise. This applies to the stabilization of industry, as well as to that of society in the broader sense. Personal departments in the various industries with related schemes for progressive steps in training and promotion, public vocational education, educational guidance, and public continuation schools, all are favorable conditions to a higher material level. But since the chief stimulus to labor is the betterment of the social condition of one's self and family, unembarrassed participation in the higher forms of social intercourse is the necessary complement to industrial betterment.

9. *Self-effort essential to many elements in equality.*—An essential condition to social stability and therefore to political safety is the realization on the part of all individuals, but especially on the part of individuals or racial groups which seek social equality and access through law, that unembarrassed participation in every social group must be self-earned. With this end in view unembarrassed social participation should be used as the justification for a new emphasis in every stage of education, of habitual correctness of speech, good manners, skill in a variety of games and amusements, an appreciation of the fine arts, and familiarity with the few essential general ideas through which otherwise isolated individual experiences are made common and social.

10. *Democratic compulsion.*—The democratic control of social conduct requires the accustoming of every individual to the compulsion in himself and others, both through public sentiment and law, of every essential democracy which is not self-acquired.

As the essential complement to a stronger individuality or self-assertiveness, every individual should be accustomed from the earliest childhood to cheerful submission to superior wisdom and authority, to ready acquiescence in community standards more exacting than his own, and to their inexorable enforcement in so far as it is necessary to the common welfare. An early education which, like that urged by Rousseau and Tolstoi, makes children unconscious of any more authoritative will than their own, is better preparation for a Prussian supermanism or "direct action," than for a democracy which is to endure and become more complete.

INTERCOLLEGIATE CONFERENCE ON STUDENT GOVERNMENT.

Undergraduate government was the subject of an intercollegiate conference held recently at Massachusetts Institute of Technology, representing 40 colleges and universities. Student activities, under the four general headings of student government, athletics, publications, and dramatic and musical clubs were discussed. Relationship between the governing body of the educational institution and undergraduate social, athletic, and professional activities were taken up, as well as relations with alumni, student unions, foreign students, societies, and clubs.

It was urged that some orderly organization be devised to meet the problems of college and university life, which has come to have a complexity similar to outside life.

Self-government by students was particularly discussed by the dean of Massachusetts Institute of Technology who described the difference between the institute and other colleges in that the student is under no restrictions from the faculty or executive offices. He pointed out that great value lies in this practice in that it leaves the students to use their own initiative and gain experience in carrying the resultant responsibility. Aside from an advisory committee of the alumni, student activities have been organized and are controlled by the undergraduates themselves.

DORMITORY IN HIGH SCHOOL BUILDING.

High-school students at Thermopolis, Wyo., whose homes are in the rural districts, will be housed next year in dormitories. The boys will live in a special home near the school. The girls will be provided for by special arrangement of the upper floor of the new high-school building. There will be on this floor a living room, matron's quarters, and bedrooms for the girls. The domestic science equipment in the basement will be used for preparing the meals for both boys and girls. The girls will help with the cooking, and will be assigned by the matron to other regular duties. Home-economics studies will thus be correlated with practical work.

MAINE PLAN FOR RURAL SUPERVISION.

Close Supervision Made Possible by System of Helping Teachers Specially Chosen and Trained.

In Maine there are 475 towns and plantations, besides some unorganized territory. The schools are supervised by 130 superintendents, of whom 81 are in charge of "unions" of towns, and the remaining 49 are town or city superintendents. As Maine is almost entirely rural, only 8 of the total number have no rural schools in their territory. The others may be considered rural superintendents. The union superintendents have not to exceed 50 teachers to supervise; most of them have fewer; the average for the State is less than 30.

Maine has inaugurated a unique system for providing supervisory assistants. Each year a summer school of six weeks' duration is held at the State Normal School at Castine. Here from 50 to 100 teachers, selected by the superintendents because of unusual ability and marked success as teachers, are given an intensive course in rural school supervision. All expenses involved are paid wholly by the State. Only teachers are chosen who are graduates of standard normal schools or have equivalent preparation.

At the close of the course these teachers return to their respective towns or supervisory districts, where they act as assistants to the superintendent, working under his direction. They are called "helping teachers." They teach regularly for observation and visit schools to give special help in classroom organization methods and management. In some cases the helping teachers have one or more days each week free for visiting schools. In others they remain in their own rooms, teaching model classes and offering assistance and advice to teachers sent to them by the superintendent.

During the school year 1920-21 there were 150 helping teachers in the State. The salaries paid by town school authorities range from $800 to $1,200 per year, to which the State adds a bonus of 25 per cent from State funds.

Considering the fact that there are not more than 50 teachers under direction of any superintendent and 150 helping teachers distributed among approximately 120 towns, it is evident that very close supervision of rural teachers is possible.

The University of Minnesota has received from the Commonwealth Fund of New York a grant of $10,000 to be expended by Leonard V. Koos, professor of secondary education, in making a study of the junior-college movement throughout the country.

ORGANIZATION OF THE BUREAU OF EDUCATION.

By Jno. J. Tigert, *Commissioner of Education.*

[Adapted from address before the Council of Education, National Education Association, Des Moines, Iowa.]

In the belief that some explanation of the present organization of the Bureau of Education and of our plans and policies will promote more effective cooperation between the bureau and the interests we serve, I have prepared the following statement:

Functions of the Bureau.

The Bureau of Education is charged by law with certain administrative functions, such as the administration of a system of education for the natives of Alaska. Its chief functions, however, are nonadministrative.

The act creating the United States Bureau of Education defines its purpose and duties as those—

of collecting of such statistics and facts as will show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems and methods of teaching as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

This statement of the functions of the bureau make it primarily an institution for scientific research and gives it no administrative duties. Such administrative duties as it has have been added by subsequent legislation. Broadly stated, then, the functions of the bureau are:

(1) To be informed on all subjects pertaining to education; and

(2) To make the information which it possesses effective in promoting the cause of education.

I find that the bureau, in attempting to discharge these functions, has been undertaking a considerable variety of activities, which may be divided roughly into two main classes, with subdivisions as follows:

(1) *Continuing or stated activities:*

(*a*) Business administration of the office.

(*b*) Administration of the educational system, medical relief, and reindeer herds for the natives of Alaska.

(*c*) Administration of certain provisions of law relating to the State colleges of agriculture and the mechanic arts.

(*d*) Collecting and compiling statistics.

(*e*) Library service. (The bureau maintains an educational library which in certain particulars is probably unsurpassed by any other collection of books in the country. One of our serious problems is to decide what we can and ought to do with this library.)

(*f*) Publication and distribution of documents.

(*g*) Stenographic, clerical, and other incidental service.

(2) *Educational research and promotion:*

(*a*) Studies of various phases of education for the purpose of acquiring and digesting information.

(*b*) Preparation of manuscripts for publication as circulars of information or bulletins or portions of bulletins.

(*c*) Counseling with school officers, legislative committees, boards of school trustees, and others and giving advice on educational matters.

(*d*) Official correspondence with seekers after information, advice, and other assistance.

(*e*) Representation at educational conventions for the purpose of keeping in touch with leaders and movements.

(*f*) Public addresses on educational topics.

(*g*) Organization and conduct of special conferences of educators and others.

(*h*) Organization and conduct of educational surveys and preparing reports and recommendations based upon such studies.

Present Personnel of the Bureau.

For carrying on the work of the bureau, exclusive of the work in Alaska, we have now in the offices at Washington 87 people. Of these approximately one-fourth are specialists engaged in the various lines of educational research and promotion, the remainder being made up of employees in the statistical division, librarians, stenographers, clerks, and others.

Under the administration of my predecessor the activities of these people were very largely directed by the commissioner personally. Dr. Claxton's experience before and during his 10 years in the commissionship gave him a knowledge of education and its technic which perhaps no other man in America could have. In attempting to assume the duties which he had been discharging I found it impossible to carry on the activities of the bureau as he had done. It became necessary for me to effect some kind of reorganization.

Basis of Reorganization.

The form of organization is based on the analysis of activities indicated above. We have in the bureau these two general types of activities: First, the activities of a more or less routine character, which I have termed "stated" or "continuing activities"; and, second, the activities of highly trained experts in various fields of education, whom I have designated the technical staff.

The organization which I have undertaken to set up is not unlike that of an institution of higher learning. My entire career has been in the service of colleges and universities. Perhaps that accounts for my leaning to this type of organization, and yet I am unable to see how I could attempt to carry on the varied activities of the bureau in any other fashion. The form of organization is set forth in the accompanying chart.

Continuing or Stated Activities.

There are seven divisions of those activities which I have termed continuing or stated activities. They have all been placed under the general direction of the chief clerk, Lewis A. Kalbach, who has served most efficiently in the bureau for more than 34 years. He is generally recognized as a man of exceptional ability and devotion to duty.

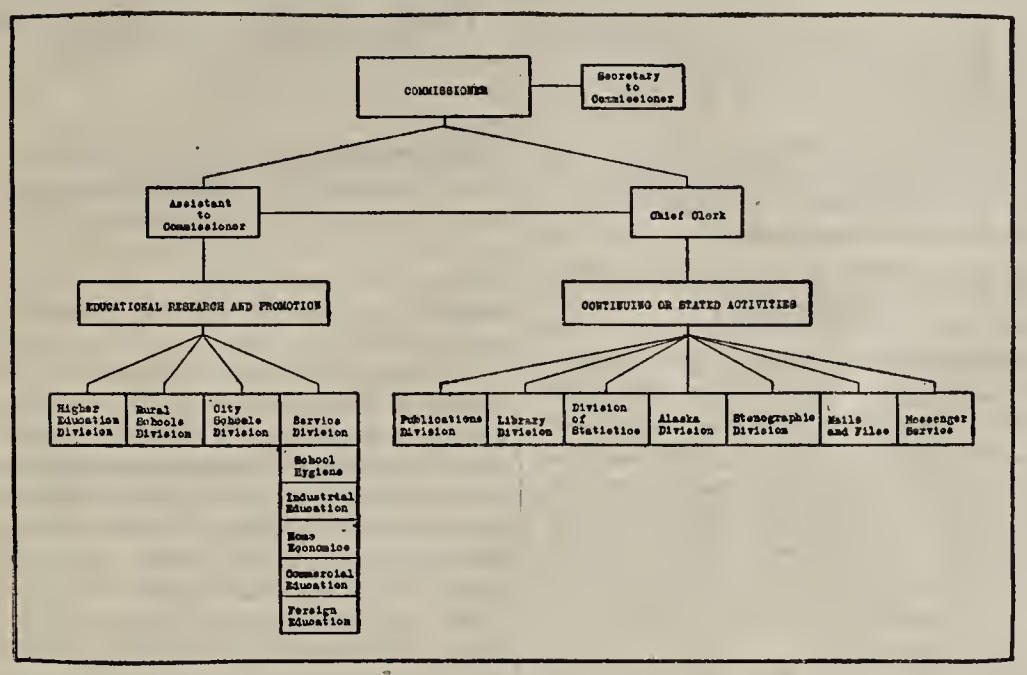
Under his supervision are the following: Publications division, under the direction of James C. Boykin, editor; library division, under Dr. John D. Wolcott; division of statistics, under H. R. Bonner; Alaska division, Dr. William Hamilton in charge of the Washington office; stenographic division, under Mrs. M. W. Wolcott; mails and files, Miss Eunice W. Curtis in charge; messenger service, under B. Frank Morrison.

Educational Research and Promotion.

The technical staff has been organized into four divisions under the direction of William T. Bawden, who has been designated as assistant to commissioner. Dr. Bawden took his degree at Columbia University, and is exceptionally well qualified to organize and direct technical investigations.

Under him are the following: Higher education division, headed by Dr. George F. Zook; rural schools division, under Mrs. Katherine M. Cook; city schools division, under Walter S. Deffenbaugh; service division, comprising certain individuals and smaller divisions which have been consolidated into one group. Dr. Bawden will also serve as chief of this division for the present.

It may be noted in passing that, with the exception of the newly created service division, and possibly one or two other readjustments, I have in the adoption of this scheme of organization done little more than to recognize and define certain features which I found already at least partially functioning, and in every case I have designated as chiefs of divisions those who were already nominally in charge of the work. To effect a simple and definite plan of staff organization, however, with clearly understood division of responsibility and clearly defined lines of authority, seemed to me essential.



The Advisory Council.

In the past, as I have stated, the several specialists worked very largely under the personal supervision of the commissioner. To provide for more definite correlation of the activities of the technical staff, and in order to increase the effectiveness of our work by promoting cooperation throughout the bureau, it seemed to me advisable to bring all the activities of the bureau, and more especially of the technical staff, under the review of a general advisory body, corresponding roughly to the council of deans or similar advisory bodies which exist in colleges and universities.

I have, therefore, appointed such an advisory council, composed of the heads of the various research divisions, together with the chief clerk, and I have made Dr. Bawden chairman of this committee. It will be the duty of the advisory council to consider and advise with me concerning general questions of educational policy, and procedure in the more important projects to be undertaken, and to assist me in such ways as may be determined hereafter. We propose, furthermore, to bring the technical staff into conference as often as may be practicable, so that the various activities can be discussed and planned with a higher degree of cooperation than has been possible in the past.

Final administrative authority with reference to the activities of the bureau and the executive power are exercised by the commissioner. Neither the assistant to the commissioner, the chief clerk, nor the advisory council possess executive functions, other than by way of suggestion, recommendation, and advice, except such as may be delegated from time to time by the commissioner.

We may find it expedient to modify our plan of organization. We may make some mistakes. But we all have a high sense of our responsibility to make the most of the resources placed at our disposal here in the bureau, and a most earnest ambition to make the bureau a source of inspiration and service to all who may call upon it.

PRELIMINARY THEORETICAL COURSE FOR NURSES.

To provide probational nurses with a course in theoretical work before they enter upon their practical training is the aim of the University of Virginia's summer course in nursing. Probationers who are taking practical hospital work along with preclinical work often come to classes completely worn out, according to the dean of the department of medicine, of the university, and to relieve this situation the theoretical course is provided as a foundation for subsequent experience in wards and operating rooms.

The nursing staffs of hospitals in small communities are expected to benefit by this course, which lasts three months, and includes instruction in anatomy, physiology, sanitation, dietetics, bacteriology, pathology, and the history and ethics of nursing.

Morning courses, giving 16 hours a week of law work, will be given in the law school of Georgetown University for students who have their entire time for study. Hitherto all law courses at Georgetown have been given in the late afternoon. The afternoon courses will be continued for students who are employed during ordinary office hours. Those who take the morning law courses will have the opportunity to take other work in the University's department of arts and sciences. Tuition for the law school has been raised from $120 to $140 a year.

Three colored women received doctor of philosophy degrees this year, one of them cum laude. The institutions which granted the degrees were Radcliffe College, University of Pennsylvania, and Chicago University. All three women were graduated from Dunbar High School, Washington, D. C.

BILL PROPOSES BUREAU OF CITIZENSHIP.

Chairman of Congressional Committee on Immigration Would Provide for Economic Adjustment of Aliens.

A national plan to Americanize aliens is proposed in a bill introduced in Congress by Representative Johnson, of Washington, chairman of the Immigration Committee of the House. Annual registration of all aliens is provided for, so that school officials may keep track of them, and also that the Department of Labor may collect information that will be helpful to immigration officials.

In place of the present Bureau of Naturalization, the bill creates a bureau of citizenship, and the director of this bureau will promote instruction in the English language and training in citizenship responsibilities for persons of foreign birth, especially those of 14 years and upward. Instruction in physical education, health, and sanitation will also be spread.

The director will also disseminate information regarding the institutions of the United States Government and people. Motion pictures will be among the means used to spread American ideas. An appropriation of $300,000 is proposed for the cost of this work in addition to the sum heretofore spent by the Bureau of Naturalization.

Registration of aliens will be under the auspices of the public schools. A fee of $2 will be paid by each adult registering, no charge being made for minors. The money so collected will be turned over to the director after the expenses of registration are paid. From these funds the director will allot to each public-school officer engaged in registration a sum of money for the compensation of teachers of alien adult classes. This amount will be equal to that provided by the State or community for that purpose. The allotment will not be in excess of the registration fees collected by the public-school officer receiving the allotment.

A 24-week school year maintained for adult alien classes is a condition required of each school receiving such allotment. Adoption of the 24-week legal school year is to be encouraged throughout the States, and also compulsory attendance laws for children between 7 and 14.

A special appropriation of $100,000 would be authorized for individual aid to members of the foreign-born population, to help them avoid embarrassments due to ignorance of American laws, customs, and life, and to combat false doctrines of government. Newly arrived immigrants will be met by interpreters and other aids who will assist them with advice and information, and acquaint them with the desire of this Government for their individual happiness and well-being, and point out opportunities for learning the language, customs, and institutions of this country.

SCHOOL LIFE

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SEPTEMBER, 1921.

EDUCATION PROLONGS THE LIVES OF WOMEN.

College women live longer than other women, according to a study by Myra M. Hulst, of the American Red Cross, published in the Quarterly Publication of the American Statistical Association. Among 15,561 graduates of three woman's colleges, the death rate between the ages of 20 and 64 years is only 3.24 per 1,000. For college women between 25 and 34 years, the death rate was 2.77 per 1,000, while for women in the general population, it was more than twice as high, namely, 6.10 per 1,000.

Such favorable figures for college graduates are not surprising when it is considered that as a rule only the physically fit continue through the four years to graduation. Physical and medical examinations given to all students bring to light remediable defects and lead to improvement. Favorable living conditions such as college women are likely to encounter, prescribed pysical exercise, and general physical education add to the high level of health.

College women as a rule come from high-class homes, where the environment gives them a good start in life. Judging by the names of the women considered in this study, the majority of them are from American stock. Such wemen, of good financial condition, well fed and clothed, and with opportunity for leisure are likely to have better health than the average woman, whose living conditions are less favorable.

Professional occupations, such as college women usually engage in, have fewer risks than the industrial and other occupations of noncollege women. It was found that 58 per cent of the college graduates had been engaged in teaching.

In this connection, a study was made of the death rate of women teachers in New York City as reported by the city pension commission. For ages between 25 and 34, the death rate was 2.98, almost as low as that of the college women for the same ages. The death rates for teachers were found to be the lowest existing in the New York City service.

Clearly education and professional life have a good effect on women's health.

AN EFFECTIVE INCENTIVE FOR IMPROVEMENT.

Standardization is improving rural schools in many parts of the country. Consolidation of one-teacher schools is doing much toward the betterment of conditions, but there are still 194,500 one-teacher schools, and many of them will have to be continued for a long time before consolidation can be brought about. In some localities the one-teacher school will always be the only form possible.

To improve the one, two, and three teacher schools, 29 States are establishing a system of standardization, under which certain minimum requirements must be met by every school which aspires to be standardized. Laws specifically authorizing standardization have been passed in 13 States, namely, Delaware, Iowa, Kansas, Maine, Minnesota, North Dakota, Ohio, Oklahoma, South Dakota, Texas, West Virginia, Wisconsin, and Wyoming. In 16 other States standardization is not mentioned in the laws, but the plan is pursued as a poliey of the State department of education. These States are: Arkansas, Colorado, Connecticut, Florida, Georgia, Idaho, Illinois, Maryland, Michigan, Missouri, Nebraska, New Jersey, Oregon, Pennsylvania, Tennessee, and Washington.

In most of the States which have established standardization, the minimum requirements are printed on a score card, and schools are rated according to their standing under the various headings. In 12 States, numerical values are assigned to the items on the score card. Seventeen States classify their schools in two or three grades, and the schools are usually designated as "standard" or "superior," according to their rating. Many States award insignia, such as banners, tablets, and certificates, to schools which meet the requirements.

The standardization movement has resulted in an improvement of grounds and equipment. Better teachers have been secured and better salaries have been paid. Communities have been awakened educationally. Many States now give special aid to standard schools, encouraging them to measure up to the requirements. In Iowa, for each pupil who has attended a standard school at least six months in the previous year, the State pays the school $6. One-half of this subsidy goes to the teacher as a bonus and the rest is used for local improvements.

Although the plan is succeeding in general, there are many points in which the arrangements are inadequate. Some States emphasize only grounds and buildings and omit from their score cards items pertaining to administration and organization. Some score cards are too complicated. Others are indefinite and subject to loose interpretation. Inspectors are too few, so that schools can not be checked frequently enough.

In scoring a school for efficiency, the following items should be considered: Grounds, buildings, physical and instructional equipment, qualifications, personality and salary of the teacher, matters pertaining to the organization, administration, and supervision of the school, community interests, and tangible results.

The committee on standardization should consist of a member of the local school board, and rural representatives from the State and county superintendents' offices. A State or county should not undertake standardization without first being assured of the proper machinery for effectively promoting the plan. This involves provision for the cost of additions to the office force and the field force and for traveling expenses.

DENTAL CLINICS IN PUBLIC SCHOOLS.

According to returns received in reply to a questionnaire recently sent out by the Bureau of Education, 286 cities in the United States have established dental clinics in connection with their public-school systems. These clinics receive support in 181 instances from the city boards of education; in 33 from the city health departments; in 22 from health departments and boards of education jointly; and in 50 from the Red Cross or from private donations.

Massachusetts outranks all other States with respect to number of cities maintaining such clinics, laying claim to 34 of the total of 286; then comes New York State with 23; New Jersey, 21; Illinois, 17; Michigan, Ohio, and Wisconsin, 16 each; Indiana and Pennsylvania, 14 each; California, 11; Rhode Island, 8; and the remaining States from 2 to 7 each.

ADULT EDUCATION BENEFITS THE NATION.

Adult education will be the saving of democracy in Great Britain and the United States, according to Viscount Haldane. Lack of education, he says, is the barrier that separates the working classes from the capitalistic class. Elementary education for children is not enough, for he found that many Army recruits who had received elementary education had forgotten what they had learned and had to be educated over again.

CONFERENCE URGES EDUCATION FOR CITIZENSHIP.

Resolutions Adopted by Federal and Interstate Conference on Education, Called by Commissioner of Education.

Resolved, by the Federal and Interstate Conference on Education, in session at Des Moines, Iowa, June 30 to July 2, 1921:

That we believe that education for citizenship can be made one of the most important and effective factors in the solution of the problem before the American people for years to come; that in the development of this phase of education English should be the basic language of instruction; that American citizenship should be required of the teaching body in our common schools and all other educational institutions; that the American flag should be displayed in every schoolhouse in the land; that instruction in United States history and civics should be required in all grade schools and at least one year of citizenship work in the high schools be required for graduation; that instruction in the Constitution of the United States should be required in every public, private, and parochial school not later than the seventh grade and from that through the high school, with special emphasis on the spirit of the Constitution; that the States be authorized to establish night schools for instruction in citizenship in any community where there are a sufficient number of adult illiterates or those who are not Americanized that all educational instructors be required to take an oath of allegiance to the United States.

That, as the majority of our children receive only the education given by the rural and common schools of this country, be it

Resolved, That greater emphasis be given to our rural schools and that each pupil in the rural schools be allotted an amount per capita equal to the amount allotted per capita for any pupil in any other school or higher educational institution, and that the term of the rural school be at least eight months: Be it further

Resolved, That the salary of county superintendents be raised to an amount in keeping with the value of their work: Be it further

Resolved, That teachers should have four years of preparation in an approved or accredited high school; that high-school teachers should have four years' college or normal training, as soon as the supply of teachers will permit such a standard: Be it further

Resolved, That this conference favor general health instruction in the home and in the school, including the teaching of the evil effects of habit-forming drugs: Be it further

Resolved, That this conference indorse the thrift campaign and urge its importance in developing in children a sense of the value of health, time, and money: Be it further

Resolved, That the thanks of the members of the conference be extended to the people of Iowa and to the people of Des Moines for their courtesy and hospitality in entertaining the conference, to the governor of Iowa, the State superintendent of education, the State educational associations, the local chamber of commerce, the American Legion, the parent-teacher association, the local hotels, the newspapers, and the citizens who have performed special service that has contributed to the success of the conference, and that the well wishes of this conference be extended to the Hon. John J. Tigert upon his assumption of the arduous duties of United States Commissioner of Education; and that we thank him and his assistants for their untiring efforts in making this conference a success.

(Signed) (Mrs.) Ida M. Walker, member, Kansas State Educational Code Commission; J. A. Jackson, member, Minnesota Senate Committee on Education; E. E. Johnston, Iowa City; (Mrs.) C. N. McIlvaine, member, School Board, Huron, S. D.; (Miss) Mary L. Martin, representative Daughters of the American Revolution; Fred L. Shaw, State Superintendent of Public Instruction for South Dakota; P. E. McClenahan, State Superintendent of Public Instruction of Iowa; (Mrs.) L. O. Middleton, representative National W. C. T. U.; (Miss) Lorraine Elizabeth Wooster, State Superintendent of Public Instruction for Kansas, Chairman, Resolutions Committee.

Twenty-five men skilled in trades and technical occupations have been awarded scholarships worth $1,000 each by the State of New York. They will spend a year at the State normal school at Buffalo, preparing to teach their trades in the public schools. Five years' successful experience was required of the men selected. Among the occupations represented are: Automobile repairing, carpentry, architectural drafting, sheet metal work, and printing.

Princeton undergraduates have conducted a camp at Bay Head, N. J., for poor boys from congested districts in New York and Philadelphia. Nearly 400 boys have had the benefit of a two weeks' outing at the camp, supervised by volunteer student counselors. About 60 undergraduates have given their services at different times throughout the summer.

DES MOINES CITIZENS' CONFERENCE WAS SUCCESSFUL.

The Federal and Interstate Citizens Conference on Education held at Des Moines, Iowa, June 30 and July 1 and 2, under the auspices of the Bureau of Education, in cooperation with the governor, the State superintendent of public instruction, the State Board of Education of Iowa, and the Chamber of Commerce of Des Moines, proved to be one of the best of all the meetings of this kind in which the Federal Bureau of Education has ever taken part. The Nestor of American education, Dr. A. E. Winship, declares that the Des Moines Conference was the best meeting of its kind he has ever attended.

The governors of Iowa, Nebraska, Kansas, Missouri, Illinois, Wisconsin, Minnesota, and the Dakotas had appointed representative men and women from every walk of life as delegates to this meeting. Many representatives of each of these States were present.

The climax of the conference was reached Friday night July 2, when Gov. Henry J. Allen, of Kansas, reviewed the results of the industrial court established under his administration. He showed how this plan for settling strikes has revolutionized traditions and changed conclusions among the people of his State on this great question.

Those who spoke and those who listened in this conference went away determined to be doers of the work in a righteous cause, the cause of education, believing that education is still the chief defense of nations.—*J. L. McBrien.*

TUSKEGEE INSTITUTE FEATURES HOME MAKING.

As a part of the Founder's Day celebration, members of the senior class of Tuskegee Institute gave a series of demonstrations centering on "The Home." One student had as his subject Repairs in the Home, and, in the presence of a large audience, put in a pane of glass, rehung a gate, nailed a picket on a fence, nailed down a new threshold, made a window screen, and put on a door knob.

How the modern home maker may take the drudgery out of laundering by using some of the more common labor-saving devices was the subject of one talk; another showed how the sick should be treated in the home, and how the mother can relieve children's cuts and bruises. Another student showed how women in the home can save money through using their old clothes, and still provide attractive garments. The last demonstration was by a Negro boy from British Guiana, who is studying agriculture in Tuskegee. He demonstrated how a profitable home garden can be made.

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CULTURE VERSUS TECHNICS FOR ENGINEERS.

Discussions of Society for Promotion of Engineering Education — Laboratory Work Said to be Overdone.

By Walton C. John.

"Liberal culture and discipline as compared with technical training as means of developing not only engineers but men capable of holding positions of authority in public life" was the central point for consideration at the first day's sessions of the Society for the Promotion of Engineering Education. The annual meeting was held at the Sheffield Technical School, Yale University, New Haven, Conn., from June 29 to July 1.

Modern Engineer not Mere Technician.

It was held that the engineer is to-day a master of industry and the logical leader in solving complicated problems which arise. The engineer of to-day is not a mere technician but one who must fully appreciate and understand and be able to control the many economic factors which are involved in engineering enterprises.

With this question in mind the engineering schools find themselves in a dilemma. On one hand the unusual demands of industry and science make it necessary that the engineering curricula should be overcrowded with specialized technical subjects; on the other hand the necessity for more general culture and greater business knowledge, make it desirable that the humanities and economics and business studies be given more emphasis. How then can the engineering curricula be adjusted to the needs of the day?

President Hadley, of Yale, making his last appearance as president, felt that a great saving of time might be made by the reduction of laboratory work. In his opinion the laboratory work is a sort of kindergarten and pseudoscientific method which has been driven to death. One-half of the laboratory work could be crowded out of our colleges, and books substituted instead. Reduce laboratory experiments to typical and fundamental cases without unnecessary repetitions; this would suffice. Considerable saving financially could be made to the colleges at the same time. The fact is, a great many of our students do not know how to use books.

Engineering Education United in Policies.

Dean F. L. Bishop, secretary of the society, pointed out the fact that notwithstanding the criticisms made, engineering education is free from weaknesses which characterize other forms of professional education; that no other type of professional education is more united in its policies nor more uniform in maintaining the highest standards.

In his closing address the president of the society, Dr. Mortimer E. Cooley, dean of the school of engineering of the University of Michigan, emphasized the homely ideals of education. His discussion was not technical. He appealed to the simplicity of our early days, when moral virtues were more strongly emphasized and home life was given more prominence. "I like to think of culture as springing from the heart, as the flower of the plant grown in the home and school and matured in an atmosphere of refinement, its roots being the homely virtues such as were possessed by our old fashioned folk."

Dean Colley was succeeded as president of the society by Charles F. Scott, head of the electrical engineering department of Yale University.

"MOONLIGHT SCHOOLS" INCREASE PATRONS' INTEREST.

To interest parents and other citizens in the work of the schools, four Connecticut towns have been holding a series of "moonlight sessions," in which the teacher and pupils give evening demonstrations of classroom work. At one meeting, they went through the first hour's work of a regular school day, including opening exercises, health inspection, and reading.

Every meeting has a large attendance; at one rural-school session, every family in the district was represented. Results are showing already. Citizens are beginning to take more interest and pride in the schools, and to discuss school problems at home with their families. Many persons are awakening to the necessity for engaging trained teachers, and some taxpayers, who thought the teachers were well enough paid or even overpaid, are beginning to change their minds.

Opportunity to observe the health inspection in the schools has invited public attention to the activities of the school nurse, and has gained better support for her work. Altogether, the school authorities are coming to believe that publicity pays.

Scientific research will be encouraged by the honorary scientific society, Sigma Xi, which has established two fellowships, paying a maximum of $1,800 each for the academic year. The funds for these fellowships have been contributed by the voluntary offerings of members of Sigma Xi, scattered throughout the country, many of whom have agreed to contribute $2 a year for the purpose of encouraging graduate students to engage in scientific investigation. The fellowships are intended for those who have already received a doctor's degree.

CLASSICAL STUDIES IN SECONDARY SCHOOLS.

Exhaustive Survey Planned by American Classical League — Ample Funds Provided by General Education Board.

A three-year survey of secondary school methods of teaching Latin and Greek was planned by the American Classical League at its second annual meeting, July 6th and 7th, at Philadelphia. Dean Andrew F. West, of Princeton University, president of the league, announced that the general education board had appropriated $60,000 for this investigation, which is expected to result in the preparation of a progressive constructive plan for the teaching of the classics.

The survey will consider the effect of administrative policies on secondary school study of the classics, the better training of classical teachers, the relation of Latin to other secondary school studies, and other phases of the question. Dean West, in his annual report, recommended self-criticism, frank and searching, as a necessary condition for improvement and for progress based on improvement.

Eight regional committees will assist the general advisory committee in getting necessary information from all parts of the country. Expert investigators will be appointed, as well as advisers in other subjects such as English, modern languages, and history.

Vice President Calvin Coolidge addressed the league on "The classics for America." The Vice President said that the league desired to bring about the endurance of that modern culture which has been the result of a familiarity with the classics. "We do not wish to be Greek," he declared; "we do not wish to be Roman. We have a great desire to be supremely American. We can accomplish this by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. In our efforts to minister to man's material welfare," he said, "we must not forget to minister to his spiritual welfare. It is not enough to teach men science; the great thing is to teach them how to use science."

Experimental tests of Latin teaching in connection with results in English were reported on by Mason D. Gray, East High School, Rochester, N. Y., and W. L. Carr, formerly of the University of Chicago High School, now of Oberlin College. These educators have been elected to carry on special investigation as part of the new survey.

The six-year secondary school course in its bearing on Latin and Greek was discussed by Gonzalez Lodge, teachers' college, Columbia University.

DES MOINES MEETING OF THE N. E. A.

New Plan of Organization Gives New Aspect to Meetings—A Success Notwithstanding Intense Heat.

By Katherine M. Cook.

The Des Moines meeting of the National Education Association had the aspect of a business rather than an inspirational meeting of the kind that experience has led us to expect. This change of aspect was the most striking characteristic of the first meeting under the new régime. An arrangement reminiscent of a political convention, with placards labeled with the name of each of the States, designated the places reserved for their respective delegates. All such seats were reserved for delegates at each meeting during the hours allotted for business. Nondelegates literally took the back seats. Owing to the unfortunate fact that the acoustics of the hall were poor to the verge of impossibility, it was difficult to follow the proceedings closely. Chairman Hunter had the crowd with him, however, and, when in doubt, they followed his leadership.

Judged by the casual observer, the attendance was smaller than at Salt Lake. Official registration, however, indicated that a larger number were present.

Faithfulness Under Difficulties.

The heat was intense and listening a task, because of the difficulty of hearing, yet the members and delegates were more than usually faithful in attendance and attentive to the addresses. There was a general aspect of strict attention to the business in hand, which demanded constant attendance at meetings and resulted in giving the meetings less of the holiday appearance than usual.

General programs centered around discussion of the association's program for education in the United States, and the place which State and city systems, colleges, and normal schools have in its materialization. A number of prominent speakers who were scheduled for addresses failed to appear. The representative system resulted in the absence of many prominent educators who happened not to be elected as delegates to the convention. Sectional programs, like those of the general meetings, drew large and attentive audiences. There is a strong sentiment for a more definite opportunity for discussion at future meetings, both summer and winter.

Discuss Matters of Common Concern.

The State superintendents, disappointed in arrangements announced for their meeting on Saturday preceding the opening of the general sessions, added a luncheon to the usual dinner which annually takes the place of a formal meeting. Matters of special concern to State departments of education were discussed at both of these gatherings.

The superintendents extended a welcome to Dr. Tigert, Commissioner of Education, and assured him of their cordial cooperation and support. For the first time the Bureau of Education established headquarters in the parlors of the Chamberlain Hotel. Many States, particularly Western States, kept open house on the third floor of the Fort Des Moines Hotel during the week.

AMERICAN DELEGATES TO PAN-PACIFIC CONFERENCE.

Official delegates from the United States to the Pan-Pacific Educational Conference held in Honolulu, August 11–21, sailed from San Francisco for that city August 3d. They are: Frank F. Bunker, until recently of the Bureau of Education; Julia Wade Abbot, specialist in kindergarten education, Bureau of Education; Edward O. Sisson, president State University of Montana; Thomas E. Finegan, State superintendent of public instruction, Pennsylvania; David Starr Jordan, chancellor emeritus, Leland Stanford Junior University, California; Frederic L. Burk, president State normal school, San Francisco, Calif.; Frank B. Cooper, superintendent of schools, Seattle, Wash.

Official delegates from 25 or more countries that border upon the Pacific conferred upon the educational problems that are of common interest to all.

The initial step in calling this conference was taken at the request of the Pan-Pacific Union by Dr. P. P. Claxton, then United States Commissioner of Education. The Secretary of the Interior gave his approval and cooperation and at his request the State Department issued the formal invitations. These were sent to individual educators and to universities and other educational institutions.

Schools in the District of Columbia will receive 34 per cent of the total amount of money to be spent for city government in the fiscal year ending June 30, 1922. This amount, $8,002,440, is exceptionally high. For a number of years the average amount spent on the schools has been about 27 per cent of the entire budget.

Japanese customs and ideas, as well as the language, are taught in a class of the summer school at Columbia University by a Japanese woman. This is the second session of this class.

AMERICANS BUILD SCHOOLHOUSES FOR SERBIANS.

Forty Houses Required Immediately and Junior American Red Cross Will Complete Twenty.

An appropriation of $10,000 is announced by the Junior American Red Cross to be administered by the Serbian Child Welfare Association of America in the rebuilding and equipping of district schoolhouses in Serbia.

When the Serbian Child Welfare Association began its work of rescuing the 50,000 Serb war orphans, the war orphans were placed in such homes as could be found for them with the requirement that at stated periods their guardians should send them to designated centers to receive medical and dental inspection. It was also stipulated that the children must attend school. But invading armies had wrecked practically all of the district schoolhouses. It was necessary, therefore, to reconstruct and equip the schools, and Serbian officials agreed to pay three-fourths of the cost, the Welfare Association to obtain the remainder from American contributors. Thus came the appeal to the Junior American Red Cross, which promptly responded with this sum, sufficient to guarantee completion of 20 of the imperatively necessary 40 schoolhouses.

It is believed that various junior auxiliaries will "adopt" these 20 schools, and possibly the entire 40 that comprise those being reconstructed, by subscribing $500 to the building fund for each. The addresses of the Serbian schools, photographs taken before and after reconstruction, and reports of the progress being made will be supplied to the American schools participating in this educational relief work.

STATE BOARD OFFERS CLASSROOM INSTRUCTION.

Classroom as well as correspondence instruction is given by the division of university extension, Massachusetts State Department of Education, in cooperation with the colleges in the Connecticut Valley. These courses have been given in the afternoon and evening, but if there is enough demand, they may be given also in the daytime. A small fee for instruction will be collected.

One hundred courses are offered, including European history, Latin, music, philosophy, mathematics, agricultural economics, and others. Popular lectures and lecture courses have been arranged on many of these subjects, to be given in the Connecticut Valley by professors in the cooperating colleges

ERADICATION OF ILLITERACY.

(*Continued from page 2.*)

song a lesson in English and in good Americanism. In their drilling the men learn the commands in what is called "The cadence system of close-order drill." In this way verbal, motor, and auditory appeals are coordinated. It was my privilege last summer to tour the country with one of the detachments of soldiers who were trained in this way, one of the famous "Americans-All" detachments, that was sent out under the auspices of the Radcliffe Chautauqua. Each one of these men is taught a trade and when they leave the Army, as it is contemplated many of them will do, they go out useful American citizens. The effort is made to send them back to their communities as missionaries for education and citizenship.

Early Census Reports Are Gratifying.

What of the future? We have been unable to get the complete reports of the 1920 census, but the early reports are gratifying. In every direction illiteracy is being slowly but surely diminished. We might offer a few comparative figures.

In Alabama the illiteracy in 1890 was 34.1 per cent; in 1900, 34.0; in 1910, 22.9; in 1920, 16.1. In Arkansas, the illiteracy in 1890 was 26.6; in 1900, 24.4; in 1910, 12.6; and in 1920, 9.4. In Delaware, the illiteracy in 1890 was 14.3; in 1900, 12.0; in 1910, 8.1; and in 1920, 5.9. In the District of Columbia, the illiteracy in 1890 was 13.2; in 1900, 8.6; in 1910, 4.9; in 1920, 2.8.

The tendency might be summarized as follows: On the whole, negro illiteracy is being reduced more rapidly than white illiteracy. Urban illiteracy in the past has decreased more rapidly than rural illiteracy, but due to the influx of foreign elements into the cities it is likely that in the present time or the near future the greatest problem will be in the cities. The only class among whom there has been a tendency to increase in illiteracy in recent years is among the foreign-born whites. And this has been only in certain localities. With the passage of the Dillingham bill limiting foreign immigration we can expect improvement in the near future in this class.

Literacy a Criterion of National Strength.

Buckle, in his History of Civilization, declares that the progress of civilization in the various nationalities depends largely upon the production of certain types of food or something to that effect. We believe that no single criterion of national strength can be found which is stronger than the degree of literacy. Of course, manufactures enter into the greatness of a people, their number, their material resources, their social and moral conditions, and other things unnecessary to mention. All other things being equal, it seems that we can make out a ranking of modern nations so far as their national strength is concerned dependent upon the degree of literacy.

Illiterate Nations Are Hopelessly Weak.

No nation in which there is a large amount of illiteracy, unless we consider that the United States belongs in this class, ranks as a great power in the world to-day. There is no nation where there is a low degree of illiteracy and which is of any considerable size which does not have great influence among the nations. The comparative weakness of the South American Governments is largely due to the appalling illiteracy that exists there, ranging from 92.7 per cent in Guatemala to 39.8 in Uruguay. The nations of Europe can be classified very largely on a basis of literacy. The German Empire, 0.05. Germany was undoubtedly the most powerful nation engaged in the World War, considering her resources and man power. Among the German States Prussia was undoubtedly the dominant force. There illiteracy had been reduced to 0.02 per cent. Russia, with her vast man power and resources, collapsed in the war. Illiteracy in Russia was 69 per cent. Spain once was the dominant power of the earth. To-day she is hopelessly weak with an illiteracy of 58.7 per cent. The United Kingdom maintains her leadership in European and world affairs largely because of the fact that she can boast of 1.8 per cent of illiteracy. France, at the time of the Franco-Prussian War, had an illiteracy of about 40 per cent. She fell easily before Prussia. France demonstrated that illiteracy could be eradicated or reduced to a low minimum. When the recent war broke out she had reduced it to 4 per cent in the French arm. Perhaps that accounts largely for the changed nation which Germany found France to be in the recent conflict. Three little countries, with tiny populations, remain strong to-day amidst the turmoil of European nations—Denmark, 0.2 per cent; Sweden, 0.2 per cent; Switzerland, 0.3 per cent.

The Best Men of the Times.

I have no time to dwell upon the arguments which have been made so often to establish the fact that the economic, political, and industrial welfare of the nation after all depends upon the intelligence and the education of its citizenship. This being the case we can look upon the eradication of illiteracy which now seems to be assured as the best omen of the times for the nations of the world.

A department of theoretical music will be opened this term in Bryn Mawr College. This department will consist of elective courses in elementary and advanced harmony, and theory and history of music.

WORLD ASSOCIATION FOR ADULT EDUCATION.

Close Relations with Ministries of Education—First President of Czechoslovakia at Head of Organization.

Of the many organizations that have resulted as a direct consequence of the World War and the necessitated educational reconstruction that must follow, the World Association for Adult Education is of special promise.

There is so much of elementary and secondary education that does not function in life that the average adult, in order not to become a misfit and a burden to society, would like to continue his education under the vitalizing process of supervised practice. He would like to improve his culture, efficiency, and moral worth while performing the daily tasks of making a living.

To meet this need of wisely directed adult education, the World Association for Adult Education was founded March, 1919, with Prof. T. G. Masaryk, first president of the Czecho-Slovak Republic, as president. There are branch organizations in many countries with close relations with the several ministries of education. The published literature contains several bulletins and the annual report can be obtained through the president, Prof. Masaryk, Prague, Czechoslovakia.

The World Association for Adult Education has scarcely passed the first stage of organization, but promises well for the future betterment of adult education. It ought to stimulate adult education in all countries and will tend in time to produce more sympathetic international relations, which is a desirable thing in the advancement of education.—*G. W. A. Luckey.*

YALE EXAMINATION PLAN IS MODIFIED.

Candidates for admission to Yale University will be examined hereafter on the basis of their senior class work in the accredited schools from which they came. No lowering of standards is contemplated, but it is expected to make the transmission easier from the public schools to the university.

Upon recommendation of his principal, a candidate whose school record shows that he has successfully completed a four-year course in an accredited school covering the required subjects may gain admission to college by passing examinations in English and three of the following: Latin, mathematics, modern language, and science, all of regular senior high-school grade.

DENTAL HYGIENE IN THE SCHOOLS OF BRIDGEPORT, CONN.

By Bertha Y. Hebb.

Dental hygiene, or "preventive dentistry" as it is sometimes called, was introduced into the public schools of Bridgeport, Conn., in 1913, through the untiring endeavors of Dr. Alfred C. Fones. Dr. Fones, as no one can doubt who has read his recent reports, is a believer in the theory that nearly all tooth trouble begins from the surface of the teeth, and that by proper care of the mouth this trouble can be greatly reduced. And he not only believed in this theory, but he practiced it—early insisting upon it in his private practice. Later, after setting forth its great need, he began urging the city authorities of Bridgeport to introduce it into their public schools. At first, Dr. Fones was heard indifferently. Nothing daunted, however, he repeated the urgency of the case and repeated it again, emphasizing the small financial outlay that would be necessary for its installation.

Necessary Equipment is Inexpensive.

The equipment, as he calculated, would cost only about $200 for each operator, and each operator could care for about 800 children; and the equipment such as he had in view, being small and portable, would require no extra space for its accommodation.

After renewed appeals upon the part of Dr. Fones, the city authorities in the fall of 1913 appropriated $5,000 to the health department in order to test the plan.

The first step was toward the training of dental hygienists, and the establishment of a school for the purpose. To this end Dr. Fones gave much of his time, securing as well the services of competent doctors and dentists who came to Bridgeport to lecture at stated intervals. When necessary, he gave largely of his own means.

In one year's time, September, 1914, the first dental hygienists were ready for work. This corps consisted of eight dental hygienists and two supervisors, with Dr. Fones as director.

Mouths Examined, Treated, and Charted.

Dr. Fones proceeded as follows:

First, the mouths of all the children of the first and second grades (for at first the work covered only those two grades) were thoroughly examined, treated, and charted for future observation.

Simple talks were given, with the use of the stereopticon, in order to arouse the interest of the children. Toothbrush drills were given. Even at this early age the children were taught to know the value of a toothbrush, to respect it—in fact, to look upon it as a sentinel standing guard over their most cherished possessions.

The interest of the parents was also aroused, through literature and other means, in order to secure their cooperation in influencing the children at the home end of the project. A limewater mouth wash so inexpensive as to be within the reach of all, was insisted upon; and an agreement was with a local firm by which toothbrushes could be secured for 5 cents each. A need of "physical exercise" for the teeth, such as could be secured from certain coarse food, was emphasized, and throughout the entire course instruction as to diet suitable for a growing child was emphasized over and over again.

Additional Hygienists are Employed.

The work under Dr. Fones proved so satisfactory that in 1915, six additional hygienists were employed. By 1917 the work had been extended to five grades and included the care of 15,000 children; the next year the children of the parochial school asked to be admitted and they were taken in.

At present the mouth health of 20,000 children is looked after; there are 26 hygienists and 3 dentists, and the city is giving over $40,000 a year for the work.

At the end of five years the fifth grade in one school showed a reduction of 67.5 per cent of cavities from its condition five years previously; five schools, 57 per cent; two others, 50 per cent; the average being 34 per cent. The latest report shows a still greater reduction, many schools having reduced this trouble 85 per cent, with a general average of 50 per cent.

Retardation, as vouched for by one of the school officials of Bridgeport, has been largely reduced. Modern teaching methods, explains this official, may have influenced these results; but dental hygiene has been largely instrumental, for the reason that many of the previous absenced from school were caused by "sick teeth," particularly in the lower grades, and the absences from this cause have been materially lessened.

The project has cost only about $1.50 a year for each school child, and what is saved in reeducation almost replaces even this small outlay.

Bridgeport Plan is Unique.

In a recent letter Dr. Fones said:

"I know of no city that is working on just the plan that Bridgeport has adopted, as most of the cities that are giving dental care to their children have been working with repair clinics only. Rochester, N. Y., approaches most nearly to this educational and preventive work under the roofs of the schools. I believe that the next few years will see many centers with hygienists working in the public schools. Our last step in adopting a health program in the schools making health a requisite for promotion, we believe to be the most advanced movement in this line yet inaugurated. This year we expect to send practically all of the children from the fifth grade into the sixth with no cavities in the permanent teeth, and with all physical defects of the eye, ear, nose, throat, and skin either corrected or in process of correction.

"I believe that it is only by such work in our public-school systems that we can answer the findings of the draft boards which showed such deplorable physical condition of the young men of this country."

MEETING OF HOME ECONOMICS ASSOCIATION.

To spread the study of the home is the aim of the Home Economics Association, which held its annual meeting at Swampscott, Mass., June 27 to June 30. This association has been engaged for nearly 20 years in research work in home economics and in promoting the extension of its teaching. An example of its work is the raising of $6,000 during the past year to support for three years a teacher of home economics in the College of Constantinople.

Home economics in its various aspects was discussed, including nutrition and health, textiles, etc., and the teaching of various lines in this connection. Carnegie Nutrition Laboratory, Boston Museum of Fine Arts, Peter Bent Brigham Hospital, and Children's Hospital were among the places visited by members of the association during the meeting days.

"The American Home Essential to the Maintenance of American Ideals" was discussed by Sarah Louise Arnold, dean emerita, Simmons, College. Payson Smith, Massachusetts Commissioner of Education, spoke on "The Necessity of the Extension of Home Economics Teaching." Other topics were The Place of the Nutrition Worker in the Health Program and "Home Economics Women and the Press."

Institutional management and social service were taken up, as well as extension education, and coordination of home economics instruction with home life experience.

Professors in the University of Vienna are leaving the university to accept chairs in other universities where the pay is higher and the cost of living lower. Heidelberg, Munich, Dorpat, and other universities have invited Vienna professors to join their faculties, and many have decided to go. The Austrian ministry of education is desirous of keeping these men in Vienna, but can not afford to pay salaries large enough.

MEETING OF THE AMERICAN LIBRARY ASSOCIATION.

Ideal Is to Banish Ignorance and Create a Literate, Thinking World of Universal Intelligence.

By JOHN D. WOLCOTT.

Nearly 1,900 persons registered at the Forty-third Annual Conference of the American Library Association, which was held at the New Ocean House in Swampscott, Mass., during the week beginning June 20, 1921. This attendance exceeded that for any previous association conference, and in quality of program, interest manifested, and other attendant circumstances, the meeting was a decided success.

Not Enough Attention to Culture.

After the addresses of welcome at the opening session, an address entitled "The Prophet and the Poet" was given by Prof. Dallas Lore Sharp, of Boston University, in which he criticized the modern methods of American schools as devoting too much attention to vocational subjects and too little to solid culture.

The title of President Alice S. Tyler's address, given at the second general session, was "Some Aspects of Library Progress." She made the point that librarians, in common with all who hold higher conceptions of education, are striving toward the ideal of banishing ignorance and creating a literate, thinking world of universal intelligence. One important way in which the association might promote library efficiency, in the president's belief, would be by making scientific measurements of library activities and by collecting and interpreting statistics, so that professional procedure may be based on certain knowledge instead of on conjecture. In carrying out this policy, help is sought from the Bureau of Education.

Public Libraries Foster Intelligent Citizenship.

At the third general session, the principal speaker was Hon. Horace M. Towner, Representative in Congress from Iowa, on the subject of "Libraries and the Nation." Judge Towner called attention to the dangerous amount of illiteracy now existing in the United States, and said that public libraries, like public schools, are necessary for building up an intelligent citizenship. He explained the legislation now pending in Congress to give national support to all agencies of public education, including public libraries. Reaffirming its action at a previous conference in regard to the Smith-Towner bill, the American Library Association at this meeting adopted a resolution indorsing the proposed legislation now known as the Sterling-Towner bill, which includes a bureau of libraries.

City Libraries Serve Country People.

The fifth session on Saturday morning was a joint meeting of the American Library Association and the League of Library Commissions. Dr. Arthur E. Bostwick, librarian of the St. Louis Public Library, read a paper on "The City's Leadership in Book Distribution," in which he showed that while library methods have first been perfected in centers of population, there is now a tendency in many respects toward mutual interpenetration of city and country, making possible the extension of various city advantages to country residents.

Dr. Kenyon L. Butterfield, president of the Massachusetts Agricultural College, brought greetings from the American Country Life Association. He said that the great function of the rural library is to bring the farmer into touch with industrial and world democracy by the use of books, and secondarily to afford him means of culture and relaxation. The literature of country life offered by the rural library should be written from the farm point of view, so as to increase the farmer's love and appreciation of his environment. The rural library should aim to reach all with books; it should tie up with the Grange, with the county agricultural bureaus, and with clubs engaged in the study of citizenship and social administration. It is well also for the library to serve as a community center. "Books for everybody" is a good motto for libraries, but to this should be added "Everybody for books."

Publishers Participate in Meeting.

The subject of the sixth and final general session on Saturday evening was To-day's tendencies in book publishing and distribution. Addresses were delivered by Glenn Frank, editor of the Century magazine, on The New Temper of the Reading Public; by Alfred Harcourt, of Harcourt, Brace & Co., on Ferment and Fact; by Herbert F. Jenkins, of Little, Brown & Co., on The Nation's Fiction Appetite; and by Frederic G. Melcher, secretary of the National Association of Book Publishers, on Next Steps in Extending the Use of Books.

In addition to the general sessions, programs were presented by the numerous affiliated associations, sections, and other groups. Among these the school libraries section held three meetings, one of which was addressed by Clarence D. Kingsley, supervisor of secondary education for Massachusetts.

New Constitution is Adopted.

The new constitution for the American Library Association, which was proposed at the Colorado Springs meeting in 1920, was unanimously adopted at this conference and went into effect.

Officers for 1921–22 were elected as follows: President, Azariah S. Root, librarian of Oberlin College, Oberlin, Ohio; first vice president, Samuel H. Ranck, librarian public library, Grand Rapids, Mich.; second vice president, Claribel R. Barnett, librarian United States Department of Agriculture, Washington, D. C.; treasurer, Edward D. Tweedell, assistant librarian, John Crerar Library, Chicago, Ill.

"GIVE YOURSELF A FAIR START."

Cleveland Board of Education Issues Attractive Booklet to Show Advantages of High-School Training.

Elementary-school graduates in Cleveland who are doubtful as to whether they should enter high school may have their doubts settled by the illustrated book which the city board of education has distributed, called "Give Yourself a Fair Start." Parents also may change their minds as to the immediate necessity for sending their children to work when they begin to realize what a practical investment a good foundation of education is.

To remove some parents' idea that high-school education is a waste of time for the boy or girl who is soon to earn his own living, the book emphasizes the practical side of the course. Pictures show students learning the use of machines for office uses, such as computing, billing, and invoicing. Skilled mechanics in the making are pictured at work in the shops of the technical high school.

Training girls to become intelligent home makers is one of the activities illustrated, and those parents who think that further education will make their girls bookish and impractical may begin to think differently when it is brought to their attention that high-school girls learn to make their own clothes and to cook good meals.

Letters from successful Cleveland citizens give the point of view of the employer. The book ends with the reminder that even if a pupil must give up high school to go to work, he can go to a night high school.

Social-service work was done by 439 Harvard students during the past academic year, according to the report of the social service committee of the Phillips Brooks House Association. These students worked in settlement houses, the Cambridge Young Men's Christian Association, churches, educational clubs, Boy Scout organizations, the associated charities, hospitals, and other institutions.

THE CLASSICS FOR AMERICA.

(*Continued from page 1.*)

The present age has been marked by science and commercialism. In its primary purpose it reveals mankind undertaking to overcome their physical limitations. This is being accomplished by wonderful discoveries which have given the race dominion over new powers. The chief demand of all the world has seemed to be for new increases in these directions. There has been a great impatience with everything which did not appear to minister to this requirement.

World Dependent on Science and Commerce.

This has resulted in the establishment of technical schools and in general provisions for vocational education. There has been a theory that all learning ought to be at once translated into scientific and commercial activities. Of course, the world to-day is absolutely dependent on science and on commerce. Without them great areas would be depopulated by famine and pestilence almost in a day. With them there is a general diffusion of comfort and prosperity, not only unexcelled, but continually increasing. These advantages, these very necessities, are not only not to be denied, but acknowledged and given the highest commendation. All this is not absolute but relative. It is neither self-sufficient nor self-existing. It represents the physical side of life. It is the product of centuries of an earlier culture, a culture which was none the less real because it supposed the earth was flat, a culture which was preeminent in the development of the moral and spiritual forces of life.

The age of science and commercialism is here. There is no sound reason for wishing it otherwise. The wise desire is not to destroy it, but to use it and direct it rather than to be used and directed by it, that it may be as it should be, not the master but the servant, that the physical forces may not prevail over the moral forces, and that the rule of life may not be expediency but righteousness.

Foundation of Modern Civilization.

No question can be adequately comprehended without knowing its historical background. Modern civilization dates from Greece and Rome. The world was not new in their day. They were the inheritors of a civilization which had gone before, but what they had inherited they recast, enlarged, and intensified and made their own, so that their culture took on a distinctive form, embracing all that the past held best in the Roman world of the Cæsars. That great Empire fell a prey, first to itself and then to the barbarians. After this seeming catastrophe scholarships and culture almost disappeared for nearly a thousand years, finally to emerge again in the revival of learning. This came almost entirely out of the influence of the Christian church. The revival of learning was the revival of the learning of Greece and Rome plus the teachings of revealed religion. Out of that revival has grown the culture of western Europe and America. It is important to keep foundations clearly in mind. The superstructure is entirely dependent upon them for support whatever may be its excellence. However worthy a place it may fill, it can not stand except on a sound foundation. In the revival of learning the philosophy of Greece played an important part. It was under its stimulus that the two methods of induction and deduction, experiment and reason, by which the human mind gains knowledge were firmly established. This swept away the vain imaginings of the schoolmen, gave a new freedom to thought and laid the beginnings of modern scientific research. It has brought about the modern era of learning which is reflected in every avenue of human life. It is in business. It is in education. It is in religion. No one questions its power. No one questions its desirability, but it is not all sufficient.

Culture the Product of Continuing Effort.

It is impossible for society to break with its past. It is the product of all which has gone before. We could not cut ourselves off from all influences which existed prior to the Declaration of Independence and expect any success by undertaking to ignore all that happened before that date. The development of society is a gradual accomplishment. Culture is the product of a continuing effort. The education of the race is never accomplished. It must be gone over with each individual and it must continue from the beginning to the ending of life. Society can not say it has attained culture and can therefore rest from its labors. All that it can say is that it has learned the method and process by which culture is secured and go on applying such method and process.

Education Must Follow Development of Race.

Biology teaches us that the individual goes through the various stages of evolution which has brought him to his present state of perfection. All theories of education teach us that the mind develops in the same way, rising through the various stages that have marked the ascent of mankind from the lowest savagery to the highest civilization. This principle is a compelling reason for the continuance of classics as the foundation of our educational system. It was by the use of this method that we reached our present state of development.

This does not mean that every person must be a classical scholar. It is not necessary for everyone who crosses the ocean to be an experienced mariner, nor for everyone who works on a building to be a learned architect; but if the foreign shore is to be reached in safety, if the building is to take on a form of utility and beauty, it will be because of direction and instruction given according to established principles and ideals. The principles and ideals on which we must depend not only for a continuance of modern culture, but, I believe, for a continuance of the development of science itself come to us from the classics. All this is the reason that the sciences and the professions reach their highest development as the supplement of a classical education.

Superficial Study Not Mental Discipline.

Perhaps the chief criticism of education and its resulting effect upon the community today is superficiality. A generation ago the business man who had made a success without the advantages of a liberal education, sent his son to the university, where he took a course in Greek and Latin. On his return home, because he could not immediately take his father's place in the conduct of the business, the conclusion was drawn that his education had been a failure. In order to judge the correctness of this conclusion it would be necessary to know whether the young man had really been educated or whether he had gone through certain prescribed courses in the first place, and in the second place whether he finally developed executive ability. It can not be denied that a superficial knowledge of the classics is only a superficial knowledge. It is not to be expected that the ability to think correctly which is the characteristic of a disciplined mind can be derived from it. Without doubt a superficial study of the classics is of less value than a superficial acquaintance with some of the sciences or a superficial business course. One of the advantages of the classics as a course of training is that in modern institutions there is little chance of going through them in a superficial way. Another of their advantages is that the master of them lives in something more than the present and thinks of something more than the external problems of the hour, and after all it was the study of the classics that produced the glories of the Elizabethan age with its poets, its philosophers, its artists, its explorers, its soldiers, its statesmen, and its churchmen.

Mastery of Classics Requires Effort.

Education is primarily a means of establishing ideals. Its first great duty is the formation of character, which is the result of heredity and training. This by no means excludes the desirability of an education in the utilities, but is a statement of what education must include if it meet with any success. It is not only because the classical method has been followed in our evolution of culture, but because the study of Greek and Latin is unsurpassed as a method of discipline. Their mastery requires an effort

and an application which must be both intense and prolonged. They bring into action all the faculties of observation, understanding, and reason. To become proficient in them is to become possessed of self-control and of intelligence, which are the foundations of all character.

Greek and Latin Still Live.

We often hear Greek and Latin referred to as dead languages. There are some languages which may have entirely expired, but I do not think any such have yet been discovered. There are words and forms in all languages which are dead because no longer used. There are many such in our own language. But Greek and Latin are not dead. The Romance languages are modified Latin, and our own language is filled with words derived from Greek and Latin which have every living attribute. This is so true that to a certain extent there can be no adequate comprehension of the meaning of a large part of the language employed in every-day use, and the language of science and scholarship almost in its entirety, without a knowledge of Greek and Latin. Our literature is so filled with classical allusions that an understanding of its beauties can scarcely be secured by any other means.

The most pressing requirement of the present hour is not how we are to solve our economic problems, but, Where are we to find the sustaining influences for the realities of life? How are we to justify the existing form of government in our Republic? Where shall we resort for teachings in patriotism? On what can we rely for a continuation of that service of sacrifice which has made modern civilization possible? The progress of the present era gives no new answers to these problems. There are no examples of heroism which outrival Leonidas at Thermopylæ, or Horatius at the Bridge. The literature of Greece and Rome is through and through an inspiring plea for patriotism, from the mediations of their philosophers to the orations of their statesmen and the dispatches of their soldiers.

Modern Democracy Began in Greece.

The world has recently awakened to the value and the righteousness of democracy. This ideal is not new. It has been the vision which the people of many nations have followed through centuries. Because men knew that that ideal had been partially realized in Greece and Rome, they have had faith that it would be fully realized in Europe and America. The beginnings of modern democracy were in Athens and Sparta. That form of human relationship can neither be explained nor defended except by reference to these examples and a restatement of the principles on which their government rested. Both of these nations speak to us eloquently of the progress they made so long as their citizens held to these ideals, and they admonish us with an eloquence even more convincing of the decay and ruin which comes to any people when it falls away from these ideals. There is no surer road to destruction than prosperity without character.

There is little need to mention the debt which modern literature owes to the great examples of Greece and Rome. Even the New Testament was written in Greek. It is unthinkable that any institution founded for the purpose of teaching literature should neglect the classics. Nowhere have the niceties of thought been better expressed than in their prose. Nowhere have music and reason been more harmoniously combined than in their poetry, and nowhere is there greater eloquence than in their orations. We look to them not merely as the writers and speakers of great thoughts, but as the doers of greater deeds. There is a glory in the achievements of the Greeks under Themistocles, there is an admiration for the heroes of Salamis, there is even a pride in the successful retreat of the Ten Thousand which the humiliating days of Philip and Alexander can not take away.

Example of Liberty Under Law.

But when we turn to Rome we are overwhelmed by its greatness. When we recall the difficulties of the transportation of that day, which made the defense easy and attack difficult, her achievement, not only in conquering all that there was of the then civilized western world, but of holding it in subjection with a reign of law so absolute that the world has never known a peace so secure as that of the Pax Romana strikes us with wonder. They gave to the world the first great example of order, and a tolerable state of liberty under the law. As we study their history, there is revealed to us one of the greatest peoples, under the guidance of great leaders, exhausting themselves in their efforts that the civilized world might be unified and the stage set for the entrance of Christianity. In their conquests we see one of the most stupendous services, and in their disintegration one of the most gigantic tragedies which ever befell a great people.

We Desire to be Supremely American.

Everyone knows that the culture of Greece and Rome are gone. They could not be restored, they could not be successfully imitated. What those who advocate their continued study desire to bring about is the endurance of that modern culture which has been the result of a familiarity with the classics of these two great peoples. We do not wish to be Greek, we do not wish to be Roman. We have a great desire to be supremely American. That purpose we know we can accomplish by continuing the process which has made us Americans. We must search out and think the thoughts of those who established our institutions. The education which made them must not be divorced from the education which is to make us. In our efforts to minister to man's material welfare we must not forget to minister to his spiritual welfare. It is not enough to teach men science; the great thing is to teach them how to use science.

Support and Strengthen Our Beliefs.

We believe in our Republic. We believe in the principles of democracy. We believe in liberty. We believe in order under the established provisions of law. We believe in the promotion of literature and the arts. We believe in the righteous authority of organized government. We believe in patriotism. These beliefs must be supported and strengthened. They are not to be inquired of for gain and profit, though without them all gain and all profit would pass away. They will not be found in the teachings devoted exclusively to commercialism, though without them commerce would not exist. These are the higher things of life. Their teaching has come to us from the classics. If they are to be maintained they will find their support in the institutions of the liberal arts. When we are drawing away from them we are drawing away from the path of security and progress. It is not yet possible that instruction in the classics could be the portion of every American. That opportunity ought to be not diminished but increased. But while every American has not had and may not have that privilege, America has had it. Our leadership has been directed in accordance with these ideals. Our faith is in them still.

Will to Endure Results from Training.

We have seen many periods which tried the soul of our Republic. We shall see many more. There will be times when efforts will be great and profits will vanish. There have been and will be times when the people will be called upon to make great sacrifices for their country. Unless Americans shall continue to live in something more than the present, to be moved by something more than material gains, they will not be able to respond to these requirements and they will go down as other peoples have gone down before some nation possessed of a greater moral force. The will to endure is not the creation of a moment, it is the result of long training. That will has been our possession up to the present hour. By its exercise we have prospered and brought forth many wonderful works. The object of our education is to continue us in this great power. That power depends on our ideals. The great and unfailing source of that power and these ideals has been the influence of the classics of Greece and Rome. Those who believe in America, in her language, her arts, her literature, and in her science, will seek to perpetuate them by perpetuating the education which has produced them.

KINDERGARTEN CONTROL OF SCHOOL ENTRANCE.

Vestibule of the Public-School System—Mental Growth of First Six Years of Life Exceeds That of Any Later Period—Opportunity to Regulate School Entrance.

By Arnold Gesell, *Professor of Child Hygiene, Yale University.*

The potential power of the kindergarten as part of our public-school system is greater now than it has ever been. We no longer ask, Will the kindergarten be abolished? Or absorbed? We have all come to the conclusion that there is something indestructible about the kindergarten. In spite of pressure, the kindergarten happily has resisted benevolent assimilation. It remains to this day a visible, silent protest against the mechanistic tendencies and institutionalization of primary education.

What is the place of the kindergarten? How can it be adjusted to the first grade? In my opinion there is but one decisive solution of this problem, and that is not so much through accommodation and readjustment as through courageous leadership. The best defense is often an aggressive advance. The kindergarten may become the rallying ground for a forward movement in education; if it will assert in new and unmistakable terms the sacred right of young children to physical and mental health.

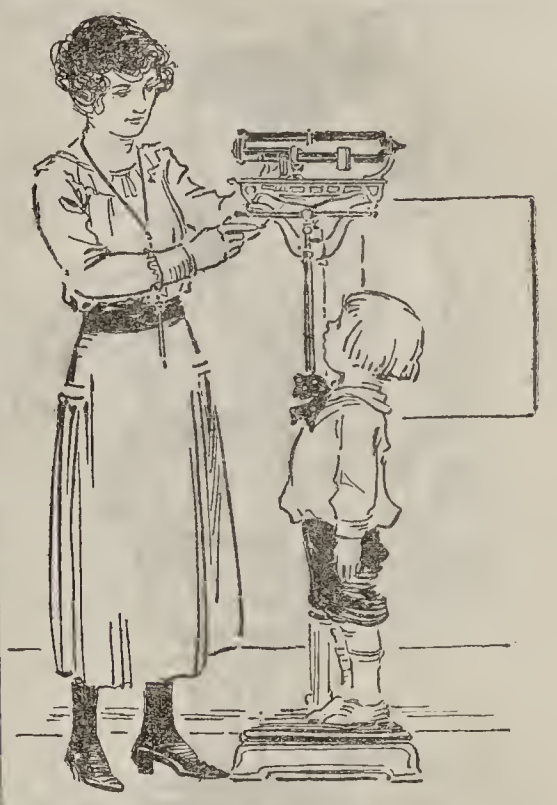
The kindergarten is in a peculiarly favorable position to make such a new contribution to public education and to child hygiene. It is not subject to curriculum domination; it is not embarrassed by the limitations of academic requirements; it is architecturally freer, being unbound by the stationary rigidity of conventional school furniture; and its best traditions place a premium upon that liberty and happiness, which the Greeks at least knew were inseparable from health. Moreover the kindergarten is strategically situated in the educational scheme. It is the very vestibule of our public-school system. Its outer door opens into the homes of the people, and its inner door opens into the elementary school. In conjunction with the first grade it constitutes a kind of Ellis Island, an immigration station through which each year some 3,000,000 domestic, juvenile emigrants pass.

Virtual Premium on Failure.

No feature of public-school administration is apparently under less control than that of school entrance. The excessive repetition in Grade I (one-fourth of our first graders are not promoted) is itself a sad commentary. We virtually place a premium upon failure by insisting so speedily on academic standards of promotion. And as for medical inspection, ordinarily no preference is given to the primary grades; often they are even slighted; and it is a very exceptional school which insists on a thoroughgoing physical examination of the school beginner. In other words, we annually recruit 3,000,000 of school children into our great educational camp without meeting the hygienic responsibilities and opportunities involved.

And what is the relation of the kindergarten to this great responsibility, and still greater opportunity? The kindergarten derives much of its power from the fact that it lies within the borders of the preschool epoch, which all things considered, is the most important period in the whole span of development. These years determine the character much as the foundation and the frame determine the structure. The very laws of growth make these the most formative of all years.

In a certain sense the amount of mental growth which takes place in the first sexennium of life far exceeds anything which the child achieves in any subsequent



period. Indeed it may be doubted whether all of his scholastic strides taken together bulk for as much as his brilliant advance from the stage of protoplasmic vegetation at birth to the mastery of physical and personal relations, language, art, and science which he has attained when he first slings his school bag over his shoulder. This tremendous velocity of mental development parallels the equal velocity of physical growth during these early years.

The years of preschool childhood are forgotten, but they do not ever completely depart; they are registered in the submerged portions of the mental life which they helped to create, and there they continue to dispose and to predispose the latter-day individual. These considerations are broad and general, but they all point to the unique educational potency of the preschool period.

School Entrance Conditioned on Health.

The problems of preschool hygiene and of school entrance are inseparable and both are in turn inseparable from the kindergarten. The whole matter of school entrance is in last analysis one of hygiene. It should be conditioned primarily by standards or health and development; and should be regulated by a policy of medical oversight and educational observations.

The social and constructive activities of the kindergarten give fine scope for this very observation which is needed if we are to regulate school entrance. Through them we can discover the superior, the balanced, the inadequate, the unstable, the infantile, the speech defective, and all the exceptional children who need a specialized educational hygiene and a readjustment of procedure as to school entrance. Such a policy of intelligent observation of the children is not

incompatible with the program of the progressive kindergarten of to-day. It simply gives to these programs a double trend, one which is educative and another which is interpretive. Such a policy will inevitably lead to a hygienic rationalization of school entrance. The kindergarten will become the recruiting station and the development battalion of our vast school army.

COLLEGE GIRLS STUDY FAMILY PROBLEMS.

Needy families are visited by Kansas State Agricultural College girls as "laboratory work" in their course in social service. This field work is done in cooperation with the Red Cross home-service agent, who, after consultation with the elass teacher, assigns the girls to certain cases. The students make the calls, and then write a report, which is filed in the office of the Red Cross.

Class recitations take up the principles of social case work and the applieation of these principles to the problems of families in need of special care, such cases as the widowed family, the deserted family, the homeless child, and others. Cases of each type are investigated.

Causes of the family problems with which social workers have to deal aud the methods of preventing these conditions and of maintaining sound family life are the subjects of a special course in the modern family.

To prepare the future social-service workers for the necessary routine connected with case investigations and aid, the Red Cross gives them some experience in office work.

EXPERIMENTAL CLASS IN NUTRITION.

To demonstrate how the condition of undernourished children can be improved, 40 children in a Newark, N. J., school have been chosen as an experimental class in nutrition. The children are divided into two groups, according to physical defects, and each group has a meeting with the parents and teachers once a week after school. The children are weighed at alternate meetings, and there is discussion of the rate at which they gain, and reasons for difference in various cases.

Health principles are spread through the community by these meetings. Many of the parents are willing to improve the children's diet when the demonstrations make them realize what is wrong. In a preliminary survey of the families of children selected as in most need of nourishment it was found that in every one of the 40 cases the child came to school after a breakfast consisting of coffee and roll, coffee and sweet cake, or simply coffee.

Milk and graham crackers are served to the children at recess, and between school assistance and improvement that the mothers are making in the home diet most of the children have gained steadily since the class was begun.

Instructors and food for the class are provided by the extension service of the New Jersey State College and the New Jersey Tuberculosis League. Once a month a demonstration in cooking is given for the mothers by the State extension service. Medical inspectors, nurses, principals, and teachers have cooperated in the work and it is hoped to extend the movement throughout the school system.

MEDICAL STUDENTS PREFER CLINICAL BRANCHES.

Preference of medical students to devote their efforts to the clinical rather than the laboratory branches of medicine constitutes a real menace to the profession, accordiug to the anuual report recently issued by David I. Edsall, dean of the school of medicine of Harvard University. In an effort to interest more men in medical research the faculty of the medical school have recently decided to offer the degree of doctor of medical sciences.

The report urges that college instructors poiut out to students the possibilities of service to science which are to be found in the field of medicine.

"To lead many such men to look upon the scientific branches as a grateful career," says Dr. Edsall, "will demand more intimate and sympathetic understanding between the medical aud the college faculties of the universities."

VALUABLE PRIZES FOR SCHOOL CHILDREN.

National Automobile Chamber of Commerce Offers 500 Rewards for Best Essays on Safety.

Prompted by the accidental killing of 25,000 children every year on the streets of American cities, the National Automobile Chamber of Commerce offers to the grammar-school children of the United States 500 prizes for the best essays on safety. The contest is under the direction of the Highway and Highway Transport Education Committee, Willard Building, Washington, D. C., which is composed of men from United States Government departments and other associations interested in motor transport and highways. The Commissioner of Education is chairman of the committee.

A trip to Washington and a gold watch will be the reward for first place. The second national prize will be a gold loving cup, and the third national prize a silver loving cup.

Prizes are to be awarded in each of the States and Territories, including the District of Columbia, Canal Zone, Alaska, Hawaii, Philippines, and Porto Rico, as follows: First prize, gold medal and $15 in cash; second prize, silver medal and $10 in cash; third prizes, bronze medal and $5 in cash. There will be a large number of prizes of the third elass in many States, in addition to the prizes named above. These additional prizes will be prorated among the different States in proportion to the number of children enrolled in the grammar grades.

Children who plan to enter this contest are asked to keep their eyes open during the summer, and see what they can learn about the subject of the essay, whieh will be How I Can Make Road Travel More Safe. A high percentage of automobile accidents happen to children under 15 years of age. The number of accidents can be decreased if children will be careful to cross at corners and if cities and towns will provide playgrounds and blocked-off streets.

These essays are not to be handed in until late in the fall. Children can get further information from their teachers.

One thousand dollars in cash prizes for grammar-school teachers is also offered, for the outline of the best classroom lesson which will instruct children how to avoid accidents when on the streets. The first prize is $500 cash and a trip to Washington, the second prize is $300 eash, and the third prize is $200 cash.

Plymouth, Conn., gives $50 to each teacher from the town who attends a summer school, provided her work is approved by the direetor.

GERMAN CONGRESS ON MORAL EDUCATION.

Purpose Was to Abolish Formal Religious Instruction—People's High Schools are Praised.

By Theresa Bach.

The first German congress of moral education, convened on March 30 in Leipzig, had a very definite aim, namely, to free the school from formal religious instruction by substituting moral lessons in its stead. Prof. Paul Barth, of Leipzig University, the promoter of the congress and its presiding officer, opened the first session with a paper entitled: "The Need for a Systematic Moral Instruction in the Public and Coutinuation Schools."

Professor Barth's main contention was to the effect that all denominational divergencies can be reduced to common moral principles which will not offend even the atheist. At present the ouly ties that bind society are based on moral ideas. Truthfulness, good-will toward all, and avoidance of violence are, for instance, moral virtues or qualities to which no one will hesitate to subscribe. The introduction of moral lessons will cause no offense to anybody and will thus meet with the approval of the general public.

Relation Between Dogma and Morality.

Somewhat similar in character were the arguments advanced by Prof. Jonas Cohn, of Freiburg. In his discussion "On Moral Education and the Belief in God" the lecturer pointed out the relation between morality and belief. Prof. Cohn finds that both ideas form an integral element of our modern culture, yet from an educational point of view they should be kept apart. Moral lessons should not be based on religious beliefs, for if the latter are shattered the individual should still find strength in moral attributes.

Another interesting report on religious and moral instruction was presented by Dr. R. Penzig from Berlin-Charlottenburg. Dr. Penzig's contention that religion, as a matter of belief, differs widely from morals, as a matter of training, led to the demand that instruction in the former subject be taken out from the school curriculum in favor of lessons in morals.

In his report on Moral Education and Community Work in the School Room, O. Erler, of Leipzig, coutended that under present school conditions it is impossible to create a moral character owing to the school ratings that foster in the pupils merely selfish ambitions and interests. Systematic moral instruction, he said, may to a certain degree develop the moral sense and the moral will, but it will not produce a moral personality.

Moral education must be derived from the common work of all members of a class with the teacher as an active participant, continued Mr. Erler. This can be accomplished only in a "labor school." Common practice is the only thing that stimulates moral activity and creates moral thoughts. In the labor school alone do teaching and practice go hand in hand. The purpose of such school is not to teach manual work, but to educate a child to become an active member of society. Not knowledge, but duty is its guiding principle. Work is the regulating agent of all its activitics. Scholars experience the pains of toil, but also the pleasures derived from it. Not individual, but common efforts should be the aim of the school. Teacher and pupils become friends. The severest punishment is to be excluded from the common work. Moral instruction becomes thus part and parcel of the labor-school activities.

Demands Introduction of Moral Training.

In conclusion the congress passed the following resolutions:

The first German congress of moral education with 850 participants, held at Leipzig from March 30 till April 1, demands that the German governments introduce immediately the system of moral education and instruction according to article 148 of the German Constitution.

Irrespective of denominational bonds all pupils in the various types of school must be trained to become moral personalities according to the principles of scientific ethics. This can be accomplished by habit, by personal and social exercise of the will, and by direct instruction in the moral way of thinking. For the purpose of ethical instruction, which from the lower classes up is to be related to current events and to the various class subjects, there is to be instituted in the higher grades a special course, the aim of which will be to systematize and to summarize the subject in a more intense way.

Apart from this, the general religious culture is to be transmitted to the children by a scientific and objective presentation of the history of religion.

The congress views the neutral secular school, built up according to the pedagogical principles aud devoid of denominational and other tendencies, as the only type of school that is capable of furthering the urgently imperative spiritual and social unity of the German people.

The thirteenth annual conference of the superintendents of the State of Maine was held at Castine, July 11. The program, which Superintendent Thomas had prepared, was of unusual interest. Dr. John Finley, formerly commissioner of New York; Dr. Wm. Carsou Ryan, of the New York Evening Post; Miss H. Searle, of Kansas City; and Mrs. K. M. Cook, of the Bureau of Education, were among the speakers from outside the State.

LOOKING FOR HEALTH IN CHILDREN.

Pupils without Remediable Defects Receive Distinctive Buttons—Boys in Better Condition than Girls.

Systematic medical examinations are made of the pupils of the public schools of Baltimore and of other Maryland cities by the Public Athletic League as far as the funds at its disposal will allow. If the examination fails to reveal any remediable defects, the child is awarded a "health first" button, signifying that he is in good physical condition. In addition, the following letter of commendation is sent to the child's parents, complimenting them for their care and interest regarding their child's health:

Dear ———: May we tell you how glad we are that your son ——— has nothing we can find that needs a doctor's care? We were delighted to be able to give him a "health first" button to show to you and his friends how well you have watched over his health. Usually, we have to ask the children's folks to have some troubles fixed up rather than to have a chance to praise them for keeping their child well and for seeing that he misses noue of the happiness that can come only from health.

We rejoice that your boy is one of the 20 per cent that are well and happy because of your watchfulness.

We hope to give him such a button every year he is under our teaching.

Yours, sincerely,

G. L. Timanus, M. D.,
Medical Supervisor.
Edward Novak, M. D.,
Medical Examiner.

Distinctions for Children Without Defects.

If the physician does discover one or more remediable defects, but not of a nature to exclude him from participation in athletic activities, he is awarded a green button, which certifies the physician's permission to participate in general athletic activities. The parents are notified regarding these defects and urged to have them remedied. After a brief interval the visiting nurse visits the home of the child to learu if the defect has been corrected; and if not, to help make arrangements to have this work done.

The annual report of the medical department of the league for the school year 1919–20 shows that 12,504 boys and girls were examined by the physicians of the league. Of this number, 8,510 were boys and 3,994 were girls. Tweuty-four hundred and twenty-one (2,421) boys, or 28 per cent, were awarded the "white button," while only 499 girls, or 12 per cent, received a similar award.

TRADES-UNIONS MAINTAIN TUTORIAL CLASSES.

Universities Cooperate with British Workers—Pupils on Terms of Equality with Tutors.

Cultural education rather than technical is the aim of the university tutorial classes of the Workers' Educational Association, an affiliation of working class and educational bodies, which furthers education throughout Great Britain. It has nearly 300 branches and a membership of more than 20,000 working men and women. Contributions to its funds are made by 1,400 trade-unions.

The association maintains that working people have a right to something more than a technical education. It aims to arouse the interest of workers in education, to find out their needs and feelings in the matter, and to report them to boards of education, universities, local education authorities, etc. In cooperation with these other educational bodies and of its own accord, it provides facilities for studies that would otherwise have been overlooked.

All Universities Now Participate.

Workers' colleges, summer schools, popular lectures, junior classes, and other educational activities have been organized and furthered by the Workers' Educational Association, but the best-known feature of the association's work is the university tutorial class. Oxford was the first university to cooperate with the workers, but now there is not a university or a university college in England and Wales which has not established such classes for working men and women.

There is nothing of the lecture about a tutorial class. It is a discussion, and often a warm one. Not more than 30 students constitute a class, and individual opinions are easily exchanged. Unlike many university students, these do not attend with the idea of passing an examination, or of gaining credit for a degree. They come to learn. A class often formulates its own syllabus and selects its tutor, with the approval of a joint committee with the university.

Mature Men and Women Attend.

A tutorial class is said to consist of 31 students and 31 teachers. The tutor may have more theoretical knowledge of economics, for instance, than the class, but each one of the mature men and women who make up the class has some particular practical knowledge of the application of the theories in daily life and the tutor must be prepared to stand on a level with the class, and learn as well as teach.

The class period is two hours, but no good class ever keeps within the time. The students stay until the caretaker must close the building. Even then there have been classes who continued the meeting in the street. On one occasion an economic class, to settle the point at issue, accompanied the tutor to the railroad station; and the argument not being finished, some of the students entered the train with him and went as far as they dared.

Students Must Remain Three Years.

There is no entering and withdrawing lightly in connection with these classes. Students are required to enroll for a period of three years. When it is considered that miners, quarrymen, domestic servants, shop clerks, and all classes of workers, some of them laboring 70 hours a week, are willing to give up their few leisure hours to study and their earnings to buy books, it seems that the association is succeeding in enlisting the interest of the working people.

The men and women who enter the classes are thoughtful persons, and many of them have read a great deal. Often their elementary preparation is incomplete, and they find difficulty in expressing their ideas on paper. When they realize this deficiency they usually set to work to improve their spelling, punctuation, etc.

The most popular subject is economics, including industrial history, but as the classes progress they gain interest in philosophy, literature, and many other subjects. Before the war the number of classes in philosophy and literature was increasing steadily, but the war brought the choice back to economics and history almost exclusively. Since the war, however, the range of subjects has begun to spread again. In general, mathematics and languages are not well suited to these classes, since they require a long period of school preparation. The same is true of pure and applied science, although some of the most successful classes have been held in biology. Local government and constitutional questions are popular subjects.

AMERICANS AID PERUVIAN SCHOOL ADMINISTRATION.

An American educational mission has arrived in Peru to undertake some of the work in connection with the new organic law of education. The chief of the mission, Dr. Harry Erwin Bard, went to Peru as expert consultant to the ministry of education from 1909 to 1913. He served as secretary of the reform commission on the law of education in 1910, and has recently been recalled from the United States to aid in putting into execution the new education law. He has engaged 24 American teachers to aid him in the work of the projected reforms. They are graduates of colleges and universities of the United States and have had experience in foreign countries.—*Bulletin, Pan American Union.*

MEXICANS IN CAMPAIGN AGAINST ILLITERACY.

A Thousand Volunteer Teachers Actively at Work—Campaign is Directed by National University.

Illiteracy in Mexico is decreasing slowly under the efforts of volunteer teachers. Over 1,500 teachers have enrolled for the task, and probably 1,000 of them have been accomplishing good results. About 10,000 illiterates have been fortunate enough to receive an impulse toward improving themselves. The National University, which is at the head of the national education system, grants certificates to these volunteer teachers who serve without pay. Some others, without any formal recognition from the university, have been doing good work where they can, among their servants, neighboring poor, etc.

The rector of the university is doing his best to spread the lesson of honesty among Mexicans through the volunteer teachers. The work of these teachers is like that of missionaries, but without the organized backing that many missions have. The essence of a school, the teacher and pupils, is there, but the equipment is not. The self-appointed teachers find a place wherever they can. They have to urge their pupils to come to be taught. Often they meet indifference and suspicion. No compulsory attendance laws bring these people to school, nor does love of learning. But inspiration and encouragement on the part of the teacher does a great deal. One teacher believes in the appeal of the material, and serves fruits and ices to attract pupils.

Stevedores attend one class when they are away from work, in the morning, at noon, and on holidays. Some factory hands are learning reading, writing, mental arithmetic, and sanitation.

Sometimes the regularly established schools object to the activities of the volunteers. Many adult pupils suspect the teachers of political or religious motives. Some have no especial objection, but make excuses of various kinds to avoid learning.

The university is aiming to reach the lower classes, and to inculcate in them the common virtues, as well as teach them to read and write. It is hoped that education will increase the earning power of the people and that there will be a general rise in standards of living.

Lunch rooms are to be equipped in 10 New York schools in addition to the 24 which now have them. The new budget allows $68,260 for this purpose, including $50,160 for personal service and $18,000 for supplies and equipment.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

BALDWIN, BIRD T. The physical growth of children from birth to maturity. Iowa City, The University, 1921. 411 p. illus., charts, tables. 8°. (University of Iowa, Studies in child welfare, vol. 1, no. 1. June 1, 1921.)

Annotated bibliography: p. 320–402.

This study is a sequel to Bureau of Education bulletin, 1914, no. 10, Physical growth and school progress, by the same author. It aims to aid in determining how children grow physically, and presents data and results applicable to the formulation of standard norms in physical growth, with a view to establishing a basic science for allied investigations in mental, educational, social, and moral development and clinical studies in nutrition. The tables summarize comparative measurements of infants, preschool children, school children, and adults under 30 years of age, giving data from all available authorities, comprising approximately 5,385,400 recorded cases in various countries. It is hoped that other investigators will cooperate in this field, and that the results may form an international basis for scientific work in child development and welfare.

BRANOM, MENDEL E. *and* FRED K. The teaching of geography; emphasizing the project, or active, method. Boston, New York [etc.] Ginn and company [1921] viii, 292 p. 12°.

The methods here presented follow the "new geography," which emphasizes interpretations as well as facts. The authors undertake to organize the geography course of study in such a way that the dominant viewpoint will be geographic and at the same time will allow the socialization of the material—its interpretation about life centers.

COPE, HENRY FREDERICK. The parent and the child; case-studies in the problems of parenthood. New York, George H. Doran company [1921] 184 p. 12°.

Aims to be a practical handbook for parents in moral and religious training in the family, by applying the "case method" to this subject. Every chapter is not only a problem study, but also relates to a real case, one that was presented to the author by a parent or a group of parents. The purpose of the methods suggested is that through the experience of life in the family children may learn the life of a society of love and good will.

DUNNEY, JOSEPH A. The parish school; its aims, procedure, and problems. New York, The Macmillan company, 1921. xix, 326 p. fold. charts. 12°.

A general survey of the Roman Catholic parochial school—its aims, principles, organizations, procedure, and problems.

FLEMING, DANIEL JOHNSON. Schools with a message in India. London, New York [etc.] Humphrey Milford, Oxford university press, 1921. 209 p. plates. 12°.

Prof. Fleming, of the Department of foreign service of Union theological seminary, New York, makes in this book a timely contribution to the first-hand information available on the problems of popular education in India, which have attracted widespread interest of late. The author was American representative on the commission on village education in India, which was sent abroad by the combined missionary societies of Great Britain and North America during the year ending June, 1920. He describes 12 types of progressive schools observed by him while inspecting with the commission. These include vocational or industrial schools, both for men and for women, and schools of miscellaneous types, while three chapters are devoted to native Indian educational experiments.

JAQUES-DALCROZE, EMILE. Rhythm, music and education; tr. from the French by Harold F. Rubinstein. New York and London, G. P. Putnam's sons, 1921. xvii, 334 p. musical sup., 16 p. front. (port.) plates. 8°.

Here comprised is a series of papers written by Jaques-Dalcrozo at various periods from 1898 to 1919, illustrating the development of his views on eurhythmics. This American edition has a special preface from the author, dated November, 1920, in which he notes the importance of giving to each race the means, by special training, of externalizing the rhythm peculiar to that race. He thinks the study of eurhythmics will benefit the American child in two ways—first, by imparting continuity of effort, and second, by bringing his "self" into harmony with that of his fellows.

MUNSON, EDWARD L. The management of men; a handbook on the systematic development of morale and the control of human behavior. New York, H. Holt and company, 1921. xiii, 801 p. diagrs. 8°.

As chief of the Morale branch of the general staff of the United States army, Gen. Munson had a unique opportunity to study the employment of practical applied psychology in handling large masses of men, and the results of his experience are stated in this book. While the book is written from the military standpoint, it is believed that the greatest field of usefulness of the principles brought out will relate to civil life in respect to industrial morale, to which a final chapter is devoted. Chapter XIII comprises 65 pages on education, information, and training as means of arousing and maintaining morale.

O'SHEA, M. V. Mental development and education. New York, The Macmillan company, 1921. xvii, 403 p. illus. 8°.

Written from the point of view of present-day biological psychology, and discusses how the individual may best be aided by education to adjust himself to his environment. The volume emphasizes dynamic methods in teaching.

WELLS, H. G. The salvaging of civilization; the probable future of mankind. New York, The Macmillan company, 1921. 199 p. 12°.

Mr. Wells outlines in this book measures of educational reconstruction tending, in his belief, toward the establishment of a broad system of education upon which a new world order may be based. After the preliminary schooling, he advocates the extension of education beyond teaching institutions, by means of reading courses, in accordance with the principle that adults can go on learning to the end of life.

YERKES, ROBERT M., *ed.* Psychological examining in the United States Army. Washington, Government printing office, 1921. vi, 890 p. plates, charts, tables. 4°. (Memoirs of the National academy of sciences, vol. XV.)

Submitted to the Surgeon general of the army as the official report of the Division of psychology of the Office of the Surgeon general.

This report gives, in three parts, a complete account of the history, methods, and results of psychological examining in the United States army. Part I is the official history of the development of the service and of its conduct during the war, and is supplemented by reproductions of the printed materials which were devised and used. Part II contains a complete account of the preparation of methods, their characteristics, and their evaluation as practical procedures. Part III summarizes the results of examining. Three chapters of the final part deal, respectively, with Literacy, Statistics on education and its relation to intelligence examinations, and Intelligence of the draft in relation to fitness for military service. It is shown that the draft is approximately a representative group, which is presumably, however, a little lower in intelligence than is the country at large.

INTELLIGENCE TESTS FOR NEWARK CHILDREN.

Half the Subnormal Children Already Segregated—Two Special Classes Established for Borderline Children.

Pupils in Newark public schools are carefully graded according to intelligence tests. Three main groups are provided for—the supernormal, the normal, and the subnormal. About 2 per cent of the school population have been found to be subnormal, and more than half of these are already segregated. The superintendent of schools hopes to continue the process of segregation until all physical, mental, and moral subnormals are removed from the regular classrooms.

Normal children are divided into what are called 1's, 2's, and 3's. The slowest pupils, or 3's, are not held to the same standards as the brighter children, but are rated on work adapted to them. The studies of the 1's, or exceptionally bright children, and the 2's, or medium bright, are graded according to the abilities of the respective groups.

Two classes of 20 children each have been formed for "borderline" cases, one of boys and one of girls. Most of these are dull, overage children, who do not get along in their grades and are not interested in the work, but merely remain in school until the law allows them to leave. The school aims to interest these children by giving them more handwork than the ordinary class does, and by making the handwork of a more advanced type. For example, machine stitching, which is usually taught only in the higher grades, is taken up in the borderline class.

FINANCIAL CONCERN CONDUCTS SALESMEN'S SCHOOL.

Instruction Is Given Before Business Hours—Course Includes Inspection of Public Utility Properties.

By L. F. Fuld, *Educational Director.*

A school for securities salesmen was established by Henry L. Doherty & Co. in the autumn of 1919 for the purpose of furnishing instruction in the fundamentals of securities to ambitious young men and women and, incidentally, of increasing the available number of securities salesmen in this country.

Only Graduates Chosen as Salesmen.

The school was not established primarily for the employees of the Doherty organization, although such employees are admited to the school on the same terms as applicants from other organizations. Nor was the school organized primarily for the purpose of recruiting securities salesmen for the organization, although it is now the policy of the organization to appoint as securities salesmen only men who have completed the course of instruction in the school.

The course of study in the school, which covers a period of two months, consists of discussion periods, inspection trips, collateral reading, and written tests. A written test is given to the students at bimonthly intervals, each covering the work of two weeks of instruction.

The students are taken on field trips to afford them an opportunity to inspect public utility and industrial properties from the point of view of a prospective investor. The financial and operating conditions of the company are thoroughly explained to the students on these trips, and each student is required to submit a written report on a hypothetical investment problem connected with the property inspected. A street-railway property, a telephone property, a central power station, a water plant, and an oil refinery are inspected during the course of the two months of instruction.

All Instruction in Morning Hour.

To each member of the class a reader's card in the New York Public Library is furnished and a list of 17 books recommended for collateral reading. The New York Public Library furnishes these cards and these prescribed books to the students in the school free of charge. The students are, for purposes of instruction, divided into two sections, each of which meets on alternate mornings from 7.45 to 8.45, in an auditorium in the financial district. Instruction is given in the morning rather than in the evening, because in the strenuous business life of the present day the man who is worth while is physically and mentally exhausted in the evening, and the school is interested only in men of this type. By giving the instruction under the plan followed at present each student is able to report at the desk of his present employment every morning promptly at 9 o'clock.

Neither the elementary-school method of having the pupils recite from textbooks nor the free-lance method of entertaining the students with a lecture is followed. An effort is made by means of the discussion of investment problems to draw from each student the knowledge which he possesses or has obtained from his collateral reading and to supplement this with the knowledge which he should possess to become an efficient securities salesman. It is believed that this discussion serves as a stimulus to attention and as an aid to memory.

To each student who satisfactorily meets all of the requirements of the school a diploma is awarded.

Students Find Instruction Valuable.

No offer of employment after graduation is made to a student in the school. A sincere effort is made, however, to be as helpful as is practicable to each student who successfully completes the course of instruction. The educational director is in touch with the personnel executives of most of the organizations from which the students are recruited and communicates to these men and women information regarding the progress made by the students in the school in the prosecution of their studies. Many students report that at graduation or immediately thereafter they secure advancement in rank or increase in compensation in the organization with which they are connected.

During the first year of its existence the Doherty School for Securities Salesmen had 820 matriculants, of whom 151 met the requirements of the school and received its diploma. During the second year the ratio between matriculants and graduates has been about the same, and the total number of matriculants and graduates during this second year has been almost doubled. It may be stated in round numbers that the school has trained about 1,500 men and women in the field of securities salesmanship, of whom about 250 have secured the diploma of the school.

A correspondence course of instruction has also been organized to extend the benefits of the instruction offered by the school to those who, by reason of their residence away from New York City, find it impracticable to attend the residence course. During the first year 78 students enrolled in the correspondence course, and during the second year 73 additional students have been enrolled. In the correspondence course the tuition fee of $15 is charged, which is refunded in full to each student who completes the course with a rating of 85 per cent or better.

ALASKA'S POPULATION IS BECOMING PERMANENT.

More than Half the School Children Born in Territory—Others from Many Countries.

Alaska schools enroll children born in many parts of the world, but the majority were born in the Territory. Of the 2,204 pupils attending 47 schools, 1,255, or 56.9 per cent are native born.

Of the children born outside of Alaska, 949 in number, more than two-thirds, or 745 are natives of the United States. Thirty-seven States and the District of Columbia are represented. More than one-third of these children, or 363, have come from the State of Washington. This is to be expected, since there is direct boat connection between Alaska and Seattle, Wash. Other Western States have sent most of the other children, the East and the South sending a very small proportion.

Canada has 106 children in Alaska schools. Of European countries, Norway has 28 and Finland 13; Scotland and Russia have 9 each, England and Sweden, 6 each, Serbia, 2, and Denmark and Greece, 1 each. Panama and the Philippines send 3 children each and Mexico 2. Asia is represented by 5 children from Japan and 1 each from Assyria, China, and India. Argentina sends 5 children and Australia 2.

Authorities consider the high percentage of native-born children an indication of the permanence of the Alaska population.

Of 408 students in the night schools for adults, 34 nationalities are represented, outside of native-born Alaskans. The United States, Norway, and Sweden lead the list with 59, 52, and 32 persons.

Women teachers are approximately 4½ times as many as men teachers in Ohio. About one-sixth of all the teachers in the State are high-school teachers. There are more than three times as many high-school teachers now as there were 20 years ago.

Public schools in San Francisco were reopened on August 1, after a month's vacation.

COMPLETE CLASSIFICATION FOR 1,000 CHILDREN.

Thirty Classes in New York School Submitted to Thorough Psychological and Physical Tests.

Every child who enters Public School 64, Manhattan, New York City, is tested physically and psychologically, and then assigned tentatively to one of the eight types of classes which have been organized in that school. His rate of progress through the school course will then be planned so that the gifted child will finish the eight-year course in 6 years, the bright in 7, the average in 8 or 9, the dull normal in 10, and the defective in whatever time he can.

Gifted Pupils Have Enriched Curriculum.

There are classes for pupils slightly above the average, and for those slightly below. There are "Terman classes" for superior, gifted pupils. These unusual children are not rushed through the course, but are offered an enriched curriculum, with the addition of such subjects as French, art, dancing, music, and craft work.

Children not mentally defective, but still definitely backward, are placed in classes of small register, to which especially patient teachers are assigned. The school is developing a special curriculum for these groups. These children, who are generally over age and have little interest in school work, are appealed to by concrete experience, with less use of books than would be required of an ordinary class. An hour a day of shopwork gave two classes of dull boys a practical basis for their reading and arithmetic which otherwise would have had no interest for them.

Observation Classes for Doubtful Cases.

Pupils who are so far below the average as to be suspected of mental deficiency are placed in observation ungraded classes, for special care, medical attention, and individual teaching. Some of these children return to the regular grades after a term or two under observation, while others prove to be really defective mentally, and they continue in the special class. Return to the normal class is always a possibility, for the school aims at perfect flexibility and interrelation of groups. The original grouping is used as a starting point and working basis. Changes are made on the recommendation of teachers and as the result of observation, but these changes, though important for the individual child, do not affect the original grouping much, for they amount to less than five per cent of the whole.

Besides classification on a mental basis, there is provision for children who are physically or emotionally in need of treatment. A nutrition class cares for children who are underweight and need special physical attention. Health is the center of the curriculum of this class. Home cooperation being a necessity in this work, visits are made at the pupils' homes, and mothers' classes meet at the school.

Special Training for Temperamental Children.

A neurotic class receives children who are temperamentally peculiar, abnormal in some way, but not necessarily mentally defective. These children are often the truants or behavior problems of the ordinary class. They need special training, emotional rather than intellectual. Removal of such cases from the normal group tends to make the classes in the main body of the school more homogeneous. The close study of these individuals afforded by the small size of the class, which consists of only 10 or 12 pupils, results in a better adjustment of the boys with their environment, and often allows them to take their place again in the normal school world.

The first seven grades, from 1A to 4A, comprising 30 classes and about 1,000 children, have been classified. The school has a register of 3,200, all boys, with constant additions in all grades. Duplicate sessions are the rule from top to bottom of the school, and classes find room in several annexes near the main building. These crowded conditions are a disadvantage in many ways, but the large number of pupils allows a closer grouping of types than would be practicable in a smaller school.

ENGLISH TEACHERS MORE GENERALLY CONSULTED.

Teachers' consulting committees to cover every section of the county have been established by the county of Warwickshire, England. This is a step ahead of the joint advisory committees, consisting of equal numbers of representatives of the authority and of the teachers in their service, which many local education authorities have set up.

The local committees encourage the exchange of educational ideas among the teachers in the district as to curriculum, methods, and other matters. An important part of the work of the committees will be concerned with the relations between the central schools and the contributory schools, especially regarding transfers of children and correlation of curricula. The committees are asked to call the attention of the authorities to defects of buildings, or of equpiment, heating, ventilation, etc.

Committees may arrange for interchange of teachers for the purpose of enlarging their educational outlook. In addition, the committees will deal with all matters relating to school camps, interschool games, boy scouts' associations, etc.

IMPROVED SCHEDULE FOR MOUNT VERNON.

Teachers in Elementary Schools Begin at $1,300—High-School Principals Receive $5,000 a Year.

According to a new salary schedule to take effect September, 1921, elementary teachers of the first six grades in Mount Vernon, N. Y., will begin their probation term on a salary of $1,300, and will receive an annual increment of at least $150. This annual increase will continue until at least the regular maximum salary of $2,500 is reached. Special teachers and teachers of the seventh and eighth grades will have the $150 annual increase, their minimum salary being $1,500 and the maximum $2,700.

Increases beyond the regular maximum may be made upon recommendations in favor of individual teachers, based upon the recognized superior value to the schools of the service of the teacher concerned. The basis of such judgment is the one used throughout the city for judging the quality of teaching service, namely, school housekeeping, control of class, spirit of class, teaching ability, professional and social spirit, personal equipment, and general estimate.

High-school teachers begin their probation service at $1,500, and receive the annual increment of not less than $150 until they reach the regular maximum of $3,300.

Elementary school principals are paid according to the number of classes supervised by them. Principals in charge of schools of 17 or more classes are placed in class A, and receive a minimum salary of $2,000 and a maximum of $4,000. Principals in charge of 8 to 16 classes are placed in class B, and receive a minimum salary of $1,500 and a maximum of $2,500. However, principals who have had 15 or more years of continuous service as such in the schools of Mount Vernon, at the time of the adoption of this schedule, will be considered as in class A.

Elementary and high-school principals and supervisors receive an annual increment of at least $200. The regular maximum for the best paid high-school principal will be $5,000. Increases beyond the regular maximum are, as in the case of elementary teachers, entirely individual.

More than a thousand children in England live on canal boats, and their schooling is a difficult problem to the local education authorities. Legal proceedings have been taken and fines imposed for truancy in some cases. Some authorities believe that children should not be allowed to travel on the boats.

EDUCATION IN LOUISIANA'S NEW CONSTITUTION.

Composition and Functions of State Board—State and Parish Superintendents to be Chosen by Boards.

Louisiana's public schools will henceforth be free from political influence, if the new constitution works out as expected by educators in that State. The State board of education is now provided for by the constitution, instead of by legislative enactment. The board will consist of eight members, one elected from each of the five congressional districts and three appointed by the governor. These members will serve eight-year terms, overlapping.

State Board Will Elect Superintendent.

This board, and not the people directly, will elect the State superintendent of education, who is subject to removal by the board. The superintendent's salary limit has been raised from $5,000 to $7,500.

The State University will be governed by a special body provided for by the legislature and appointed by the governor. All other State higher institutions will be directly under the supervision and control of the State board.

Coordination of the State school system is provided for, so that the elementary and secondary school courses will lead to the standard of higher education of the Louisiana State University and Agricultural and Mechanical College. In the elementary schools only fundamentals will be taught, including the study of the American Government and the duty of citizens.

Parish school boards will be elected by the people. These boards will elect the parish superintendents, but the State board, instead of the legislature, will prescribe the qualifications and duties of the superintendents. The State board, however, will not have control of the administration or the business affairs of any parish school board, nor of the selection or removal of its officers.

Teachers' Certificates Controlled by Board.

Qualifications of teachers of all grades from collegiate to elementary will be prescribed by the State board, and their certification will be provided for by the same authority.

Minimum appropriations are fixed by the constitution. After July 1, 1922, and until January, 1925, the severance license tax on natural resources up to $5,000,000 will be appropriated to the State University, exclusive of what has already been apportioned from the present fiscal year. After 1925 a State tax of one-half mill will be collected for the State University, and 2½ mills for the other parts of the public school system. For the support of State educational institutions other than the State University, such as schools for the blind, industrial schools, normal schools, etc., not less than $700,000 must be appropriated annually, to be apportioned by the legislature and the State board.

In the new constitution is a provision that the general exercises in the public schools must be conducted in the English language. According to the old constitution the French language might be taught in those localities where the French language predominated, if no additional expense were incurred by this instruction.

SOCIETY FOR HELPING COLLEGE GIRLS.

Girls struggling for higher education are helped by the Massachusetts Society for the University Education of Women. The society's money is lent to self-supporting girls, to girls at home helping with the housework whose parents can support them but not give them a college education, and to girls who suffer reverses of fortune before they have completed their course.

A loan library, composed chiefly of college textbooks, also is kept for the benefit of young women students of Boston University who can not afford to buy textbooks.

Two graduate fellowships were granted this year by the society, one in chemistry at Boston University and the other in French at Radcliffe. Of the students benefiting this year, many are looking forward to work in the line of social service, medicine, institutional management, domestic science, library science, and journalism.

NEW BUILDINGS PARTLY OF WOOD.

The needs of the schools of Oakland, Calif., are so great in proportion to the money available that the most economical types of construction have been adopted. The small elementary schools and some of the neighborhood schools will be of wood construction with walls of cement stucco on metal lath and with roofs of Spanish tile. The high schools and junior high schools will have exterior walls of brick, hollow tile, or concrete covered with cement stucco, and the roofs will be similar to the elementary schools. The interior construction of these buildings will be of wood. As a result of this policy of economical construction, the new elementary schools are costing only about $7,000 a classroom, including auditorium and administration and special rooms. Fire hazard has been reduced by fireproofing, easy stairways, and good water communications everywhere.

WIDESPREAD INFLUENCE OF AMERICAN UNIVERSITIES.

Greatest Educational Institution in the World in Point of Numbers is University of California.

"University of California is now without question the largest university in this country in point of enrollment," writes Raymond Walters, secretary of the American Association of Collegiate Registrars. Mr. Walters has for several years collected the statistics of enrollment of the leading institutions for higher education and has published them every year soon after the beginning of the college year.

An article in the June 15th number of SCHOOL LIFE, which credited New York University with the greatest enrollment was, as Mr. Walters points out, based on the figures of 1919. Regular full-time students in 10 leading universities, as reported by Mr. Walters in *School and Society*, were as follows in 1920: California, 11,071; Columbia, 8,488; Michigan, 8,458; Illinois, 8,250; Minnesota, 7,437; Ohio State, 7,156; Wisconsin, 6,846; Pennsylvania, 6,363; Harvard, 5,483; Cornell, 5,175. Enrollment in other famous universities on the same basis was as follows: Chicago, 4,682; Yale, 3,664; Leland Stanford, 2,449; Princeton, 1,814; Johns Hopkins, 1,312.

Columbia Leads in Resident Students.

New York University does not appear in this list because its records are not so kept as to make it possible to determine the number of regular full-time students. On the basis of resident students that institution in 1920 ranked fifth with 10,522, following Columbia, 23,793; California, 16,379; Chicago, 11,394; and Pennsylvania, 10,579.

Including correspondence and extension courses of all classes, the University of California furnishes instruction to no less than 36,904 persons. It is probable that no other institution in the world of like character can equal this total.

Harvard University's Glee Club has completed a successful trip through France, Italy, and Switzerland. The organization sailed in June, at the invitation of the French Government, and gave concerts in Paris, Geneva, and other cities. The programs included selections from the works of such composers as Handel, Bach, and Brahms. Among the distinguished men who heard the club sing were President Millerand, Marshal Joffre, and Marshal Foch. On July 4, the students placed flowers on the grave of the unknown soldier under the Arc de Triomple, and sang De Profundis.

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EDUCATION THE BEST INSURANCE AGAINST FIRE LOSS.

Property Worth a Half Billion Consumed Annually—Misuse of Electricity the Leading Cause—Many States Require Fire Prevention Instruction—To Guard against Public Disaster is a Prime Civic Duty.

By JNO. J. TIGERT, *United States Commissioner of Education.*

Recognizing fire prevention as a conservation measure, the Bureau of Education for a number of years past has sponsored it from an educational standpoint. Our fire losses for 1920 are startling. A thoughtful consideration of the facts should convince anyone that the problem is acute enough to demand the attention of every man, woman, and child in America.

Let us see to what extent we are burning up America. During the five-year period from 1915 to 1919, inclusive, our total fire losses were $1,416,375,845, or a yearly average of $283,275,169. That is bad enough. But now come the figures for 1920. Despite no great conflagrations during that year the losses totaled over $500,000,000—half a billion dollars. This is greater than in any year before, save 1906, when the San Francisco disaster occurred. Much more deplorable than this shameful waste is the heavy loss of human life; 15,000 Americans, most of them women and children, are burned to death each year, according to the best estimates, and about 17,000 seriously injured by fire, many of these latter becoming public charges.

These figures do not include our heavy forest-fire losses. America's timber resources were the richest in the world a few generations ago, but we have been cutting and burning our forests four times as fast as they are renewed. As a result we are facing an actual timber shortage. Wood pulp for the manufacture of paper is scarce. Lumber for building is fast diminishing. In the five-year period 1916 to 1920, inclusive, our forest-fire losses totaled $85,715,747 and burned over an area of 56,000,000 acres, threatening it with aridity. When you reflect that it requires from 50 to 100 years to replace such valuable growth, you must agree that we are literally burning up the future.

A careful classification of fire losses and causes shows that most fires are due to carelessness and ignorance and are therefore preventable. In round figures 30 per cent are from strictly preventable causes, 40 per cent from partly preventable causes, and of the remaining 30 per cent, due to unknown causes, it is fair to assume that a large proportion are preventable Also, about 65 per cent of our fires occur in homes.

What are some of the chief causes of fires? The misuse of electricity comes first with carelessness and ignorance as the contributing factors. Defective wiring and insulation, carelessness in the use of electrical apparatus in the home, such as the electric pressing iron, and amateur repairing

(*Continued on page 28.*)

DEPARTMENT OF THE INTERIOR,

Washington.

The appalling losses of life and property through fires that might have been prevented need only to be realized to enlist one's sympathy and aid in the campaign to safeguard. Every fire means destruction of an exhaustible resource. Prevention is the remedy and our duty. Every boy and girl, man, and woman should be a committee of one, resolved to do his or her part in the work.

E. C. FINNEY,
Acting Secretary.

BURNHAM SCALES BRING STANDARDIZATION OF SALARIES.

Equal Pay for Similar Work Now the Rule in England and Wales—Women Receive Only Four-Fifths as Much as Men—Teachers Agree Not to Press for Further Increase Before 1925.

Remuneration of teachers is standardized throughout the whole of England and Wales as the result of the recent adoption of the widely-discussed "Burnham scales." These scales had been practically in effect for several months, for it appears that most of the local education authorities had already made their schedules to correspond to them; but the formal sanction of the board of education was not given until June. By that action the board definitely agrees that three-fifths the amounts required shall be paid from the national exchequer.

Eight standard scales, four for elementary schools, two for secondary schools, and two for technical, art, continuation, and evening schools, with certain modifications to cover special cases, are regarded as furnishing sufficient variety to provide for the different circumstances in the 316 "areas" into which the country is divided for purposes of educational administration.

Each scale shows for men and for women with different degrees of preparation and of responsibility, a minimum salary, an annual increment, and a maximum. The differences between them are intended to meet the higher cost of living in certain localities, so that the net compensation may be substantially equal for like service all over England and Wales.

Important advantages are expected to result. No teacher will be harassed by the knowledge that his services are underpaid as compared with another teacher doing similar work, and competitive bidding between local authorities for the services of desirable teachers will be greatly reduced if not entirely stopped. But more important than all else is that the condition of unrest that prevailed to such an alarming extent in the ranks of the teachers seems to have been allayed. The proper work of the schools will now proceed without the distraction of unseemly dissension, and without the uneasiness that comes from uncertainty.

The unres tamong the teachers of England immediately after the war was far more serious than anything that has ever been known in American schools. British teachers made no general demand for salary increases during the first three years of the war, but accepted the salaries which they had previously received, in a spirit of helpfulness and as a matter of patriotism. The privations resulting from war and the mounting cost of the necessaries of life forced the teachers, however, to join in the general demand for

higher pay which was made by all salaried workers.

Many of the local education authorities recognized the justice of the teachers' attitude, and without hesitation granted the increases which they asked. Other authorities resisted so strenuously that a lamentable feeling of antagonism developed in many localities. Both sides proceeded to form organizations for united action, or to strengthen organizations already existing. So acute did the controversy become that in some instances the teachers declined to serve at the old rates of pay and the schools were closed for considerable periods. Such occurrences became somewhat frequent after the close of the war. Many highly competent persons in discouragement left the business of teaching entirely, and it became exceedingly difficult to fill the vacancies that occurred, or to obtain the normal number of students for the teacher-training colleges. With so much of dissension over salaries the profession was fast losing its attractiveness.

An Intermediate Agency Proposed.

In this state of affairs, it was proposed by Mr. H. A. L. Fisher, President of the National Board of Education, to provide a central organization representing local education authorities and teachers in order to solve the salary problem in public elementary schools by agreement on a national basis. At his suggestion a meeting was held on August 12, 1919, of a constituent committee representing associations of local education authorities and the National Union of Teachers, and a resolution was adopted in accordance with Mr. Fisher's proposal.

It was decided to create a "standing joint committee" of representatives of local education authorities on one side and of the National Union of Teachers on the other. When completely organized that committee consisted of 2 representatives of the London County Council, 8 representatives of the County Councils Association, 6 representatives of the Association of Municipal Corporations, 6 representatives of the Association of Education Committees, and 22 representatives of the National Union of Teachers. Right Hon. Viscount Burnham was made chairman of the committee, and his activity was such that his name has been prominently associated with all its actions. The committee itself is popularly known as "Lord Burnham's committee."

Minimum Scale Produces Good Results.

Its first important action was a report dated November 21, 1919, presenting a "provisional minimum scale of salaries for teachers in public elementary schools." The report met with general approval. Every local education authority in England and Wales whose scale was previously below that minimum scale took action within a few months to raise its salaries to at least the level of the scale.

The result was wholly beneficial. The position of teachers and the prospects offered to candidates for the profession were distinctly improved, and the first approach was made toward a national basis for the treatment of the salary problem. In many localities scales of salaries in excess of the minimum scale were adopted by agreement between the authorities and their teachers, and it was recognized that such scales were justifiable and appropriate. No standards were available for the higher scales except those based upon competition for desirable teachers. The solution of the salary problem seemed, therefore, to be prejudiced by the multiplication of local settlements.

Work of Joint Committee Develops.

In February, 1920, the standing joint committee determined to carry their work a stage further by formulating standard scales to be applied by agreement between the several authorities and their teachers, under the guidance of the standing joint committee. The task was complex and difficult, but in October, 1920, a report was presented with the unanimous approval of the committee in which three standard scales, namely, Nos. II, III, and IV were set forth. The original provisional minimum scale was reprinted with the three new standard scales and temporarily constituted the first of the series. A new Scale I was, however, published in December, 1920.

Omitting special provisions, the scales and the principal provisions of the report are as follows:

Scales for certificated assistant teachers, two years college trained.

Scales.	Men.					
	Minimum.		Annual increment.		Maximum.	
	£	s.	£	s.	£	s.
Provisional minimum scale	160	0	10	0	300	0
Standard Scale I	172	10	12	10	325	0
Standard Scale II	172	10	12	10	340	0
Standard Scale III	182	10	12	10	380	0
Standard Scale IV	200	0	12	10	425	0

Scales.	Women.					
	Minimum.		Annual increment.		Maximum.	
	£	s.	£	s.	£	s.
Provisional minimum scale	150	0	10	0	240	0
Standard Scale I	160	0	12	10	260	0
Standard Scale II	160	0	12	10	272	0
Standard Scale III	170	0	12	10	304	0
Standard Scale IV	187	10	12	10	340	0

Scales for certificated head teachers.

For the purpose of head teachers' salaries schools shall be graded according to average attendance thus:

Grade I. Not over 100 in average attendance.

Grade II. Over 100 but not over 200 in average attendance.

Grade III. Over 200 but not over 350 in average attendance.

Grade IV. Over 350 but not over 500 in average attendance.

Grade V. Over 500.

An assistant teacher on appointment to a head teachership, and a head teacher on promotion to a higher grade, shall have his or her existing salary increased by a promotion increment per grade of school as follows:

Scales.	Men, per grade of school.	Women, per grade of school.
	£	£
Provisional minimum scale	20	15
Standard Scale I	20	15
Standard Scale II	20	15
Standard Scale III	25	20
Standard Scale IV	25	20

Annual increments for head teachers:	£	s.
Provisional minimum scale	12	10
Other scales	15	0

Maxima for head teachers.

Scales.	Grade I.		Grade II.		Grade III.	
	Men.	Women.	Men.	Women.	Men.	Women.
	£	£	£	£	£	£
Provisional minimum scale	330	264	360	288	390	312
Standard Scale I	357½	286	390	312	422½	338
Standard Scale II	374	300	408	328	442	356
Standard Scale III	418	335	456	366	494	397
Standard Scale IV	467½	374	510	408	552½	442

Scales.	Grade IV.		Grade V.	
	Men.	Women.	Men.	Women.
	£	£	£	£
Provisional minimum scale	420	336	450	360
Standard Scale I	455	364	487½	390
Standard Scale II	476	384	510	412
Standard Scale III	532	428	570	459
Standard Scale IV	595	476	637½	510

Scales for uncertificated assistant teachers.

Scales.	Men.					
	Minimum.		Annual increment.		Maximum.	
					Appointed on or after Apr. 1, 1914.	Appointed before Apr. 1, 1914.
	£	s.	£	s.	£	£
Provisional minimum scale	100	0	6	0	150	180
Standard Scale I	103	10	7	10	160	204
Standard Scale II	103	10	7	10	160	204
Standard Scale III	109	10	7	10	180	228
Standard Scale IV	120	0	7	10	200	255

	Women.					
Provisional minimum scale	£	£	s.	£	£	
	90	6	0	140	150	
Standard Scale I	96	7	10	150	164	
Standard Scale II	96	7	10	150	164	
Standard Scale III	102	7	10	160	182	
Standard Scale IV	112	7	10	170	204	

"Carry over;" retroactive effect.—It was provided that the correct position of any teacher on the scale adopted should be the

(*Continued on page 40.*)

(Fire Prevention Day—1921.)

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION.

Whereas the United States suffers through destruction by fire an annual loss of life estimated at 15,000 human beings, most of them women and children, and

Whereas in the face of the world's dire need for American products our fire losses increased during 1920 to over $500,000,000, and during the previous five-year period totaled over $1,416,375,000—buildings, foodstuffs, and other created wealth needlessly wiped out of existence—and

Whereas, in addition to the above, forest fires, during the five years ended with 1920, further reduced our diminishing timber resources by a total of over $85,000,000, also threatening with aridity over 56,000,000 acres of hitherto productive woodland, and

Whereas most of our fire losses are due to carelessness and ignorance and may be easily prevented by increased care and education on the part of citizens:

Therefore, I, WARREN G HARDING, President of the United States, do urge upon the Governors of the various States to designate and set apart October 10th, 1921—anniversary of the Chicago fire—as Fire Prevention Day, with these principal objects in view, to wit:

To request the citizens of their States to plan for that day and period, through pulpit, through open forum and through the schools, such instructive and educational exercises as shall impress the public mind with the calamitous effects and threatened economic disaster of such unnecessary fire waste;

To urge, as an everyday duty of citizenship, individual and collective efforts in conserving our country's natural and created resources, and

To promote systematic instruction in fire prevention in our schools, constant observance of the ordinary precautions that safeguard us from fires, and orderliness in home and community, that we may overcome this lurking peril.

Fire is a danger that never sleeps.

In Witness Whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done in the District of Columbia this 27th day of September, in the year of our Lord One Thousand Nine Hundred and Twenty-one, and of the Independence of the United States the One Hundred and Forty-sixth.

[Seal]

WARREN G HARDING.

By the President:
Charles E Hughes,
Secretary of State.

Evening-school teachers in New York City will henceforth be appointed just as day-school teachers are for a probationary period of three years, and then, if their work is satisfactory, they will receive a permanent license. Formerly a new eligible list was made at the beginning of each term, and teachers were appointed for that term only. Teachers will be paid as before on a per diem basis.

Members of the extension division of Kansas Agricultural College who have education equal to that of regular collegiate faculty members are now entitled to equal ranking with them. Many such teachers, who have been known as directors, leaders, or associate professors, are now ranked as professors.

Inclines or ramps from floor to floor are used in place of stairs in the high schools at Healdsburg and Watsonville, Calif. The floors are of concrete covered with cork carpet. These ramps promote safety of movement for classes going from one floor to another.

Pennsylvania State College is preparing to build residence halls that will accommodate 10,000 students, about three times the number now cared for. Alumni and other friends of the college will be asked to contribute a fund of $2,000,000. The State legislature has granted an emergency fund of $250,000, which will be used to start the building program.

Many schools in New York City have motion-picture machines, and have been using films in teaching biology, history, and geography. It is expected to use motion pictures before long in connection with the teaching of home economics, nature study, physical training, and English.

Home products are favored in Evansville, Ind., where every one of the 1921 graduating class in education of Evansville College, 12 in number, has been engaged to teach in the public schools of the city. This is the first class to be graduated from the department of education of that institution.

SCHOOLS OF ESTHONIA IN CONFUSION.

Language Problem Offers Serious Difficulties—German is Permitted in a Few Schools; Others Use Esthonian.

Esthonia, the newly created sovereignty bordering on the Baltic and the Gulf of Finland, has great difficulty in organizing its school system. Four languages, successive changes in government, war, and lack of means have thrown the schools into confusion.

When in the spring of 1918 German troops expelled the bolshevik rulers, the schools were ignored until later in the year, when they were reorganized according to the Prussian pattern. The two lower classes were, however, given instruction in Esthonian, two private gymnasiums were permitted to teach Russian, and intermediate classes were organized for the purpose of eventually changing the medium of instruction in all branches to German.

After the collapse of Germany in 1918 Esthonia began to establish her independence, and Esthonian became the language of all State and community schools. This change occasioned great difficulty, for very few teachers were prepared to use the Esthonian language in the instruction of advanced pupils, and there were no textbooks in that language. After long negotiation the German part of the population were granted a gymnasium, a modern school, and a folk school in Reval, in which German is used as the language of instruction. But the Russian element in the country was not granted the same privilege. The coast population uses the Swedish language, and a movement was started to provide instruction in Swedish. The Esthonian authorities, however, are decidedly opposed to instruction in any foreign language. Conflicting claims in allegiance and language have left the schools as disorganized units, which time and labor now alone can build into some form of homogeneity.

Private schools are permitted to use any language desired on condition that added time is given to Esthonian.

Dinners at less than half of the cost are provided for professors at the University of Vienna by the American Relief Association. The food is brought from America, excepting the vegetables which are bought in Vienna. These dinners, served in a café near the university, have brought together in social meeting many scientists, artists literary men, etc., and the exchange of thought has been to the advantage of all. It is hoped that the institution of the daily dinner meeting will be continued after the economic necessity has passed.

EDUCATION THE BEST INSURANCE AGAINST FIRE.

(Continued from page 1.)

and installation, all have their share in the annual average loss from this cause, approximating $17,000,000. Next comes "matches—smoking," which probably presents a better opportunity for cutting down waste than any other classification It includes the careless smoker who flicks his burning cigar, cigarette, or match into the air, indifferent to the possible loss of life and property that may easily result from his thoughtlessness. It includes the careless housekeeper, who leaves matches lying about where children may get at them. The number of children and homes thus burned each year is astounding. Next come "defective chimneys and flues," then "stoves, furnaces, boilers, and their pipes," "spontaneous combustion," "lightning," "sparks on roofs," "petroleum and its products," and so on down through the lesser causes.

Education is the Best Remedy.

At the risk of repeating some facts with which you are familiar I have gone into this matter somewhat in detail The reason is that even a partial analysis of these fire causes can not fail to suggest the remedy—EDUCATION. We know by experience that it is difficult to teach adult America new habits. Obviously, we should begin with young America. We must teach our children that a preventable fire is a sinful waste. We must teach them to recognize the ordinary fire hazards common to nearly every home and community, and how to correct them. We must teach them to carry into their homes and to their parents practical fire-prevention information and careful habits of fire sanitation. All children should help in keeping the community clean. When they once learn that clean streets, clean alleyways, clean back yards, clean cellars, attics, and homes mean not only fewer fires but less sickness, they will become energetic workers for the cause. There are many ways of appealing to their civic pride, and many ways of arousing friendly competition among neighborhood schools that will make play out of work and civic betterment an individual ambition.

Time Well Spent in Preventive Instruction.

A number of States have passed laws compelling fire-prevention instruction in their schools. New Jersey has had such a law for several years. Its example was followed by Rhode Island and more recently by Ohio, Wisconsin, West Virginia, and California. Every State should have such a law. The time required for teaching fire prevention is well spent, considering the possible saving of life and property. In some States a minimum of one hour a month is stipulated, and this is often divided into weekly periods of 15 minutes each. A half hour a week would be better. Fire-prevention instruction can also be worked into a number of other courses and made an actual part of them. Essays on this subject can be made equally valuable as instruction in English composition and spelling. In the higher grades both civics and economics should include fire-prevention work, for it is logically a part of each course.

October 9, the anniversary of the great Chicago fire, and this year its fiftieth anniversary, is fire-prevention day. An extensive program for its national observance is under way, and in this our schools should take a leading part. As the date falls on Sunday it is suggested that school exercises be held on either the 7th or 10th. A few suggestions are given elsewhere on this page, and additional material will reach school superintendents from other sources.

Certainly consideration of this whole question places a large responsibility on our schools, both public and private. The chief purpose of our educational system is better citizenship. The prevention of fire is undeniably one of our prime civic duties, and I bespeak for its furtherance the constant cooperation of all who have to do with the teaching of the future citizens of the United States.

OPEN-AIR SCHOOL FOR POOR CHILDREN.

A school for children in the open air has been established in Naples, and has now been operating a sufficient time to pass the experimental stage and to demonstrate the success of the project. It is situated in Via S. Giovanni a Carbonara, where a section called the "Monacelle" has been improved by landscape architects and planted with flowers and trees. Small chalets in the Swiss style have been built, in which the children are housed in inclement weather. A farm is attached to the school which provides milk, meat, and eggs and serves at the same time as an agricultural school for the children. Connected with the school are a kitchen, baths, and shower bath.

The school is equipped to handle 300 children, who arrive at 8 a. m. Luncheons are served at 2 p. m., and at 4 p. m. the school closes and the children return to their homes. A part of the system provides that during the summer the children are taken to the municipal bathing establishment at Mergellina in municipal buses and given the advantages of sea baths.

Only the children of the poor are taken. Clothing and shoes are provided by the Neapolitan School Commission. The plan has proved so successful that six similar schools are projected and are now being built in various parts of the city.—From a report of Homer M. Byington, U. S. Consul.

Correspondence courses in the Marine Corps schools at Quantico, Va., opened October 1. Military organization, technique of the service of security and information, and map reading and use of coordinates are among the subjects of instruction.

ROTATION OF INSTRUCTION AND EQUIPMENT.

Three Consolidated Schools in Iowa Combine under Direction of State College to Teach Agriculture.

Supervised teaching in vocational agriculture at the Iowa State College is carried on in three consolidated schools, all within 10 miles of the college. The distinct feature of the plan is that the work in each school is carried by a supervisor who is a specialist in his particular line. At the Jordan Consolidated School the specialist teaches farm crops and supervises student teaching in that subject. At the Huxley Consolidated School animal husbandry is the subject handled. At the Kelley Consolidated School farm mechanics is the subject.

The school boards of the three schools have entered into a cooperative arrangement by which they rotate in equipment and instruction. In this way a three years' program is provided, but the work in each case is carried on by a specialist. The work is unified by the head of the Department of Vocational Education at the Iowa State College, who selects the instructors and is directly responsible for the character of the work.

AMERICAN CHILDREN AID FRENCH SCHOOLS.

War orphans and other needy children of France are made self-supporting and at the same time restored to health at the Pittsburgh Farm School at Fontaineroux, France. This school was established through the donation of $42,000 by the public school children of Pittsburgh. A three-year course in agriculture is offered. The Pittsburgh Junior Red Cross has appropriated $15,000 to aid in the erection of dormitories housing 60 children of this school.

Fifteen other agricultural schools in France have received contributions from the Junior American Red Cross, most of the money being devoted to improvement of the living quarters of the students. These schools are mainly supported by the French Government, and teach scientific farming and common-school branches to boys of 12 to 17 years, who would otherwise have to enter workshops and factories.

Biweekly summaries of national legislation concerning public health, including school hygiene, are issued by the National Health Council, when Congress is in session. These summaries list and abstract all new health legislation and also report progress on bills previously outlined.

THE DRAMA A RECOGNIZED COLLEGE SUBJECT.

Three Hundred and Eighty-Two Courses Are Offered in 146 Institutions, with Credit Amounting to 988 Academic Hours—Seventeen Colleges Have Well-Equipped Theaters—Many Open-Air Theaters in the West.

Theater arts are taking a higher place in colleges and universities. Instead of being an outside activity, frowned upon as taking time from study, the production of plays is now recognized in many institutions as playing a part of the student's cultural development. College authorities are taking greater interest in play production instead of leaving it entirely to the students, according to reports from 164 colleges and universities compiled by Miss Sylvia Latshaw from answers to a questionnaire issued by the United States Bureau of Education.

Drama Courses Lead to Degrees.

The Carnegie Institute of Technology has a school of drama, with courses leading to the degrees of A. B. and M. A. This school has been in existence five years, and in that time 380 public performances have been given, with the scenery, costumes, and lighting worked out by the students. Emphasis is placed on acting rather than on playwriting, but students frequently write and produce their own plays, under the necessary supervision. The school aims to train teachers of dramatic work as well as professional producers.

Such serious work is a long way from the annual play which used to be considered typical of college dramatics. This was generally a musical comedy, and was important chiefly as a social event. This type of play is still given by such societies as the Hasty Pudding Club of Harvard, the Triangle Club of Princeton, and the Masque and Wig Club of the University of Pennsylvania. These clubs sometimes present their plays in several cites. But this kind of performance, however good, is no longer typical of the dramatic work of colleges.

An example of the present tendency in the dramatic work of colleges and universities is the Harvard "47 workshop," a dramatic laboratory conducted by Prof. George Pierce Baker in connection with his class in dramatic technique, known as "English 47."

"Workshop Company" Take All the Parts.

The purpose of the "workshop company" is to "present plays selected from the work in dramatic composition that they may be judged justly." Technical faults which the author can not see, in spite of class criticism, show when the play is presented. About 30 men and women, mostly Harvard and Radcliffe students, comprise the workshop company. Prof. Baker acts as director of plays. Students act as assistant directors, and as volunteer helpers, even as stage hands. Paid assistance has been eliminated slowly, so that, according to Prof. Baker, from the writing of the play to the dropping of the final curtain, through acting, directing, scene and costume making, lighting, make-up, and scene shifting, the 47 workshop now depends on its own members. The workshop company does not sell tickets to performances at Harvard, but invites persons who are especially interested in experimental theaters to attend. Several volumes of Harvard plays written in "English 47" have been published, and the Harvard Dramatic Club has produced some of the plays written by this class.

Degree Credit in 69 Institutions.

Although credit is given by the university for the course in dramatic technique, no credit is given for workshop activities. The University of North Carolina also gives credit for the course in playwriting, but not for staging and acting plays. On the other hand, Kansas State Agricultural College does not give any courses in the theory of the drama, but gives credit for acting in regular college performances. The University of Louisville Players receive two credits for their year's work in presenting four plays, one at a local theater and three at their auditorium. This work is equivalent to a regular class in dramatics. Sixty-nine institutions give credit for dramatic work in connection with the regular curriculum.

Dramatic courses are usually such as "Development of the Drama"; "Shakespeare"; "Critical Studies of English Drama"; "Drama of the Golden Age (Spanish)"; and "The Greek Drama in English Version." There are 382 such courses given in the 146 colleges reporting, and they give credit for 988 academic hours. In some schools, when the production of plays is carried on in connection with studies in the regular curriculum, credit is given. Some colleges arrange for the cooperation of various departments, such as the schools of design, electrical engineering, physical education, etc., in the productions.

Auditoriums in Great Variety.

The college auditorium is usually used for dramatic performances, but 17 colleges have theaters, some of them adapted from buildings formerly used for different purposes. Wellesley girls remodeled a barn, and they are now planning a model community theater, to be built when funds are available. At the Agricultural College of North Dakota a former chapel was equipped as a college theater. The University of Virginia has its auditorium fitted for this purpose.

The Carnegie Institute of Technology has a well-equipped modern theater seating 420 persons. It is fitted with all the arrangements of a modern commercial theater. There is a scene-painting studio, a make-up room, a costume-making room, and a green-room for use when two groups are rehearsing simultaneously. Yale also has a theater, with every facility for staging large productions. Fordham University has a theater seating 960 persons; its stage is fitted with every modern convenience. Other colleges that have modern theaters are Tufts, Jackson, Vassar, Dartmouth, University of Kentucky, and University of Minnesota. Several other institutions are planning theaters and collecting funds for building them.

West Excels in Open-Air Theaters.

While several eastern institutions have open-air theaters, the West, and especially California, leads in this respect. This is largely on account of the small amount of rain in that region. Altogether, 27 colleges reported having outdoor theaters, and 41 others gave performances on the grounds. Among the eastern out-of-door theaters are the Yale Bowl—where Maude Adams played in "Joan of Arc" and Granville Barker produced "Iphigenia in Tauris"—the Harvard Stadium, and the stadium at the College of the City of New York. Fordham University has a concrete out-of-door stage, used for commencements and pageants.

The University of North Dakota has an open-air theater which uses the natural curve of a stream to separate the stage from the auditorium. Yankton College, South Dakota, has a garden theater modeled after an Italian garden of the Renaissance. Mills College, California, has two outdoor theaters, one in a forest, surrounded by eucalyptus trees, the other with a concrete stage extending over a lake.

The Greek Theater of the University of California has been the scene of Sophocles's "Electra" and "Antigone," played by Margaret Anglin, of Maude Adams's performance of "As You Like It," of Sarah Bernhardt in "Phedre," and many other revivals of old English and Greek plays.

The tendency for students to write original plays is growing, but the use of standard plays is still common. Of 1,088 plays presented in the last five years, only 281 were written by students, and these were mostly one-act plays, pageants, and musical plays. The other 807 plays presented were mostly serious plays, many of them Shakespearean.

Most of the productions given in colleges are under student direction, with faculty guidance. In fact, of 164 institutions, only

29 engage professionals. Usually some members of the English faculty undertake the work. The Harvard Dramatic Club engages a professional coach, and so does the Yale Dramatic Association. The Dartmouth Players are a stock company, and both actors and directors are chosen by try-outs. New men wishing to get a place in the players are trained by sophomores who aspire to be assistant director. The most successful sophomore manager is usually elected assistant director, and he succeeds the director on the latter's graduation.

College Classes Serve Their Communities.

Some colleges cooperate with the community: Vassar students have united with citizens of Poughkeepsie to create a community theater. Two bills a month are presented. Vassar also assists with the plays and pageants given in the Arlington and Poughkeepsie public schools. Dartmouth gives its plays for the public, with the idea of taking the place of a regular town theater. The University of Kentucky also aims to serve the community, a number of producing units outside the university combining under university direction.

Rural community drama has also been encouraged by the colleges. At the University of North Dakota in 1905, a company of players was formed that toured the State, presenting plays such as "The Rivals," and "The School for Scandal," with a view to cultivating a taste for good drama. They constructed an adjustable equipment for scenery and lighting. This group is now known as the Dakota Playmakers, and is devoted to folk plays founded on local conditions. The Agricultural College of North Dakota took an active part in the movement, and called their own dramatic organization "The Little Country Theater." There are now several "Little Country Theaters" in different parts of the country. Cornell University added to the impetus of this movement by presenting a program of one-act plays at the New York State Fair, with an improvised theater and simple settings.

Extension Departments Encourage Drama.

Some universities are developing community drama through their extension department, which give help in the production of plays to persons who desire it. Prominent among these are Cornell University and the State Universities of Wisconsin, Minnesota, Indiana, North Dakota, Kansas, and North Carolina.

The Carolina Playmakers, of the University of North Carolina, weave the traditions of the locality into folk plays. In this organization, plays are written with classroom criticism, and staged with the help of the faculty and any of the townspeople who wish to cooperate.

Pageants are popular. The University of Pittsburgh School of Education gives enough courses relating to pageantry to enable a student to major or minor in the subject for his degree. Some women's colleges give pageants as the culmination of the courses in aesthetic dancing, folk dancing, music, and acting. One hundred pageants, 53 of them original, have been produced in the past five years in the reporting colleges, besides summer school performances of which no record was kept. Among widely known pageants given in colleges are the Yale Pageant, which had an audience of 25,000 and the Centenary Pageant of Allegheny College, written and directed by Prof. Baker of Harvard.

Universities are fostering pageantry through the development of cooperative authorship under the direction of a university professor. With the collaboration of the faculty, students, and community, pageants have been produced at the University of North Dakota under the direction of Prof. Frederick H. Koch. Two of these are: "A Pageant of the Northwest" and "Shakespeare, the Play-maker."

SCHOOL CHILDREN FIND FIRE HAZARDS.

Children search out fire hazards in their homes in Columbus, Ohio, where each child in the public schools receives from his teacher a home-inspection blank. Questions regarding rubbish in basement, attic, and yard, protection of floors, walls, etc., from overheating of stoves, cleanliness of chimneys, availability of fire alarms, etc., are answered by children with the help of their parents, and the blanks when filled are turned over to the fire chief.

These questions call attention to dangers that parents and children might never have noticed. When the first blank was sent out, some parents objected to answering the questions, though most of them answered readily. The parents became accustomed to the idea, however, and now the questionnaire is considered an important branch of the fire-prevention policy of the city. More than 5,000 hazards have been found, and most of them have been remedied.

In connection with the clean-up program of North Platte, Nebr., Boy Scouts inspected homes for fire hazards, and, where conditions warranted it, presented "100 per cent cards" provided by the chamber of commerce. Several hundred cards were awarded among the 2,500 homes inspected.

If the house or flat in which you live is a fire trap, you can move out. If you believe a hotel or theater is unsafe, you can move out. But if your school is in daily danger of becoming a fiery furnace, the law compels your children to attend, just the same.—*Wisconsin Industrial Commission.*

GOVERNMENT TRAINING SCHOOLS FOR NURSES.

Nurses in Training Receive $30 a Month in First Two Years and $50 in Third Year.

Training schools for nurses will be established by the United States Public Health Service. Schools will open on September 1 at Fort McHenry in Baltimore and at Fox Hills, Staten Island, N. Y. The service hospitals provide experience in surgical nursing, including orthopedic, eye, nose, and throat; medical, including communicable, nervous, and mental diseases; X-ray and laboratory technique; experience in the diseases of children, and public health nursing. Gynecology and obstetrics will be provided in the second or third year of the course through affiliations with civilian hospitals. Lectures, recitations, and laboratory work will be given in the required subjects in each hospital training school.

Candidates should make application in person or writing to the Surgeon General, United States Public Health Service, Washington, D. C. Special consideration will be given to candidates who have taken the course in elementary hygiene and Home care of the sick with the Red Cross or who served as nurses and aides in Army or civilian hospitals throughout the war. Candidates must be between 21 and 35 years of age, must pass satisfactory physical examination, and must be graduates of a recognized high school or present evidence of an educational equivalent.

No tuition fee will be required. Students will be provided with quarters, subsistence, laundry, and textbooks through the course. They must provide their own uniforms. A monthly allowance of $30 will be made for the first two years and $50 for the third year. Reasonable medical treatment will be supplied.

Students who complete the prescribed course and pass physical examination become members of the regular United States Public Health Service Nurse Corps. All students except those to whom credit for collegiate or technical work has been given will be eligible for registration in any State except those requiring three full years in a hospital. They will also be eligible for membership in the American Nurse Association and other organizations for enrollment in the nursing service of the American Red Cross, and for post-graduate courses in the teaching, administrative, and public health fields.

Dismissal from the high schools of all teachers who have not a college degree is expected in South Dakota, where a law has been passed requiring all high-school teachers to be college graduates.

FIRE PREVENTION FOR RURAL SCHOOLS.

Country Schoolhouses Frequently Burn, but Loss is Usually not Great—Many Recently Built Consolidated Schools Are Dangerous Fire Traps.

By Katherine M. Cook.

Are fire-prevention facilities needed in the rural schools of the country? For years the universal answer has been "No," with some degree of justice. The box-car type of school, isolated, with half a dozen children in attendance, was not a fire trap in reality, even if it did disregard all regulations on the subject of fire prevention. It burned down often—very often, indeed. The teacher or children who built the fires mornings and whose duty it was to put them out nights, often forgot and went home leaving a fire, or at least live coals. In either case the danger to the inflammable material of the cheaply built schoolhouse was great, and disaster often resulted. Such fires, however, usually took place when no one was in the building; if any were there, they were few, and the windows and door offered exits enough for safety. The real danger to the lives of children was insignificant. The loss of a building of so little value was principally in the time required to build a new one.

The day of the one-room, one-teacher school of the box-car type is passing, slowly we must admit, but surely, we believe and hope. The old buildings are being replaced by larger ones, generally better and more substantially built, but falling short of modern ideals in plan and equipment. Probably it is not reasonable to expect a community to change ideals at once from the log school or frame shanty to a modern plant and facilities. These, after all, are the result of slow evolution and have grown out of the necessities of crowded cities as well as progressive ideas. It is to be expected that new buildings in the country, though larger and better, represent a stage in progress rather than the ultimate goal—a building embodying the best modern ideas.

Consolidated Schools Often Deficient.

Fire prevention is not established as a necessity in the minds of country people. It is not always so considered by State authorities who regulate sanitary and other conditions of schoolhouses. It is not strange then that new buildings, in many cases buildings at least relatively expensive, have been and are being built throughout the country in response to the new movement for consolidated schools, with no thought of the possibilities of fire and no adequate protection for the lives of the children in case one occurs.

School buildings, like other public buildings, follow the fashion and custom. In many parts of the country two-story buildings are almost universally used whenever large buildings are contemplated, not because ground is expensive or hard to get, but merely following the custom. The new movement for auditoriums in school buildings and the demand for high-school departments in large country schools have aroused a desire to provide these facilities even when the money available is so limited that various expedients must be resorted to in order to secure them. It is not uncommon to build two-story wooden schoolhouses with an auditorium on the second floor, and only one narrow stairway to furnish an exit for 50 or 100 children housed there.

Schoolhouses Built Without Expert Advice.

One example will illustrate a widespread condition: A thriving, ambitious rural community built a new schoolhouse; during the first year of its occupany, it burned to the ground. There was no insurance. The community rallied to the call of the school board and by popular subscription raised several thousand dollars, enough with donations of material and labor made by citizens and patrons to replace the building at an early date.

Will the very enterprise and spirit of that community be its undoing? The visitor is impressed with that possibility. The schoolhouse was built as are many other country schoolhouses, without benefit of expert advice as to plans or equipment. It houses nearly 500 children and tempts disaster by fire every school day. It is a two-story building, has an unfinished basement with rafters and board floors exposed above and so low that one's head nearly touches them. In the basement are the laboratories for physics and chemistry and the electric light and heating plants. Of the 12 grades, six usually enrolling 150 children are housed on the upper floor. There is one inside stairway, neither wide nor light. The high school boys manage the furnace and the lighting plant. There is a surface well on the grounds but no water in the building. Drills for quick exit are not practiced and no special thought has been given to the subject, and it is not possible to say what time would be required to empty the building. One can only hope that the next fire, which seems inevitable, will not occur in school hours.

Final Precautions Generally Overlooked.

This is not an isolated instance. New schoolhouses are often built in the country by volunteer labor on the part of patrons or by rural carpenters who have had little experience with or regard for provision for prevention of fire or safety in case of one. Repair work is usually done by patrons or board members, and cans of oil left from painting or oiling floors, left-over boards, paper, and the like are often stored in the closets or half-basements or in other places dangerously near the schoolroom. Carelessness generally prevails. In the cities even the poorest buildings have water facilities, fire escapes, and regular fire drills—all of them are rare in the country.

Yet disastrous fires are not uncommon in rural communities. The tall brick chimneys standing isolated in fields, which are so numerous in the rural districts of the South, usually mark a burned cabin or cottage. Of the schoolhouses destroyed by fire in the United States, a high percentage were in the open country. Lack of foresight in the original provisions, as well as lack of sensible procedure when fire comes, results in great loss of property and constant danger of death or personal injury. A campaign of education in the necessity for and means of fire protection is nowhere needed more than in rural communities.

APPLIED PSYCHOLOGY MAKING TRIUMPHAL PROGRESS.

Practical psychology, starting in America, is making its triumphant progress around the world, says Leipziger Lehrerzeitung. It is accepted in Germany notwithstanding the coolness and aloofness of the master in this field, Wilhelm Wundt. In the Journal of Practical Psychology Prof. Kojima says that in Japan special departments have been established at the universities for the advance of applied psychology. The researches of these departments extend to education and to medico-psychological problems. Lately tests for industrial and vocational adaptability of pupils have been carried out. During recent years psychotechnical methods have been applied throughout the entire Japanese fleet.

PUBLIC DISCUSSION OF SCHOOL PROBLEMS.

Parents and all others who are interested in New York City schools will have the opportunity to visit the schools during the week of October 10. This week has been set apart as New York School Week, and the schools will be thrown open to the public, that all may judge for themselves of the housing conditions in the schools, as well as to see what teachers and pupils are doing.

Public meetings for parents will be held in each school, at which the work of the schools will be demonstrated. General meetings for the discussion of school problems and the best methods of solving them will also be held during that week.

SCHOOL LIFE

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OCTOBER, 1921.

An index to Volume VI of SCHOOL LIFE, with a title page, has been printed for use in binding. It may be obtained by application to the Commissioner of Education. Volume VI embraces the numbers from January 1 to June 15, 1921, inclusive.

SUBSCRIPTION PRICE REDUCED TO 30 CENTS.

Hereafter the subscription price of SCHOOL LIFE will be 30 cents a year. That price is fixed by the Superintendent of Documents in agreement with the legal requirement that Government publications shall be sold at the cost of printing from stereotype plates. It covers; therefore, nothing but the cost of material and of mechanical work, and only part of that, for typesetting, proof reading, making-up, and all the other processes that go before the actual printing are included in the cost of the free edition, which is paid by the Government. Even postage is not considered in fixing the subscription price, and, of course, editorial work and overhead expenses do not enter into the calculation.

On the other hand, SCHOOL LIFE, being a public document, contains no advertisements, and that important source of income to private publications is not available to reduce the cost to subscribers of this paper.

Forty thousand copies are distributed gratuitously. That number is sufficient to supply only a part of the demand, but it is all our appropriations permit us to print. The free copies are sent to superintendents, high-school principals, libraries, and the heads of other educational institutions, in the hope that the greatest possible number of readers may be reached through the administrative officers.

At least 750,000 Americans are engaged in the work of education. It is our ambition to reach them all; but we can not do it without their cooperation. The cost of that cooperation is insignificant.

Since the price covers only the actual cost of the items included in it, it is not possible to make further reductions to clubs nor to offer commissions for procuring new subscribers, as we are often asked to do.

DENMARK RETIRES GERMAN TEACHERS WITH PENSION.

The change of sovereignty in a few districts in Europe has created border zones where two or three languages are spoken and where popular allegiance is divided. In such districts the schools are greatly disrupted.

The Hamburger Nachrichten published recently an article on "Danish disregard for law and justice" with a protest from the folk-school teachers of the territory recently annexed to Denmark. The pro-German teachers of these districts complain bitterly of the recent Danish law which provides that on a certain day all teachers in the newly annexed territory shall be dismissed with pension in order that the communities may decide whether they wish to retain the teachers of the old régime or elect others. The German complainants allege that in 1864, when the same territory was taken by the Germans, teachers were at liberty to retain their positions if they wished. The Danish rejoinder is that when a State takes over new territory it assumes no obligation toward the foreign officeholders, but Denmark has nevertheless done so by offering to pension them.

REORGANIZATION OF OHIO'S EDUCATION DEPARTMENT.

To lift Ohio from twelfth place in education to first is the aim of the new State department of education which for the past year has taken the place of the old department of public instruction. Several State boards have been attached to the department, including the State board of accountancy, the nurses' examining committee, the State board of optometry, the State board of pharmacy, the State dental board, and the State board of embalming examiners. A State library board with the director of education as chairman, has been created within the department. The work of motion picture censorship has also been transferred to the department of education.

ALABAMA BUREAU OF CHILD WELFARE.

To take children out of blind alley jobs, out of factories and shops, to keep them from jobs too heavy for their strength, and to keep them in school until they have enough education to give themselves a fair start, is the aim of the State Child Welfare Department of Alabama, which was created in December, 1919.

Representatives of the department found that hundreds of children younger than 14 years of age were qualifying as 14 and leaving school with little education. Only 11 per cent of the children who were receiving work permits had completed the eighth grade, and 30 per cent had not completed the work of even one grade, but had left school without being able to sign their names. The law now requires completion of the fourth grade by every child who receives a work certificate.

Many children were undertaking jobs for which they were not physically fit, and to combat this condition, as well as to enforce the age requirement, the department set as its first task the supervision of issuance of certificates, so that no child younger than 14 would be allowed to leave school, and that no child would endanger his health by taking up work too heavy for him.

EXTENSION INSTRUCTION IN MANY FIELDS.

Extension service of the University of Minnesota includes many activities besides evening and correspondence courses and extension lectures. Concerts and other entertainments given are under the auspices of the extension service. Amateur theatricals are encouraged by the drama service, through which dramatic clubs and school societies are given advice about their productions, and copies of plays are lent for reading and selection. Advice and assistance are given to all social activities by the community service. Schools and clubs which desire the use of motion-picture films and lantern slides may obtain them through the loan system under which the bureau of visual instruction distributes its collection.

A municipal reference bureau is maintained by the extension service. This compiles and furnishes to city officials information regarding municipal government and administration. Another helpful branch is the agricultural instruction. Lectures, demonstrations, institutes, and short courses are given under the direction of the college of agriculture, forestry, and home economics.

A POET BECOMES AN EDUCATOR.

Rabindranath Tagore's poetic ideas are given actuality and life through a school that he has founded in Bolpur, India. All instruction is imparted in the open, in intimate contact with nature. The games and sports of the West are freely adopted in the physical training part of the work. The discipline is almost exclusively in the hands of the pupils themselves. One of the basic principles of Tagore's method is to awaken the subconscious soul activity of the pupils. A truly eastern touch is silent contemplation, to which 15 minutes are devoted every morning and evening. During these periods the pupils freely and silently surrender themselves to meditation. The name of Tagore's school is Shantiniketan.

PAN-PACIFIC EDUCATIONAL CONFERENCE.

Sessions Held in Throne Room of Hawaii's Kings—President Harding Sends Greetings—To Attain the Ideal of Humanity by Accelerating International Understanding by Education.

By Julia Wade Abbot.

The United States delegates to the Pan-Pacific Educational Conference sailed from San Francisco on the good ship *Wilhelmina* August 3. The beneficent nature of our mission seemed to make an appeal to the great ocean that bears the name "Pacific," and the winds and waves were beautifully behaved during the entire voyage. It was on board ship that the conference had its real beginning, for on those broad blue waters all boundaries disappeared and we began to have a vision of the sweep of the countries circling that great ocean, and we saw in our imagination those islands in the center of the great circle where the Stars and Stripes were flying.

Many National Organizations Represented.

In our party many national organizations were represented, and there were a group of delightful people who were engaged in different phases of social and religious work in the island, who were returning to Honolulu. Among the organizations represented by delegates were the National Congress of Mothers, the National League of Teachers' Associations, the National Education Association, the International Kindergarten Union, and the Association of University Women. The people from Honolulu represented the Young Men's Christian Association and the International Institute of the Young Women's Christian Association.

Association Develops Understanding.

For six days we lived together. We talked and we walked and we played and we "conferred." And so we developed a common understanding which was instrumental in bringing about the deeper unity which pervaded the more formal sessions of the conference itself. And after we left the steamer we did not leave play behind. Hawaii breathes the spirit of joy and friendship—"Aloha," that most lovely word, "slid into our souls." As our smaller group had developed a common understanding on the voyage over, we grew into friendship with men of other races, as we met together in all the wonderful entertainment provided for us by the different peoples and groups on the island. Dr. Jordan was fond of quoting Charles Lamb as saying to a friend, "I hate that man," as an individual passed by on the other side of the street. And the friend said, "I thought you didn't know him." "I don't," responded Lamb, "if I knew him, I wouldn't hate him."

The keynote to the conference was given at the dinner preceding the formal opening of the conference. And this keynote was given by Gen. Summerall in his first public utterance after he had taken over the command of the military forces in Hawaii,

"We may well be proud that we, as representatives of the various nations and races bordering on the Pacific Ocean, are meeting here to-night as friends, as fellow members of that broader nationality, the human race, and for the purpose of furthering that spirit of world friendship and true internationalism that will insure lasting peace."

At the opening session, the following letter was read from President Harding:

The White House,
Washington, July 22, 1921.

My Dear Gov. Farrington: The Pan-Pacific Congress on Education soon to meet, has greatly appealed to my imagination, and I want to express my hopes that it will be marked by a measure of success that will justify all the hopes that have been entertained for it. It seems only yesterday that we thought of the broad Pacific as separating two unrelated worlds: now we have come to regard it as world by itself, the greatest of neighborhoods, the romantic meeting place of East and West, where each merges into the other and both discover that at last the supreme interests of humanity are common to all men and races. Two-thirds of the earth's population live in the lands of the Pacific, numbering the oldest and the newest of organized communities, and, characteristic of our times, their mighty ocean is come to be regarded by all of them as a bond rather than a barrier. In a large way we must feel that the future of the race, the hope of creating a true community of men and nations and civilizations, each retaining its own traditions, character, and independence, yet all human progress must greatly depend on the development of your fine ideal of a Pan-Pacific neighborhood. With better acquaintance, more intimate interdependence, riper mutual understandings, we shall advance toward realization of such an ideal. I feel that your Educational Congress is one of the most practical means of drawing these communities thus closer together, and therefore have special reasons to wish it well.

Most sincerely yours,
Warren G. Harding.

Hon. Wallace R. Farrington,
Governor of Hawaii,
Honolulu, Hawaii.

The formal opening of the conference was held August 11 with an impressive and picturesque ceremony at the Government building, which was formerly the palace of the Hawaiian royal family. All the sessions of the conference were held in the gorgeous red and gold throne room, and from the portraits on the wall looked out the benign, dark eyes of Hawaii's kings and queens, as if the leaders of that gentle race were giving silent approval to the speeches of the delegates in behalf of peace among the nations of the Pacific. There was a picturesque flag ceremony on the steps of the palace when Gov. Wallace R. Farrington was formerly inaugurated as president of the Pan-Pacific Union. Girl Scouts with the flags of the various states lined the steps, and under the columns of the portico stood two Hawaiian warriors with the bright feather capes of their order. As the "Star Spangled Banner" was played a beautiful American flag sent by President Harding was presented to the Pan-Pacific Union and received by Gov. Farrington.

Children of Many Lands Sing "America."

While this ceremony was taking place, there had been gathering under the strange, tropical trees, a most gorgeous assembly of colors. Little children, clad in the native costume of many lands, were waiting to pay their tribute to the flag to which all owed allegiance. Portuguese and Japanese, Philippine, American, Hawaiian, British, Chinese, Russian, Porto Rican, and Korean, all bearing American flags proclaimed in their childish, staccato voices,

Our country is America,
Our flag, red, white and blue,
And to the land of Washington,
We ever will be true.

The fervor and earnestness of those little children, their simplicity and beauty brought tears to our eyes, and before us rose a vision of the millions of children in the lands around the Pacific for whose future welfare we were come together.

Dr. Anesaki Discusses Objectives.

The first sessions of the conference were devoted to a discussion of the objectives of the conference. Dr. Anesaki, of Tokyo Imperial University, stated the aim of the conference as: "How can we attain the ideal of humanity by accelerating international understanding and cooperation, at least between nations bordering on the Pacific, through education?" In vivid words, Dr. Anesaki brought before us the significance of our coming together in Honolulu. He said:

"Is it by mere chance of geographical location that we are assembled now here in these islands, the center of the Pacific Ocean?

"No saying, perhaps, has done more harm to our common cause than the famous verse of Rudyard Kipling, 'East is East and West is West.' And is it not curious that the

people citing that verse forget the same poet's saying, that when man and man meet face to face there is no East nor West? This conference ought to be, and certainly is, a living testimony to the latter of Kipling's verses. East and West are meeting here not only in commerce and communication, but in spirit and life. We are meeting here, man to man, not only face to face, but eye to eye and heart to heart in the westernmost vanguard of the West, which is at the same time the easternmost outpost of the East."

At the same session a remarkable address was given by Dr. Y. B. Tsai, chancellor of Peking University. Dr. Tsai does not speak English and his paper was written in Chinese. The paper was presented by Dr. Wei, of the Canton Christian College who translated the intricate Chinese characters into fluent English as he read at sight. At the close of Dr. Wei's reading of Dr. Tsai's address, Dr. Jordan remarked, "Evidently language is no barrier to a mingling of the civilizations of the Occident and the Orient."

In addition to the delegations from China and Japan, there were delegates from New Zealand, the Philippines, Korea, and India. Australia, Java, and Siberia were represented by people who were residing on the islands, but were natives of these countries or had lived in them.

National Systems of Education Interpreted.

Two sessions were devoted to interpretative descriptions of the national systems of education in the countries of the Pacific and in the schools of the United States. Attention was then centered upon those studies in the curriculum which bear directly upon human relationships. Dr. Sisson urged improvement of the teaching of history. He suggested that there was much irrelevant and misleading matter in the textbooks, and that emphasis should be placed on the bearing of historical events upon present-day conditions. In this connection, Mr. Milner, the delegate from New Zealand, told of using newspapers and magazines representing different points of view as textbooks in a large high school for boys in Oamaru, New Zealand. He said that history, as frequently taught, should be made over. It is likely to be provincial, narrowly national. It gives the boy the idea that the most important activity of man is war. Mr. Milner went on to say: "The newspaper is a great textbook if intelligently used. The teacher, to use it properly, should be well informed on international matters. The use of newspapers and magazines helps prepare the student to take part in affairs and cultivates an interest in international topics which so profoundly affect all humanity. It makes the students broad-minded and able to envisage big problems in an intelligent way. We must get away from this narrow interpretation of history and show that economic, constitutional, and human aspects are the essential ones."

This aspect of education was considered so important that it was embodied in two of the resolutions adopted by the conference. The first read, "That there be incorporated in the educational programs of Pacific nations definite teaching inculcating the ideals of peace and the desirability of the settlement of international disputes by means other than war." The second resolution read, "That all possible educational agencies and especially the subjects of history, civics, economics, and geography be utilized to eliminate racial prejudice and antagonism and to promote better understanding and cooperation among the peoples of the Pacific."

Preparation for Achieving World Peace.

The final sessions were given to a discussion of the function of the chief divisions of public education in preparation for achieving world peace and were presented under these divisions: (*a*) Kindergarten, (*b*) the elementary schools, (*c*) secondary education, (*d*) higher education.

The conference closed with a feeling of consecration to the cause of education, as a factor in solving the complex problem of international relationships. This sense of consecration was expressed by one of the delegates in these words: "We must seek ever to raise our youth from the narrowness of selfish aims and the poverty of materialism to the richness of human relations and the nobility of idealism, to foster his sense of the beauty of his own land and his own people, and at the same time of the common humanity which transcends language and customs and complexion, knowing always that the aims of the Nation and the great impulses of world order can be realized only when the prevailing majority of the people themselves have attained the necessary qualities of intelligence and heart."

PRACTICAL TRAINING IN RETAIL SELLING.

Leading department stores will be used as laboratories in the study of salesmanship and administration by girls of the Boston High School of Practical Arts. After two years of regular high-school work, pupils will be admitted to the cooperative course, in which they will follow a plan of alternate weeks of work in the store and of academic study at school. Two students will hold the same position in the store, working alternately a week at a time.

Besides training in actual selling, the girls will receive instruction and experience all other aspects of department store problems, so that they can choose a branch for specialization. The store will pay them $10 or $12 a week.

SMOKE-PROOF TOWER STAIRWAYS ARE BEST.

Familiarity with Stairways is a Great Element of Safety—Outside Fire Escapes a Last Resort.

Smoke-proof towers containing built-in stairways not only provide a safe exit for pupils and teachers, but reduce the danger of fire spreading from one floor to the next. An open stairway provides the opportunity for flame and smoke to rise. Even if the stairs are fireproof, a smoke-filled stairway may cause a panic when the flames are still at a distance. It is difficult to lead a class into a stairway full of smoke. But if the staircase is inclosed with fire-resistive material, such as wired glass, and cut off from the rest of the building, classes are much more likely to reach the street safely. The elimination of the vertical opening between floors will probably confine any fire to the floor where it began.

The tower stairway is reached from open-air balconies on each floor, with fire doors that close automatically. In some schools doors are held open by locks that will melt in the heat of a fire and allow the door to close. The pupils use the stairway every day for ordinary entering and leaving, thus avoiding the handicap of a strange route in case of fire. The tower stairway should lead directly to the street.

The steps should be of such width that two lines abreast may pass down, each child using a handrail. There should not be room enough for a third line to push into the center. It is the third child who is without the support of a handrail who causes blocking of the lines.

An outside fire escape should not be built except as a last resort, when it is found impossible to construct a proper stairway within the building. In such a case the width of the steps and height of risers should correspond as nearly as possible to those of the steps the children are accustomed to using.

An hour a day of the firm's time is spent by employees of B. Altman & Co. attending a continuation school conducted by the company. All employees who wish to enter the school may do so, and this year 137 received certificates admitting them to higher classes in night schools. The Altman school has existed seven years.

While the enrollment of students in the division of university extension of the Massachusetts State Department of Education is increasing, the cost of giving courses has been coming steadily down. In 1915 the average cost per student was about $14; now it is less than $4.

FIRE-PREVENTION DAY IN THE SCHOOLS

Fire-prevention instruction is a regular part of the curriculum in thousands of schools throughout the United States and Canada. In many places it is made compulsory by law; in many others educational authorities, realizing the importance of teaching fire prevention to the children, have arranged suitable courses on their own initiative.

Where instruction in fire prevention is already a regular feature of school work, the special observances at the time of October 9 will give added interest to the regular fire-prevention work through the year. Where fire prevention is not already a regular feature of instruction, Fire Prevention Day will make an excellent start, after which suitable instruction can be continued throughout the school year.

Children Enjoy Firemen's Talks.

Talks by uniformed officers of the fire department have been found to be the best appeal to children. Arrangements should be made with the fire chief so that every child will hear a fireman speaker at least once during the Fire Prevention Campaign. Such talks, when accompanied by demonstrations of methods of operating extinguishers and of sending fire alarms, are particularly valuable.

Preparation for Fire Prevention Day in the schools usually begins about a week before October 9. Every day some time is given to the subject, general instruction, home inspections and reports, preparation of essays, all leading up to the day of the fire-prevention exercises. During the week the children will also be participating in the various outside activities, especially the home clean-up. The school fire-prevention exercises, to which parents are invited, should be assigned a specific day near the end of Fire Prevention Week, but not the same as that observed throughout the city as Fire Prevention Day. Thus there will be no conflict between school and other observances, and the children will be free later to participate in the parade and other outside features which will be of special interest to them.

Teachers Should Explain Significance.

To get the best results from the celebration of October 9, in the school, some preparation is necessary; the full possibilities will only be realized if the teachers have already explained to their classes something about the significance of the fire waste and the more common hazards.

The writing of competitive essays in the various schools for prizes offered by public-spirited individuals or organizations, has proved an excellent expedient for keeping the subject of fire prevention well before the pupils' minds; and where the local press is willing to cooperate by publishing daily, for a week or so prior to October 9, a short article on some fire-prevention topic, concluding the series with the publication of the winners' names, the educative value of the competition is enhanced. The parents as well as the children are reached in this way.

Inspection Blanks Give Good Results.

Another successful method of reaching parents as well as children is the distribution among the children of inspection blanks upon which to report the fire hazards of their own homes. Sometimes prizes are offered for the best reports, but in any case the mere process of inspection by the children can not altogether fail of effect upon their adult relatives. Children find pleasure in assuming responsibilities of this sort. A good way of following up the inspection is to urge the children to regard themselves as permanent fire wardens of their homes. Even where it was impracticable for competitive inspection, very gratifying results have been found to follow from the distribution of pamphlets with an appeal to the children for service as fire wardens.

The inauguration of a Junior Fire Prevention League may also be made a feature of Fire Prevention Day observance. The principal of each school may select 10 boys of good character and reputation for leadership to be assistants of the fire captain of the district in the inspection of premises. It is the duty of these boys to report violations of the fire ordinances and any hazardous conditions, such as the accumulation of rubbish, which may tend to cause fires or to impede the work of the firemen in the event of an outbreak. As part of the exercises the boys may be decorated with the metal badge of the league and the ceremony made the occasion for addresses by uniformed firemen.

Essays Will Arouse Interest.

If collections of really good essays written by the boys and girls in these competitions can be made and published, these will arouse greater interest than even the most simply written pamphlet from the pen of an adult.

It is taken for granted that fire drills are periodically executed in every school. In any case, they will probably form a part of the exercises of Fire Prevention Day, when, however, they will be anticipated and consequently will have little value except for exhibition purposes. There is something wrong in the school which needs any special rehearsals to enable it to make a good showing in its Fire Prevention Day fire drill.—*Handbook, National Fire Protection Association.*

SUGGESTIONS FOR SCHOOL EXERCISES.

To stimulate interest the exercises of all the grades should be combined, taking place in the school hall. The hall decorated in fire-prevention colors; stage made as attractive as possible. Blackboards may have drawings showing causes or results of fire, or statistics and mottoes. Green wreaths tied with the colors hung at back of stage, at height of ordinary doorway, to form pretty headpiece.

1. Visitors seated. Pupils march in by the various aisles, to piano or other music, wearing the colors, carrying fire-prevention flags. They mass in front of stage, facing audience, and sing the national anthem.
2. Reading of the President's or governor's proclamation. By a pupil.
3. Selected pupils troop onto stage to music; go through march or fire drill, using flags, closing with some animated figure and salute, after which they repeat in chorus, "We are for fire prevention," and go off.
4. Brief composition: "What I have learned about Fire Prevention Day and why we have it." By a pupil.
5. Brief essay: "What use this school could make of the money lost by fire in this city." By a pupil."
6. Recitation.
7. Song.
8. Reading by one of the teachers, of 25 original paragraphs, prepared by as many pupils: "Ways to aid in fire prevention." Each paragraph signed by the writer.
9. "What fire means to the fireman, and how school children may help him." Talk by a member of the fire department.
10. "What things can start a fire at home." By a pupil.

DOUBLE DAILY SESSIONS AID WAGE EARNERS.

Starting the high school session at 7.30 a. m. gives many pupils in Marietta, Ohio, opportunity to work half a day and still keep up their studies. The session lasts until 11.30. Boys and girls who work in the morning may start school work at 12.30. About half of the boys and about one-fourth of the girls in the school take advantage of this plan. Some of the boys work in shifts in factories. Some pupils earn from $1.50 to $2.10 a day and keep up all their school work.

MATERIAL FOR FIRE-PREVENTION DAY.

THE BELLS.

Hear the loud alarum bells—
Brazen bells!
What a tale of terror, now, their turbulency tells!
In the startled ear of night
How they scream out their affright!
Too much horrified to speak,
They can only shriek, shriek,
Out of tune,
In a clamorous appealing to the mercy of the fire,
In a mad expostulation with the deaf and frantic fire
Leaping higher, higher, higher,
With a desperate desire,
And a resolute endeavor
Now—now to sit, or never,
By the side of the pale-faced moon.
Oh, the bells, bells, bells!
What a tale their terror tells
Of despair!

—*Edgar Allen Poe.*

VAMPIRES THREE.

Wind Speaks.

I speed the sailor and whirl the mills
And make a harp of the tree;
I waft the showers that bring the flowers
To dapple each dale and lea.
But woeful the ways that in hunger I choose
To blast with my awful breath,
For I shatter and wreck and naught may check
My terrible dance of death.

Water Speaks.

I bear the vessels and turn the wheels
And give the desert the rose.
I ripple in rills and leap down the hills
Or lie in a glassy repose.
Though I do man's best without spoil or meed
Cooped up in river or lake,
When I surge in wrath from my wonted path
Wild ruin I leave in my wake.

Fire Speaks.

I am vassal of man and I do his will
In many a wondrous way;
If he chain me sure I am fain to endure
His mastery night and day.
But should I escape from my dungeon red
By charring the bolts and bars,
I chasten my master with hell's disaster
And flaunt my head to the stars.

—*O. H. Roesner, in Quarterly Magazine of the N. F. P. A.*

PREVENTION DAY, PREVENTION DAY.

(*Tune, "Maryland, My Maryland."*)

We dedicate this hour to thee,
Prevention Day, Prevention Day;
That on the land and on the sea,
Prevention Day, Prevention Day;
From loss and danger we may be,
And carelessness, forever free,
And over fire win victory,
Prevention Day, Prevention Day.

Nerve us to hold our purpose fast,
Prevention Day, Prevention Day;
And thus escape the flaming blast,
Prevention Day, Prevention Day;
And give discretion to outlast
The lessons of our thoughtless past,
Where'er our fortunes may be cast,
Prevention Day, Prevention Day.

We need thy counsels in our land,
Prevention Day, Prevention Day;
To save us from the burning brand,
Prevention Day, Prevention Day;
Long we've been deaf to thy command,
Too long refused thy outstretched hand,
Then make us a Prevention Band,
Prevention Day, Prevention Day.

We'll send thy voice with might and main,
Prevention Day, Prevention Day;
From ev'ry hill and ev'ry plain,
Prevention Day, Prevention Day;
Till it returns to us again,
Made joyous with the glad refrain,
No more the fi'ry fiend shall reign,
Prevention Day, Prevention Day.

—*D. T. Praigg.*

FIRE SONG.

(*Tune, "Marching Through Georgia."*)

Listen to my story old—my mission well you know:
I warm you with my balmy breath when chilly breezes blow.
The spirit of the Flame am I, God's gift to man below—
Blessing or bane, as ye make me.

FIRST CHORUS.

Rejoice! Rejoice! Your Servant true I'll be,
But O beware! From all abuse I'll flee.
Your homes I'll turn to ashes, while I laugh aloud with glee—
Blessing or bane, as ye make me.

I'm the King of Fireland—my subjects love my sway;
I hide within the matches; in the glowing embers play;
I warm the little fingers on a frosty winter day—
Blessing or bane, as ye make me.

SECOND CHORUS.

Rejoice! Rejoice! Of service true I sing,
But O beware, lest cruel Death I bring!
To ev'ry wind of heaven I would now this warning fling:—
Blessing or bane, as ye make me.

I'm the King of Fireland—my scepter's tipped with flame.
I stretch it forth, and things I touch are nevermore the same;
Imprison me near walls of wood, and ye must bear the blame—
Blessing or bane, as ye make me.
(*Use 2d chorus here.*)

I'm the King of Fireland—my touch all things can change;
For Oil and Gasoline I have a longing passing strange;
I care not who may perish; when they come within my range—
Blessing or bane, as ye make me.
(*Use 2d chorus here.*)

I'm the King of Fireland—I leap across the wires;
In "circuits short" I make my rounds, and kindle mighty fires,
With tiniest bit of match-heads I can light my fun'ral pyres—
Blessing or bane, as ye make me.
(*Use 2d chorus here.*)

—*Illinois Fire Prevention Day Program.*

Only a little match-head
Dropped on the closet floor;
Only a little apron
Hanging beside the door;
Only a little creeping
Up to the apron-strings;
Only a home in ashes;
Think of these "little things!"

FIRE DEMON'S BOAST.

I am Fire. I respect no man, no place, no thing.
I have left my mark upon every land and on every race.
I have destroyed large areas and consumed whole cities.
I have killed multitudes and I still keep on doing so.
I never stop until I destroy all that lies within my path.
I strike at the hovel and the palace, the great and the small.
I am a ruthless tyrant, destructive alike to life and property.
My time is any time, my place is any place, my method is any method.
Man has tried to master me and has failed.
I strike when and where he least expects me.
He has invented appliances to check and retard me.
He has thought himself safe with his meager protection.
He has allowed his children to play with me as if I were a toy.
He still doesn't realize that I am his inveterate enemy.
He has felt himself secure and has not watched for my coming.
He has paid me my price for his ignorance—His life.
He knows that I am dangerous and he still invites me.
He has tried to combat me with his appliances and failed.
He flees from me whenever I show myself.
He has legislated against me and failed to enforce the laws.
He has aided me by placing in my way that which I feed on.
Whenever I destroy, I do not discriminate between the old and the young.
When I destroy, the labor of a lifetime disappears in a few hours.
The catastrophes which I cause do not hinder my operations.
The lessons which I teach by my destruction do not show results.
I am stronger this year than I was last year.
The toll I exact is getting larger every year,
Which proves that mankind has not mastered me yet.
He has tried to prevent me from starting and has got results.
I am never going to be eliminated as long as man is careless.
If I am allowed to start I will keep on destroying,
And I am never going to stop until I am prevented,
Because I am all that is wicked and destructive.
I AM FIRE.

AMERICA.

My country, 'tis of thee,
Sweet land of liberty,
Of thee I sing;
Land where my fathers died;
Land of the pilgrims pride;
From ev'ry mountain side
Let freedom ring.

My native country thee,
Land of the noble free,
Thy name I love;
I love thy rocks and rills,
Thy woods and templed hills;
My heart with rapture thrills,
Like that above.

Let music swell the breeze,
And ring from all the trees,
Sweet freedom's song;
Let mortal tongues awake,
Let all that breathe partake;
Let rocks their silence break,
The sound prolong.

Our fathers' God to Thee,
Author of liberty,
To Thee we sing;
Long may our land be bright,
With freedom's holy light;
Protect us by Thy might,
Great God, our King.

STANDARDS FOR CONSOLIDATED SCHOOLS.

Minimum Requirements for Successful Consolidation—District Should Contain Taxable Property Actually Worth About $1,000,000—Success Depends on Teaching Force—Personality of Superintendent is a Big Factor.

By C. C. SWAIN, *State Teachers' College, Cedar Falls, Iowa.*

[From an address delivered before the Department of Rural Education, National Education Association, at Des Moines.]

I. *Size.*—This will be determined more or less by transportation possibilities. The minimum area should probably be not less than 36 sections. One of our good consolidated schools in Iowa has 73 sections. The enrollment shonld be 80 or more in the elementary school (grades 1 to 6) and the same for the junior and senior high schools. Whenever the enrollment makes a junior-senior organization practical, it should be established. Bnt this meant something more fundamental than departmental teaching. To put the qnestion on a teacher basis, a consolidated school shonld be large enough to demand not less than six teachers. High-school advantages should be bronght within a reasonable distance of every country boy and girl. The valuation should be large enough to snpport a good modern school on a reasonable tax levy. Figures can not be used becanse of onr differont methods of assessment. In Iowa the minimnm figure should be close to $1,000,000 taxable valuation or $250,000 assessed valnation. All good things cost, and we must expect that a consolidated school will also cost more than a one-room school, bnt, on the other hand, taxes must not become confiscatory. This danger, however, is more apparent in our cities. The one outstanding hope of the consolidated school is fonnd in the fact that the per capita valuation is comparatively high. Can our farmers afford to support a good school? If they can not, who can? The school building shonld be located on, or there shonld be accessible for agricnltnral work, athletic fields, playgronnds, etc., 10 acres of land. The bnilding should meet all modern requirements for good elementary and high school instruction. In addition, there should be a library room, accessible to the community as well as the pupils, a gymnasium and auditorium (in smaller schools the latter may be combined with the gymnasium or made possible by combining two or more classrooms). The building shonld further provide for instrnction in agriculture, manual training, and home training. A lunch room is also a desirable feature.

2. *Equipment.*—The building should first be properly eqnipped for instruction. There shonld be special equipment for the special departments. The industrial department should be especially equipped for practical work. In place of our ordinary courses in manual training a consolidated school should offer a more general industrial course. This would reqnire equipment for woodwork, cement work, ironwork, harness repair, machine and automobile repair. The gymnasium should have its standard equipment, and without question playground eqnipment should be provided.

3. *Transportation.*—The routes should be laid out with greatest care.. In no case should a child be on the road more than one hour and one-half, and where horse-drawn vehicles are nsed the longest distance should be not more than 6 miles. When teams are used, routes should be so planned that pupils generally are not hauled farther than the actual distance from their homes to the schoolhouse. As far as possible all children should be hauled to and from their homes. Under no circumstances should children walk farther than three-fourths of a mile to meet the bus. Special attention should be paid to the type of bus used. It should be a standard make and constructed from the standpoint of moral as well as physical safety of school children. Only glass sides should be tolerated. The driver should sit inside the vehicle with the children. The body should be wide enongh to prevent the knees of children sitting opposite each other from touching. The same standard of cleanliness maintained for schoolrooms should be applied to the bus. There is not a question, however, that motor transportation is rapidly taking the place of the horse-drawn type, just as the electric car is taking the place of the old stage or horse cars. I think figures will prove that automobile transportation is just as economical, even more so, than the use of horses. A good substantial motor should be provided, and I think it a part of wisdom to hire one man who is a mechanic and will spend the time when not driving the bus in keeping all the vehicles in repair. Only good reliable people should be employed as drivers. Boys and girls should not be employed.

4. *Teachers.*—When all has been done and said the success of a consolidated school is dependent upon its teaching force. The standards that are minimum for our larger city schools should apply to all consolidated schools. The elementary teacher should have had two years of training beyond the high school and somewhat specialized for the particular grade to be taught. All secondary-school teachers should be college graduates. I hope the time will come when we will have a supply of properly trained rural-minded teachers in our consolidated schools from the kindergarten to the superintendent. A special teacher should be provided, with special training for manual training, home training, and agricultnre. In addition the school should employ a good music teacher who can also develop glee clubs, orchestras, and school bands. One teacher should devote at least a part of her time to library supervision and should have had training for that service. While all the teachers have a part to play in consolidated school success, the big factor in this school service must be the superintendent. He should first of all be a trained superintendent. The idea that anyone who has had the smattering of agriculture or has been brought up in the country and loves country life can be a successful superintendent is pure ignorance. A consolidated school is all that any other school should be—plus. The superintendent should therefore have at least the academic and professional training and experience now demanded of those who aspire to be snperintendents in our large cities. He must know how to organize and administer a school system as such. The schools that I have in mind are large enongh to employ a special teacher of agriculture. For this reason, while the superintendent should have stndied the industrial subjects so that he knows how to organize courses and judge instruction, it is absurd to say that he should hold a degree from an agricultural college. All superintendents should be community leaders, but this leadership is more urgent in a consolidated school. What our superintendents need is a vision of their opportunities and possibilities. Our consolidated schools must not be of the conventional city type, bnt on the other hand they must not be *all* froth. Proper balance is essential.

5. *Course of Study.*—This is the most important field in which to suggest standards. There is nothing that shows up a superintendent quite as much as his course of study. To adequately meet, in a sound and practical way, the needs of society and the individual requires the best thought and energy of a real school man, a real scientist in education. Such a person must not only be technically trained in the field of school administration and supervision but must devote a considerable time to study and investigation. The Superintendent will consider what information a modern farmer needs to have, as well as the best methods of imparting this knowledge. He must know the principles of vocational guidance and vocational training; the general principles for curriculum

making, now quite generally accepted, will apply to consolidated schools.

Industrial work should begin in the seventh grade. The work in the junior high school will be very largely in the nature of club work. Definite work in home training, industrial work, and agriculture should be offered in the senior high school. The best preparation for the vocation of farming is found in studies that embody life situations in the concrete. The boy is taught through the solution of actual farming situations. No work will better fit into this situation than home projects. All industrial work should therefore find expression in home projects. The superintendent and the special teachers should plan and supervise these projects with utmost care. This leads me to suggest that the superintendent and the special teacher in agriculture should be employed for and actually work in the district all year. Both should be hired for twelve months. All industrial work must justify itself in the school curriculum because of its thought content. It must be well presented in class. There is no gain in any field without thorough discipline. I can see great possibilities in the so-called Smith-Hughes work in secondary schools. What is said of farming is equally true of home making.

Finally, as greater time for leisure has come also to the farmer, the consolidated school has been given an added opportunity and responsibility. This leisure time must be properly used, so that it will function in the upbuilding of our civilization rather than the dissipation of life's forces. To this end the consolidated school must minister to those who are now not in school. For the younger out-of-school population, continuation, part-time classes, short courses, or evening classes should be organized during that time of the year when farm work is not too pressing. For the community generally, the consolidated school will foster community activities for instruction and entertainment. This will be accomplished through lyceum courses, parent-teachers' meetings, community cooperative associations, motion-picture entertainments, library service, etc. A community council is suggested to prevent duplication of effort and misunderstanding. Regular community meetings should be held at least once a month. With the other activities suggested, the gymnasium or auditorium may be in use practically every night throughout the school year.

Are these standards too high? Do they sound idealistic? From actual observation I am confident that they are realizable. However, if they should be idealistic, the answer may be that no one has failed because of too high ideals. Our farm population, which is now a little more than 50 per cent of our entire population, means so much to the welfare of the Nation that they should be given the very best opportunities obtainable. Of all the agencies at work in the solution of the so-called country-life problem, no institution is so fortunately situated as the one dedicated and set apart for the service of all—the American public school. Let this problem take our enthusiasm by storm and let us intelligently plan to carry our ideals out into practice. Let us dedicate ourselves spontaneously, joyously, devotedly to the task of bringing to the people of the countryside a greater ray of hope for the future through equality of opportunity.

FIREMANSHIP A STUDY FOR BOY SCOUTS.

Boy scouts do good work in fire prevention. In Kansas City, Mo., the scouts become members of the fire-inspection bureau after passing an examination given by the fire chief. The boys are considered a great help to the department. Scouts in Jacksonville, Fla., who have been approved by the chief, and passed his examination, help to fight fires as well as to prevent them. They carry drinking water, pull hose, and do everything else they can. Ogden, Utah, and Topeka, Kans., are among the other cities that benefit by the fire inspection work of the scouts.

Merit badges in firemanship may be earned by boy scouts. To obtain this badge, a scout must—

1. Know how to turn in an alarm of fire.
2. Know how to enter burning buildings.
3. Know how to prevent panics and the spread of fires.
4. Understand the use of escapes, ladders, and chutes, and know the location of exits in buildings which he frequents.
5. Know how to improvise ropes and nets.
6. Explain what to do in case of panic, understand the fireman's lift and drag, and how to work in fumes.
7. Understand the use of fire extinguishers; how to rescue animals; how to save property; how to organize a bucket brigade; and how to aid the police in keeping back crowds.

SEVEN SCHOOLS OWN 37 PHONOGRAPHS.

Appreciation of music is taught in the schools of Mansfield, Ohio, with the help of phonograph records. In the 7 schools of the town there are 37 phonographs. The machines were paid for by the pupils' music club, which includes 600 boys and girls. Each school has a complete library of records, and the phonographs and records represent an investment of more than $5,000. A special textbook in music appreciation guides the teachers in this work, and the music supervisor of the town schools considers the teaching successful.

FIRE PREVENTION HAS A PLACE IN LITERATURE.

A spark neglected makes a mighty fire.—*Herrick.*

Little fire grows great with little wind.—*Shakespeare.*

From little spark may burst a mighty flame.—*Dante.*

Fire, that is closest kept, burns most of all.—*Shakespeare.*

Behold, how great a matter a little fire kindleth!—*James 3:5.*

From small fires comes oft no small mishap.—*George Herbert.*

Thus have I shunned the fire for fear of burning.—*Shakespeare.*

The fire which enlightens is the same fire which consumes.—*Amiel.*

The fire which seems extinguished often slumbers in the ashes.—*Corneille.*

Can a man take fire in his bosom and his clothes be not burned?—*Proverbs 8:27.*

Those that with haste will make a mighty fire, begin with weak straws.—*Shakespeare.*

Oh! who can hold a fire in his hand
By thinking on the frosty Caucasus?
—*Shakespeare.*

Neglecta solent incendia sumere vires. [A neglected fire always gathers strength].—*Horace.*

A little fire is quickly trodden out; which being suffered, rivers can not quench.—*Shakespeare.*

As the fire burneth a wood, and as the flame setteth the mountains on fire.—*Psalms 83:14.*

Where two raging fires meet together,
They do consume the thing that feeds their fury. —*Shakespeare.*

As from one fatal spark arise
The flames, aspiring to the skies
And all the crackling wood consumes.
—*Wheelwright's Pindar.*

Even as Sodom and Gomorrah, and the cities about them . . . are set forth as an example, suffering the vengeance of eternal fire.—*Jude 23.*

Every man's work shall be made manifest for the day shall declare it, because it shall be revealed by fire; and the fire shall try every man's work of what sort it is.—*Corinthians 3:13.*

If fire breaks out, and catch in thorns, so that the stacks of corn, or the standing corn, or the field be consumed therewith; he that kindleth the fire shall surely make restitution.—*Exodus 22:6.*

STATE INSURANCE OF PUBLIC PROPERTY.

A Fund Will Be Accumulated in Ten Years Whose Income Is Expected to Meet All Fire Losses of the State of South Carolina—All Public Schoolhouses Are Insured.

By M. J. Miller, *Secretary South Carolina Sinking Fund Commission.*

The late Marshall P. De Bruhl, at that time a member of the Legislature from Abbeville County, prepared and introduced in the General Assembly of South Carolina of 1900 a bill providing for State insurance of public property by the sinking fund commission. This bill became law largely through his individual efforts, and in after years as assistant attorney general he took a lively interest in working out the scheme, aiding in having several important amendments to the law passed.

Business Developed Slowly at First.

At the outset only a small percentage of the insurance on the county property and the State institutions was carried, the balance being carried concurrently by the old line insurance companies. This work was undertaken by the sinking fund commission without assistance or resources of any kind whatsoever, and there has never been one penny of public funds appropriated for the maintenance or support of the work.

After due consideration it was decided that rather than make an effort to provide insurance at cost to the various State institutions and the counties the better plan would be to fix the rate charged at approximately the same rate that would be charged by reliable stock insurance companies for insuring this property and the profits, if any, to be placed in a fund to be designated as the insurance sinking fund, with the ultimate object of providing free insurance for the various properties insured.

Accumulation Is Limited by Law.

With this end in view the law limits the accumulation of this insurance sinking fund to $1,000.000, and when this figure is reached that no further premiums may be collected and all of this insurance shall be carried free of charge, the theory being that the interest on this sum invested will take care of losses and expenses. Our experience for the past 20 years has demonstrated that it will amply do so. Not only should the interest cover all losses and expenses but it should create a surplus, which should be returned to the policyholders annually in the form of a dividend. An amendment to the law embodying this will be drafted and presented to the next session of the general assembly.

The accumulation of this fund was naturally very slow during the first few years of operation, as only a small percentage of the insurance was carried by this commission. In 1914 the law was so amended as to require this commission to carry all of the insurance on the State and county institutions and reinsure that portion which had formerly been carried by the stock insurance companies. This was a good move, inasmuch as the commission receives the commission on the reinsurance, and this commission is placed to the credit of the insurance sinking fund.

In 1916 the law was further amended so as to place the insurance of all brick and concrete public school buildings under this commission. This added an enormous volume of business, and in 1919 the law was again amended so as to include all school buildings regardless of the class of construction under the provisions of the State insurance act. Under this last amendment this commission is required to insure all frame school buildings in the State.

School Insurance Is Heavy Addition.

The volume of insurance carried has steadily increased until on December 31, 1919, the insurance in effect amounted to $9,811,639.71, which was apportioned as follows:

County property	$1,481,783.50
State property	3,704,809.00
Public schools	4,625,047.21
	9,811,639.71

As previously stated, this insurance is carried at approximately tariff rates, or the same rates that are employed by reliable stock insurance companies. Our rates are in no case in excess of the tariff rates and in most instances are less than tariff rates. For instance, the rate employed by this commission on a rural school building of frame construction with shingle roof is 1.50, as against a tariff rate of 1.90.

Business is Extremely Profitable.

The business of State insurance of public property proved extremely profitable from its inception. The net profits after deducting all losses and expenses have averaged slightly more than 90 per cent. This means that approximately 90 cents out of every dollar paid over to the sinking fund commission as premiums on insurance policies issued has actually been saved for the assured and placed to their credit in our insurance sinking fund for the eventual purpose of providing free insurance for the property insured.

MODEL FIRE PREVENTION INSTRUCTION LAW.

California Requires Substantial Course of Study in Public Elementary, Secondary, and Normal Schools.

AN ACT To provide for the organization and supervision of course in fire prevention in the elementary, secondary, and normal schools of the State.

[Approved May 12, 1921.]

The people of the State of California do enact as follows:

Section 1. The board of education of each county, city and county, and city, whose duty it is to prescribe the course of study for the elementary schools of such county, city and county, and city, shall prescribe a course of study in fire prevention dealing with the protection of lives and property against loss and damage as a result of preventable fire in accordance with the provision of this act for all pupils enrolled in the day elementary schools; and the high school board of each high school district shall prescribe a suitable course of fire prevention in accordance with the provisions of this act for all pupils enrolled in the day high school of such district.

Sec. 2. The aims and purposes of the courses of fire prevention established under the provisions of this act shall be as follows: (1) To create an understanding of the cause and origin of fires; (2) to emphasize the dangers of carelessness and neglect in homes and public buildings and the necessity of care in the use of fires; (3) to promote an interest in preventing fires and the protection of lives and property.

Sec. 3. It shall be the duty of the superintendent of schools of every county, city and county, or city, of every board of education, board of school trustees or high school board, to enforce the course of fire prevention prescribed by the proper authority. And it shall be the duty of each teacher in any public school of the State of California to devote a reasonable time in each month during which such school is in session to the instruction of the pupils thereof in said course of study and fire prevention comprising the ways and means of preventing loss and damage to lives and property through preventable fires.

Sec. 4. The State board of education in standardizing the courses of instruction offered in the several normal schools of the State shall prescribe a course in fire prevention, and shall make the completion of such course a requirement for graduation.

Sec. 5. It shall be the duty of the State board of education to adopt such rules and regulations as it may deem necessary and proper to secure the establishment of a course in fire prevention in the elementary and secondary schools in accordance with the provisions of this act.

BURNHAM SCALES BRING STANDARDIZATION.

(*Continued from page 2.*)

position which that teacher would have reached if that scale had been in force throughout his term of service. The stipulation was made, however, that the difference between the correct scale position and the salary should be ascertained; one-half that difference should be paid as part of the salary; the remaining two-fourths should be paid on the first and second anniversaries, respectively, of the introduction of the standard scale. In other words, the increase was made retroactive over a period of one year, but the back pay is to be paid in three installments. It was provided that other annual increments should accrue normally. Teachers who render unsatisfactory service are not entitled to increment.

Allocation of the standard scales.—Every local education authority was requested to confer with its teachers and to reach an agreement as to which standard scale is appropriate to its arrest. The standing joint committee asked that it be notified of the agreement within four months. The committee undertook to consider all such agreements, and to publish within six months a schedule showing which standard scale is appropriate, in its opinion, to each local education authority. It was contemplated that disagreements should be adjusted by the standing joint committee.

Change of scale.—Any local education authority in agreement with its teachers may proceed from one standard scale to another, with the consent of the standing joint committee; but no education authority outside the London area may adopt Scale IV except by confirmation of the standing joint committee. It was expressly stipulated that no scale heretofore adopted should be reduced by action of this report.

Minimum duration of standard scales.—Adoptions of the standard scales were intended to be effective not later than April 1, 1921, and it was stipulated that teachers should abstain from pressure upon the local education authorities for further increase until April 1, 1925. The standing joint committee will consider adjustments of the standard scales if certain specified abnormal increases occur in the cost of living.

Another Committee for Secondary School Salaries.

Consideration of the salaries of teachers in public elementary schools naturally led to parallel action relating to salaries of teachers in public secondary schools.

The president of the board of education called a meeting of a constituent committee representing associations of local education authorities and associations of teachers in secondary schools, and that committee adopted resolutions on May 4, 1920, setting forth the desirability of a central organization to solve the salary problems in secondary schools in correlation with similar action for elementary schools. A committee was constituted forthwith, consisting of 26 members representing the local education authorities and an equal number of members representing the five associations of secondary-school masters, mistresses, and assistants. Lord Burnham was chosen chairman of this committee also, and 16 members of the other committee were members of this. The first meeting was held May 21, 1920.

Follows Plans of Elementary Committee.

It transpired that in some respects the adjustments to be made by the secondary-school committee were more difficult than those considered by the elementary school committee, but the ground had been broken and the broad principles of action had been determined in advance. The committee was able, therefore, to make a definite and unanimous report on October 20, 1920.

The following is the basic scale adopted:

Scales for assistant masters and mistresses.

A. GRADUATES.

Areas.	Assistant masters.		
	Minimum.	Annual increment.	Maximum.
England and Wales (except London)	£240	£15	£500
London	290	15	550

B. NONGRADUATES.

England and Wales (except London)	£190	£12½	£400
London	210	12½	450

A. GRADUATES.

Areas.	Assistant mistresses.		
	Minimum.	Annual increment.	Maximum.
England and Wales (except London)	£225	£15	£400
London	275	15	440

B. NONGRADUATES.

England and Wales (except London)	£177½	£12½	£320
London	197½	12½	360

The London scale was not limited to the metropolitan police district, but might be applied to other areas by agreement between the local education authorities and their teachers or by the standing joint committee in the event of disagreement between them. Additions were made to these scales for "good honours degrees" for post-graduate training in teaching and for certain other special qualifications and requirements.

It was found impossible to fix a uniform scale for head teachers in secondary schools owing to the varying types of schools and the differing local conditions. It was agreed, however, that the minimum salary of a head master should be not less than £600 and of a head mistress not less than £500.

Reports Arouse General Enthusiasm.

In respect to carry over, change of scale, revision in the event of increased cost of living, minimum duration, and satisfactory service, the report followed the general lines of the report on public elementary schools.

The reports of the Burnham committees were received with enthusiasm and the feeling prevailed that an important historic step had been taken. The criticism that aroso was not, apparently, of serious character. Women teachers expressed dissatisfaction over the fact that the elementary committee contained only 5 women and 39 men, and they protested against the rule by which women receive only four-fifths as much as men for similar work. The salaries assigned to rural teachers, namely, the lowest of the four scales, were also criticized on the ground that the privations of the country districts are such that teachers will not remain there without special inducements. Such criticisms, however, appear to have been lost in the general approval, and the prospect of at least four years of "peace" was hailed with gratification.

It was inevitable that disagreements should arise in determining the scales to be applied in specific localities. Teachers were inclined to demand Scale III or Scale IV, and in many instances flatly refused to accept Scale II when it was offered by the education authorities.

A tendency appeared in some parts of England for contiguous education authorities to "combine" in reaching their conclusions. Such agreements were in general opposed by the teachers, although they were even more emphatic in their disapproval when an authority ventured to propose a scale lower than that proposed in a neighboring area.

Mr. Fisher Adopts Attitude of Caution.

The board of education, which under the Fisher law of 1918 must pay 60 per cent of the teachers' salaries, did not at once make any definite expression on the Burnham scales and the Burnham reports. On December 24, 1920, however, Mr. Fisher, the president of the board, addressed a letter to Lord Burnham in which he recognized the value of the work of the standing joint committee, and accepted with appreciation its proposal for a continuance of its activities. He expressed the opinion, however, that April 1, 1921, is much too early to allow time for the full consideration of all the

questions involved in the complete schedule of the standard scales to be applied to each of the 316 areas in England and Wales.

Mr. Fisher further stated that he was unable to agree in advance to be bound by the action of the committee without complete knowledge of the result of that action. The effect of the carry-over and of the allocation of the higher scales might produce demands upon the exchequer which it would be impossible to meet.

He insisted, therefore, that time should be given to the board for a study of the conclusions of the committee as a whole, and he proposed arrangements for cooperation by the board in the committee's deliberations in order to avoid the risk of pronounced divergence of view when the matters are finally presented for the consideration of the board. He declined to give the standard scales official character to the extent of refusing to recognize all other scales, but expressed the purpose of making as full use of them as practicable.

Letter Causes Great Anxiety.

The effect of the letter was likened to that of a bombshell. The negotiations between the local education authorities and their teachers were sharply interrupted, and those who had reached agreements were thrown into a state of doubt and uncertainty. The entire scheme so laboriously wrought out seemed to be in jeopardy. Not only the date of application and the length of the carry over, but the standard scales themselves appeared to be in grave danger.

A wave of economy was sweeping over the land, and Mr. Fisher's letter was a manifestation of it. "Attacks on education" were reported from many parts of England: improvements already planned were halted, and further extension of educational effort was postponed. A number of the local education authorities took the opportunity to cancel the agreements they had made with their teachers. Teachers generally were discouraged, and the members of the teachers' panel of the standing joint committee were exceedingly anxious.

Moved by these conditions, Lord Burnham, on January 22, 1921, wrote to Mr. Fisher asking for a definite statement of his attitude on four points which the standing joint committee considered fundamental. The reply came promptly and it was declared to be satisfactory by the standing joint committee.

Mr. Fisher stated without reservation that reasonable and proper allocation of scales which considered not only local conditions but also the total financial effect would be approved, and would be the basis of parliamentary grants. He agreed to the principle of the carry over, and modified the committee's plan only to the extent of stipulating that payments should be in equal installments in three successive years. April 1, 1921, was fixed as the earliest commencing date, instead of the latest, for the operation of the scales.

These matters being settled, the standing joint committee at once resumed the work of allocating appropriate scales to the several areas. Local education authorities were urged to make their agreements with their teachers without further delay. Negotiations to this end proceeded apace.

Spirit of Conciliation Prevails.

In the majority of the local areas provisional agreements were reached; in other cases it was necessary to leave the decision to the standing joint committee. The committee was able to decide all but 19 cases, and on April 26th it submitted a report to the president of the Board of Education in which the entire matter was referred to that body for final action. That action was declared in a letter addressed by Mr. Fisher to Lord Burnham on June 28, 1921, and made public a few days later.

The decisions of the standing joint committee affecting 297 areas were adopted practically in toto by the board of education as a basis of expenditure to March 31, 1925. In the 19 cases still in dispute the board decided tentatively to apply Scale III; it is understood that in all of them the teachers had demanded Scale IV. A recapitulation of the findings shows that Scale I was allocated to 28 areas, Scale II to 73, Scale III to to 187, and Scale IV to 28.

Many matters of detail arose in connection with the consideration of the report and they were determined by the Board as far as practicable. It is expected, naturally, that a multitude of minor disputes will come up in the application of the scales, and to aid in settling them "reference committees" will continue in existence indefinitely.

Settlement Means Heavy Increases.

The entire matter of salaries in its larger aspects is now considered settled, and freedom from strife is assured, certainly until 1925. A feeling of gratification is universally expressed, although on one hand many teachers do not receive increases as great as they confidently expected, and although on the other hand the increase in expenditure which the new scales will require is very heavy. The extent of that increase is indicated by a statement recently made by Mr. Fisher, in response to a question in the House of Commons, that the total cost of the public-school system in England and Wales was £31,800,186 in 1913–14, and £42,166,191 in 1918–19, and it is estimated that the cost will amount to £84,685,116 in 1921–22. The expense is more than doubled in three years, notwithstanding the prevalent cry for governmental economy.

The feeling seems to be that the improved condition is worth the price, and that unstinted praise is due to the wise statesmanship of Mr. Fisher in initiating and conducting the whole movement, to the extraordinary tact and judgment of Lord Burnham, who was able to procure the unanimous action of his committee upon nearly all important questions, and to the spirit of patriotism and accommodation that marked the actions of the several "panels" which composed the committees.

It does appear that final action has not yet been taken on the secondary school scales nor on the scales for technical teachers, but unquestionably these will be determined in the same spirit of wisdom and conciliation which has marked the conduct of the entire matter.

Salaries in Technical and Continuation Schools.

The report of the committee on salaries of teachers of technical schools was made public only in July, 1921, although it is understood that it had been submitted to the board of education some time before. This report covers teachers in technical schools, schools of art, junior technical schools, evening schools, and day continuation schools under the control of local education authorities.

Full-time teachers in such schools are classified in five grades: (1) Principals, headmasters, or headmistresses; (2) heads of departments; (3) graduate assistants (i. e., graduates of universities); (4) nongraduate assistants; and (5) instructors.

The committee found it impossible to formulate by agreement scales of salaries for classes 1, 2, and 5, because of the varying types of schools and the differences in local conditions. They suggested that the local education authorities formulate their own scales for these positions in analogy to the scales for secondary teachers.

The following scales were proposed for graduate and nongraduate assistants, respectively:

A. GRADUATE ASSISTANTS.

Areas.	Assistant masters.		
	Minimum.	Annual increment.	Maximum.
	£	£	£
England and Wales (except London)	240	15	500
London	290	15	550

B. NONGRADUATE ASSISTANTS.

England and Wales (except London)	190	12½	400
London	210	12½	450

A. GRADUATE ASSISTANTS.

Areas.	Assistant mistresses.		
	Minimum.	Annual increment.	Maximum.
	£	£	£
England and Wales (except London)	225	15	400
London	275	15	440

B. NONGRADUATE ASSISTANTS.

Areas.	Assistant mistresses.		
	Minimum.	Annual increment.	Maximum.
England and Wales (except London)	£ 177½	£ 12½	£ 220
London	197½	12½	260

Additions were recommended for nongraduate teachers with three years training, for senior mistresses of mixed schools, and for other posts of special responsibility. In respect to carry over and other provisions this report followed the plan of the other reports.

EFFECTIVE ORGANIZATION OF HOME ECONOMICS.

Home economics courses in the Oregon Agricultural College have been reorganized, and there are now five departments, each with an administrative head. The home economics building consists of three stories over a high basement and is built of brick and terra cotta. Heating, lighting, and ventilating systems of the most modern type are installed, and every provision is made for the comfort and convenience of the young women taking the work in home economics. An electric elevator, rest room, reading room, lockers, and dressing room are provided.

Special laboratories for weaving, dyeing, laundry work, etc., are included in the equipment and the dining room and kitchens serve 300 persons. Two sets of rooms are fitted up to show effective equipment of a kitchen, dining room, and living room suitable to a low family income and to a moderate income, respectively.

How to send in a fire alarm was one of the subjects of instruction at the "fire prevention exhibit" at Ironwood, Mich. Five hundred persons received this instruction, as well as other advice for fire prevention. The use of hand fire extinguishers was taught. Cards containing the numbers and locations of the fire-alarm boxes in the city as well as pamphlets entitled, "Stop Burning Up Homes," were distributed.

Close by the site of the Collinwood School, that burned 13 years ago with the loss of 174 lives, Cleveland's Memorial School, a modern fireproof building, now stands. In memory of the children who were burned to death in the Collinwood fire memorial gardens have been planted on the spot where the old school stood.

INDUSTRIAL EDUCATION ON COMMERCIAL BASIS.

Buffalo pupils not only learn to do by doing, but they sell their products. Technical High School students operate a studio shop for art and craft work, and take orders for all kinds of lettering and designing. Letterheads, folders, booklets, menu cards, and bookplates are produced and sold. Batik decoration is also done, and table runners, trays, scarfs, parchment shades, etc., are among the products. At the first exhibition, more than 800 persons visited the shop, and orders were taken amounting to $535.

The shop supports itself and shows a profit. Even at the start, the students did not receive any money from the school authorities. All the buying of materials is done by the students outside of school hours. Books are kept, showing costs of materials, time spent in making articles, sales prices, and profits.

"The stitchery" in the same school makes gowns, skirts, and blouses to order for moderate sums. The catering class also works on a commercial basis, and sells salads, rolls, cakes, etc. Some of the girls of the class go out to private homes and assist at afternoon or evening parties to earn money.

MEETING OF COMPULSORY EDUCATION OFFICIALS.

Child accounting and the school census will be discussed at the eleventh annual convention of the National League of Compulsory Education Officials, which will be held at Detroit, November 9 to 12. Among the other subjects related to compulsory education that will be taken up are "The physical welfare of employed children" and "The relation between school attendance and juvenile delinquency." This meeting is expected to be one of the most important the league has ever held, and speakers of National prominence have agreed to be present. Arrangements have been made for the delegates to visit points of educational, social, and industrial interest in and near Detroit.

Kindergarten classes in Norwich, Conn., are brought to fire department headquarters to receive lessons in fire prevention from the fire chief. Every kindergarten class that has entered school in the past 16 years has received this instruction as a beginning and has continued the study through the grades. According to the fire chief, prevention of fire has become second nature for the children of the town. They are continually reporting hazards that might otherwise have escaped the notice of the firemen.

INCREASING EFFECTIVENESS OF COMPULSORY LAWS.

Ohio Legislature of 1921 Inserts New Provisions that Add to Responsibility of Teachers.

Teachers have a large part of the responsibility in enforcing Ohio's new attendance law, not only in reporting violations of the law to the county attendance officer but also in preventing such violations as far as possible. To convince parents and children of the necessity for full and regular attendance is often difficult, but it is the first step in bringing about regularity. Some parents think that their children should be allowed to start the school term late and leave before it closes, and it is the teacher's duty to make it clear that the law requires attendance at school from the very beginning to the very end of the term.

To eliminate idleness among boys and girls between the ages of 16 and 18, the law provides that a child more than 16 years of age may leave school to go to work if he has completed the work of the seventh grade, has passed a physical examination, and can present a written promise of employment. In these circumstances he receives an "age and schooling" certificate, but this is not a permanent release from school; it is a release for the time the child is employed. If he changes his employer he must have a new certificate. If the child is to work for his parent the procedure is the same as if he were to work for another. If he is not employed he must attend school until he is 18 years old. The law thus keeps account of all children between the ages of 16 and 18, and sees that they are either legally employed or attending school. The teacher furnishes the record of attendance, and must see that the child returns to school if he does not go to work.

The new law provides better opportunities for children to work when school is in session than they have had. Vacation certificates or special age and schooling certificates may be issued to children as young as 14 years for certain occupations, and younger children are permitted to work four hours a day in light work with rest periods.

Eight governors of Pacific Slope States have each volunteered to contribute a silk American flag to the school in his State that shows the greatest efficiency in fire prevention.

Los Angeles Boy Scouts to the number of over 1,500 have pledged their united efforts as aids in fire prevention.

SUPERINTENDENTS WRITE OF FIRE PREVENTION.

Letters from Chief School Officers Concerning Action in Certain States—Nearly All Show Interest.

California.—Every week is fire-prevention week in California. The law requires a course in fire prevention in the schools. I have sent a bulletin to superintendents concerning the observance of the law.—*Will C. Wood, Superintendent of Public Instruction.*

Connecticut.—A year or two ago, in some 40 or 50 schools, particularly in the rural schools, a handbook entitled "Safeguarding the home against fire," which was prepared for the United States Bureau of Education by the National Board of Fire Underwriters, was used.

The question of fire drills, their frequency, character, etc., is one which is handled locally.

At the last session of the legislature a bill was introduced requiring a certain amount of instruction in connection with fire prevention in all the schools but this failed of passage.—*A. B. Meredith, Commissioner of Education.*

Drills Without Formal Regulations.

Delaware.—Most of the schools in this State are provided with fire escapes and fire extinguishers, and fire drills are held at intervals, but there are no printed regulations concerning fire prevention.—*H. V. Holloway, State Superintendent of Public Instruction.*

District of Columbia.—The commissioners have designated October 10 as the day to be observed as Fire Prevention Day in the District of Columbia.

1. Our regulations require that fire drills shall take place in all school buildings from September to November, inclusive, of each year, and monthly thereafter.

2. Talks have been made by representatives of the fire department in our schools from year to year in the past; undoubtedly they will be repeated this year.

3. Our buildings erected within the past several years are of first-class fireproof construction.

4. On Fire Prevention Day last year talks were given by teachers and officers throughout the District of Columbia. A circular of instructions was issued to officers of the schools on this subject last year. A corresponding circular will soon be issued for the observance of Fire Prevention Day this year.—*F. W. Ballou, Superintendent of Schools.*

Appropriate Suggestions to County Superintendents.

Idaho.—I have taken up with the county superintendents of this State the matter of the observance of Fire Prevention Day and have also made suggestions to them regarding different kinds of provisions for preventing fires, etc. Most of our schools conduct fire drills. The only law that we have in regard to fire prevention and fire escapes is found on pages 120–121 of the school laws.—*Ethel E. Redfield, State Superintendent of Public Instruction.*

Very Active Work for Observance.

Indiana.—Very active work is done in this State by the State fire marshal in regard to the observance of Fire Prevention Day. He is now preparing a letter and suggested program which is to be sent early next week to all county and city superintendents. It is our understanding that the governor will issue a proclamation asking for the observance of Fire Prevention Day. The handbook, "Safeguarding the home against fire," has been sent out—some 10,000 copies—for distribution throughout the schools of the State. With this work by the fire marshal we believe it is not necessary for us to do more than to assure the school officials throughout the State of our hearty sanction and cooperation in the work. Our school laws provide for precautions against fire, and our course of study gives material relating to fire prevention and safety rules for the use of principals and teachers.—*L. N. Hines, State Superintendent of Public Instruction.*

Iowa.—We are putting our emphasis on Fire Prevention Day through our State fire marshal.—*P. E. McClenahan, Superintendent of Public Instruction.*

Kansas.—We have a law which compels fire drills in all our schools. Our laws are also quite strict as to buildings with fire shafts, fire protection, etc. One superintendent in Kansas was fined last year for not complying with the law regarding fire drills and the board followed this court proceeding with dismissal. We, in turn, checked him up on our State recommendations list and will not in the future recommend him for any position in Kansas. I give you this information that you may know we are making every effort to see that our fire prevention laws are obeyed.

Our Governor will issue a proclamation fixing Monday, October 10, as Fire Prevention Day. A pamphlet containing material on fire prevention is now in press.—*Lorraine Elizabeth Wooster, State Superintendent of Education.*

State Fire Marshal Furnishes Material.

Louisiana.—It is the custom here for the governor to issue a proclamation setting aside a certain day to be observed as Fire Prevention Day and for the schools to observe same with appropriate exercises, material for which is usually furnished by the State fire marshal.—*T. H. Harris, State Superintendent of Public Education.*

Massachusetts.—I believe there is no universal observance of Fire Prevention Day in the public schools of this State. The tendency at present in Massachusetts is to discourage the establishment of these special days. I think there can be no question that the tendency to increase the number of them has very largely destroyed whatever educational significance they may have had.—*Payson Smith, Commissioner of Education.*

Fullest Cooperation Is Given.

Michigan.—Fire drills are conducted in all our schools according to State law. Our schools are inspected by both this department and by the fire marshal's department. We cooperate to the fullest extent.—*T. E. Johnson, Superintendent of Public Instruction.*

Minnesota.—The fire marshal's office sends out bulletins for time to time and devotes much of its educational work to the children in the public schools.

Fire drills are generally practiced in all schools and are carried on under the direction of the fire marshal's office.—*S. A. Challman, Inspector of Buildings and Sanitation.*

Mississippi.—We have never observed Fire Prevention Day, but I shall be glad to cooperate with you in putting on the day in Mississippi.—*W. F. Bond, State Superintendent of Education.*

Missouri.—Fire Prevention Day has never been observed in all of our Missouri schools. Some of the larger cities give drills along this line. Our State has a general law on fire escapes.—*Sam A. Baker, State Superintendent of Public Schools.*

Nebraska.—According to the State law Fire Prevention day in Nebraska comes on the first Friday in November. The bulletin for this year has not yet been prepared but the fire marshal is working upon it. The only part that the State Superintendent's office has taken in the matter is preparing fire lessons, one for each month, to be given in the schools.—*I. N. Clark, Rural School Inspector.*

Does Not Emphasize Special Days.

New Hampshire.—We are rather hesitant about emphasizing any considerable number of special days or special weeks for the schools. Fire Prevention Day has only local observance. The elementary program, however, in the chapter on citizenship gives the following suggestions:

"*Fire and accident prevention.*—Much detailed direction is needed to avoid the accidents incident to complex modern life. In particular the automobile peril and the danger of the highway should have repeated attention."—*E. W. Butterfield, Commissioner of Education.*

New Jersey.—Information and regulations regarding fire prevention have been distributed for use in the New Jersey schools.—*John Enright, Commissioner of Education.*

New York.—In our school code is a general discussion of the subject of fire

prevention and legal requirements of the State pertaining thereto. On two occasions within my knowledge special circulars on the subject have been issued from the commissioner's office.—*Frank H. Wood, Chief, Division of School Buildings and Grounds.*

School Authorities Cooperate Cordially.

North Carolina.—The department of public instruction is always glad to cooperate with the North Carolina fire marshal in the teaching of fire prevention in the schools and elsewhere.

This department does not print material having to do with fire prevention, but does distribute from time to time such material as the fire marshal in this State prepares.—*W. H. Pittman, Secretary.*

Ohio.—It will be the plan in Ohio to observe Fire Prevention Day, but it is possible that we shall have to postpone the matter to a date somewhat later than October 9. This is because we are waiting for our textbook on Fire Prevention which is required by an enactment of the last legislature. The new edition of the school laws contains the statutes governing this matter.—*W. B. Bliss, Assistant Director of Education.*

Oklahoma.—We have observed Fire Prevention Day in this State for a number of years, and it has been customary for the governor to issue a proclamation. This department and the fire marshal have cooperated in every way to make this day one of real value to the boys and girls in our public schools. Our school law provides for fire escapes, and the fire marshal has prepared additional material for distribution. In our bulletin giving suggestions for special days Fire Prevention Day is given an important place, and we are urging throughout the State that these special days be given a real place in the school work throughout the year. A circular letter has just been sent to the newspapers of the State.—*E. N. Collette, Assistant Superintendent of Public Instruction.*

Oregon.—Since 1913 the teachers of Oregon have been required by law to give instruction weekly on fire prevention. This department has prepared and published a course of study in fire prevention, and such a pamphlet has been used by the teachers since 1913.

We have fire drills in all of the schools of the State, and the law governing fire escapes, extinguishers, and so on, is enforced by the State fire marshal.—*J. A. Churchill, Superintendent of Public Instruction.*

Pennsylvania.—Our Arbor Day program for April, 1920, was devoted to the preservation of the forests. In this pamphlet we devoted considerable space to forest fires. The school code of this State, sections 4701–4704, provides for fire drills and for instruction in fire dangers and prevention. The office of fire marshal was abolished a few years ago, and the powers and duties formerly exercised by that officer are now vested in a department of State police. It has been my practice to communicate annually with superintendents and teachers in regard to the necessity of school authorities taking such action as shall give adequate protection not only to school property but to the children and teachers who are in such buildings.—*Thos. E. Finegan, Superintendent of Public Instruction.*

Education Commissioner Issues Manuals.

Rhode Island.—This office has in preparation a manual for teaching fire prevention, which the law requires one hour each month. A code for fire drills, the law requiring fire drills and instruction, and a pamphlet on safeguards against fire have been distributed.—*Walter E. Ranger, Commissioner of Education.*

South Carolina.—Fire protection has been greatly neglected in the schools of this State. Our best schoolhouses are fire proof, or supposed to be fire proof.

Most of the larger colleges and schools have fire escapes, though some of these escapes are not what they should be.

Fire instruction in the schools is subject to the supervision of the State Department of Insurance. The adequacy of schoolhouses is a matter to be determined by the State Board of Health.—*J. E. Swearingen, State Superintendent of Education.*

South Dakota.—We have observed Fire Prevention Day and in this way have cooperated with our fire marshal who, generally speaking, has had charge of this work.—*Fred L. Shaw, Superintendent of Public Instruction.*

Texas.—The governor has issued a proclamation designating October 9 as Fire Prevention Day and has called on the mayors of cities to disseminate better knowledge of the causes and preventability of fires. A circular on fire prevention has been sent to all mayors, fire chiefs and fire marshals, police and fire commissioners, school superintendents, women's clubs, and civic organizations. Copies of a program for Fire Prevention Day have been sent to all schools. We enforce thoroughly the laws concerning fire escapes and urge the installation of fire extinguishers in public schools and other buildings.—*G. W. Tilley, State Fire Marshal.*

Pupils Well Trained in Drills.

Utah.—As yet I have issued no instructions to our superintendents on the observance of Fire Prevention Day during the first week in October. I shall take pleasure, however, in immediately suggesting to them the observance of this week.

As a rule, our schools are conducting fire drills, and the pupils are very well trained in the same. Also we have fire extinguishers of various kinds, and in some buildings fire escapes.

As far as I am aware we have no law regulating these matters; but our superintendents have been impressed with this importance of this subject for many years.—*C. N. Jensen, State Superintendent.*

Vermont.—Our laws require regular (monthly) fire drills for all of our public schools with the possible exception of one-room rural school buildings. We have no printed circulars containing laws and regulations. Vermont is so largely a rural State that there has not, apparently, been a feeling that intensive work should be done in this matter.—*C. H. Dempsey, Commissioner of Education.*

Virginia.—This department has sent out letters each year for the past several years with reference to fire prevention. The commissioner of insurance has furnished us a bulletin giving lessons on fire prevention, published, I believe, by the national association.

Fire drills are generally practiced in the city and town schools in Virginia, and in most of the rural graded schools. I have urged the fire drills for schools of all types.—*Harris Hart, Superintendent of Public Instruction.*

AMERICAN TEACHERS ENTERTAINED IN VENEZUELA.

Forty Spanish teachers in the high schools of the city of New York were received and entertained as the guests of the Government of Venezuela during the months of June and July, 1921. The invitation was extended to the American teachers by Dr. Rafael Gonzalez Rincones, minister of public instruction for Venezuela, through the Venezuelan foreign office in October, 1920, and was accepted definitely March, 1921, by the New York High School Teachers' Association.

This is the second time that American teachers have been entertained during the vacation period by the Venezuelan Government, and it is announced that an invitation is to be extended annually hereafter to teachers of Spanish or students of educational institutions in the various cities of the United States to spend two or three months in observation and study in the city of Caracas.

Australia, New Zealand, and Canada have sent 100 teachers to London as a part of the plan for interchange of teachers between London and the dominions. These teachers, who are on leave of absence without salary, are teaching in the London County Council schools. As a part of this system of exchange, a number of London teachers are at work in the schools of the dominions.

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

BOAS, RALPH PHILIP. Youth and the new world; essays from the Atlantic monthly. Boston, The Atlantic monthly press [1921]. viii, 320 p. 12°.

A group of selected articles designed to acquaint young man and women with some of the problems concerning America, such as education, the American spirit, the assimilation of diverse elements in our population, the question of international organization, and, finally, the importance of spiritual values.

BRYCE, JAMES, *Viscount*. Modern democracies. New York, The Macmillan company, 1921. 2v. 8°.

The main part of this treatise describes the workings of six typical democracies—France and Switzerland in Europe, Canada and the United States in America, and Australia and New Zealand in the southern hemisphere. Preceding and following the main body of the work are sections giving considerations applicable to democratic government in general, and general reflections on some present aspects of democracy and the probable course of its future development. Among the topics here considered are democracy in its relation to education and to letters and arts, the press in a democracy, and public opinion. In discussing the relation of education to popular government, the author calls attention to the fact that knowledge is only one essential requirement for a good citizen, while public spirit and honesty are yet more needful. Theoretical training in civic duties is not enough, but practice is needed to vivify knowledge. The habit of local self-government, as developed in Switzerland and in early Massachusetts, is the best training for the national exercise of democratic government. The writer also outlines the types of civic instruction which, in his judgment, should be imparted by the elementary schools, the secondary schools, and the universities, respectively He recognizes the great service which American universities have rendered to the political life of the country in recent years.

DOUGLAS, PAUL H. American apprenticeship and industrial education. New York, Columbia university, 1921. 348 p. 8°. (Columbia university. Studies in history, economics, and public law, vol. 95, no. 2)

A historical study of industrial education in the United States with particular reference to the apprenticeship system. The advantages and disadvantages of apprenticeship are discussed, as a training both for industrial production and for citizenship. The author calls attention to the limited opportunity in modern industry for working boys and girls under 16 years of age. He brings out the economic effects of industrial education, and the present attitude of labor and capital toward it.

FINEGAN, THOMAS E. The township system; a documentary history of the endeavor to establish a township school system in New York from the early periods through the repeal of the township law in 1918. Albany, University of the state of New York, 1921. 1693 p. plates, tables. 8°. (Vol. I of the fourteenth annual report of the State education department, 1918.)

———. Free schools; a documentary history of the free school movement in New York state. Albany, University of the state of New York, 1921. 682 p. plates. 8°. (Vol. I of the fifteenth annual report of the state education department, 1919.)

These two volumes of the New York State education report, 1918-1919, are not narrative histories, but are compilations containing abundant source material on the subjects named.

JORDAN, RIVERDA HARDING. Nationality and school progress; a study in Americanization. Bloomington, Ill., Public school publishing company [1921] 105p. diagrs., tables. 12°. (School and home education monographs, no. 4.)

Thesis (Ph.D.)—University of Minnesota, 1921.

The record of an investigation of the relation of nationality to progress of school children, made in selected public schools of Minneapolis and St. Paul.

MCCLURE, HAVEN. The contents of the New Testament; an introductory course. New York, The Macmillan company, 1921. 219p. 12°.

This book undertakes to present the findings of the world's greatest Bible scholars in a manner intelligible to the younger mind and to the general reader. It is based on a number of years' classroom experience in teaching the New Testament as an elective English course in a public high school of over 500 students.

MEAD, CYRUS D., *ed.* Measuring classroom products in Berkeley. Sections 1 and 2. Berkeley, University of California press, 1921. 108p. diagrs., tables. 8°. (University of California. Department of education. Bureau of research in education. Study no. 1.)

Reports the results of a survey of public school work in Berkeley, Calif., made by the seminar in educational measurements of the Department of education, University of California, under the direction of Dr. Cyrus D. Mead. Measurements of class room work were made in handwriting, spelling, reading, arithmetical abilities, composition, and geography.

PALMER, HAROLD E. The principles of language-study. Yonkers-on-Hudson, N. Y., World book company, 1921. 186p. 12°.

Discusses how both the spontaneous capacities and studial capacities for language-acquisition may best be utilized both by teachers and students.

PITTMAN, MARVIN SUMMERS. The value of school supervision demonstrated with the zone plan in rural schools. Baltimore, Warwick & York, inc., 1921. x, 129p. 12°.

Gives the result of a test of the value of supervision made in the rural schools of Brown county, South Dakota. The zone plan of supervision, which was employed, is described. A representative group of country schools was subjected to supervision much more intense than usual, and comparison made with an equally representative group of relatively unsupervised schools with conditions other than those of supervision approximately the same. It was found that work in the school subjects used as bases of measurement was rendered decidedly superior by supervision, and gains also in the interest and activity of pupils, teachers, and parents were clearly manifest where the schools were supervised. Prof. F. G. Bonser, of Teachers college, Columbia university, contributes an introduction to the book.

READ, ALFRED ZANTZINGER. Training for the public profession of the law; historical development and principal contemporary problems of legal education in the United States, with some account of conditions in England and Canada. New York city, 522 Fifth avenue, Carnegie foundation for the advancement of teaching, 1921. xviii, 498p. 8°. (Carnegie foundation for the advancement of teaching. Bulletin no. 15.)

The makers of this report recognize the fact that the minds of the legal profession are inclined to wait upon tradition and precedent. Accordingly this study deals not merely with existing law schools and present-day tendencies in the training of the lawyer for his profession, but it also develops the history and progress of American legal education from its earliest beginnings. It brings out the relation of the bar and of the bar examinations to legal education, discusses the requirements for admission to the bar, and shows the historical relation between a trained and educated bar and the administration of justice. The present volume is to be followed by one dealing with the contemporary situation in greater detail.

WILSON-DORRETT, OLIVE B. Language of music interpreted from the child's viewpoint. Yonkers-On-Hudson, N. Y., World book company, 1921. xxi, 296 p. music. 12°.p

Shows how the color and play method may successfully be employed in teaching music to young children.

RECENT PUBLICATIONS OF BUREAU OF EDUCATION.

Educational survey of the University of Arkansas; summary of conclusions and recommendations. Washington, 1921. 43 p.

A digest of the report of a survey of the University of Arkansas, made at the request of the legislative committee in charge of the survey, under the direction of the United States Commissioner of Education.

Educational work of the commercial museum of Philadelphia; by Charles R. Toothaker, curator. Washington, 1921. 28 p. 12 plates. Bulletin, 1920, no. 13.)

This publication describes the aid which the museum gives to the schools in teaching commercial and industrial subjects.

Facilities for foreign students in American colleges and universities; by Samual Paul Capen, former specialist in higher education, Bureau of Education. Washington, 1921. 269 p. plates. (Bulletin, 1920, no. 39.)

This bulletin describes the organization of American education with special reference to universities, colleges, and professional schools; states and explains admission requirements in a way adapted to the needs of foreign students; and outlines the general and specific opportunities to be found at American institutions of higher education. The information presented is of value not only to the prospective student from foreign countries, but to all who are interested in the present facilities for higher education in the United States.

The Francis Scott Key school, Locust Point, Baltimore, Maryland; by Charles A. Bennett. Washington, 1921. 31 p. (Bulletin, 1920, no. 41.)

A study of the condition and needs of the people of Locust Point, an industrial section of Baltimore, together with recommendations for the reorganization of the public school of the section and the planning of a new school building. Contains material which may be helpful to the boards of education of other cities as well as of Baltimore.

The function concept in secondary school mathematics; a report by the National committee on mathematical requirements. Washington, 1921. 11 p. (Secondary school circular, no. 8. June, 1921.)

The committee here explains what is meant by the statement that the one great idea which is sufficient in scope to unify the secondary school course in mathematics is that of the functional relation.

State laws relating to education enacted in 1918 and 1919; compiled by William R. Hood, specialist in school legislation, Bureau of Education. Washington, 1921. 231 p. (Bulletin, 1920, no. 30.)

A classified index and digest of State educational legislation enacted during 1918 and 1919.

Suggestions for a program for health teaching in the elementary schools; by J. Mace Andress and Mabel C. Bragg. Washington, 1921. 107 p. illus. (Health education series, no. 10.)

This pamphlet undertakes to define the goals for an effective program of health education in the schools, to analyze the various factors of school and community that form an integral part of this program, and to outline in a general way the school health activities and the methods of teaching that may prove successful.

The teaching of civics as an agency for community interest and citizenship; by John James Tigert, United States Commissioner of Education. Washington, 1921. 10 p.

Makes suggestions for a more practical course of study in civics, and for the adoption of the project method in civics instruction.

AGE FOR ENTRANCE IS TOO HIGH.

Shortage of teachers in Denmark has led to an investigation as to why young people find the teachers' calling unattractive. One reason is the objection against the minimum entrance age of 18 fixed by the teachers' seminaries. Many do not wish to wait till this age before they enter on what they expect to make their life work. When a young man of 15 or 16 who has fully mastered all other entrance requirements finds that he must wait 2 or 3 years before he can be accepted at the teachers seminary he naturally enters another line of work. What, indeed, should he do during the 2 or 3 years in waiting for himself to get older? The framers of the law have probably thought he would spend the time in learning a trade so as to be up with the present trend, but the young man does not always understand the good intention of the law, and gives up his notion of becoming a teacher.

CONTINUATION SCHOOLS IN OHIO CITIES.

Boys and girls in Ohio between the ages of 16 and 18 who have had to leave school and go to work receive school advantages in classes authorized by a new law, under which boards of education may establish part-time schools, and children employed on age and schooling certificates are required to attend them.

In the city of Columbus the board of education and the civic organizations are uniting in the effort to extend educational opportunities to the 10,000 or more boys and girls of the city who are working in stores, offices, and shops. Many of these young people are engaged in occupations which do not pay well, and they have little opportunity for advancement because they have not completed their school course. Several organizations, such as the Retail Merchants' Association, the Parent-Teachers' Association, and the Federation of Labor have combined to contribute $2,500 for establishing continuation schools.

The continuation schools give special training in the theoretical side of the work followed by the pupil in his daily job. For example, a girl clerking in a store can take a course in office training, salesmanship, or some other subject that will lead to advancement. Employers cooperate by arranging schedules that will allow several continuation pupils working in the same establishment to attend classes at different time, so that the daily work will not be handicapped.

When it becomes necessary for a pupil to leave school, an effort will be made to find out what he would like to choose as a vocation, and to place him in some employment which will train him in his chosen line. This training will be supplemented by the part-time and evening work in the continuation school. Instruction in trades and in home economics will also be given in part-time classes.

HONOR ORGANIZATION FOR HIGH SCHOOLS.

Honor students in high schools are to have a society similar to Phi Beta Kappa in colleges. It is called the "American Torch Society." Candidates eligible to membership must have a scholarship rank in the first fourth of their respective graduating classes and are required to be of high moral character. According to the constitution, "Preference will be given to those students who have demonstrated effective leadership in the school activities and who have rendered signal service to their school and fellow students." Only accredited secondary schools are entitled to membership.

GERMAN FOUNDATION OR UNITY SCHOOL.

All Children Must Attend Common School for Four Years—Instruction Based on Home and Community.

The progress of building up school organization under the new German constitution is not easy to follow. The constitution requires at least a four-year foundation school which all children must attend. The course of study for this period has been thoroughly discussed and has now been given the shape in which it is likely to be adopted by most of the German states.

The schedule follows:

Branch.	First year.	Second year.	Third year.	Fourth year.
Religion	.....	2	3	3
Home and community study	.....	3	3	5 (4)
German language	.....	8	8	7
Writing	.....	2	2	2
Arithmetic	.....	4	4	4
Drawing	.....	.....	2 (1)	2
Singing	.....	1	2 (1)	2
Gymnastics	.....	2	2 (1)	3 (2)
Needle work	.....	.....	(2)	(2)
	18	22	26	28

The figures in parentheses apply to classes composed exclusively of girls.

This schedule together with the spirit in which it is to be taught presents three features which indicate the present trend and outlook. First, home and community study is not only made a subject coordinated with the three R's, but the manner in which it is to be taught makes it the center and point of departure for all the other subjects. The home, the school, and the community are to cooperate in their common interests. Out of these interests arise school projects in language, arithmetic, writing, drawing, and productive handwork. Second, there are no scheduled hours for the first year, no severe division of subjects, only a total of 18 hours. The nucleus is home and community study conducted as object lessons and observation instruction. All connects with reading, writing, figuring, and drawing. Moral and religious instruction is brought in as occasion arises; group responsibility, obligation, and duty are made real in accuracy, conscientious, and helpful work. Third, the new arrangements are invariably accompanied by suggestions and direction adopted by teachers' organizations and enjoined by school authorities to the effect that the spirit in which the instruction is imparted means more than anything else. The demands of actual life, moral obligations to one's self and to society must dominate.—*Adapted from Allgemeine Deutsche Lehrerzeitung.*

HIGH SCHOOL FRATERNITIES AND SORORITIES.

Report of FRANK W. BALLOU, *Superintendent of Schools for the District of Columbia.*

A Little Past History Reviewed.

For a period of over two years, from Jauuary, 1916, to April, 1918, the board of education gave very careful consideration to the subject of fraternities and sororities and took formal action forbidding any high-school student to join any fraternity or sorority under penalty of expulsion from school. This action of the board was initiated by a report and a recommendation of the Home and School Association of the Eastern High School, which asserted that "these organizations as at present conducted serve no useful purpose as adjuncts to the school life but tend rather to establish a divided allegiance and to form cliques not in accordance with the democratic principles of our public school system."

The board also authorized the appointment of a commission cousisting of the members of the committee of the board on high schools, the superiutendent of schools, three citizens who were parents of high-school age, and three representatives of each high-school faculty. This commission drafted a report, which was approved by the board of education, indicating plans for carrying the abolition of fraternities and sororities into effect; for organizing clubs to take the place of fraternities, and for placing membership in clubs under faculty supervision.

The action of the board in disapproving fraternities and sororities was formally promulgated in a communication addressed "To pupils and parents or guardians of pupils in high schools," and they were invited to assist the school officials in seeing that no such organization was promoted or continued in existence. The board of education authorized the superintendent of schools to exact the penalty of expulsion from school for such membership. Neither the records of the board of education nor the records of the superintendent's office show any formal action in relation to fraternities since April, 1918.

Fraternities and Sororities Continue.

Despite the action of the board of education, high-school fraternities and sororities continued to exist and do exist. Since July 1, 1920, when the present superintendent assumed his duties, the matter of fraternities and sororities has been brought to his attention in several ways.

Parents have complained that their boys and girls were not doing their school work satisfactorily because their attention was too much distracted by these organizations. High-school girls have requested permission to sell candy in their school to raise money with which to pay their initiation fees into sororities in order to avoid asking their parents for money for that purpose. It is more charitable to assume that these girls were iguorant of the board's action, than to believe that they would knowingly invite the board of education to assist theun in breakiug the board's rules.

Parent Objects to Rough Treatment.

One father of a high-school boy who was recently initiated into a fraternity asserts that "the chief feature of the initiation was beating him with heavy clubs until the lower part of his back and hips were black and blue from the bruises." He further says that "two other boys were initiated at the same time and I understand that one of them fainted twice during the beating and all of them had to be helped to bed afterwards." He says further, "I am not making any complaint against this particular fraternity for the reason that I am informed that this is part of the customary initiation with all of the high-school fraternities.

This father, although a member of a college fraternity, disapproves of high-school fraternities. He condemus this initiation of his son as "simply brutal, one of the boys breaking a heavy stick on him." He believes that "high-school boys are not able to judge whether prospective victims are physically able to withstand such treatment." He thinks "there is great danger of spinal injury, especially as these initiations are carried on in the dark."

Finally, high-school principals have stated that these organizations are flourishing in spite of the board's action, and have inquired whether the present superiutendent intends to enforce the rule against fraterniities and sororities. Under the rules of the board, the superintendent is required to enforce the rules and regulations of the board, aud to put into effect the board's orders. The superintendent has no discretion as to the enforcement or the unenforcement of the order of the board abolishing fraternities and sororities. The board of education may modify its own rules, or its orders, but the superintendent of schools may not do so. The superintendent intends to enforce the board's rules or orders.

Assuming that the present board of education disapproves of fraternities and sororities and similar organizations, the superinteudent recommends the adoption of the following statement of the board's position:

Statement of Board's Position.

"The board of education is not opposed to secret organizations among men or women. The board is not opposed to fraternities and sororities in colleges and universities. The board is not opposed to fraternities and sororities in the high schools because they possess some of the common characteristics of such organizations. The board is opposed to fraternities and sororities in the high schools solely because, in its judgment, such organizations are not conducive to the achievement of the best educational results in the high schools.

"The board of education is opposed to membership on the part of junior high-school or high-school pupils in any organization, association, club, fraternity, or sorority whose membership is narrowly exclusive, self-perpetuating, or secret; whose members are required to pledge support of one another as against nonmembers; whose eligibility requirements for membership are not approved by school authorities and known to all pupils so that all may qualify for membership if they wish; or whose meetiugs are not held under school auspices and under official faculty supervisiou. Accordingly, membership on the part of any boy or girl in a junior or senior high school in an organization, club, fraternity, or sorority which possesses any of the characteristics to which the board of education is opposed, is hereby disapproved."

Rescinding of Former Action.

To the end that a new method of enforcing the board's order against membership in disapproved organizations the superintendent recommends that tho board of education rescind its action of November 20, 1916, providing that the penalty for membership of a high-school pupil in a fraternity or sorority shall be expulsion from school.

While the corporation counsel has expressed the opinion that the rule prohibiting a student from joining a fraternity or sorority is within the power of the board of education and will be sustained by the courts, nevertheless the superintendent believes, and in this belief is sustained by the opinion of the same corporation counsel, that some other penalty may be preferable to expulsiou from school.

Methods of Enforcement.

To carry out the board's policy the superintendent recommends the adoptiou of the ollowing rules:

1. That after June 1, 1921, membership on the part of any junior high or high-school pupil in any association, organization, club, fraternity, or sorority which has uot been approved by the superintendent of schools is forbidden.

2. That an association, organization, club, fraternity, or sorority which enrolls in its membership pupils of a junior high or high school shall submit to the superintendent of schools such information as he may require regarding its constitution, by-laws, member-

ship, eligibility requirements for membership, time and palace of meetings, programs of meetings, and any necessary information, as a basis for the superintendent's approval or disapproval of said organizations.

3. That all associations, organizations, clubs, fraternities, or sororities which may hereafter be approved by the superintendent of schools shall be placed under the official supervision of the faculties of the several junior high and high schools.

Members not Eligible to Class Honors.

4. Any pupil who after June 1, 1921, joins, or after October 1, 1921, has not discontinued his membership in any association, organization, club, fraternity, or sorority which has not been approved by the superintendent of schools shall thereby disqualify himself or herself:

(*a*) From holding a commission or warrant in the high-school cadet brigade.

(*b*) From holding any position, either elective or appointive, on any school publication.

(*c*) From representing his school on any team in competitive athletics, rifle matches, interscholastic debates, or dramatic performances.

(*d*) From being certified as eligible to stand for election to any class office.

(*e*) From holding any position in a high-school bank.

(*f*) From holding any office in any organization, club, or activity which comes under the direction of the school.

(*g*) From receiving any form of honors other than those awarded for scholarship attainments.

(*h*) From holding any position as representative of his school.

Senior Class May Continue Membership.

The provisions of rule 4 shall not apply to members of the senior class in good standing of the school year beginning September, 1921, even though they were on or before May 1, 1921, members of an organization not approved by the school authorities.

5. That, after September 1, 1921, and at the beginning of each semester or more frequently if required, each pupil in a junior high or high school shall be required to furnish the principal of the school with a signed statement, countersigned by one of his or her parents or his or her guardian, indicating the associations, organizations, fraternity, or sorority of which he or she is a member.

It is not the purpose of this regulation to debar a pupil from securing a high-school education, but it is the intention of the above provisions to exclude from representative honors pupils who continue to be members of organizations which exist contrary to the regulations of the board of education.

NEW TRENDS AND THE CLASSICS.

The postwar trend in education appears to be to elevate productive handwork to a higher plane than it formerly occupied. A larger per cent of those who pass through the elementary and the intermediate schools find their occupation in industrial pursuits. Adult education is asked of the universities through extension lectures and popular courses adapted to mature people. The exclusiveness of the learned professions and higher scholarly pursuits are no longer recognized according to the old traditions, it is said.

In England and Germany the humanists have seen something in the movement that militates against the classics. In Germany a symposium by some eighty intellectuals has been compiled under the title, "Das Gymnasium und die Neue Zeit," and launched as a defense and justification of Latin and Greek. The labor school and the unity school movements are said to be indirect and veiled attacks upon the classics, enjoying some vogue during the present time of educational confusion. But, the classicists say, the pendulum will oscillate until it reaches a point between the present extremes; to be itself and to get together with itself a country must recognize the sources that feed its cultural life.

Report of Prime Minister's Committee.

In England this problem has been laid wide open by the report of the prime minister's committee on the position of the classics in the educational system of the United Kingdom. The report is a voluminous document of more than 300 pages, and it deserves careful study by all interested in the classics generally.

Evidently the authorities of the United Kingdom have thought that at the present time, when every community in Britain is called upon to build up its schools under the new law, it is well to have regard for all sources of enduring cultural values.

FIRE LOSSES GREATER THAN STATE TAXES.

Last year the actual fire waste of Indiana amounted to $378,160 more than all the taxes paid by our people for the maintenance of our State. To be exact, the entire State taxes paid last year was $9,546,017 and the actual property waste as a result of fire was $9,924,177. This is to say nothing of the accidents and deaths resulting from fire. When we stop to consider that 85 per cent of these fires were due to carelessness, were preventable, don't you agree that this is an important subject and that we should all do our part in helping to remedy the situation?—*Neuman T. Miller, State Fire Marshal for Indiana.*

MEXICAN SUMMER SCHOOLS FOR FOREIGNERS.

Courses in Spanish Literature by Mexican University Professors Who Show Great Personal Interest in Students.

By Cornelius Ferris, Jr., *American Consul, Mexico City.*

Two courses of free instruction for foreigners were given by the University of Mexico during the summer of 1921. One course, given from July 1 to August 15, embraced Spanish literature twice a week, Spanish language three times a week, Mexican history twice a week, art twice a week, archæology once a week, reading and interpretation five times a week, conversation five times a week, reading aloud once a week, and Mexican literature twice a week. Eight professors of the university faculty gave the instruction. Thirty-two women and seven men from the United States attended; nearly all of them were teachers from the southwestern part of the United States. A second course, from August 1 to September 15, embraced the same subjects, except Spanish literature and reading aloud, but added geography and phonetics.

It is understood that the schools from which the students came in the United States paid their traveling expenses to the Mexican border. The Mexican Government furnished their transportation from border points to Mexico City.

The principal inducement to attend these summer courses is undoubtedly to study Spanish. The students express themselves as well pleased with the attention they have received and the results of the instruction. It is expected that similar courses will be offered next year and that there will be a larger attendance. This year the summer school was not made known in time for many people in the United States to become aware of it. The students especially appreciated the facilities offered them to visit places of interest in the Valley of Mexico, as well as the personal interest shown by the members of the faculty in accompanying them and instructing them in regard to such places.

First aid to the injured will be the subject of classes organized by the American Red Cross for employees of the Post Office Department. Women postal workers at Washington, D. C., will have a class in home hygiene and care of the sick, conducted by the District of Columbia chapter of the Red Cross. Other local chapters will cooperate with postmasters in formation of similar classes. First-aid kits at cost are to be provided at all postal centers.

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A GENERATION BOWED AT THE ALTAR OF MATERIALISM.

We Have Tended to Make Scholarship Subordinate to Pursuit of Money—The Nation Confronts an Educational Crisis—Demand for Facilities is Beyond Present Provision—Not a Condition for Misgiving—Small Colleges Should Be Encouraged and Maintained—Intimate Association With Instructors Impossible in Great Universities.

By WARREN G. HARDING, *President of the United States.*

[From an address at the College of William and Mary, Williamsburg, Va., Oct. 19, 1921.

On occasions such as bring us here to-day, it has been well-nigh an immemorial practice to speak of the importance and value of education, and to urge upon the young that by properly equipping themselves in the realm of scholarship, they will become the inheritors of both the culture of the past and the chief responsibilities of present and future. It has seemed to me that, in view of conditions which surround education in our country to-day, we might vary that custom, and consider the responsibility of the community at large toward its scholars and scholarship.

Time was, and not so long ago, when a college education was looked upon as the privilege of him who should be so fortunate as to attain it; when it represented the assurance of place among the intellectual aristocracy, the satisfactions of culture, the gratification of refined tastes, and, presumably, a somewhat easier mode of life than might be expected by the less fortunate persons who had failed to attain it.

How greatly our attitude has changed, how different has become the status of him who has enjoyed the wider educational advantages, is suggested by the most casual consideration of the present position of education as a profession, and of the educated man in the community. A generation of intensified materialism has brought a change that is no less than startling. I was reminded of it recently in reading an address of the late Senator George F. Hoar on an occasion not unlike this which brings us here. To the commencement assemblage of one of the older colleges he spoke of the long-maintained domination of England by the aristocratic "county families." He pointed out that for centuries, generation after generation, their peculiar position had

(*Continued on page 59.*)

OBSERVE AMERICAN EDUCATION WEEK!

The National Education Association, conjointly with the American Legion, have requested that the week of December 4–10 be designated as "American Education Week," and that it be so observed in all the States of the Union. The purpose of this week is to inform the public of the accomplishments and the needs of the public schools and to secure the cooperation and support of the public in meeting these needs.

I am heartily in favor of this and I want to urge all school superintendents and teachers to unite in the observance of this week.

At no time in American history has it been so necessary as now that the people be informed as to what the public schools have accomplished and are accomplishing for American education and what they now need to make them most effective. It is a task in which all American educators can join and I bespeak their hearty cooperation in making American Education Week a success.—*Jno. J. Tigert, United States Commissioner of Education.*

REGULAR COLLEGE CURRICULUM IN EVENING SESSIONS.

Every Degree in Every Course Offered by College of the City of New York May be Obtained by Evening Work—Instruction Equal in All Respects to That Given in Day Sessions—About Eight Years Required for Complete Course—More Than 11,000 Students Attend—Evening High School and Professional Courses Also Available.

By FREDERICK B. ROBINSON, *Dean of the School of Business and Civic Administration and Director of the Evening Session, College of the City of New York.*

Evening sessions were established by the College of the City of New York in 1909 to enable young men otherwise employed during the day to pursue college courses at night. The courses offered were those of the regular College of Liberal Arts and Science and led to the degrees of B. A. and B. S. The staff was selected from the regular residence staff of the college and work was conducted every evening of the week from 8 to 10. At first the trustees of the college limited the admission to 200 students and confined the work to the offerings of the freshman class, with very few additional electives. This limitation was made because the trustees, like other people at that time, regarded evening work of straight collegiate character as an experiment.

From the outset, full collegiate credit was given for work pursued at night. The students were required to meet full college entrance requirements, namely 15 units. The course given at night was a duplicate of the same course given by day, in hours of attendance, work covered, professors conducting the course, and examinations. Therefore, the same credit was given for the course toward a degree. We required for our degree at that time 128 credits for graduation. We now require 132. Regulations were made limiting the number of credits that a student could take in any one term, so that in general it was expected that a student would cover in eight years of night work the 128 credits which are ordinarily covered by four years of day work. At that time the college was legally permitted to admit only men to its credit courses.

The number of students increased so that from an enrollment of 201 in September, 1909, there were 452 in September, 1911. It then became evident that an evening session of

the College of the City of New York should minister not only to students wishing to duplicate the liberal courses of the day session, but it should also meet special professional or vocational needs of the community. It was especially evident that the college maintained by the city should give technical training to technical workers of the city itself. At that time New York City had on its pay roll over 86,000 people. Some of these were engineers, some were clerks, some were bacteriologists—indeed almost every calling was included in the civil-service list. Many of these civil servants wished to take certain particular courses in the college curriculum but they did not meet college entrance requirements.

Special Instruction for City Employees.

In response to their demands, the college admitted them to regular courses in the curriculum as "government special" or nonmatriculated students. These specials grew in number so that in 1913 there were 255 of them, while there were 605 regular students. At this time the college organized some special courses to meet their needs, so that these students not only made selections from the general offerings, but also drew upon special courses which were mostly engineering in character.

In 1915 the director of the evening session was authorized by the trustees to organize a Division of Vocational Subjects and Civic Administration, which was to parallel the work of the College of Liberal Arts and Science. The charter of the college was amended so that the institution was authorized to give special vocational and professional subjects to any resident of the city of New York, and also to nonresident students for fees or otherwise. Our charter requires us to give regular courses of the liberal college to matriculated male students free of charge. This has never been altered, but the new amendment permitted the college to admit women and also male students, not meeting full college entrance requirements, to special work, and to charge fees for courses outside the liberal curricula.

Institution Organized into "Schools."

The whole evening session, with both its liberal and special courses, so grew that in 1919 there were in the neighborhood of 5,000 students, and the trustees then organized the whole institution, both day and night, into the following schools: The College of Liberal Arts and Science, the School of Business and Civic Administration, and the School of Technology. It will be noted that the last two schools were developed wholly at night and then later combined with day college offerings and made into large divisions of the institution as a whole. This year still another school was organized, namely, the School of Education. Every course leading to every degree in the institution in any and all of the schools is available in the evening session, and our evening session enrollment at present is between 6,000 and 7,000. At last commencement the evening session conferred 2 degrees of master of business administration, 1 degree of bachelor of business administration, 49 diplomas of graduate in accountancy, 10 certificates of junior accountancy, and 26 liberal degrees (B. A., B. S., B. S. S.).

Women Received on Equal Terms.

We also instruct women in the evening session, the trustees having acted upon the new charter provisions two years ago. The women are entitled to all the diplomas and degrees available to men, but we have made an agreement with Hunter College in the city of New York, which is the woman's college of the place, that degrees earned by women will be conferred by Hunter and not by the College of the City of New York. Of course this arrangement does not hold for the technical degrees.

We have the following centers of instruction: The main buildings on Washington Heights, Borough of Manhattan, where about 2,500 students are instructed; the Commerce Building at Twenty-third Street and Lexington Avenue, Manhattan, given over chiefly to the school of business and at which about 3,000 students are instructed, the Municipal Building, opposite the City Hall, given over chiefly to the instruction of city employees, with about 700 students; the Brooklyn branch conducted in the Boys' High School building, in which there are about 800 students.

Teachers Attend in the Afternoon.

The School of Education grew out of extension courses for teachers. It draws for its curriculum upon the offerings of the College of Liberal Arts and other schools. Most of the teachers attend in the afternoon. There are about 4,500 in attendance. This might be regarded as part of the general group of courses known as "evening courses," since they are not the regular residence courses of the day session of the college. If these students be added to the other evening session students, it will be found that the college has about 11,500 in all.

Three years ago we reorganized the evening high schools of the city of New York so that they are entirely equivalent, for college entrance purposes, to the day high schools. It is now possible for a student leaving elementary school to go to business by day and continue his formal education at night, going through high school and through college and through a professional school. All of this work is of the highest standard, both in scholarship and regular administration.

RURAL ASSOCIATIONS FOR YOUNG PEOPLE.

Young people's rural associations have been formed throughout the rural areas of Sweden under the general directorship of the Nation's foremost educators. The associations came into vogue in 1918. Their aim is to rouse and encourage interest in the vocation of the farmer, to help young people to the education and training that fits them for this calling, and especially to counteract the tendency to leave the farm.

The associations work toward these ends by—(1) leading the young people to a more thorough acquaintance with their own locality, its past records, and present opportunities; (2) providing chances for farm experiment among the young people; (3) furnishing recreation and such amusement and fun as young folks require; (4) helping to direct the activities of young people so that their energy will not be frittered away in useless endeavors.

The associations have no political complexion. Any person interested in rural life may become a member. Every boy and girl of proper conduct is eligible at the age of 13 or over. There is no fee except for supporting members.

The associations award prizes for rural activities adopted for competition such as plowing, soil preparation, gardening, cereal production, etc. Their organ is the "Journal for Country Youth." The associations enjoy a liberal State subvention.—*P. H. Pearson.*

SCHOOL CHILDREN ISSUE NEWSPAPER.

Pupils of the Webb School, Washington, D. C., recently issued a two-page paper called The News Teller. It was a school project, worked out by the entire school, each grade contributing to its success. The copy on school activities, the typesetting, and printing were all done by the members of the school community, under the leadership of the principal, Miss Bell, who has had charge of the school since its organization 21 years ago.

To raise the standard of school dramatics in California, a dramatic league of 65 teachers has been formed.

SUMMER SCHOOL ENROLLMENT IN AMERICAN UNIVERSITIES, COLLEGES, AND NORMAL SCHOOLS.

By RAYMOND WALTERS, *Dean of Swarthmore College.*

"An Englishman in the United States envies the universal recognition of education as desirable." This is the declaration of Prof. Graham Wallas, of the London School of Economics, in his new book, "Our Social Heritage." Among other evidences of such recognition, Professor Wallas cites the large attendance at American universities.

To these evidences may well be added the enrollment figures of summer schools in American colleges and universities, figures which reveal the aspirations and the activities of the secondary school-teachers of the country, for it is they who constitute the overwhelming majority of summer-school students. There can hardly be a sounder token of the "recognition of education as desirable" or a more hopeful augury of better intellectual standards in American secondary schools of to-morrow.

Attendance Reaches Colossal Proportions.

The colossal proportions of summer-school attendance are shown in the statistics herewith, which represent replies from an inquiry as to 1921 and 1920 summer enrollment addressed to every university, college, normal college, and normal school in the United States. Table 1 presents the results compactly.

There were 410 institutions which reported having summer schools in 1921, with a total of 253,111 students; a gain of 62,105 students, or about 32 per cent over 1920.

In 241 Universities and Colleges.

Of these institutions 241 were universities and degree-granting colleges. Their 1921 summer enrollment was 143,154, as compared with 111,617 in 1920. The gain of 31,537 is 28 per cent.

Table 2 shows the 1921 and 1920 figures of 96 universities and colleges having the largest summer school enrollments. Columbia University is far in the lead numerically, with more students than the combined totals of the next two highest. The University of California (which had the largest enrollment of full-time regular students in the academic year of 1920–21) was fourth in summer school enrollment last summer.

Analysis discloses that the first 100 largest university and college summer schools have about 84 per cent of the total enrollment of the 241 group; also that the 15 largest have 45 per cent of the total of the 100 largest group and 38 per cent of the entire group of 241.

The largest numerical gain of 1921 over 1920 was that of Columbia University Summer School, which increased by 2,029 students, or 20 per cent. The greatest percentage increase, nearly 100 per cent, was made by Iowa State College, which had 1,019 more students than a year ago.

Comparison with Five Years Ago.

During the war years, 1917 and 1918, there was a pronounced drop in summer-school enrollment throughout the country, as there was in regular university and college registration. There is interest in making a comparison with the prewar year, the summer of 1916. *School and Society* figures are available for 20 large institutions in that year. The summer-school totals for these 20 universities and colleges five years ago were 37,832, as compared with 56,735 for the same institutions in 1921. The difference of 18,903 students is practically 50 per cent.

Normal Colleges and Schools.

There were 47 institutions termed normal colleges and 122 defined as normal schools in the list of institutions reporting. The 20 largest normal colleges are listed in Table 3. The total of the 47 normal colleges shows an increase of 11,860, or about 30 per cent, in last summer's enrollment as compared with that of 1920.

The gain in a year of the 122 normal schools reporting was 18,708, or about 47 per cent.

TABLE 1.—*Summer school enrollment in American universities, colleges, and normal schools.*

Group.	Year.	Students.	Increase.
			P. ct.
410 institutions	1921	253,111	32
	1920	191,006	
241 universities and colleges	1921	143,154	28
	1920	111,617	
100 large universities	1921	120,177	26
	1920	95,265	
20 universities	1921	56,735	50
	1916	37,832	
47 normal colleges	1921	51,144	30
	1920	39,284	
122 normal schools	1921	58,813	47
	1920	40,105	

TABLE 2.—*First 100 universities and colleges in order of enrollment.*

	1921	1920
1. Columbia University	11,809	9,780
2. University of Chicago	6,000	5,012
3. University of Wisconsin	4,547	3,578
4. University of California	4,430	4,009
5. College of City of New York	3,300	2,780
6. University of Colorado	3,264	2,181
7. University of Michigan	2,815	2,194
8. Cornell University	2,739	2,124
9. University of Minnesota	2,687	2,025
10. University of Texas	2,584	1,955
11. Iowa State College	2,107	1,088
12. New York University	2,076	1,755
13. Ohio University	2,043	2,163
14. Harvard University	2,022	1,729
15. University of Illinois	1,958	1,381
16. University of Washington	1,929	1,664
17. Pennsylvania State College	1,905	1,346
18. University of Pennsylvania	1,758	935
19. State University of Iowa	1,750	1,420
20. Indiana University	1,670	1,479
21. University of Oklahoma	1,660	1,306
22. Massachusetts Institute of Technology	1,599	1,401
23. University of Nebraska	1,589	1,096
24. Ohio State University	1,543	1,434
25. A. and M. College of Texas	1,500	1,977
26. University of Pittsburgh	1,392	824
27. University of Utah	1,330	1,280
28. George Washington University	1,318	1,053
29. University of Kansas	1,276	924
30. Valparaiso University	1,257	1,873
31. University of Missouri	1,138	834
32. Leland Stanford University	1,134	685
33. University of Georgia	1,127	1,066
34. University of North Carolina	1,090	1,134
35. West Virginia University	1,049	651
36. Oregon State Agricultural College	1,023	489
37. Temple University	1,000	373
38. University of Southern California	998	828
39. Johns Hopkins University	949	442
40. University of Cincinnati	934	748
41. North Carolina State College for Women	903	671
42. University of Tennessee	895	.....
43. A. and M. College of Oklahoma	841	660
44. Louisiana State University	819	585
45. Kansas State Agricultural College	817	604
46. De Pauw University	790	550
47. University of Florida	789	728
48. Miami University	763	734
49. Fordham University	750	400
50. Baylor University	718	640
51. Syracuse University	715	610
52. Boston University	673	558
53. Hunter College	650	558
54. Rutgers College	625	559
55. University of Notre Dame	621	461
56. Colorado Agricultural College	602	375
57. Hobart College	600	450
58. Muskingum College	598	361
59. College of William and Mary	595	292
60. Drake University	583	563
61. Loyola University (La.)	581	575
62. Creighton University	581	571
63. Marshall College	570	378
64. Loyola University (Ill.)	560	840
65. University of Denver	560	418
66. University of Arkansas	555	508
67. University of Vermont	552	442
68. Florida State College for Women	539	423
69. Northwestern University	538	412
70. Baylor Female College	534	405
71. University of Porto Rico	525	800
72. University of Montana	518	379
73. University of Kentucky	511	316
74. Mississippi College for Women	502	237
75. Canisius College	495	483
76. Union University	490	332
77. Phillips University	482	437
78. Wittenburg College	480	411
79. Utah Agricultural College	474	332
80. Shaw University	470	260
81. University of Wyoming	467	352
82. Carnegie Institute of Technology	450	511
83. Duquesne University	443	230
84. Catholic Sisters College	415	375
85. Catholic University	400	350
86. Howard Payne College	400	296
87. Cumberland University	391	.....
88. Ohio Northern University	390	343
89. University of North Dakota	381	246
90. Michigan Agricultural College	380	274
91. University of Maryland	380	203
92. Middlebury College	379	293
93. Our Lady of the Lake	375	.....
94. University of Omaha	350	250
95. Dakota Wesleyan University	344	213
96. St. Xavier College	334	273
97. University of Rochester	326	.....
98. Howard College (Alabama)	325	188
99. Georgia School of Technology	322	273
100. Nebraska Wesleyan University	315	201

(*Continued on page 52.*)

UNIVERSITY OF ARKANSAS NEEDS MONEY.

Good Work is Done Notwithstanding Disadvantages — Report of Survey Under Direction of Commissioner of Education.

Proper financial provision as the first step for the improvement of higher education in Arkansas is recommended by the commission which has made a survey of the University of Arkansas under the direction of the United States Commissioner of Education. This survey was undertaken at the request of the State legislature. Thorough overhauling of the entire taxation system of the State is necessary before the State's educational system can receive the necessary funds, the report goes on to say. A severance tax on natural resources, such as that levied in Louisiana, would give the people of the State the benefit of its wealth in timber, oil, minerals, and coal, without any increase in the general property tax, according to the survey.

The four district agricultural schools, the normal school, and the university should cooperate, with the idea of avoiding duplication of work and of agreeing on budgets. With regard to the university buildings, the commission believe that the present buildings should be regarded only as a temporary makeshift until adequate buildings can be erected and that a progressive program of financial support should be adopted so that the necessary buildings can be constructed as early as possible.

Should Meet Association's Requirements.

The reputation of the University of Arkansas for doing good work has spread among the graduate schools of the country and recent graduates are accorded full, or practically full, standing at those institutions; but because conditioned students and graduates of unaccredited high schools are admitted to regular standing in the freshman year, the university does not meet the requirements of the Southern Association of Colleges and Secondary Schools, in whose territory it is included. For the sake of its reputation in the educational world, the university should seek to meet the requirements of this association. Revision of courses of study is suggested with a view to eliminating those which enroll very few students. Courses in preparation for citizenship are needed.

The college of agriculture needs a modern building and adequate equipment, but first it needs several times the present number of students. The fact that in the 11 years from 1910 to 1920 only 48 students were graduated from this division shows that an agricultural awakening is necessary. Of the agricultural workers in the State, few come from the University of Arkansas. Only 11 of the 43 teachers of vocational agriculture in the secondary schools of the State come from the university, and only 5 of the 47 white county agents. The rest come from institutions outside the State.

More Experimental Farms Desirable.

The one bright spot in the equipment of the college is its experimental farms. More experimental farms and the establishment of short courses would make the work of the college of far greater value to the people of the State. Greater appropriations for the experiment station already existing are necessary.

Engineering needs of Arkansas should be given special attention in the college of engineering. A proper plan of development for the realization of a high-class college of engineering, including the study of these special needs of the State, with a 4-year course in agricultural engineering, would provide for 500 students and would require about $300,000 to be appropriated in the coming 10 years. Short courses in engineering given at various points throughout the State would be of great benefit to persons engaged in the mechanical trades and industries.

The college of education should cease attempting to be both normal school and college, according to the commission, and should abandon the two and three year courses for elementary teachers, devoting its attention to the preparation of teachers of science, vocational agriculture, trades and industries, and home economics, and to the professional preparation of high-school teachers.

Should Not Attempt Full Medical Course.

The first two years of the medical course need to be placed on a strong footing before the development of the last two years is attempted. Setting up the full course should be postponed until adequate faculty, buildings, equipment, and clinical faculties have been secured.

Besides being unfortunate in health conditions the present location of the agricultural, mechanical, and normal school for colored persons is lacking in facilities for the teaching of agriculture, which the commission believes will be for some years the most important type of instruction for the colored race. It would be unwise to erect new buildings on the present site.

The material wealth of Arkansas, the intelligence used in the solution of her social problems, and the degree to which her citizens are refined and cultured, all depend upon the extent to which the State is willing to invest in education, including higher education, concludes the survey. The commission considers that the university has been fulfilling these functions remarkably well, considering the meager financial support it has had in the past.

During the past 10 years, in the face of many difficulties, a home economics department has been created, extension in agriculture and home economics as well as in other fields organized; standards of university work raised to those demanded by the great graduate schools of the country; a large and growing summer school built up; and better organization within the university effected. With the expansion of the industrial activities of the State, its wealth is expected to increase and at the same time its ability to invest greater funds in higher education.

TO TRAIN TEACHERS OF THE BLIND.

Education of the blind is the subject of a course in the graduate school of education, Harvard University, conducted in cooperation with the division of the blind of the Massachusetts Department of Education and the Perkins Institution for the Blind. The course is designed to give a comprehensive survey of work with the blind and the semisighted in a short time. It will emphasize the problems which arise in teaching the blind.

SUMMER SCHOOL ENROLLMENT.

(*Continued from page 51.*)

TABLE 3.—*Twenty normal colleges.*

	1921	1920
1. Kent (Ohio) State Normal College	3,620	2,601
2. Illinois State Normal University	2,915	2,517
3. North Texas State Normal College	2,736	2,090
4. Iowa State Teachers College	2,721	2,281
5. Kansas State Manual Training Normal College	2,504	1,830
6. Michigan State Normal College	2,347	1,705
7. George Peabody College for Teachers	2,069	1,602
8. Southwest Texas State Normal	1,930	1,217
9. Central State (Okla.) Teachers College	1,908	1,861
10. State Normal College (Ohio)	1,574	1,870
11. Harris Teachers College (Mo.)	1,500	1,111
12. Central Missouri State Teachers College	1,497	1,198
13. Southeastern State Teachers College (Okla.)	1,442	1,027
14. New Mexico Normal University	1,431	1,037
15. West Texas State Normal College	1,336	912
16. State Teachers College (Mo.)	1,303	1,166
17. Detroit Teachers College	1,205	505
18. Southeast Missouri Teachers College	1,120	848
19. State Normal College, University of Montana	1,114	461
20. Southern Illinois State Normal University	1,076	625

GOVERNMENT VOCATIONAL UNIVERSITY FOR VETERANS.

Proposal to Develop a Great Industrial School at Camp Sherman to Replace Contract Training—Professional Education Not Included in Plan—Community Life and Welfare Work to Be Emphasized.

By CHARLES R. FORBES, *Director, United States Veterans' Bureau.*

[Special report to the President on vocational training of the veterans of the World War.]

Based upon a personal investigation and after consultation with experts in vocational rehabilitation, I am fully convinced that the procedure and methods pursued by the Government in its vocational rehabilitation work are not basicly sound.

Present Training Not Effective.

Disabled soldiers and sailors are not being trained for pursuits that will fit them for a life of usefulness—they will be returned to their respective communities but little assisted by the Government. I have taken occasion to look into the character of training offered and the type of schools offering such training. I have noted the number of courses offered by correspondence schools for subjects which only active and daily contact with the student can produce satisfactory results. I have noted with grave apprehension the subjects selected which, if studied with the utmost diligence, would not return the soldier to the community as an asset and as a self-supporting citizen. I have discovered that thousands of persons are taking training for which the Government has no record as to the time devoted to their studies and work, nor as to the results accomplished by such training.

I have further noted with concern that great numbers of trainees change their course of study during short intervals. No definite and well-defined course of study is mapped out for them; more often changes are made because of the unsatisfactory type of training received.

The practical results of vocational training thus far have been most discouraging. We shall soon witness the third anniversary of the signing of the armistice; thousands have taken vocational training, yet only 5,000 out of the total have been rehabilitated to become useful citizens.

Closer Supervision Is Required.

Vocational training, to my mind, must be closely supervised. The Government should know of the attendance or nonattendance of a given trainee, should know of the progress or failure of such student in his chosen work, should have an active and sympathetic contact with the soldier, to the end that he will be closely followed through his course of training and assisted to some form of gainful occupation—an occupation for which he has been trained by a grateful Government.

Government Vocational University the Remedy.

The cure for the misdirected effort on the part of disabled soldiers taking vocational training, the system to insure that a person taking the training will be rehabilitated and become an asset to the country, to insure the constant and personal contact necessary to produce the best results can be accomplished by the establishment of a Government vocational university.

The Government by establishing such a center for training could exercise a beneficial control over the trainees' physical and moral welfare. Many disabled persons now taking training need studied and beneficial attention to their physical well being. Calisthenics and other forms of light exercise could be given these disabled persons to build up their bodies and make them strong again. Their moral welfare could be looked after, chaplains could be assigned, and sites could be selected where community life and environment would be conducive to high ideals.

Camp Sherman Meets All the Requirements.

It is urgently requested that Camp Sherman be made available for the purpose of establishing such a Government training center. I believe that Camp Sherman meets all the requirements for the seat of such an institution. More than 2,000 acres of land are available for agriculture, horticulture, and poultry raising. Splendid buildings are ready which may be used as trade shops. There is a modern and up-to-date laundry, cold-storage plant, ice plant, machine shop, hospital equipment, transportation animals, vehicles, tools, hardware, lumber, fire-fighting apparatus, paved highways, sewerage, splendid water system, steam and electrical railway transportation through the reservation, permanent buildings, and numerous other advantages.

Trades, Not Professions, Contemplated.

I should plan to teach carpentry, bricklaying, plumbing and heating, sheet metal work, concrete work, painting, gas fitting, electrical work, automobile mechanics, engraving, printing, bookbinding, and other vocational work as might be decided upon from time to time. It is not the intention to teach the professions of medicine, law, dentistry, etc., nor is it contemplated to take trainees from accredited universities where their work has been started.

I would plan to build up a community life around the Government vocational center that would foster the highest type of Americanism. The environments would be wholesome. The lodging and boarding facilities would be the best that the Government could offer and would be provided at a cost less than trainees are now paying to private concerns.

Training May Begin in Three Months.

If my recommendation for the transfer of Camp Sherman to the Veterans' Bureau is approved I shall immediately appoint a superintendent and the necessary staff to put the reservation in readiness to receive the first detachment of trainees. Within 90 days after the property is turned over to the Veterans' Bureau I shall be prepared to receive the first trainees. The first type of trainees will be that of workers, who will begin the wrecking of the buildings that are not necessary, taking the material from them for the construction of permanent bungalows. At the same time the housing development is going on the present buildings can be put in readiness for teaching shop work. This would require very little expenditure, the principal sums being necessary for installation of windows and of machinery. All the machinery proper is available at Camp Sherman and other camps throughout the country.

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PRIZE FOR TEXTBOOK ON MORALITY.

The German "Monist Association" has organized a competition by offering a prize of 10,000 marks for a textbook in nonsectarian moral instruction based on scientific principles. The book is intended to assist the teacher to give moral instruction to young people without the aid of formal religion.

The Monist Association was founded in 1906 by the famous scientist Haeckel. It works for unified philosophy of life based on science. At present it is under the leadership of Dr. Ostwald.

GOVERNOR GIVES EDUCATION FIRST PLACE.

Legislation Procured for Council of Education, Higher Standards, Increased Salaries, Americanization, Elimination of Illiteracy.

By WILLIAM C. SPROUL, *Governor of Pennsylvania.*

Believing with James Russell Lowell that "It was in making education not only common to all, but in some sense compulsory on all, that the destiny of the free Republic of America was practically settled," we gave education first consideration in our message to the joint session of the General Assembly on January 18, 1921.

Council Supersedes Board of Education.

Among the important recommendations was the creation of the State council of education which should supersede the present State board of education and the college and university council; the elimination of the several thousand unqualified teachers from the public school system; a more complete use of the State normal schools with adequate support therefor; an extension of the school term and the strengthening of compulsory attendance laws, particularly with a view of equalizing educational opportunity in fourth class districts; increased State aid for public education.

The answer of the legislature to these recommendations was full and complete. A State council of education was established consisting of nine members who are intended to be men and women of large business and professional attainments. The superintendents of public instruction is the executive officer and president of this council. This action will coordinate the educational interests of the State and give effective leadership to education throughout the Commonwealth.

Adequate Salaries Will Eliminate Incompetence.

The elimination of unqualified teachers is to be accomplished by the payment of adequate salaries and the requirement of suitable academic and professional training. After September 1, 1927, no person may be employed in any school in the Commonwealth who does not show graduation from an approved college or university, or a State normal school or who does not furnish evidence of equivalent education. The law further provides for gradual increases in compensation as teachers become more proficient.

Increased Revenues and Enlarged Powers.

Various measures have been approved relating to the finances of public schools, providing for increased revenues for school districts and increased revenues for education generally, as well as enlarging the powers of local school boards.

While Americanization and the abolition of illiteracy has been given great prominence in recent years, the need therefor has been constantly increasing during the last half century, and such work should become an integral part of the educational program of the Commonwealth. Years ago Robert C. Winthrop said:

"Slavery is but half abolished, enfranchisement is but half completed, while millions of freemen with votes in their hands are left without education. Justice to them, the welfare of the States in which they live, the safety of the whole Republic, the dignity of the elective franchise, all alike demand that the still remaining bonds of ignorance shall be unclosed and broken, and the minds as well as the bodies of the emancipated go free."

For Elimination of Adult Illiteracy.

This statement was never more true than now. Concerning illiterates of this State, we said in our last mesage to the legislature:

"They will not be able to make their greatest contribution to American life or realize its complete advantages until they have acquired the ability to transact their own private affairs and to make known their desires and needs in English—the common language of the country. I recommend, therefore, that an effective state-wide program for the elimination of adult illiteracy be inaugurated without delay by establishing a bureau for that purpose in the department of public instruction."

Americanization Bureau Established.

We are glad to say that this recommendation has been carried out in the letter and spirit and that not only is the Americanization bureau established in the department of public instruction, but funds have been provided for its effective operation.

The executive of a great Commonwealth has no more important obligation resting upon him than to further in every possible way its educational interests.—*Public School News, Harrisburg, Pa.*

PUPILS MAKE AND ENFORCE "LAWS."

Municipal Government Organized in Brooklyn School—Health Department Requires Children to Brush Teeth and Keep Clean.

Pupils make the laws and enforce them in Public School 37, Brooklyn, where each class from the fourth grade to the sixth is organized as a municipal government. The machinery of city government is followed by the young citizens, and each class has its mayor, city council, city judge, health department, and street-cleaning department. The council meets in school hours and passes its ordinances. The teacher is present at the meetings, but she enters into the discussion only at the request of the council members. The signature of the teacher is necessary, however, to make a law valid. Enforcement is in the hands of the pupils, and the city judge holds court once a week. Public opinion usually helps to enforce the laws without exacting penalties, but sometimes a transgressor must stay after school. A first offense may be condoned, but a succession of charges or a serious offense may result in loss of citizenship.

Some classes write health rules into their laws, and many a pupil who used to brush his teeth only when his mother reminded and urged him now does it regularly in obedience to class law. The health department takes care of such matters, and inspects each pupil daily to see that every citizen comes to school with clean hands, face, blouse, and handkerchief, and neat appearance in general. Inspection of textbooks to see that they are well cared for and covered is also made by the health department.

The street-cleaning department is responsible for keeping papers off the floor. When the class goes home in the afternoon, the health department sees that no scraps are left in the desks and that all seats are turned up, instead of leaving this work to the janitor. This is done throughout the school, so that the work of cleaning the building is considerably lessened. Entrances, halls, and stairways are looked after by one city each month.

Subprimary work has been inaugurated in Cheshire, Conn. Each year more than 80 children enter the first grade, and of this number from 20 to 30 are usually found to be immature. Selected kindergarten subjects, together with some first-grade work, make up the course of study.

CAMPAIGN FOR THE CONSERVATION OF CHILDREN'S LIVES.

Valuable Prizes Offered for Essays and for Lessons on Safety—Teachers and Pupils Eligible.

By Stephen James.

National safety contests for grammar-school pupils and for grammar-school teachers have been announced by the Highway and Highway Transport Education Committee, and the announcement has met with an enthusiastic response.

State, city, and county superintendents of schools have replied with letters of encouragement and commendation, and many of them have made suggestions for special safety campaigns.

In addition, mother's clubs, civic clubs, and kindred organizations have requested permission to assist in the "conservation of children's lives" campaign. The phrase "conservation of children's lives" is not a misnomer. The North American Review is authority for the statement that 91,000 persons were killed on the public streets and roads of the United States during the 19 months the United States was at war, a period during which only about 48,000 men were killed in battle or died of wounds. Of the 91,000 persons killed, chiefly by motor vehicles, 25,000 were school children.

Inculcation of Principles Prevents Accident.

Those sponsoring the contests believe that no pupil who carefully studies traffic rules and principles will be the victim of a motor accident, so firmly will the training be impressed upon the youthful mind.

Members of the Highway and Highway Transport Education Committee attach particular importance to the contest among grammar-school teachers who are invited to submit lessons teaching children safe behavior on the highways. Out of these lessons it is hoped may come certain constructive suggestions that may be utilized later in the classrooms of the country in teaching children how to conduct themselves in the mazes of traffic in metropolitan cities and on the public highways. The best of these lessons will be made available to teachers.

All Grammar-School Pupils Eligible.

Rules of the contest are simple. Any pupil of grammar-school grade who is 14 years old or under may compete. Each essay shall be about 500 words in length, and shall be on the subject "How I Can Make the Highways More Safe." Drawings, photographs, or pictures clipped from newspapers or magazines may be used as illustrations. Finally, all manuscripts must be in the hands of the school principal on or before December 10, 1921.

Lessons May Take Any Practical Form.

In the teachers' contest the rules are similar. Any grammar-school teacher in the United States or territorial possessions may compete. The lessons may take the form of a lecture, recitation, game, or drama, and may be used as an integral part of any classroom lesson. Contributions must be in the hands of the principal or superintendent by December 10, 1921.

It is not desired that the prizes offered be stressed. The prizes are given, not for their intrinsic value, but as an incentive to pupils and teachers to participate. Three national prizes and 450 State prizes will be given pupils, and only the prize winners in the States will be eligible for the national prizes. The first prize in each State will be a gold medal and $15 in cash, and the first national prize will be a gold watch and a trip to Washington.

For the teachers only three national prizes are offered, the first being $500 in cash and a trip to Washington with all the attendant expenses.

Local Committees Make First Selections.

After the essays and lessons have been submitted, the best from each county and city will be chosen and sent to the respective State committees, usually in care of the State superintendent of schools. The State committees will choose the best essays and best lessons and forward them to the Highway Transport Committee, which will arrange for competent persons to make the National awards. The State committees will make the award of the State honors. Children's prizes for the various States are prorated on a basis of elementary school enrollment.

An inquiry to the committee will bring an immediate response with complete details.

The committee consists of Thomas H. MacDonald, chief of the Bureau of Public Roads; Col. F. C. Boggs, who represents the War Department; Roy D. Chapin, who represents the National Automobile Chamber of Commerce; Dean F. L. Bishop, of the University of Pittsburgh, who represents the Society for the Promotion of Engineering Education; Harvey S. Firestone, representing the Rubber Association of America; and W. S. Keller, the representative of the American Association of State Highway Officials. Dr. John J. Tigert, Commissioner of Education, is chairman, and Prof. C. J. Tilden, who occupies the chair of Applied Engineering Mechanics, Yale University, is director.

The chief function of the committee is the preparation and dissemination of authentic data and information on highways and highway transport for use in colleges and universities.

LOANS TO NORMAL-SCHOOL STUDENTS.

The Board of Education of the Province of New Brunswick, beginning September, 1921, will loan money to students who possess the necessary academic standing for admission and require financial assistance to enable them to complete the normal-school courses.

The maximum amount loaned to any student will be $400, which will be advanced at the rate of $50 per month during eight months, beginning September 15 in each year.

The loan will be repayable over three years (half-yearly) with interest, the first payment to be made six months after graduation.

A condition will be imposed upon those who take advantage of the loan, that they agree to teach in New Brunswick for three years and until the loan is repaid.—*G. C. Woodward, American Consul, Campbellton, N. B.*

Pupils who are mentally normal but have fallen behind their regular grades for various reasons are assigned to a special room in one of the Denver elementary schools. Such a pupil remains in the special room for half of the school day, and the special teacher gives him individual attention in the subjects that he finds most difficult. The easier subjects of the grade he takes with the regular class. Each pupil is allowed to do as much work as he can, to help him advance through the grades.

SCHOOL LIFE

Issued monthly, except July and August, by the Department of the Interior, Bureau of Education.

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NOVEMBER, 1921.

AN AMERICAN SHRINE AT BELLEAU WOOD.

Every real American is proud of Belleau Wood, where the American doughboy and the marines turned back the great German drive in the summer of 1918. A proposal has been made to erect an all-American shrine in honor of 2,000 heroic lads who fell at Belleau and in the Chateau Thiery drive. This movement has been approved by President Harding, Vice President Coolidge, Secretary Weeks, and others. Marshal Foch is the honorary chairman for France.

There is nothing in Europe with all of its wonderful monuments erected to human sacrifice and heroism which stirs me more than the monument to the great Marquis Lafayette erected by the American school children, standing in front of the Louvre. It has occurred to me that it would be an eminently fitting thing if every American school child might be given the opportunity on Armistice Day, November 11, which marks the opening of the International Conference for Limitation of Armaments, to put one penny into this great memorial to be erected at Belleau. I do not think that anyone ought to be asked to give even a penny who does not care to do so, but I do feel that practically all of our children will be glad to have a part in this enterprise.

The monument is to cost $300,000 and will be erected at the point where the Americans first met the Germans. The subscriptions will pass through the hands of Government officials and they will be carefully audited. All expense in organizing and raising the fund will be borne by private individuals. Here is, I believe, a splendid opportunity for us to participate in a legitimate national project. Remittances should be made to the Belleau Wood Memorial Association, 220 Mills Building, Washington, D. C.—*Jno. J. Tigert.*

ROTARIANS STIMULATE HIGH SCHOOL ATTENDANCE.

Rotary Clubs are helping to interest children and their parents in high school. In Harrisburg, Pa., a committee investigates every case where a boy graduates from the junior high school and fails to enroll at the high school. Members of this comittee interview the parents as well as the boy to find out the cause of his leaving school. If the boy really wishes to continue school, but leaves to help support the family, the Rotarians do everything they can to place the boy in a position at which he can work after school and on Saturdays. Some parents want their boy to go to work at an early age as they did. The committee tries to show such parents the money value of an education.

In McAllen, Tex., the Rotary Club "adopts" the last grade in the elementary school and makes a personal survey to find each pupil's intention as to entering high school. When a child has not yet decided, the club makes an effort to interest him in continuing his education. The whole class, one by one, is the guest of some Rotarian every week at luncheon. The graduating class and the business men give a joint program. Once each week a different club member gives a vocational talk, in which the speaker describes his own vocation, pointing out its advantages and disadvantages, its compensation in money and in other returns, and other facts which will enable the boys to decide whether to enter that vocation or not.

CLEVELAND REVIVAL OF CLASSICAL STUDY.

Preparation for the classical course in college will be emphasized by a new "classical high school" of Cleveland. One of the present academic high schools will be converted to this special end. It is possible that the new school will bring the study of Greek back into the curriculum, from which it was dropped a number of years ago. According to Charles H. Lake, assistant superintendent in charge of senior high schools, the number of pupils desiring classical training, although a minority, is large enough to justify the setting up of a strictly classical course in one high school.

INTERNATIONAL EXCHANGE OF ART WORK.

Japanese children have sent to Cleveland schools an exhibition of the art work done in the schools of Tokio and Yokohama, and the Cleveland schools in acknowledgment of this have sent an exhibition of the art work of Cleveland boys and girls. More Cleveland boys are electing art courses than ever before. Where formerly one boy chose work in the art classes, five or six now take these courses. In one school an entire class of boys elected art in the ninth grade.

THREE YEARS WITHOUT SCHOOL EXAMINATIONS.

No examinations will be held in the schools of Geneva, Switzerland, during the coming three years. This conclusion was reached by the authorities of the city through the influence of the Journal de Geneve, and the pupils are highly gratified. The feeling of relief has already had a happy effect on the minds and bodies of the children, according to the Schweitzer Lehrerzeitung. If the experiment proves successful examinations will be permanently abolished.

TEACHING SAFETY ON THE HIGHWAYS.

The loss of life of school children on our highways has reached such proportions that it now competes with fire as our great national danger. This tragic development which has followed the almost universal use of the motor vehicle for business and for pleasure lays a responsibility on teachers as well as pupils for the protection of life.

Thousands of school children are injured or killed every year because of carelessness or lack of knowledge of the rules of the road. The work of educators in cities like Detroit, Cleveland, and St. Louis shows that accidents and death may be reduced fully one-half by teaching the children how to protect themselves. Various methods may be used to fix on the child's mind his responsibility for his own movements on the street and at the crossings.

It therefore behooves our teachers and parents to give more attention to the training of boys and girls on how to conduct themselves on the highways. The recently announced contests under the direction of the Highway and Highway Transport Education Committee will serve as an incentive to greater effort on the part of teachers and pupils in combating this new danger, and it is to be hoped that by these means the lives of many of our children will be saved who otherwise might be maimed and killed.

The Bureau of Education also heartily approves of the observance of "Safety Week" with special reference to safety on the highways, as has been planned by the several States.—*Jno. J. Tigert, United States Commissioner of Education.*

SUMMER NORMAL SCHOOLS OF LOUISIANA.

More Than 7,500 Students—Attendance Adds a Year to Life of Teacher's Certificate.

By JOHN R. CONNIFF, *Chairman State Examining Committee.*

Summer normal schools for white persons, teachers, and prospective teachers were conducted during the summer of 1921 in nine of the institutions of learning of Louisiana with an enrollment of 5,502 students, distributed as follows:

Tulane University of Louisiana, New Orleans	1,357
Louisiana State Normal College, Natchitoches	1,120
Louisiana State University A. & M. College, Baton Rouge	762
Louisiana Polytechnic Institute, Ruston	680
Southwestern Louisiana Industrial Institute, Lafayette	663
Loyola University, New Orleans	568
Florida Parishes Summer Normal School Franklinton	190
Louisiana College, Pineville	97
Centenary College, Shreveport	65

There were also 28 summer normal schools for Negro students, teachers, and prospective teachers, scattered over the State. These Negro summer normal schools were taught by Negro teachers for a session of eight weeks and had an enrollment of 2,090 students.

Certificates of summer-school credit are issued to all summer-school students who pursue successfully the courses offered by the various summer schools. These summer-school credits have the value of 5 per cent in an examination for teachers' certificates or may be used to extend a teacher's certificate for one year.

Certificates Renewable on Summer Work.

Under the regulations of the State board of education high-school and first-grade teachers' certificates, the highest grade of teachers' certificates issued by the State and valid for five years, can be renewed only through—

(*a*) The application of three certificates of reading course credit.

(*b*) The application of three college-hour credits in professional subjects earned in a State-approved normal school or college during a regular session, a summer session, or in correspondence courses.

(*c*) Or, the application of a combination of (*a*) and (*b*) that will form the equivalent of (*a*) or (*b*).

Examinations for teachers' certificates are held three times annually in all parishes of the State. The questions of examination are prepared by the chairman of the State examining committee and are forwarded under the seal of the State to the parish superintendents of schools. The envelopes containing examination questions are opened in the presence of the examinees and the papers written in answer to these questions are forwarded to the State department of education. After the papers have been graded and the results of the examination tabulated, the names of the examinees are forwarded to the office of the State department of education and the certificates issued to the successful examinees.

In the examination for teachers' certificates held in the various parishes of the State after the close of the summer normal schools, there were 3,000 applicants, an indication that the supply of teachers for the session 1921–22 will be adequate.

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TRAVELING EXHIBIT FOR MODERN LANGUAGES.

Customs and language of France, Spain, and Latin-America are illustrated in a traveling exhibit which was shown for a week at a time in each of the New York City high schools. The material was collected by a committee chosen from all the high schools, one member for French and one for Spanish representing each school. Postcards, coins, stamps, newspapers and magazines, laces, textiles, posters, albums of pupils' work, maps, charts of all kinds, and a few statistical tables were included in the exhibit. The French Teachers' Association and the New York Chapter of the American Association of Teachers of Spanish took an active part in preparing the material as well as contributing funds. The French High Commission and many business houses engaged in international trade also assisted.

TENEMENT CHILDREN GROW FINE FLOWERS.

"A garden for every child" was the slogan at the exhibition of plants grown at home by New York City school children. More than 5,000 plants, many of them in bloom, were shown in a city armory. Each school district had its own division. Earlier in the year the schools distributed young plants to the pupils, who took them home and cared for them, bringing them back in time for the exhibit.

The 10 best specimens from each school were shown, and from these the prize winners were selected. A medal was awarded to each of the two pupils showing the best plants. The best representative of each borough and of each district also received a medal.

BIG COURSES IN HARVARD COLLEGE.

Nearly 700 in One Course—No Chance for Personal Contact Between Professor and Student.

Several of the elementary courses in Harvard College are bigger this year than they have ever been. In part this is accounted for by the increased size of the freshman class, but it is also due in some measure to the working of the new rules relating to the choice of electives studies. These rules now provide that every undergraduate, in order to obtain the bachelor's degree, must take at least one course in each of four designated fields or subjects. There has been, this autumn, a very marked influx into some of these courses; in one case the enrollment is nearly 700.

From the standpoint of effective education it is not at all certain that this development can be viewed with satisfaction. There are many who believe that the large lecture course has been a weak feature of American university education. It precludes all chance of personal contact between the professor and his students; it means that much of the follow-up work must be devolved upon assistants. It is quite true that even in courses of moderate size a certain amount of responsibility must be lodged with these younger members of the teaching staff; but there seems to be no getting away from the fact that every increase in the enrollment removes the students a notch farther away from the professor who is in charge of the course.

Some years ago the division of education made an exhaustive study of the teaching methods used by one of the largest and best-organized departments in Harvard College. The results of this study indicated that a vulnerable point in our whole scheme of instruction is the necessity of relying to a considerable degree upon the competence and judgment of immature assistants whenever courses grow beyond a certain size.

When the University of California announced an enrollment of 1,000 students in a single course at that institution a year ago, a good many educators stood aghast. "How can effective teaching be done on any such scale?" they asked. We are not far from the stage at which the same question can be appropriately raised within our own precincts. Somewhere or other there must be a point at which the law of diminishing returns begins to make its influence felt in the college classroom. — *Harvard Alumni Bulletin.*

COUNTY TAXES MAINTAIN DENTAL CLINICS.

Teeth of School Children of McDowell County, W. Va., Treated at Public Expense—Improved Condition Noticeable.

By L. J. HANIFAN, *Superintendent, Browns Creek District.*

Free school dental clinics are now costing McDowell County, W. Va., about $50,000 a year, and the money is raised wholly by county taxation. The plan has the hearty support of the taxpayers who realize that the cost is much less than work of the same extent and quality could be had in any other way.

Without this public enterprise the teeth of a great many of the children would be neglected to their great disadvantage and possibly to their permanent injury. In a few years it is certain that the improved condition of the teeth of our young people will be very noticeable when compared with the teeth of children in other communities.

Private Enterprise Adopted by County.

The free school dental clinic of McDowell County began as a private enterprise. In 1917 Col. James Ellwood Jones provided at his own expense a school dental clinic at Mayberry, and in the same year at the suggestion of Col. Jones a bill was introduced in the State legislature authorizing the county court of McDowell County to establish and maintain at public expense a free dental clinic for resident children under the age of 16 years. The bill passed both houses on January 24, 1919, with but one dissenting vote, and was approved by the governor on February 6, 1919. The voters of McDowell County approved the act by special election held on June 21, 1919, by a majority of 898 votes.

Accordingly the county court of McDowell County established a free dental clinic for the county and appointed as director Dr. G. T. Epling. The work began at different points in the county on September 15, 1919. Twelve dentists and 11 dental hygienists were employed for the work, all appointed by the director, subject to the approval of the county court. All accounts are approved by the county court and audited by the State tax commissioner.

National Government Contributes Equipment.

Fortunately for the clinic the United States War Department contributed for about 10 per cent of their value the following dental supplies: Twenty white enamel dental cabinets, 20 electrical dental engines, 20 fountain cuspidors, 20 white enameled dental chairs, and 20 portable dental outfits. Where currents were not available Presto-O-Lite equipments were installed.

On account of the bad condition of the mouths treated, the major part of the work was done in repairing diseased teeth. For this reason the educational work, which is a prime object of the clinic, had to be neglected the first year, but for this purpose a competent man was employed for the ensuing year. Films and other devices are used to teach the children how to care for their teeth. A dental nurse is also employed.

The cost of treating each pupil is $4.20. The director estimates that the same treatment of some pupils, if done at regular dental prices, would amount to from $75 to $100 for each pupil and that the cost of treating one family would have cost at least $300 at regular prices.

FURNITURE WORTH $300 IS MADE FOR $20.

Wise spending is believed in by pupils of Angelo Patri's school, New York City. Sometime ago the sewing department won a cash prize of $20. The girls of the prize-winning class had been wishing for a chance to furnish a four-room apartment as a model for the home-making course, but $20 seemed a drop in the ocean, judging by furniture prices as marked in the shops. Nevertheless, without spending a cent beyond the $20, they acquired a set that included a bedroom dresser, a mirrored dressing table, and a dining room buffet, all of solid oak.

The miracle was achieved by enlisting the help of the boys of the joinery shop. The $20 bought the raw material, and the girls and boys together planned the furniture. Then the boys set to work to make it in the shop. How they succeeded may be judged by the fact that outsiders think the set is worth $300. The transaction was profitable all round, as the home economics class and the joinery class were afforded practical lessons, and the school has the furniture.

HABANA SCHOOL OF SUGAR RAISING.

Escuela Azucarera de la Habana was founded in 1907, and from 1909 it has been operated as a free institution. In the school grounds experiments are made in growing cane for practical demonstrations. The first course includes elementary chemistry and analytical chemistry, physics, mathematics, rudiments of natural history and agriculture, and the analysis of sugar cane and its products. The second course includes elementary and analytical chemistry, physics, mathematics, the study of the growth of cane, and special analyses. The third course includes sugar business methods, accounting, mechanical drawing, applied mechanics, applied electricity, and a course in biology and bacteriology. In addition there is a special course in fermentation, which includes the consideration of alcohol and fermented drinks.—*Bulletin, Pan American Union.*

COOPERATIVE SCHOOLS FOR FOREIGN-BORN.

Worcester, Mass., Manufacturers Join Public School Authorities in Maintaining Classes for Aliens.

Manufacturing companies cooperate with the public-school authorities in giving instruction to foreign-born men and women in Worcester, Mass. At about a dozen plants, mostly steel and iron works, classes are held during the noon hour, before or after working shifts, in the late afternoon, or after working hours. Thirty-three such classes were held in 1920–21, an increase of 50 per cent over the preceding year.

Day classes for foreign-born men and women are conducted in the school buildings also, seven classes for men out of employment being held mornings or afternoons, or both, and seven classes in the afternoon for women who can not come evenings. Some of the women's classes meet in community buildings. In one school a special room has been assigned for recently landed Italian immigrants, who may come when they please and stay as long as they wish. A specially trained teacher is in charge from 9 to 11.45 a. m. and from 2 to 4 p. m. About 90 men are registered in this class.

Seventy evening classes are held, making a total of 117 classes altogether organized during the year for foreign-born men and women who could not read and write the English language. This is an increase of more than 200 per cent over the preceding year, when 35 such classes were held. In 1920–21 there were 31 teachers engaged in this work, all of them on part-time. This year 77 part-time and 4 full-time teachers are employed.

How Wisconsin grandmothers kept house is shown to the rural schools by a traveling exhibit of pioneer domestic arts sent out by the State Historical Museum, Madison.

A GENERATION BOWED TO MATERIALISM.

(*Continued from page 49.*)

made them the leading influence in the English community, because they constituted its aristocracy of wealth, culture, education, and character.

Then, glimpsing the contrast between American and English life, he pointed out to the college men before him that to them was reserved a closely corresponding position in the American community. No aristocracy of inherited wealth, position, title, distinction existed here; the real aristocracy was that of intellect of the university and college men, who, he said, occupied here the place corresponding to that of the old county aristocracy in England.

Substantial Changes in 30 Years.

It is hardly a rounded generation since that analysis was presented by the great New England senator; yet I suspect that if he were speaking in my place to-day he would make a very different address than he made three decades ago at Amherst. He would note that, on the one side, we have come to esteem education not as the privilege of the fortunate few, but rather as the obligation and the due of society to the very largest possible number of its members. He would descry that private philanthropy and public policy have united in pouring out wealth in this cause with a lavishness that even in his day would have seemed fabulous. And yet, on the other side, he would see that, despite all this generosity, the educational facilities of the country have utterly failed to keep pace with the demands of a people, hungering and thirsting for knowledge, culture, vision. He would find that his aristocracy of intellect was being trained in institutions still inadequately endowed, under college faculties and public-school teachers whose limited incomes compelled them to envy the affluence of the trained artisan. He would learn that in the mad pursuit of money, materialism, and the indulgences which go with them we have tended oftimes to make scholarship and culture subordinate to these. Our generation has bowed at the altar of mechanism and industrial organization, and in its devotions has too far forgotten that, after all, the enduring things are of a higher and very different sort. And I think he would warn us that we have come on the time when we must make these splendid material achievements, needful and gratefully possessed, the bases and buttresses for an advancing conception of eternal verities which are not of stone or steel, but yet a thousand times more lasting. * * *

Nation Confronts an Educational Crisis.

It is no exaggeration to say that the Nation confronts an educational crisis. From every corner of the land, from country, town, and city, comes the same report that the housing capacity for our public schools is inadequate; that tens of thousands of pupils have no place for their studies; that teachers can not be listed in sufficient numbers, and that school revenues are insufficient.

From the colleges and universities goes up the same cry. From the primary to the post-graduate school there is demand for facilities far beyond present provision. The war caused the withdrawal of an army of school and college teachers from their profession. The increasing specialization of business and industry has created astonishing demand for men and women of both liberal and specialized education.

We Have Been Spending Our Capital.

There never was a time when the community was ready to absorb into its activities so great a proportion of people highly trained and intellectually disciplined. It may be said that, in this realm of education, we have been drawing on our capital, instead of spending the annual increment only; we have been taking the teachers away from the schools, and leaving a constantly increasing deficit in our capacity to turn out that product of disciplined minds which only can be insured through ever-expanding facilities. If I may employ a homely analogy, which I trust will not be misunderstood, we have a vastly increased supply of basic material to be put through our educational mechanism; we have correspondingly increased the market for the finished product, but we are not maintaining the refining processes on a sufficiently large scale. And it happens that this particular refined product is absolutely necessary to the continuance of our institutions and our civilization.

Americans Support Education Lavishly.

Let me hasten to add that this is not a condition which leads us to pessimism or misgivings. I would not wish it to be otherwise. If ever we "catch up" in provision of educational facilities, it will mean to me, not that our problem is solved, but that we have our first occasion of real concern. For no people ever approached the lavishness with which, from public revenue and private purse, Americans have given to support education; nowhere has it been so easy for the poor man or woman to gain its richest privilege. Yet, the more generously we provide to-day, the greater is the deficiency to-morrow; and I am glad it is thus. So long as the eagerness for education outruns our most generous provision of facilities, there will be assurance that we are going ahead, not backward. I am glad that, though we have billions of investment in our educational plant, there are yet more people seeking education, more demands for educated people than can be cared for.

Only Hope in United Effort.

So long as I find that the proportion of public revenue properly devoted to education is increasing, I desire to be counted among those in public life ready and anxious to struggle with the problem of raising the necessary revenues. But in that struggle, public officials require the help and counsel of every citizen who visions the vital nature of this problem. Only by such united effort can we hope to meet this, or indeed any of the urgent demands which these anxious times are pressing upon us.

I wish it were possible for us to drive home to the whole American people the conviction of needed concern for our educational necessities. We must have more and better teachers, and to get them the profession must be compensated as it deserves. Out of some experience in both, I feel qualified to assure you that there are two departments, at least, of human activity, which will never strongly attract those who seek the merely substantial rewards. Those two are teaching and the public service. There are rewards, real and highly gratifying, for those who engage in them, but they are not found in accumulations, wealth, and the indulgences which wealth makes possible. They are in the consciousness of service rendered.

Educational Establishment Needs Devout Support.

I would not attempt to attract men or women to these vocations through promises of merely substantial advantages, but I would lift up a Macedonian call, in behalf of our schools and colleges, to men and women who feel the urge to public usefulness. More even than money and endowments, our educational establishment needs the devout, unselfish sustaining support of people moved by instincts of patriotism and service. These, thus inspired, may be sure that the American public will recompense them, in such a service as this, to the best of its ability; and my plea to-day is for that largest possible liberality.

There is another side, equally worthy of suggestion here. The ambition for education and its opportunities is one which men have entertained from the earliest understanding of what culture means. To those who have had the con-

suming, the inextinguishable ambition, its gratification has somehow always come. It has not inevitably come to him who merely regarded a college course as an agreeable experience and an obvious part of the genteel preparation of a well-mannered young man; but it has been well-nigh the assured endowment of whoever wanted it so earnestly, so persistently, that he was willing to make sacrifices for it.

I am not sure that our young people are living up to that full estimate of an education's worth. I doubt if there is as much of plain living and high thinking in academic shades as there was once, or might well be now. Among the men I have known who "worked their way through college," the ultimate evaluations of their careers have seemed to warrant impression that education which comes high to its possessor is worth several times as much as education that merely comes high to struggling and sacrificing parents.

Need Evidence of Students' Sacrifice.

It might be an incentive, too, to underpaid professors and instructors to go on untiringly if they were brought into contact with more of evidence that their students were making sacrifices corresponding to their own. I recall a clever young man who held a chair in a small college and was regarded as promising a brilliant career in scholarship. He had developed a specialized proficiency in a certain science, which made him much sought after by concerns engaged in a particular line of war industry. At length he resigned and accepted a position with one of them. To some expostulations of an academic associate, he replied:

To be honest, I have tired a bit of living on less than many of my pupils spend. I have lectured to a good many young men whose allowances were twice my salary, and who in a few years after graduation were using what I had taught them to earn five times my income. Why shouldn't I try the experiment of living in comfort and worrying over my income-tax statement?

I can not prescribe the cure, but much of the unrest of the world to-day is chargeable to our living too rapidly, and too extravagantly, and colleges have seen the reflex of it in conditions described by sentiments above quoted. It would be fine to drive to restored simplicity, and turn the savings to widened facilities, and the healthful practice to the making of better men and women.

Along with all this there is the obligation to maintain and encourage the smaller colleges, among which none is entitled to claim so romantic and appealing a history as the institution whose guests we are to-day. It is the small college that democratizes the higher education; that brings it within the vision and means of the average young man and woman. Here, too, the student finds that intimate association with his instructors which is impossible in the greatest universities, and which so largely countervails the advantage of the wealthier institutions in endowments and facilities.

Strong Men Often in Modest Environment.

The essence of a great school is not in marble and mortar and architecture; nor yet in multitude of matriculants. The substance of scholarship is not in accumulated tomes and musty manuscripts. We hear much of the traditions of famous universities, but if we look into them we commonly find that they concern men, men who have stamped their personalities, who have given of their generous natures, who have colored the intellectual atmosphere about them. And men who are big and strong enough to do that are as likely to be found in the modest as in the impressive environment.

If you will analyze the traditions of William and Mary you will agree with me that George Wythe, whom Jefferson lovingly and reverently called "the Aristides of America," could never have exerted so determining an influence over his pupils had their associations been the casual ones of student and teacher in a great modern university. And there was Col. Ewell, soldier and scholar, who held the presidency of his beloved William and Mary during the years, following the Civil War, when for want of funds the university suspended. There were neither students nor money; the buildings had been left ruins in the wake of war; but there was the unbroken faith, the stout heart of that grand old man whom the late Senator Hoar thus described in a speech at Harvard in 1886:

The stout-hearted old president still rings the morning bell and keeps the charter alive; and I want to salute him to-day from Harvard, and I should value it more than any public honor or private good fortune that could come to me if I might live to see that old historic college of Virginia endowed anew with liberal aid of the sons of Harvard.

Small Colleges Do Not Remain Small.

Col. Ewell's affection for his alma mater was the sentiment that thousands of men entertain for the small colleges that afforded them the education they could never have secured at great institutions. Our trouble is not that there are too many small colleges, but that there are not enough of them. In this teeming, this riotously rich and growing America, they will not stay small. The small college of yesterday is the great school of to-day; the pioneer prairie universities of a few decades ago now count their faculties in hundreds, their students far into the thousands, and are the wonders of the academic world. Let us not fear for the place of the small college in American life; let us rather give it all encouragement in its beginnings and in those periods of struggle and depression such as William and Mary has so many times known and so splendidly survived.

There is no more interesting educational story than that of the rise of the State universities which have grown up in almost all of the States; of city colleges and universities, maintained wholly or in part as municipal institutions of higher learning; finally, of that great majority of our colleges and universities which have been built and maintained through the interest and philanthropy of religious denominations or of citizens inspired only by the wish to encourage learning.

Hopes Justified by Widening Intelligence.

In no country or age has there been so constant and generous support for education. Wise men have seen in this marked American characteristic an eloquent testimony to the soundness of our individualistic society and the security of those institutions of popular government on which it rests. At the last, our hopes for the evolution of a constantly improving system of human organization will find their justification in the widening, the deepening, the universalization of that intelligence, that moral consciousness which furnish inspiration for every human advance. Believing this, and convinced that the American Nation believes it, I salute as high exemplar and ideal the spirit that has fostered, maintained, and is now summoning to a new place and greatness, this Spartan among American universities, the College of William and Mary, in Virginia.

MANUAL TRAINING HELPS HOME WORK.

Junior high-school boys of Lexington, Ky., acquire skill in the manual-training department and put it to practical use at home as well as in the classroom. Some of the jobs done at home by these boys are the following: Mending a leaking roof, repairing fences, building garage, mending steps, screening house, installing electric lights, helping to repair barn, papering rooms, staining and waxing floors. The boys also made much of the furniture for the practice house used by the girls of the home-economics classes.

CHIEF STATE SCHOOL OFFICERS.

State.	Capital.	Name.	Title.	Beginning of service of incumbent.
Alabama	Montgomery	John W. Abercrombie	Superintendent of public instruction	1920
Alaska	Juneau	Lester D. Henderson	Commissioner of education	May 10, 1917
Arizona	Phoenix	Miss Elsie Toles	Superintendent of public instruction	1921
Arkansas	Little Rock	J. L. Bond	do	Dec. 1, 1916
California	Sacramento	Will C. Wood	do	January, 1919
Canal Zone	Balboa Heights	A. R. Lang	Superintendent of schools	Oct. 18, 1913
Colorado	Denver	Miss Katherine L. Craig	Superintendent of public instruction	1921
Connecticut	Hartford	A. B. Meredith	Commissioner of education	1920
Delaware	Dover	H. V. Holloway	Superintendent of public instruction	1921
District of Columbia	Washington	F. W. Ballou	Superintendent of schools	July 1, 1920
Florida	Tallahassee	W. N. Sheats	Superintendent of public instruction	Jan. 7, 1913
Georgia	Atlanta	M. L. Britttain	Superintendent of schools	1910
Hawaii	Honolulu	Vaughan MacCaughey	Superintendent of public instruction	Apr. 1, 1919
Idaho	Boise	Miss Ethel E. Redfield	do	Jan. 8, 1917
Illinois	Springfield	Francis G. Blair	do	1903
Indiana	Indianapolis	Benjamin J. Burris	do	1921
Iowa	Des Moines	P. E. McClenahan	do	July 1, 1919
Kansas	Topeka	Miss Lorraine E. Wooster	do	Jauuary, 1919
Kentucky	Frankfort	George W. Colvin	do	Jan. 1, 1920
Louisiana	Baton Rouge	T. H. Harris	Superintendent of education	Aug. 15, 1908
Maine	Augusta	Augustus O. Thomas	Superintendent of public schools	July 1, 1917
Maryland	Baltimore	Albert S. Cook	Superintendent of schools	1920
Massachusetts	Boston	Payson Smith	Commissioner of education	July 1, 1916
Michigan	Lansing	Thomas E. Johnson	Superintendent of public instruction	1919
Minnesota	St. Paul	J. M. McConnell	Commissioner of education	1919
Mississippi	Jackson	W. F. Bond	Superintendent of public instruction	Sept. 16, 1916
Missouri	Jefferson City	Sam A Baker	do	January, 1919
Montana	Helena	Miss May Trumper	do	1917
Nebraska	Lincoln	John M. Matzen	do	1920
Nevada	Carson City	W. J. Hunting	do	1919
New Hampshire	Concord	E. W. Butterfield	Commissioner of education	Nov. 21, 1917
New Jersey	Trenton	John Enright	do	1921
New Mexico	Santa Fe	John V. Conway	Superintendent of public instruction	1921
New York	Albany	Frank P. Graves	Commissioner of education	1921
North Carolina	Raleigh	E. C. Brooks	do	Jan. 1, 1919
North Dakota	Bismarck	Miss Minnie Nielson	do	1919
Ohio	Columbus	Vernon M. Riegel	do	1920
Oklahoma	Oklahoma City	Robert H. Wilson	do	1911
Oregon	Salem	J. A. Churchill	do	1913
Pennsylvania	Harrisburg	T. E. Finegan	do	June 1, 1919
Philippine Islands	Manila	Luther B. Bowley	Director of education	Dec. 12, 1919
Porto Rico	San Juan	Juan B. Huyke	Commissioner of education	1921
Rhode Island	Providence	Walter E. Ranger	do	Aug. 1, 1905
South Carolina	Columbia	J. E. Swearingen	Superintendent of education	January, 1909
South Dakota	Pierre	Fred L. Shaw	Superintendent of public instruction	Sept. 1, 1918
Tennessee	Nashville	J. B. Brown	do	1920
Texas	Austin	Miss Annie Webb Blanton	do	1919
Utah	Salt Lake City	C. N. Jensen	do	1921
Vermont	Montpelier	Clarence H. Dempsey	Commissioner of education	1920
Virginia	Richmond	Harris Hart	Superintendent of public instruction	Feb. 1, 1918
Washington	Olympia	Mrs. Josephine C. Preston	do	1913
West Virginia	Charleston	George M. Ford	Superintendent of free schools	1921
Wisconsin	Madison	John C. Callahan	Superintendent of public schools	1921
Wyoming	Cheyenne	Mrs. Katherine A. Morton	Superintendent of public instruction	1919

PLANS FOR MORE AND BETTER TEACHERS.

New Teachers are Fewer than Those Who Leave Profession in England—Shortage Now Acute.

Teacher shortage in England is still acute, and it is feared that it will be almost impossible to maintain even the existing educational standard. There has been a continuous diminution in the supply of teachers over a period of 10 years. In 1905–6 the number of teachers who entered the profession was greater by 2,000 than the number who dropped out. By 1908–9 the number of those entering was about equal to the number leaving. Every year after that the number of recruits proved smaller than the number who gave up teaching, the difference between the two figures for 1918–19 (the most recent returns) being nearly 4,000. The total deficiency of supply as compared with depletion has amounted to 34,000.

Delay in the increase of salaries and rarity of promotion are two of the causes of this situation. A more potent influence is the changed method of selecting and training teachers. About 1908 the old pupil-teacher system in the elementary schools was replaced by the bursar and student-teacher system. Under the old system the head teachers of elementary schools encouraged the brightest of their older pupils to enter upon a four-year apprenticeship. The pupil teachers would spend the greater part of each week in actual teaching practice, and attendance at a center for academic instruction would occupy the rest of the time. The centers contained no students except those intending to be teachers, and these young people were thus segregated from others of their own age. This condition persisted throughout the remaining course of preparation, the two years of residence in a training college.

The newer plan placed all students, whether intending to be teachers or not, in the ordinary secondary schools. This did away with the isolation formerly attendant upon teacher-training, and the students began to realize that there were more attractive callings open to them. This naturally took away many who might have considered teaching and in great measure led to the present situation of teacher-shortage.

No distinction between the general education and professional training required for elementary and that required for secondary schools is oue of the points of reform advocated by educators. The National Union of Teachers suggests as proper preparation for teaching graduation from a three-year course of university grade taken in association with students enteriug other professions. A test of aptitude for the work of teaching should be giveu, and then one year devoted to the acquisition of "teaching craftsmanship." Existing traiuing colleges for teachers should be utilized for this purpose alone. They would receive studeuts who were preparing to become teachers of special as well as of general subjects. The students' time would be divided between the lecture hall and demonstration schools. Close cooperation should exist between the staff of the college and of the demonstration schools. These professional colleges should be recognized as colleges of a university. Educational research work should be a distinct feature.

HOT LUNCH PROJECT IS SELF-SUPPORTING.

School Lunch a Part of Health Work—"Underweights" Receive Special Attention—Many Reach Normal Weight.

By Mrs. J. J. Marshall, *Farmville, Va.*

Hot lunch in a village school may be conducted so as to improve the physical condition of the children and increase their mental abilty, and at the same time be self-supporting. It was my privilege and opportunity to prove this in a public school in Virginia last winter, and also to illustrate practically the possibilities of corrective health work in such an enterprise.

Suggested by County Nurse.

The lunch to which I refer was undertaken at the advice of the county nurse, and was conducted with her hearty interest and help. When the lunch started, out of 140 children more than 100 were underweight. When school and the lunch room closed less than 40 remained on the chart of underweights; the teachers reported that never had the class standing of the children been higher, and my books prove that, except for an appropriation made by the school board in the beginning for equipment, the lunch was self-supporting.

With most children the midday meal is apt to be the heartiest, and the effect of a nourishing, well-balanced ration at that one meal was wonderful in many instances.

I made a special study of food values and varied my menus to meet the needs of the children and the conditions of the weather. On one occasion a child came to me to ask why so many of the pupils were troubled with boils. I went to my doctor and asked him the question. He attributed such disturbances in this instance to the fact that cold had killed all the gardens and people had turned to potatoes, rice, beans, and such starchy foods, neglecting fruit and vegetable acids. I promptly substituted strong lemonade for cocoa, used tomatoes freely in soups, and fruits in deserts, and sold apples and oranges at cost whenever any child could or would come for them. At the end of 10 days the boils had disappeared.

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Museum Becomes a Coordinating Influence.

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By Julia Wade Abbot.

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French Army Corps Commanders Organize [illegible]

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MUSEUM STRIVES FOR PUBLIC UTILITY.

Boys Build a Complete Four-Room House—Girls Study Home Eco. Academic Work Is Closely Correlated with Industrial.

By Albert Fertsch, *Director, Bureau of Guidance and Placement.*

Rapid increase of the colored population of Gary presents an educational problem which is being solved according to the best ideas of modern secondary education. In 1910 the colored population of Gary numbered 300, while in 1920 the census gives the population as almost 9,000.

A large number of the colored children did not have adequate educational advantages before coming to Gary and are consequently retarded. To serve the educational needs of these children in the upper grades, a colored trade school was organized.

Local Occupations Determine Studies.

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While two classes were working on the concrete floors of the lavatories, pipe fittings, sheet-metal work, or any other part of the building, the other two classes were studying mechanical drawing, arithmetic, English, and hygiene, which were especially adapted to the work connected with the building program. Arithmetic became a vital study as it dealt with the measurements of the material and space in the building and the time in weeks, days, and hours it took to construct the different parts of the building. English dealt with the description of the material used in the building with special reference to the sources of the material and history of building. The work in English which was thus prepared was presented during specified auditorium periods. Hygiene centered about the ventilation and heating of the building, the arrangement of lights, and the necessity of eradicating flies and mosquitoes in the vicinity, as there were no screens to be used on the building. A most ideal program was offered to the boys while the building was under construction. Similar courses will be continued during the present year, while the brick industrial building is added to the school center.

Essential special material for the building was secured from the industrial work of the other schools. Castings were made at the foundry of the Emerson School and machined at the machine shop at the Froebel School. The sheet-metal work was secured from the Jefferson School shop.

The girls of the trade school were also grouped in four temporary classes during the construction of the building. While two groups were taking lessons in cooking, the other two groups were doing the academic work which was correlated with the practical subject of home economics. In the afternoon the groups interchanged and two groups took sewing while the others were taking work in the related academic subjects.

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When the classes were placed on a more balanced permanent basis, the groups were balanced with a 65 per cent adjustment based upon intelligence tests and a 35 per cent adjustment based upon special characteristics, teachers' ratings and school attitude. Several students ranking high in intelligence tests, as well as in the peda-

Governments had aroused; and from both Governments it received hearty approval.

Among the other exhibits in the 12 years of the museum's existence were ing [illegible] paintings borrowed from tion in the lives of the [illegible] and Renaissthey leave school. [illegible] bronzes,

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THE KINDERGARTEN AND "SAFETY FIRST."

The Formative Period is the Time to Begin Safety Instruction—Various Programs.

By JULIA WADE ABBOT.

To make the teaching so effective that it will carry over into the real situations that meet the child in the street and in the home is the chief problem in teaching "safety first" to school children. The kindergarten is a good place to begin this kind of teaching, because kindergarten children are in the formative period and because the kindergarten program is so informal that children are constantly meeting real situations.

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SEPARATE AREAS FOR TECHNICAL INSTITUTIONS.

More efficient development of higher technical education in England is recommended by the Association of Technical Institutions. One of the chief recommendations is that the country should be mapped out, as authorized by the act of 1918, into areas corresponding to the spheres of the various universities, and that each technical institution in an area should be linked with the university for that area. All work of university standard by matriculated students of the institution should be allowed to count for degree purposes, and other awards of diplomas and certificates should be placed upon a uniform basis. It is further recommended that a single administrative body for the administration and finance of higher technical education be formed in each province, with respresentation from the university, together with representation of employees and workpeople. Technical institutions should become central institutions covering a wide area for their own special work. Furthermore, 75 per cent of all costs, including repayment of principal and interest on loans, should be met from national sources, and 25 per cent by local education authorities within the various provinces.

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With the organization of the trade school, the Gary system continues to advance the new order of secondary education by adjusting instruction along the lines which function in the lives of the boys and girls after they leave school.

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CRUDE CLASSIFICATION CAUSES WASTE.

Earnest Effort to Sort Children on Scientific Basis—Special Classes for Physical and Mental Defectives.

By WILLIAM L. ETTINGER, *Superintendent of Schools for New York City.*

[From annual address before associate and district superintendents, etc.]

Perhaps the most characteristic advance in school administration during recent years has been the rejection of the assumption that all children are practically alike in physical and mental endowments and also that children with marked defects of sight, hearing, or limb have no place in the public schools. To-day progressive school administration requires that an earnest effort be made to sort our children on a scientific basis, so that group instruction may still be consistent with recognition of the fact that as regards physical and mental traits one group differs widely from another. Up to the present perhaps the greatest waste in education has been due to the crude classification of pupils. A vast amount of time, energy, and money is wasted whenever masses of children are grouped without regard to those physical and mental characteristics which individualize them and yet which, when properly recognized and made the basis of grouping, permit class instruction to [illegible]ably.

[illegible]ental defective must not be placed in severe scholastic competition with normal children. A violation of this principle of organization means as regards the children not only extreme personal discouragement and the loss of self-esteem and self-confidence but also considerable expense to the city, because such children are repeaters in the grades. The proper classification and segregation of such children is therefore desirable, not only from an ethical but also from an economical standpoint.

In addition to such efforts to make definite segregation of pupils with marked physical and mental defects, a striking feature of the administration of our most progressive elementary schools and high schools has been the application of tests that bespeak an earnest effort to group children on the basis of their ability in order that they may more fully derive the benefits of instruction and in order that their achievements may be measured by definite standards of attainment, instead of by the unstandardized judgment of the average teacher. Exceptional work in this regard has been done in many of our schools and my sincere hope is that a greater number of progressive elementary school and high school principals will carefully study the problem.

Instruction Ineffective with Poor Grading.

The average class organization in many of our schools is susceptible of great improvement. In many instances poor classification results in great waste. The poorly graded pupils make a fruitless effort to profit by instruction and the ineffectiveness of her work carries the conscientious teacher to the verge of nervous exhaustion. Not infrequently it would appear that the mode of organizing classes in a grade is exclusively a mathematical one of dividing the grade register by the average class register of 40, in total disregard of the distressing truth that the resulting class units are merely promiscuous groups of pupils showing the widest variations of age and ability.

An analysis made of many typical classes by means of the age progress sheet revealed the anticipated fact that pupils were grouped without due regard either to their mental or their chronological age. The facts recorded by the age progress sheet were apparently regarded merely as interesting data, to be filed with the division of reference [illegible] research, rather than compelling [illegible] reorganizing the classes in [illegible]. A careful study of the school [illegible]ceptional pupils, as revealed [illegible] progress charts supplemented by simple standardized tests will enable one to substitute a scientific class organization for a crude, empirical one that is wasteful not only from the standpoint of discipline but also from the standpoint of instruction. Furthermore, when so much standardized material is readily available, it is not too much to expect that principals and teachers apply standards of achievement in spelling, penmanship, arithmetic, and reading, to determine whether or not pupils, classes, or schools are up to the level of achievement we are entitled to demand.

The time is at hand for the transformation of Pennsylvania State College into Pennsylvania State University, declared President John M. Thomas in his inaugural address at the college. He has established this aim as the policy and desire of his administration.

FOLK HIGH SCHOOL TEACHERS CONFER.

Need of Unity of Purpose is Strongly Felt—Reaction Might Follow too Rapid Progress Without a Definite Plan.

Unity of trend is lacking in the German folk high schools, whereas in the Scandinavian countries definite unity of purpose has always been a feature of these schools, according to the "Deutschen Blätter fur erziehenden Unterricht." When transplanted on German soil these schools show a diversity which indicates absence of plan and unity. One school of this type has little connection with another, and conducts its work without reference to any common purpose of the type.

A conference has been called to remedy this condition. The session will be held in Lubeck, and it will afford opportunity for all interested in this system to get in touch with one another and to confer on the folk high-school movement. Dr. Fredrick Schröder, of Askov, will open the session with an address on the Danish folk high school. Dr. Erdberg, of Berlin, will speak on the German folk high school. The topics to be considered are: The rural folk high school, the folk high school and the labor element, rural folk high-school associations, and the preparation for a union among the German folk high schools.

The session is expected to have a steadying effect on this movement in Germany, for too rapid progress without definite plan is sure to be followed by a reaction.

PHONOGRAPH RECORDS MEASURE MUSICAL TALENT.

Tests for the measurement of musical talent were given to 70 students in the summer session of the University of Wisconsin. Five faculties are measured by the tests: (1) The sense of pitch, which is the ability to discriminate between higher and lower tones; (2) the sense of time or rhythm; (3) the sense of consonance, which is the ability to tell that which is more pleasing and that which is less pleasing; (4) the sense of intensity; and (5) the musical memory or the number of tones that can be remembered from a single hearing. The tests are given by means of phonograph records prepared for this purpose. They are used in many public schools as a quick method of classifying pupils.

"Class extension," which is really correspondence work plus the personal influence of the instructor who meets the class regularly every week or every two weeks, is emphasized by the State Manual Training Normal School of Kansas.

HOMES FOR TEACHERS IN RURAL DISTRICTS.

Accommodations Provided by School Districts Range from a "Curtained-off" Corner of the Schoolroom to a Commodious Apartment House.

By JOHN C. MUERMAN.

Teachers in the consolidated school at Alberta, Minn., live in a modern apartment conducted on the club plan. Electric light, hot-water heating, kitchen, linen closet, laundry, study rooms, piano, telephone—every convenience is there. The high-school principal, an experienced business woman, manages the club and keeps the books. The club employs a housekeeper, who prepares and serves the meals, does the washing, etc. The teachers' apartment is on the upper floor of the building, and the principal and his family live on the first floor. The rents from the two apartments are placed in a sinking fund, so that the debt will be paid off in 10 years. It is, therefore, a self-supporting and paying business proposition, and it costs the taxpayers nothing. The teachers pay about $34 a month each. Half the orginal cost was paid by the Rockefeller Foundation.

Trained Teachers Easily Obtained Now.

The chance to live in a place like this attracts teachers to the school, and the school board finds that it can secure college and normal-school graduates who are experienced and valuable teachers, whereas before the home was built it was hard to get teachers at all, and the board was usually glad to get even girls still in training.

"Teacherages," as such homes or cottages are sometimes called, are solving a problem [illegible] not only the teachers personally, but the work of the schools as well. It is often hard for a teacher to find a satisfactory place to board, especially in the country. If she is discontented this feeling may be reflected in her work. If she finds conditions so poor that she will not stay, the change often has a bad effect on the school. To find a living place which would not only be comfortable, but also satisfactory in social conditions was the problem, and the natural solution was the teacherage.

Superintendents' Replies Are Favorable.

Does the cottage or home attract better teachers than the usual plan of boarding in some home in the district? Two thousand superintendents answered yes in answer to a questionnaire issued by the United States Bureau of Education. Ninety per cent of the superintendents who answered were very much in favor of the teacherage plan, and many find it a necessity. Where a number of teachers are brought together in a consolidated school conditions are most favorable for a successful operation of a home, but the problem is difficult for the one and two room schools. In some districts a boarding place can not be found for the teacher and the district has to provide a residence in order to get anyone to take the school. But this manner of living is lonesome and unsatisfactory. Where a two-teacher school employs a man and wife and supplies a residence the plan is successful, and such a home becomes a social center for the community, something like a parsonage.

Specific Authority in 18 States.

More and more it is realized by school boards that they must supply living places for their teachers, and although only 18 States have so far given specific authority to school districts to build and operate homes for teachers, a movement to pass such laws is gro[illegible] States buil[illegible] law that d[illegible] vide for t[illegible] schools. In a[illegible] nia, the attorney [illegible] taxpayers can not vote money to build residences for teachers, nor can they use school money for such purposes. But in most of the States the number of teacherages is growing. Texas leads with 567. The only States reporting that they have no such institutions are Indiana, New Jersey, Rhode Island, and Vermont. In the other States, the 807 counties that replied to the questionnaire reported that in the past school year 6,759 teachers did not depend upon boarding or rooming places in their districts, but lived in buildings exclusively for themselves. Some of these were supplied free by the district, some provided by the district at a nominal rent, and some rented by the teachers at the customary prices.

Teachers Pay Moderate Prices.

One district reported that the teachers were to pay $5 a month until the cost of the home, $500, was paid. In all, there were 2,816 homes, 2,400 of which were owned by the districts, 57 were donated, 170 rented, and 189 a part of the school building. If the reports were complete for all counties the number would probably exceed 3,000. The cost of these homes ranges from the modest sum of $50 for a humble log cabin to $40,000 for an up-to-date apartment built by a city district. Most of the buildings cost from $600 to $11,000. Fewer than one-fourth of these homes have modern conveniences, such as running water, gas or electricity, and bath. These conditions have a direct effect on the holding power of the school, according to the county superintendents, who report that where a modern home is provided the teachers remain at their schools, but where housing conditions are poor they soon seek other positions.

[illegible] New School.

A Home with Every [illegible] State.

One superintendent in Minnesota [illegible] that his district would not consider a new school building without also providing a home for the teacher. A number of neat and comfortable cottages are owned by the large cotton mill and coal companies in Alabama and other States in the South. The use of these cottages is sometimes given to the teachers either free or at a rental which is just enough to pay for repairs. Many districts rent residences and give them to the teachers rent free, as the only way to maintain the schools and secure efficient teachers. A number of [illegible] that to [illegible]

Some teachers reduce [illegible] in the cottage by doing their own housework. In the Sioux Valley, Minn., Teachers' Home only $20 is paid by each teacher, and this covers rent, heat, light, and food. For this small sum the teachers live in a modern house with hot and cold water, electric light, and complete laundry equipment.

Success Depends Largely on Matron.

The larger homes find it better to engage a matron, who keeps house for the teachers and acts as chaperon, rather than have the teachers do the work. Many of the teachers are young girls away from home for the first time, and a matron who will take care of them and keep them happy is worth more than her salary. The success of the teacherage often depends on the tact and managing ability of the woman who takes charge

four volumes. Vol. 1–2. London, New York [etc.] Sir Isaac Pitman & sons, ltd., 1921. 2 v. plates, illus. 4°.

The completion of the second volume of this new Encyclopaedia of education carries the work to the beginning of the letter M. More than 830 contributors, specialists in various lines of education, join in the preparation of the Encyclopaedia, which will be useful for consultation on subjects relating to British education, to which it is mainly devoted. Considerable attention, however, is given to the educational institutions and methods of other countries than Great Britain. Among the American contributors to the work are Profs. E. P. Cubberley, John Dewey, C. H. Judd, and Paul Monroe.

Recent Publications of Bureau of Education.

Education in homeopathic medicine during the biennium 1918–1920; by W. A. Dewey. Washington, 1921. 7 p. (Bulletin, 1921, no. 18.)

Advance sheets from the biennial survey of education in the United States, 1918–1920.

Education of the deaf; by Percival Hall. Washington, 1921. 16 p. (Bulletin, 1921, no. 14.)

Advance sheets from the biennial survey of education in the United States, 1918–1920.

Part-time education of various types. A report of the Commission on the [illegible] of secondary [illegible] by the [illegible] education, National education [illegible]. Washington, 1921. 22 p. [illegible]tin, 1921, no. 5.)

This report presents various types of part-time education, including continuation classes, and indicates some of the administrative features desirable. One section is devoted to Educational and vocational guidance, with a discussion of the functions of a director of vocational guidance and of vocational counselors in the schools.

[illegible]ecial features in the education of the blind during the biennium 1918–1920; [illegible] Edward E. Allen. Washington, [illegible]1. 14 p. (Bulletin, 1921, no. 16.) [illegible]dvance sheets from the biennial survey [illegible]ducation in the United States, 1918–

[illegible]or the reorganization of the [illegible] County, North [illegible] Cook

[illegible]heim.

[illegible]. (Bulletin,

[illegible] and home and school [illegible]23.

[illegible]he method of establishing [illegible] between the home and [illegible]y various States and cities [illegible] visiting teachers.

MANY CURED OF SPEECH DEFECTS.

Speech-correction classes are successful in Omaha, Nebr. Attendance at these classes is not compulsory, but nevertheless 202 pupils with various defects enrolled during the past year, and many of them were cured. Seventeen classes were formed, meeting in the schools and at the headquarters of the board of education. In these classes were 27 children who stuttered and 129 with phonetic defects. Some children had from 6 to 10 such defects.

Of the phonetic-defect cases, 49 were cured, 13 improved 75 per cent, and 33 improved 50 per cent. Of the 34 remaining cases, 6 dropped out of the class, 6 moved away, and the other 22 improved from 10 to 25 per cent.

Keeping account of improvement in the speech of stutterers was more difficult, but the final report was based on many sources. Reports from class teacher, principal, parents, classmates, speech instructor, and the child himself, were considered in estimating the degree of improvement. Upon the basis of these reports, 27 children who had stuttered were adjudged cured, 16 were found to have improved 75 per cent, and 16 improved 50 per cent. Some of the remaining 14 children did not get the home coöperation so much needed in this [illegible] left the class, so [illegible] that they showed only from 10 to 25 per cent improvement. The average cost for each case was $7.23.

NEED PHYSICAL AND MENTAL DEVELOPMENT.

An annual physical test for young men was recently recommended by Gen. John J. Pershing, addressing the encampment of the Military Order of the World War. Universal military training would be the greatest help in improving the physical condition of the youth of the country, according to Gen. Pershing, but such training seems impossible. However, he said, at least 100,000 men should be trained each year.

Not only better physical development, but better mental education is needed by American youth, continued the general. It should be made the obligation of every citizen, particularly those who saw service in the Army and Navy and know the requirements of those services, to see that the accomplishment of the education provided for in the laws of almost every State is enforced. The large number of slackers in the World War, he declared, was a result of the high percentage of illiteracy. Few illiterates understand their obligations to the country.

Geography is increasing in interest for University of Wisconsin summer session students. Fifty per cent more men and women studied geography there this year than at any summer session in the past.

MORAL EDUCATION CONFERENCE AT GENEVA.

Methods of History Said to Need Humaner Direction With Emphasis on Achievements of Civilization.

The international motive, implying possibilities of promoting a spirit of world unity through universal methods of ethical teaching and vision, and the correlation of civic and nationalist ideals with the spirit of human brotherhood, was the leading topic of discussion at the International Moral Education Conference at Geneva, Switzerland, in September.

Under the presidency of Dr. Edouard Claparède between 30 and 40 delegates, representing Australia, China, Great Britain, France, Germany, Holland, Russia, Spain, Switzerland, and the United States, assembled at the Institut J. J. Rousseau.

New Method for Teaching History.

It was felt that methods of history teaching needed a new and humaner di[illegible]ection, with emphasis on the achie[illegible]ents of civilization in industry, science, art, and general social progress. With this finer temper in the treatment of each national history should be associated a larger outlook, created by at least an outline study of the story of humanity at large.

The motive of service as animating every section of education—in family, kindergarten, elementary schools, secondary schools, civics, science, art, literature, physical training, sexual ethic, and vocational efficiency—was also discussed. The discussion touched such more obviously practical aspects as junior Red Cross work and the moralization of science and æsthetic.

Permanent Bureau May Be Established.

The establishment of a permanent moral education bureau was proposed. Originally a library and research center had been proposed as an institution at The Hague, perhaps in the Palace of Peace. The creation of the League of Nations had suggested the possibility of forming a general educational library under the league's auspices or as a department of the labor office. On the one hand, the value of an independent library was recognized, especially in its relation to the profound and delicate issues of moral life and conduct. On the other hand, association with the league would imply less financial difficulty. A Dutch committee undertook to consider the problem.—*London Times Educational Supplement.*

STATE SCHOLARSHIPS FOR RURAL TEACHERS.

Many States Aid Normal Students and Require Them to Teach in Rural Schools.

By EDITH A. LATHROP.

Teacher-training scholarships are common in European countries. It is not unusual to stipulate that recipients of such scholarships shall agree to remain in the profession for a period of 10 years. Should a teacher wish to be released from teaching before the end of the term of years stipulated, arrangement is made whereby the teacher must return to the Government the unearned portion of the scholarship. The Foreign Division of the Bureau of Education recently received a copy of a certificate issued in Russia in 1903. One provision of that certificate is to the effect that since the teacher was educated at Government expense for a period of four years he is bound, for the benefits received from the Government's stipend, to serve in capacity of elementary public teacher for a period of four ta[illegible] years or to pay to the seminary where he was educated to the account of the income of the Government 433 rubles.

So far the United States Government has not contributed funds for teacher-training scholarships. The Sterling-Towner bill, now pending in Congress, provides that a portion of the $15,000,000 for the training of rural teachers shall be used as scholarships.

Scholarships Take Many Forms.

A number of the States are attempting to recruit and improve the rural teaching profession by means of scholarships. In some instances the scholarship means that the holder is entitled to tuition and matriculation only. In other cases it may mean a cash bonus in addition; again, it may refer to board or travel, or both.

In 1919 the Legislature of Illinois provided that honorably discharged veterans of the World War be awarded normal school and university scholarships, entitling the holders to not less than four years' residence in the above-mentioned institutions without tuition and matriculation charges. Nothing is said about entering the teaching profession.

The Maine summer training school for rural teachers, which has come to be known as a summer Plattsburg, is recruited on the scholarship basis. This plan provides that 100 teachers, selected by the State superintendent upon recommendation of the superintendents of rural towns, are allowed all expenses of travel and board at a special summer school of instruction. These teachers must agree to return to the rural districts and serve as helping teachers. Upon satisfactory evidence of successful service 25 per cent is added to the annual salary.

Beneficiaries Must Teach Two Years.

In Maryland the cost of board, room, and laundry for normal-school students, living at the normal-school dormitories, is reduced to $100 per year. Recipients of these $100 subsistence scholarships must pledge themselves to teach two years.

For the purpose of aiding pupils in the State normal schools, the State board of education of Massachusetts may expend in semiannual payments a sum not exceeding $4,000 a year.

In New Mexico two resident teachers from each county, selected by the county superintendent, are allowed $300 each for board, books, tuition, and lodging for 10 or 12 months' training in either the normal schools or the normal university. The candidates must possess eighth-grade diplomas and be between 18 and [illegible] years of age. Transportation charges [illegible] students in excess of $3 each is paid students in normal schools who enroll with a view to preparing to teach in the public schools of New Mexico.

The Rhode Island statutes provide that trustees of the normal school may pay to each pupil who shall reside within the State and attend the regular session of said school not exceeding $40 for each quarter-year travel expense. Such payments in the aggregate shall not exceed over $6,000 for any single year and shall be made to students in proportion to the distance they may reside from the normal school.

Scholarships Open to Country Children.

In South Carolina recipients of State scholarships attending the State University and the Winthrop Normal and Industrial College are expected to pursue normal courses. These scholarships are worth $100 a year and exemption from tuition fees; they are awarded upon competitive examinations and a portion of them must be open to residents of rural communities.

In 1918 the assembly of Virginia provided one scholarship from each school division in the State—119 in all—for men students attending the University of Virginia. These scholarships entitle the holder to tuition, room rent, light, heat, and attendance. They are won upon competitive examination and are open only to such candidates as can either they or their parents or g[illegible] are unable to pay for the items enu[illegible]ated. Each student who remains two years shall either teach or act as an administrative school officer for a period of two years. Undoubtedly some of these students teach for a time in the rural schools.

Those who favor teacher-training scholarships argue that since the Federal Government provides board and tuition and an annual stipend of $600 for officers of the Army and Navy while in training, it is just as important to offer books, tuition, and board for the training of those who direct the education of the youth, whom these soldiers will defend. They further add that since teachers come from the working classes a system of scholarships will be an incentive for worthy young people to enter teaching. Those opposed to the system say that it is undemocratic, that favoritism will be used in the selection of scholarships, and that the charitable feature in it brands the children of the poor.

REGULAR CLASSES FOR SPEECH DEFECTIVES.

Pupils with speech defects attend a regular class which meets five time[illegible] the Richmond Hill [illegible] week at [illegible] New York City. The [illegible] or speech class after school is [illegible] to form permanent speech habits, [illegible] ing to the school authorities. Besi[illegible] daily contact between teacher and pupil is necessary for the teacher to study the causes of the particular trouble in each case and the effects of remedies. The fact that the work is considered part o[illegible] the regular school course earning credit toward graduation gives it more value i[illegible] the eyes of the pupils, and takes aw[illegible] the stigma attached to any kind of s[illegible] normal class. The instructor aims only to cure stuttering, lisping, etc., to improve the quality of the speaking voices. For this she [illegible] ing fork and resonator. A[illegible] finds his tone [illegible] in[illegible] s[illegible] h[illegible] grou[illegible] tion of one o[illegible] sity Extension Se[illegible] of North Carolina. Th[illegible] reau is carried on by agent upon request, the specific plans, and by sendi[illegible] letins.

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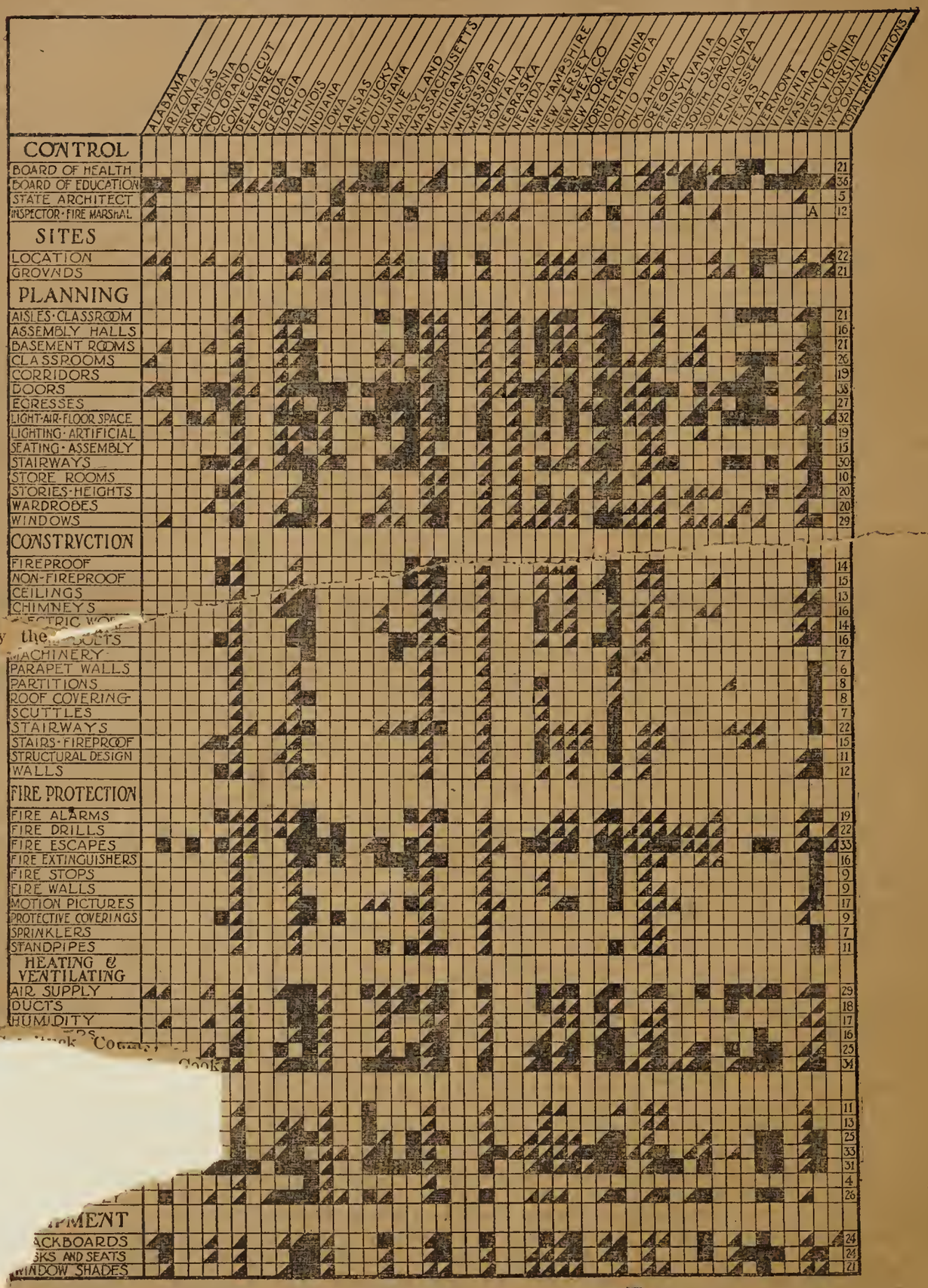
CHART SHOWING STATUS OF REGULATION OF SCHOOLHOUSE CONSTRUCTION IN THE UNITED STATES IN THE YEAR 1920

COMPILED BY FRANK IRVING COOPER, ARCHITECT, BOSTON



A THIS CONTROL IS BY THE WISCONSIN INDUSTRIAL COMMISSION

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SCHOOL LIFE

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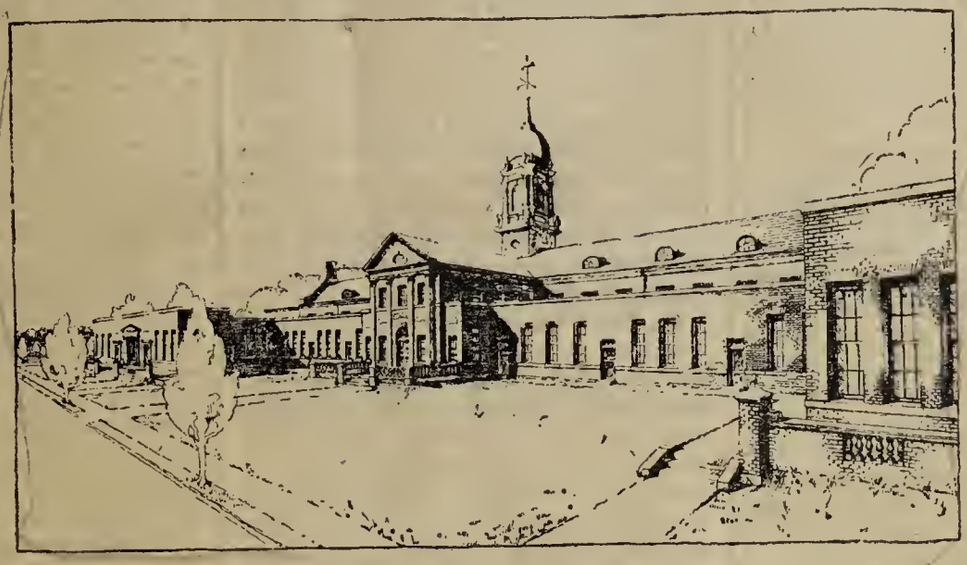
EDUCATIONAL ASPECTS OF THE AMERICAN LEGION'S CONVENTION.

Presence of International Figures Made Occasion a Memorable Event—School Children Impress General Diaz—Program of Americanization Enthusiastically Indorsed—Policies and Principles of Legion—Program for American Education Week.

By JNO. J. TIGERT, *United States Commissioner of Education.*

We had the honor of attending the Third National Convention of the American Legion, which assembled at Kansas City, Mo., October 31–November 2. It was an event not only of National interest but of world-wide significance. The presence of Marshal Foch, Admiral Beatty, Gen. Diaz, Gen. Jacques, Gen. Pershing, Vice President Coolidge, and other well-known international figures made the gathering distinctive for American history. The gigantic parade of 40,000 heroes of the Great War, which required three hours to pass the reviewing stand, the banquet given in honor of the distinguished guests, together with their addresses, the election of Hanford MacNider, of Mason City, Iowa, as national commander, and other outstanding features of the convention, have been described in detail in the daily press. We think that the educational aspects of the convention might be further emphasized in SCHOOL LIFE.



MILES STANDISH SCHOOL, CLEVELAND, OHIO.

Type of one-story building which has recently been developed for elementary schools outside the congested part of the city. It has 32 classrooms, every one with a direct exit. It is described on page 95.

We hope, however, before passing to the matter of the Legion's educational program, we can take the space here to cite some of the things said by the distinguished representatives of our Allies.

November 2 was the anniversary of the death of Marshal Foch's son in the war. On that day the great commander of the allied armies disarranged his plans and remained in Kansas City beyond the time scheduled for his departure to greet the thousands of school children who were lined along the boulevard to see him. Accompanied by Lieut. Gen. Jacques, of Belgium, the marshal rode along the line, several miles in length, waving continuously at the boys and girls eager to see and honor him. At the convent school of the Sisters of Notre

(*Continued on page 82.*)

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TRENDS IN TEACHING PRACTICE IN NORTHERN AND CENTRAL EUROPE.

Europe Not Ready for Mixed Schools—Conventions on Moral Training Are Frequent—German Universities Feel Effect of General Upheaval—Danish Folk-School Idea Adopted by Germans—Reaction from Crowded Curricula—Study of Local History and Local Concerns.

By PETER H. PEARSON.

I. PREJUDICE AGAINST COEDUCATION STILL LIVES.

Educational opinion abroad appears to have made some advance in overcoming the old prejudice against coeducation, though most leaders still oppose it. Coeducation is making headway in some places in Europe as a temporary arrangement, and then it does not easily surrender the ground gained as an emergency measure.

In Norway, boys' schools, for instance, must be open to girls where there are no adequate schools of like standing for the latter. Yet differences between the sexes, it is pointed out, can not be ignored without great disadvantage for the whole of education. Madame Sethnes, of Christiania, holds that coeducation requiring girls to go through courses adapted mainly for boys is a great injustice to the girls. Some European leaders, entirely overlooking the example of the Western World, declare that coeducation of pupils having reached, or about to reach, the age of puberty is impossible. Dr. Voss, of Cologne, opposes coeducation of older boys and girls for the sufficient reason that the double mission of woman as housekeeper and mother must not be ignored, and that older girls can not receive this special training except in separate classes.

II. DIVERSITY OF OPINION ON MORAL INSTRUCTION.

A moral education congress was held in London in 1908 and another at The Hague in 1912. One was to be held in Paris in 1916, but for well-known reasons it was postponed. The work of these congresses was resumed by the moral conference at Geneva in 1921, which adjourned after having made preparation for a full international moral congress to be held in Paris in 1922.

(*Continued on page 86.*)

EVENING PLAY CENTERS IN ENGLAND.

Schoolhouses Are Used and Teachers Direct the Activities — Formalities Avoided as Far as Possible.

By Theresa B. Bach.

The child's right to play as an integral part of his claim upon the State has been early recognized in England, and Government assistance is rendered in connection with the so-called play-center movement. The play centers aim to give supervised recreation to school children out of school hours.

Started in London nearly 25 years ago through the voluntary efforts of Mrs. Humphry Ward, the movement has become the concern of education committees all over England. The London County Council, realizing the value of recreation, offered the use of their school buildings to promote the movement. Official recognition followed in 1917, when the board of education, England's central authority for school affairs, granted to local authorities wishing to establish play centers 50 per cent of the cost of maintenance.

Government Aid Stimulated Extension.

This aid amounted in the year ended March 31, 1919, to £19,049. The Government contribution had its effect in substantially increasing the number of these institutions in the past few years, with the result that all the great towns, Liverpool, Manchester, Bradford, and many others, are leading the way by establishing such centers.

The work is generally restricted to the winter months, thus supplementing the activities of the playgrounds and the playing fields in the summer. In practically all cases the elementary school is used for the purpose. A staff of experienced teachers assisted by voluntary workers is always at hand to direct the activities. The center is usually open five evenings a week for about two hours each evening, and also on Saturday mornings. Only children of school age are admitted.

Physical Exercises Are a Feature.

The occupations are varied, ranging from simple subjects, such as singing, drawing, painting, sewing, working in raffia and plasticine, story telling, and reading, to special occupations, such as toy making, rug making, cobbling, woodwork, or embroidery. Physical exercises are a feature and include running, dancing, and organized games.

Each child has opportunity for exercising individual taste and is at liberty to select or change his occupation or recreation. The discipline is never strict, the atmosphere being that of play rather than of school, and formalities are dispensed with as far as possible. The atmosphere of the recreational center as conducted in London, where the movement originated, is well illustrated in the following quotation from one of the superintendents:

> Out of sad or depressing surroundings, such children come into the brightly lighted rooms with good fires burning, where toys abound for those who like them, where there is dancing, drill, and music, and everywhere a sense of gaiety and "busyness," of friends meeting and going off in little bands of classes together and spending a happy time generally.

UNIVERSITY STUDENTS INDORSE DISARMAMENT PLANS.

Suspension of all present naval programs, an agreement to reduce present naval strength, a pledge to undertake no further naval expansion, and a settlement of the Far Eastern question upon principles which will make practicable the reduction of naval armaments were urged in a resolution sent to President Harding by the intercollegiate conference on limitation of armaments, which met at Princeton University. This conference consisted of 80 delegates from more than 40 eastern colleges and universities. Foreign students joined in the plea for disarmament, the League of Pan American Students and the League of Chinese Students being represented.

Dr. John Grier Hibben, president of Princeton University, at whose suggestion the conference met, made the opening address. Among the other speakers were Col. Franklin D'Olier, former commander of the American Legion, and Maj. Gen. John F. O'Ryan, Prof. Edwin W. Kemmerer, of Princeton, and Norman Macaye, who gave the viewpoint of a student in service during the World War. A message from Mr. H. A. L. Fisher, president of the board of education of the British Isles, was received by the conference as well as a cable message from students in England.

A COLLEGE WHICH EDUCATES FOR MOTHERHOOD.

Vassar College does not send out women to become great lawyers, doctors, scientists business administrators, or money makers, according to Dr. Lyman Abbott. It has been doing something much better than that. It has been educating women to be great mothers. We can estimate in dollars and cents the worth of a lawyer or a financier, but it is impossible to estimate the worth of a mother.

PRESIDENT PROCLAIMS EDUCATION WEEK.

Millions of American Youth Lacking in Essential Schooling—Programs Urged to Inform the People of Needs of Education.

Whereas public education is the basis of citizenship and is of primary importance to the welfare of the Nation; and

Whereas more than 5,000,000 boys and girls in America are not availing themselves of our free school advantages and are lacking in that youthful schooling which is so essential to the making of an intelligent citizenship; and

Whereas the experience of the war revealed vast elements of population that are illiterate, physically unfit or unfamiliar with American ideals and traditions, and our future strength and security are much dependent on their education and commitment to American ideals:

Therefore, I, Warren G. Harding, President of the United States, do urge the governors of the various States and Territories to set apart December 4 to 10, inclusive, 1921, as American Education Week, during which citizens in every State are urged to give special and thoughtful attention to the needs and the aims of the public schools. It is particularly recommended that effort be addressed to a practical expression of community interest in public education. To that end organizations for civic advancement and social betterment are earnestly requested, when it can be made practicable, to provide programs which will inform the people concerning the vital needs in this direction, instruct them regarding shortcomings and deficiencies in present facilities, and bring to their attention specific, constructive methods by which, in the respective communities, these deficiencies may be supplied.

The subject of public education has always been very close to the American heart, and to the fact that it has been made a chief responsibility of local governmental units we largely owe the wide diffusion of educational facilities. It is believed that a widespread and earnest effort at observance of Education Week would do much to emphasize this feeling of immediate responsibility. Therefore, it is suggested that the pulpit, press, schools, and public gatherings be enlisted in behalf of this special effort.

In witness whereof I have hereunto set my hand and caused the seal of the United States to be affixed.

Done at the city of Washington this 29th day of November, in the year of our Lord, one thousand nine hundred and twenty-one and of the independence of the United States the one hundred and forty-sixth.

[Seal.] WARREN G. HARDING.

By the President:

CHARLES E. HUGHES,

Secretary of State.

AMERICAN EDUCATION WEEK, DECEMBER 4–10, 1921.

Under the Auspices of the National Education Association and the American Legion.

[From National Education Association Bulletin No. 16.]

To inform the public of the accomplishments and needs of the public schools and to secure cooperatiou and support of the public in meeting these needs and to teach and foster good Americanism are the main purposes which American education week is expected to accomplish.

No service has suffered more from unintelligent criticism than the schools. The average citizen does not read educational literature or accounts of teachers' meetings or visit schools to learn what they are doing. He has a conceptiou of school only as he knew it in his owu school days. Americau education week should give the taxpayers who furnish the funds for the public schools first-hand knowledge of the service for which they pay. Education can not afford to neglect this opportunity to advertise its aims and purposes.

Keep Public Education Before the People.

It is the duty of all the friends of education to think seriously and work hard on the problem of keeping the idea of public education before all the people.

All communities are urged to observe Americau education week December 4 to 10. The program for the week may be under the general supervision of the superintendeut of schools, the commauder of the local American Legion post, the mayor, or other chief governmeutal officer of the community. These officials may call to their aid such other advisers and help as they deem necessary.

Proclamations calliug on the people and schools to observe the week will be made throughout the United States. The mayors should be requested to issue a proclamation before. December 1.

School Officers Should Take Initiative.

The superintendent of schools, the school principal, or the teacher in each community is expected to take the iuitiative in organizing and in making aud carrying out the program for the week by getting in touch with the local head of the American Legion and of the local government and with the presidents of the chambers of commerce, women's clubs, churches, Rotary, Kiwanis, Lion, and other civic organizations aud making plans to reach at least once every iudividual in the community.

Presidents of universities, colleges, and normal schools should encourage students to hold special patriotic meetiugs at which there will be emphasis on the importance of education in a democracy.

The churches should be invited to observe Suuday, December 4, as American education Sunday with special sermons and addresses.

Things to be Emphasized.

In every possible way the public's attentiou should be centered on educational problems—the need of better buildings, libraries and equipment, playgrounds; better attendance; better-paid teachers; louger school term; better vocational education; better uuderstanding of the form and fundamental principles of our Government and better and universal use of the English language. Special emphasis should be placed on the singing of patriotic songs, salutes to the flag, and short, interesting accounts of essential facts in Americau history.

The day and evening meetings should be held in the schools and possibly one or more great public meetings for the whole community under the auspices of the Legion with other organizations cooperating.

The weekly meeting of such organizations as the Rotary, Kiwauis, Lion, aud women's clubs should be devoted to the attainment of the objects aud purposes of Americau education week.

Show What Modern Schools Do.

Before meetings of taxpayers and patrons of the schools the principals and teachers should give summaries and demonstrations of what a modern school does; how the teaching of writing, reading, and arithmetic have been revolutionized; how health aud physical development of the pupils are cared for; how the coming citizeus are given knowledge of their rights and responsibilities, and how they are trained in the exercise of these rights and in the discharge of their duties through the organization of the school, through classroom exercises, and through children's clubs. Programs, pageants, and exhibits should be held in all schools. Parents must be attracted to these meetings and exhibits.

Pupils may make posters, four-minute speeches, write slogans, visit courthouses, business houses, parks, and public libraries to learn first-hand more about what the Government does for its citizens. Patriotic music should be sung and played and the meaning of the American flag taught and the flag honored. Members of the American Legion and others should be invited to speak at meetings held in the schools and in the community.

Origin of the Plan.

The American Legion through its Americanism commission asked and received the cooperation of the National Education Association in teaching and fostering true Americanism in all the schools of America. The Americanism commissiou aud the National Education Association have approved the following statemeut, as adopted in the resolutions of the National Education Association at its annual meeting in Des Moines, July, 1921:

The National Education Association welcomes most heartily and accepts with great appreciation the offer of the American Legion to cooperate with the National Education Association in securing for America a program of education adequate to meet the needs of the twentieth century and which will give every boy and every girl that equipment in education and traiuiug which is his right under our democratic Governmeut, aud which will make of all, whether native or foreign born, good American citizens. To the accomplishment of these ends, be it resolved

1. That all teachers in America, exchange teachers and professors excepted, should be Americau citizens and should be required to take an oath of allegiance to the Government of the United States.

Teaching Standards Must Be Raised.

2. That no one should be permitted to teach in any school in America who has less than a staudard high-school educatiou of four years with not less than two additional years of professional training.

3. That the English language should be the only basic language of instruction in all public, private, and parochial elementary and high schools.

4. That adequate instruction should be required in American history and civics for graduation from both the elementary and high schools.

5. That the American flag should be displayed by every school during school hours and that patriotic exercises should be conducted regularly in all schools, aud, further, that the American Legion be invited to furnish speakers from time to time at these and other exercises of the schools.

6. That school attendance should be made compulsory throughout the United States for a minimum of 36 weeks annually to the end of the high-school period or to the age of 18.

7. That an educational week should be observed iu all communities annually for the purpose of informing the public of the accomplishments and needs of the public schools and to secure the cooperation aud support of the public in meeting these needs.

8. That the representative assembly of the National Education Association authorize the appointment of a standing committee to cooperate with the American Legion throughout the year for the purpose of carrying into effect the program outlined above.

WHY FOUR YEARS OF COLLEGE STUDY?

Review of Organization of Higher Education is Demanded — Professional Schools Not Logically Distributed.

By S. P. Capen, *Director, American Council on Education.*

In an entertaining address on the subject "Why five acts?" Prof. Brander Matthews contended that the traditional five-act division of European drama was pure accident. It arose from the fact that the majority of Euripides' later plays contained four choral interludes. Euripides' Roman imitators saw a structural principle and a system in this accidental dramatic division. Hence the five-act tradition which through the centuries dominated European drama.

Rising Costs Emphasizing Need of Review.

There is a certain parallelism in the field of higher education. With equal pertinence one might ask the question: "Why four years?" If four years is regarded as an immutable requirement for higher liberal education, is the course in dentistry necessarily of the same length? Is it in accordance with a law of nature or merely by the accident of tradition that the same period of time should be demanded of neophytes in business, agriculture, a dozen different kinds of engineering, medicine, pharmacy, and veterinary medicine? There are many of us who believe that a reexamination of professional and higher vocational training, with fresh reference to the demands of the several callings, would lead to some startling conclusions concerning the time element in such training. Indeed a review—I believe a periodic review—of the administrative organization of the higher educational system is imperatively demanded. Effective articulation between training and professional requirements demands it. The rising cost of education, the growing difficulty of financing it on any terms emphasizes the necessity.

Specialization in Professional Education.

Another large problem which is national in scope and affects the membership of practically every association of higher institutions is the illogical distribution of establishments for expensive professional training. There is a large surplusage of schools and departments devoted to certain kinds of professional education. There is an equally serious shortage of facilities for training in other professions. Moreover, expensive professional training facilities are concentrated in a few regions. Competition between the institutions offering these facilities is unavoidable. At the same time the limits of the field of university education are constantly expanding. All universities are called upon to furnish more different kinds of training than they can afford to maintain. It is patent that before long each of our higher educational establishments, even the richest, will have to select a relatively small number of branches in which it will offer professional education. Each will have to specialize and the directions in which each is to specialize should be determined by its location, its equipment, and by the demands of its constituency. If gradually and by joint agreement the distribution of schools for higher professional training could be arranged in accordance with a systematic plan, the interests of the country would be greatly served.

GREATER PROGRESS FOR BRILLIANT STUDENTS.

Ability of the Average Now Determines Pace in Colleges—Best Men Should Not be Restricted.

Brilliant students should be separated from average ones and a higher grade of work required of the former, according to Frank Aydelotte, the new president of Swarthmore College. We are educating more students up to a fair average than any other country in the world, said President Aydelotte in his inaugural address, but we are wastefully allowing the capacity of the average to prevent us from bringing the best up to the standards they could reach. To check this waste, students really interested in the intellectual life should be set a new standard of attainment for the A. B. degree, distinctly higher than we require of them at present and comparable perhaps with that which is now reached for the A. M.

The average or below the average student should not be denied the benefit of a college education. He needs this training, and we need his humanizing presence in the colleges, but we should not allow him to hold back his more brilliant companions from doing that high quality of work which will in the end best justify the time and money which we spend in education.

Avoid Spoon Feeding for Able Men.

With the more brilliant students it would be possible to do things which we dare not attempt with the average. We could allow them to specialize more because their own alertness of mind would of itself be sufficient to widen their intellectual range and give them that acquaintance with other studies necessary for a liberal point of view. We could give these more brilliant students greater independence in their work, avoiding the spoon feeding which makes much of our college instruction of the present day of secondary-school character. Our examinations should be less frequent and more comprehensive, and the task of the student should be to prepare himself for these tests through his own reading and through the instruction offered by the college; he should not be subjected to the petty, day-by-day restrictions and assignments necessary for his less able fellows.

By altering the character of our instruction from a secondary to a college and university level we ought to be able to dispense with some of the drudgery of teaching and release at least a portion of the time of college and university professors for study and research, thus in turn raising the whole level of our education.

Separation Is Already Taking Place.

This development is already under way. The separation of honor men from the main average body of students is already taking place in a number of institutions in the country, and we are witnessing to-day a gradual development of a system of junior colleges which will operate eventually to release our endowments for higher education for specifically higher training.

We can never again return to one course or two for all our students of liberal arts, but we must simplify and unify the courses for the A. B. degree, allowing a certain number of major choices as to subjects, and, once the major choice is made, insisting rigidly on the implications of that choice. We should test the student's proficiency in his work as a whole by comprehensive examinations which will demand an understanding of the relations between different subjects, which will make each year depend upon those that have gone before, which will eliminate the possibility of success by cramming, and which will enable us to substitute a qualitative for a quantitative standard for our degrees. This would involve a more limited program of studies and a more thorough standard of attainment in each.

To extend the service of Rutgers College throughout central New Jersey, the college authorities expect to give evening business courses next term not only in the college building at New Brunswick, where they are now given, but also in the neighboring cities of Plainfield, Trenton, and Elizabeth. Both elementary and advanced courses are given.

CAMP SCHOOLS OF SCOUTING FOR FRENCH YOUTHS.

A Thousand Young Frenchmen Receive Instruction of the Kind that Characterizes Scouting—Model Camps on Battle Fields from Which It Was Necessary to Clear the Unexploded Shells.

By Lorne W. Barclay, *National Educational Director of Boy Scouts of America.*

France suffered more than her share in the Great War. Great as was the material destruction of the north of France, still greater was the injury done her youth through the elimination of educational facilities, especially of the social and recreational sort.

France is now going forward with rapid strides, not only in the rehabilitation of her farms, factories, towns, and villages, but also in the reestablishment of her educational program which suffered so much. The devastated schoolhouses bear mute testimony to the great need for sympathetic cooperation of all educators with France's program of reconstruction.

Constructive Program of Health Education.

The American Committee for Devastated France, headed by Miss Anne Morgan and Mrs. A. M. Dike, during the period of the war carried the message of America's friendship to the unfortunate of the battle-scarred Department of the Aisne, the Department in which so many American soldiers gave their lives. With the signing of the armistice, the American committee continued its program of relief, but its program gradually changed from that of relief to that of constructive education in health, recreation, and physical education, along with assistance to the organization of agricultural syndicates and home reconstruction.

Soon after the armistice, the need for recreational activities for the boys of the devastated towns and villages was evident. Not only had their homes been destroyed, but also their social and recreational life. To meet the need for the reestablishment of recreational life, the American Committee for Devastated France undertook to assist the Boy Scouts of France by offering a training school for boys, which was held at Franeport, near Compiegne, during the summer of 1920. The American committee secured the help of the Boy Scouts of America to supply the technical leadership.

Scouting Neglected for Five Years.

Up to the beginning of the war in 1914, the idea of scouting and out-door education grew substantially among the French people. With the declaration of war, when all France's resources were mobilized for defense, the scout movement had to be sacrificed. The result was that by the end of the war, although the leaders of French scouting made heroic sacrifices to keep the work going, and although their record during the war for service was magnificent, nevertheless, five years had been cut out of the development of scouting for French boyhood.

Three Official Boy Scout Organizations.

There are now three growing scout organizations in France, all recognized as official by the International Boy Scout Bureau, namely, Eclaireurs de France (neutral), Eclaireurs Unionistes (Protestant), and Les Scouts de France (Catholic).

The Camp-Ecole de Scoutisme, established by the American committee at Franeport, near Compiegne, 1921, was epoch making in its influence upon boys' work in France. It was there that the spirit of unity and cooperation among the three scout associations of France had its practical demonstration. This year found this spirit continuing in growth and with it a great desire to push the work of the boy scouts in France.

For Young Men and Boys.

The camp school of 1920 had for its purpose the training of boy leaders from the war-stricken villages of the devastated regions. This objective was enlarged for 1921. The purpose of the camp schools for this year was to give to the boys of France, especially to those of the devastated areas, an opportunity to receive, under exceptional conditions, physical, moral, and intellectual training, and also to offer to young men and adults in France an opportunity to learn to be scout masters and thus to serve as leaders of the boys of their home communities. To meet this end it was necessary to establish two camps, one for scout masters and future scout masters and one for younger boys. The locations of the camps were: La Croix St. Ouen, near Compiegne (Oise), and at Corcey near Villers-Cotterets (Aisne). At La Croix St. Ouen two training camps of two weeks each were held for scout masters, and one for boys under 17 years of age. At Corcy four camps of two weeks each were held for boys.

It was on account of the achievement of 1920 in the development of good will among the scout associations that the American committee, in the organization of the camp schools for 1921, invited the participation of the three scout associations recognized by the International Boy Scout Bureau. These three associations then organized a committee of direction of the camp ecoles de Scoutisme Francais. The work of the camp ecoles was then put under this joint committee. To facilitate the work of the committee of direction a technical subcommittee was appointed.

To Develop French Leaders.

The representatives of the three scout associations, with the representatives of the American committee, vigorously took the management of the camps in hand, realizing the responsibility and the opportunity for service. The American representatives of the American committee put themselves at the disposal of the French leaders and worked as their assistants so that the French leaders should get the experience in leadership and in taking the responsibility for the direction of the camps. The purpose of the American committee has been to help France through agencies already established in France rather than by substituting American leadership for French leadership and attempting to build up new agencies. Through the plan of organization adopted by the American committee of working with the three scout associations, this purpose was made a reality.

French Government Contributes Euipment.

The ministry of the liberated regions, which had been so helpful in providing equipment last year, again assisted with the camp schools of 1921. The Department of the Oise, through the prefect of the Oise, provided bedding, blankets, beds, cooking utensils, kitchen equipment, and tools for the camp at La Croix St. Ouen. The tents were provided by the American committee. At Corcy similar equipment was provided by the ministry of the liberated regions through the prefect of the Aisne; the American committee also supplied the tents at this camp. This equipment was a tremendous contribution on the part of the French Government and added much to the success of the camps, for without the equipment it would have been impossible to have carried through such a fine demonstration of camp arrangement and equipment. The camp at La Croix St. Ouen was laid out in the form of an American eagle, with the headquarters tent where

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the head of the eagle would be. There were 45 sleeping tents, each for six campers, and 2 large Bessaneau tents, one for recreation and the other for mess. At Corcy there was 1 large tent and 80 sleeping tents, each for 3 campers; also a large Bessaneau mess tent. All tents, as at La Croix St. Ouen, were equipped with small iron beds, straw mattresses, pillows, and blankets. The location at La Croix St. Ouen was along the south bank of the River Oise, and the camp at Corcy was in the forest of the Chateau of Corcy.

Implements of War on Camp Ground.

The Corcy camp was in a battle field where the Americans had fought. At one end of the camp were French trenches and at the other end were German trenches. The headquarters tent was in no man's land. The village of Corcy was completely destroyed and was in full view of the camp. Ammunition and implements of war lay around the camp, and it was necessary to keep close supervision of the boys for fear of accident. It was necessary to explode many of the big shells which were sticking out of the ground on the site of the camp. The Corcy camp was specially favored in that it received a subvention of 100,000 francs from the ministry of the liberated regions, which went toward paying the maintenance expenses of the camp.

The camp was divided into four troops with a scout master at the head of each troop, whether the camp was for men or boys. All demonstration work was carried on through the scout masters. The boys worked in patrols, slept by patrols, even took their meals by patrols. This gave exceptional opportunity for training in leadership, organization teamwork, and cooperation. The general administration of the camp was carried on by a headquarters staff. Camp directors, all Frenchmen, were in general charge of the camp. Each camp had a director of activities who gave special attention to the program. There was a director of health and sanitation and of swimming, a director of transportation, a commissary man, a secretary, who had charge of the headquarters, and numerous specialists for instruction.

American Representatives of Fine Type.

The spirit and the quality of the services rendered by the American college students, veteran scouts, who in many cases worked their passage to France so that they might help, was a great object lesson to the French scouts. These young men were excellent representatives of coming America—Messrs. Paul North, J. W. Danforth, and P. Woods, of Princeton University; G. Barrett Rich, Ansley Newman, and Jordon L. Mott, of Yale; Henry Cabot Lodge and John Lodge, of Harvard University, grandsons of Senator Lodge, all served as good scouts.

The camps brought together representatives of many countries, and the Americans agreed that they received fully as much in the way of help as they gave. A fine spirit of cooperation was exhibited by the representatives of these various countries.

Provision for Religious Activity.

In the development of the plans for the camps proper facilities were provided for religious activity. There were chaplains for Protestant and Catholic boys and facilities for those of all shades of religious opinion. In this way a program of absolute neutrality was worked out.

In feeding the men and boys a definite effort was made to provide excellent food and, if possible, to increase the weight and improve the health of those who attended. The menus were always under the supervision of the physicians.

The camp at La Croix St. Ouen was in every way a model of sanitation. Certainly there was never a finer exhibition of camp cleanliness than in this camp, which offered very great difficulties to overcome in this respect. There was not a single case of serious illness in the camps. The French boys are real workers. They took great pride in the condition of their tents and made much of the daily tent inspection and the awarding of the flags.

Emphasis Laid on Moral Instruction.

In addition to the regular duties in the camp, much emphasis was put upon moral instruction, especially in the ideals of scouting and good citizenship. Instruction was also given in swimming, fire building, outdoor cooking, hiking, overnight camping, pioneering, and first aid, each period ending with an examination for each day so as to make a definite step forward in his educational advancement. The training was twofold: First, for individual improvement in the scouting spirit, and, second, for experience in leadership, to help them when they returned to their home communities.

In all the seven camp periods the total attendance was about 800 boys and 200 men. This is a tremendous achievement, especially when it is considered that it was done under the leadership of the three French scout associations, which differed widely in organization. The American Committee for Devastated France made this result possible. It was a direct demonstration of the result of devotion to the great cause of training the boyhood of France. The experience showed that other countries can lend a friendly hand to France, and at the same time not destroy her independence of action.

[NOTE.—Mr. Barclay's modesty prevents him from stating that he himself was the leading spirit in this work. He took charge of it in 1921 at the invitation of the French minister of foreign affairs, who recognized the excellence of his work for the camp of 1920. At a luncheon at which the American ambassador presided, a representative of the President of France decorated Mr. Barclay with the cross of chevalier of the Legion of Honor as an evidence of the Government's appreciation of his services.—*Editor.*]

WHO WAS THE FIRST VISITING TEACHER?

Shall the Claim of the City School Superintendent of Ardmore, Okla., Be Conceded?

I have just received a copy of Bureau of Education Bulletin, 1921, No. 10, entitled "The Visiting Teacher," by Sophia C. Gleim. This is very interesting to me, because I am the first man in the United States to have a visiting teacher in a public-school system. I employed such a person and gave her the title of "Visiting Teacher" in the Ardmore schools in the spring of 1912. She has been active in the work here from that time to date. At that time we were given credit for being the first school system in the United States to employ such an officer.

I am also interested in this Bulletin because I am delighted to see the progress that has been made in this respect in other schools throughout the country. I shall be very glad if there is some way that you can let the facts of this movement be known, and that we may have justice and that we may have credit for starting this in our school system. If I am wrong in this matter I shall be glad to be corrected. If I am correct, I shall be glad to have the correction made.

C. W. RICHARDS,
Superintendent City Schools,
Ardmore, Okla.

Representatives of 19 eastern colleges for women met at Vassar College to present their views on the limitation of armaments at the invitation of the Students' Association and the Political Association of Vassar. Each college sent two students to the conference, which lasted two days. Among the colleges represented were Wellesley, Smith, Mount Holyoke, Barnard, Radcliffe, and Bryn Mawr.

COLLEGE COURSES IN STEAMSHIP BUSINESS.

Georgetown University Offers College Study as Substitute for the Lifetime Experience by Which British Steamship Men Were Trained.

By Roy S. McElwee, *Dean of the School of Foreign Service.*

Commercial training for the business side of steamship operation, ashore and afloat, is a new departure for educational institutions. So far as it is known, the School of Foreign Service of Georgetown University is the first higher educational institution to give a complete curriculum of many courses to this end.

Older shipping men had no need for professional school or college training for the steamship business. The British steamship man grows up in shipping offices, from his earliest years; but the United States, in its new era as a shipping Nation, can not wait for the crop of steamship men to grow up from office boy to general manager. It is essential that the years of apprenticeship be reduced by thorough-going professional training.

After the armistice, this fact was appreciated by the Federal Board for Vocational Education and by the United States Shipping Board. The writer, then a special agent for the Federal Board, made a job analysis of a large steamship company in order to ascertain as far as possible what were the various positions in the organization and the requirements of persons to fill them. The result of this investigation was published by the Bureau of Foreign and Domestic Commerce, under Miscellaneous Series 98, "Training for the Steamship Business."

Mr. Edward N. Hurley, chairman of the United States Shipping Board, and Mr. Robinson, his assistant, became interested in the problem and appointed Emory R. Johnson, then serving with the Shipping Board, to collaborate with the writer in the furtherance of business training for steamship men.

The first difficulty that we encountered was the lack of textbooks, and the effort was made, through a subsidy granted by Mr. Hurley from the Shipping Board, to bring out a series of textbooks covering the various phases of the steamship business. Four of these volumes have appeared, the fifth is in press, and the sixth in preparation, at the end of two and a half years.

The publication of these books made it possible for an educational institution to put in a full course in the business of operating steamships for profit. Therefore, the School of Foreign Service offers for 1921–22 the following list of subjects as an elective group for second or third year students: Steamship Office Management; Wharf Management and Warehousing; Steamship Operation; Steamship Classification and Elements of Construction; Marine Insurance; Export Packing and Ship Stowage; Shipping Legislation; Shipping Seminar; Admiralty Law; Railroad Law; Railroad Traffic and Rates.

The question of finding teachers for such courses is as difficult as that of finding authors to prepare the text in the beginning. The location of the school in the city of Washington, with the large personnel of the reorganized Shipping Board, and also the proximity of the port of Baltimore, with its many steamship men, has gone far toward solving this problem. The interesting combination is being worked out; that of supplying the students with the textbooks written by men who can collect and compile data, but are not necessarily practical shipping men—on the contrary they are mostly professors of transportation—and then engaging as lecturer a practical steamship man whose memories of his own experiences are set in operation by the suggestion he gets from the chapter in the book assigned for the coming lesson. In this manner, the students will receive through their texts, an orderly presentation of the subject matter, elucidated by the personal practical experiences of the instructor.

Through this combination of practical shipping man and orderly textbook, now that the texts are in hand, it is possible to give a thorough-going professional training in the details of the various phases of steamship office and ship operation. The professional training for the steamship business is going through the same course of development as law and medicine a generation or more ago, and it is hoped that with the great need of the country for men thoroughly conversant with the best practices in operating ships for profit this new professional education will develop much more rapidly than even the schools of law, medicine, or engineering. It is hoped also that the initial steps taken by the School of Foreign Service to give this professional training will lead the way for other institutions located at strategic shipping centers.

CONSIDER TRAINING OF MANUAL ARTS TEACHERS.

Training of teachers of manual arts will be discussed at the twelfth annual manual arts conference, which has been called by the United States Commissioner of Education to meet at the University of Michigan, December 8 to 10. Institutions in the Mississippi Valley engaged in the training of industrial teachers are invited to send a representative each, and the State department of education of each State in this region is also invited to send a representative. Influence of the vocational motive in the choice of curricula by high-school students will be the topic of the opening discussion. Among other subjects will be: The manual training teacher's part in stimulating the creative impulse; relations between the departments of economics and sociology and vocational education in the university; suggestions for correspondence instruction methods. Only one topic will be taken up at each session, so as to give opportunity for full discussion.

CAMBRIDGE DENIES FULL PRIVILEGES TO WOMEN.

As a result of the action of the senate of Cambridge University denying women students equal privileges and rights with men, some women are leaving for Oxford, where the status of the sexes is equal. According to the decision of the senate, the students of Girton and Newnham Colleges may not become members of the university, although they are entitled to titular degrees conferred by diploma. A compromise measure, under which women were to be admitted to a limited membership, including eligibility to professorships with restrictions and a measure of self-government, was defeated by the vote of the university senate.

Literary evening institutes have been established by the London County Council for persons older than 18 years of age. These institutes do not undertake any vocational training, but give courses in such subjects as music, including country dances and folk songs, astronomy, biology, horticulture, history, languages, art, and modern English literature. The schools are conducted on the cooperative plan, and they carry out the ideas and suggestions of students. Educational visits to places of interest are on the program.

Teachers' salaries, textbooks, and supplies use 80 per cent of Cincinnati school funds.

SCHOOL LIFE

Issued monthly, except July and August, by the Department of the Interior, Bureau of Education.

Editor, JAMES C. BOYKIN.
Assistant, SARA L. DORAN.

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DECEMBER, 1921.

FILIPINO SCHOOLS INDUCE PERMANENT SETTLEMENT.

Nomadic Filipinos are influenced to settle down and form communities by "settlement farm schools." As the nucleus of a community, a school farm with a four-year primary school is established in which the pupils are taught farming as well as academic subjects. The parents of the pupils are encouraged to settle near the school and to undertake some agricultural work themselves with the help of the children. While the community is in its infancy the school farm feeds the families that have gathered. As the people improve in farming ability so that they can take care of their own needs and the settlement becomes fixed, the school farm remains as the central influence, and many of the schools continue to exist in the permanent farming communities. Two hundred twenty-two settlement farm schools are reported by the director of education for the school year 1919–20, many of which were established in communities which were already well developed. Sixty of these were established since the previous year's report. The value of the products raised at settlement farm schools during the school year 1919–20 was almost twice that of the previous year.

CHILDREN'S BUREAU WILL STUDY VOCATIONAL GUIDANCE.

The United States Children's Bureau, in cooperation with the Junior Division of the United States Employment Service, is about to commence a field study of the conditions under which children are prepared for and directed into industrial life in this country, with special reference to the work done by public and private placement bureaus, vocational guidance departments in schools, and similar agencies.

It is proposed to study intensively the work which is done in perhaps a dozen or fifteen cities in which some significant phases of a vocational guidance program have been undertaken.

In planning this study the Children's Bureau has had the cooperation of the United States Bureau of Education, the Federal Board for Vocational Education, the Junior Division of the United States Employment Service, and the officers of the National Vocational Guidance Association and other persons interested in educational and industrial aspects of the vocational guidance problem.

VISITING TEACHERS NECESSARY TO AMERICANIZATION.

Any plan of Americanization is incomplete which does not include visiting teachers for reaching mature immigrants who think they are too old to learn the English language.

The writer of the letter which follows may not be aware of the work which others have done in this line, but he has reached a conclusion which is clearly correct, and the statement of his experience is of value because of its point of view.

193 HOMESTEAD AVENUE,
Hartford, Conn., November 7, 1921.

COMMISSIONER OF EDUCATION,
Washington, D. C.

SIR: I am using my spare time in promoting good will among my countrymen toward the learning of English, and I am also exhorting them to respect the laws and institutions of our Nation.

Most of the Italian immigrants are peasants, and therefore extremely pessimistic toward the learning of English. They have no inclination for going to any schools; they believe that the English language is impossible to learn. As a result they prefer to remain in total ignorance of it rather than put forth their greatest efforts in trying to learn it.

As I have experimented for almost a decade, schools have no influence whatsoever over these people. But if a good pro-national worker should visit them and explain to them the great necessity of learning English and the benefit derived from the schools, and if he should try also to raise some optimism in their minds, they would see things in a different light and attempt to learn the English language for themselves.

I do this work in Hartford, but here it is not so necessary, for the atmosphere is American and they must learn some English whether they wish to or not.

In greater New York and other large cities, on the other hand, in the Italian sections the atmosphere is decidedly Italian, and that is why 75 per cent of them do not know one word of English.

I believe that if practical pro-national workers could be employed to work among these people, raising in their minds more interest for the schools, they would induce them to become more zealous toward the English language and, as a result, they would become good citizens.

JOHN ANTHONY D'AMATO.

BUREAU OF EDUCATION A MODEL FOR GERMANY.

A national bureau of school information and school statistics has been established by the German Reichstag, and 200,000 marks was appropriated for its maintenance. Its aim is to bring before the teachers of Germany school statistics covering German education and also other information about progress in education at home and abroad. The measure received the support of all parties. The sentiment was expressed in the debate that the appropriation should be used less to compile statistics than to give a survey of the chief conditions of all types of schools in all countries.

The report speaks of the excellent prospects for an increase in the annual appropriations so that the publications of the institution may become a parallel to the "widely famous Annual Reports of the Commissioner of Education in Washington."

SCHOOLS ARE STATE, NOT MUNICIPAL, AFFAIRS.

City schools should be financed by the State and not by the city, said Dr. Frank Pierrepont Graves in his inaugural address as head of the educational system of the State of New York and president of the University of the State of New York. Education is a State and not a municipal function, according to Dr. Graves, and costs of education ought not be included within the restrictions imposed on taxes raised for city purposes. Special training for rural teachers, extension of educational measurements, a modernized department of attendance are some of the necessities of education that must not be neglected, even though the school bill is multiplied.

SPAIN AND BELGIUM PLAN RECIPROCITY.

Spain is considering a proposal from the Belgian Government for the exchange of professors and students between Spain and Belgium. According to the proposed arrangement the Spanish and Belgian professors will continue to receive their salaries from their home Governments and institutions and will receive in addition a bonus from the Governments to which they are sent. Arrangements are under consideration also for a harmonization of the scholastic requirements of the Belgian and Spanish universities, in order that students may receive credit in their own institutions of learning for courses taken abroad.

HARD TIMES STIMULATE COLLEGE ATTENDANCE.

Registration at Universities Greater Than Ever Before—Provision for Self-Support an Important Factor.

By H. W. CHASE, *President of the University of North Carolina.*

[Condensed.]

A curious aspect of hard times is that the rush on the colleges is stimulated rather than retarded. This apparently illogical sequence of events is particularly noticeable in our part of the South to-day. Nowhere in the country, perhaps, has the population been so hard hit by the collapse of prices as in this great cotton and tobacco section, and one would naturally suppose that college education, which has always been looked upon as a luxury by a large part of the public, would be in less demand than before. Yet the opposite is true. Here at the University of North Carolina our registration is greater than ever before.

Why do those who seek higher education increase in number in a period of depression? The favorite answer seems to be that the very business stagnation itself, causing a lack of attractive openings in industry and agriculture, persuades many young men and women who had thought to stop their education with the high school to prolong it a few years.

Opportunity for Self-Support Encourages Attendance.

One thing that helps to offset financial factors discouraging to attendance is the expanding opportunity for self-support in the universities and colleges. The number of ways that ambitious youths now find to pay for their college training is truly amazing. Students do clerical and stenographic work, wait at table, work in the printing and lighting and water plants, tend furnaces, and even do the hardest sort of skilled and unskilled manual labor—carpentry, masonry, excavation, and the like—in order to eke out their expenses. Our self-help bureau is one of the most important divisions of the university's administrative machinery.

But in this southern State I should be inclined to attribute the increased demand for higher education mainly to the impetus of a movement which, having got well under way, was too strong to be held up by even such a serious obstruction as a financial collapse. A vigorous educational campaign launched in the closing years of the past century led to a rapid extension of elementary and high-school education in North Carolina. Facilities at the higher institutions have come nowhere near keeping pace with the secondary schools, and, of course, we have not been able to handle the flood. The number of students demanding admission is sure to be still greater in the future. A recent survey of 17 principal high schools in the State showed that the graduating classes were 46 per cent larger than the year before. Graduates from high schools have multiplied fourfold in the past four years.

University's Appropriations More Than Doubled.

In the face of the business stagnation the State legislature, at its recent session, more than doubled the university's appropriation for maintenance, increasing the two-year allowance from $430,000 to $925,000. This grant of funds followed a demonstration of the extraordinary demands that were facing the institution. Some voices were raised to declare that the State could not afford to vote the money, but the legislature took the long view and decided that it could not afford not to. It did not grant all that the educational forces asked, but it did take a long step forward. The university trustees had sought authorization for a six-year building program involving an expenditure of $5,585,000. The legislature authorized a two-year program instead, but promised the trustees a friendly ear if they would come back two years later and repeat their request.

The entire program, which we hope to see completed by 1927, calls for new dormitories for 1,275 students, three classroom buildings, a law building, a pharmacy building, a geology building, additional buildings for chemistry and medicine, additions to the library, a new gymnasium, enlarged infirmary, an administration building, and an auditorium to seat 3,000 persons. The campus layout, in addition, provides for the Graham memorial, a gift from alumni, which will be a students' gathering place corresponding in a general way to the Harvard Union.

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TWENTY-THREE PER CENT COMPLETE COURSE.

The class which graduated from the Denver high schools last June numbered 4,335 when it entered the first grade in 1909. Of this number 3,358 finished the eighth grade, 2,081 went on to high school, and 997 graduated.—*Denver School Review.*

Practical laundry chemistry for workers in that line is taught in a 12-week evening course at the Washington Irving High School, New York City.

RELIGIOUS STUDY CREDITED FOR DEGREES.

Instruction is Given by Teachers Nominated by Pastors and Approved by College Director of Bible Study.

Nine churches cooperate with Colorado State Teachers' College at Greeley in giving courses in religion, including the Methodist Episcopal, Baptist, Congregational, Presbyterian, Roman Catholic, United Presbyterian, Unitarian, Episcopal, and Disciples of Christ. The plan has also been approved by eminent Jewish teachers. The Bible and supplementary readings are taken up in these classes, which are given in the Sunday school hour at the churches. College credit is given for satisfactory work, which includes a detailed notebook, a short thesis, and the passing of a final examination, as well as the usual number of hours of attendance.

Each denomination is privileged to impart instruction according to its own ideas, and since the work is not taught by public-school teachers nor in school hours there has been nothing in the plan to conflict with the laws of the State. Variation in textbooks has been exercised, an elastic list of recommendations having been made by the committee representing the different churches. Among the books used have been Chamberlain's Hebrew Prophets, Kent's Historical Bible, Sanders' History of the Hebrews, Burgess' Life of Christ, Abbe Fouard's Life of Christ, and Pope's Prophets of Israel. Among the reference books have been the Jewish Encyclopædia, the Catholic Encyclopædia, and Hastings' Dictionary of the Bible.

Teachers are nominated by the pastors of the churches, and if their general education and special preparation for teaching the Bible are considered satisfactory by the college director of Bible study they are approved by the college. Examination questions are made up by the teachers and approved by the director.

A daily record sheet of health habits is kept for every pupil in the schools of Washington, D. C. The record is kept on the basis of the teacher's daily inspection and is sent home with the report card to be signed by the parent and returned.

One year's study of the Norwegian language is compulsory at St. Olaf's College, Northfield, Minn.

EDUCATIONAL ASPECTS OF LEGION'S CONVENTION.

(Continued from page 73.)

Dame de Sion, where several little girls welcomed the marshal in the French language, he responded, "Children, I came to America because I love this land. I wanted to show my appreciation. We have been friends in war; we must be friends in peace. You boys, when you grow up, must work; you little girls, when you are women, must remember to pray."

When asked what impressed him most about America, Gen. Diaz, of Italy, said: "Your school children and the spirit of the American Legion have impressed me. Your school children first, because they are the United States of the future. Your former soldiers belonging to the Legion have a splendid military bearing, a fine rhythm to their marching, a spirit which enters with a will into what they do. One who sees them knows they represent a fighting spirit backed by honor and feels like shouting, 'Long live the United States.'"

Belgium Ready to Aid America.

At the banquet Baron Jacques, of Belgium, in a glowing tribute to America asserted that should America ever be imperiled by a foe, the armies of Belgium would assuredly come to fight for her. Earl Beatty, of England, gave great credit to the American Navy for its part in the winning of the war. Said he, "Without the American and British Navies, England would have ceased to exist and the magnificent army of American soldiers could never have crossed the seas to fight German milltarism."

We believe that school people will be interested to know that we doubt if there was ever a gathering in the country where the spirit of pure American patriotism ran higher. Further, the utterances of the distinguished representatives from the allied nations brought the fervor of international good will and sympathy to the white heat of those heroic but trying days in which we struggled with them against the common foe of liberty. The stupendous ovation accorded these men before the convention and their words of gratitude, esteem, and unmistakable friendliness for America will all go far, we believe, to strengthen the bonds of brotherhood begun between our country and these nations during the war. They should go far in preparing the way for successful results in the coming conference on the limitation of armament.

Cooperation with Schools Heartily Indorsed.

The program of Americanization submitted to the National Education Association at Des Moines by Henry J. Ryan, at that time director of the Americanism commission of the Legion, and enthusiastically indorsed by that body, was indorsed with equal enthusiasm by the Legion at Kansas City. If our memory is correct, every resolution with reference to this program of cooperation with the schools was adopted without a dissenting vote. We wish to take this occasion to declare the unstinted support and cooperation of the Bureau of Education in every way possible with the Americanization program of the Legion. We expect the earnest support of the school men and school women of the country, whose loyal patriotism has ever been one of the Republic's chief assets. This is the greatest piece of constructive work that the Legion is undertaking, and we predict that the teaching profession will respond with alacrity to it.

Educational Policies of the Legion.

Alvin M. Owsley is now the able director of the movement, succeeding Mr. Ryan. The work is carried on from the national headquarters of the Legion at Indianapolis through its organization in the various States and departments. The chief policies and principles advocated are summarized in an article in the American Legion Weekly for October 28, as follows:

To make America a better America; to educate the alien for citizenship and the citizen for better citizenship; to require the English language as the only medium of instruction in the elementary and high schools, both public and private; to require the teaching of American history and civil government in these schools; to devote a certain period of time each day to patriotic exercises; to fly the American flag from all schools; to cooperate with educators and raise the standard of education to combat anti-American activities; to create better legislation for immigration; to add solemnity to naturalization; to cooperate with patriotic organizations; to promote good will among all who have common interests for the good of America; to restrict voting to citizens only; and to gain the widest publicity for Americanism.

Campaign for American Education Week.

The Americanism commission of the Legion is planning an American education week, December 4–10, for a nation-wide campaign for its Americanization program among the schools, commercial clubs, and other organizations of men and women which are devoted to civic and patriotic enterprises. The National Education Association and the Bureau of Education are cooperating with the Legion in the promotion of this American education week. The National Education Association has a committee appointed for this purpose. The bureau has already sent out letters to all State departments of education urging that they support the movement. We hope and we feel confident that our schools will enter heartily into the observance of this week.

The Bureau of Education has had copies of the Constitution of the United States printed for free distribution. These copies have been almost exhausted already, but those that are still available will be sent gladly to persons who can use them during American education week. When the supply is exhausted copies of the Constitution may be obtained from the superintendent of documents, Government Printing Office, Washington, D. C., at the following rates: Single copies and in quantities of less than 50, 5 cents each; quantities of 50 and upward, 2 cents each.

CLARK OPENS GRADUATE SCHOOL OF GEOGRAPHY.

Teachers Will Travel a Half Year for Field Study—Individual Research is Encouraged.

In accord with the new interest that the United States is taking in the rest of the world, Clark University has opened a graduate school of geography, where students will be trained for the many positions that demand trained geographers. The great business houses, especially those interested in foreign trade, are calling for experts in economic geography; colleges and universities, normal schools and high schools need men and women as supervisors and special teachers of geography. The Consular and Diplomatic Service and the scientific bureaus of Government departments require of their personnel considerable knowledge of our own and other countries. The United States civil service has recognized geography as a profession, and it is so considered by the graduate students who have chosen this subject as their field.

Professors from Other Countries Will Lecture.

In preparation for work in the graduate school, and for the general benefit of the students, many courses in geography and related subjects are given primarily for undergraduates. Graduate students are encouraged to do individual research work rather than to burden themselves with many lecture courses. Research work will be done under the direction of the staff of the school, which is directed by Dr. Wallace W. Atwood, professor of physical and regional geography and president of the university. To collect first-hand information on the subjects they are teaching, the members of the staff will have the opportunity to travel a half year every two years and the results of their field studies will be published. Plans have been made for professors from foreign countries to give courses in the geography of these countries.

SPOKANE JUNIOR RED CROSS HOSPITAL.

Established to Maintain Vitality of an Agency Which Had Proved to be of Great Value to the Welfare of Children—Patients Proud of Their Experience.

By Orville C. Pratt.

[Read before the Thirteenth Annual Conference of the American School Hygiene Association.]

The Junior Red Cross was the principal instrumentality through which the children of America contributed their share toward winning the war. The response of children to the idea was immediate and enthusiastic; they entered upon every suggested line of work with the utmost readiness and zest.

Armistice Caused Relaxation of Effort.

Within a few weeks after the beginning of the school year 1918–19 came the armistice and the end of the war. This was followed by an immediate letting down of effort by everyone. There was no longer any specific, definite, and valuable service for the Junior Red Cross to render. It began to drift like a ship without motive power. Before the end of the school year it was in process of rapid disintegration. In the fall of 1919 it was seen that the war-time interest and motivation of the organization must be restored if it was to function vigorously again.

The plan finally adopted in Spokane, Wash., was that of entering upon a health program for the school children, and the first step in this direction was the establishment of a children's clinic and hospital for the care of indigent children who were suffering from remediable physical defects. It happened that there was available space in the Horace Mann School Building and the Spokane School Board granted to the Junior Red Cross the use of the rooms there free of charge. A completely equipped operating room for tonsil and adenoid cases was fitted up, and five beds were placed in adjoining rooms. A surgeon was employed to perform 10 operations a week, and a nurse was furnished by the Senior Red Cross to give her entire time to this work.

Medical Inspectors Could Only Recommend.

The Junior Red Cross clinic and hospital opened in January, 1920, and to date 620 children have been operated on for the removal of diseased tonsils and adenoids. Medical inspection had been in effect in Spokane for more than 10 years before that time. In that period chronic tonsil and adenoid cases from indigent homes had been recommended for treatment time after time for years with no results. The parents from such homes were simply unable to pay for the needed operations, no matter how clearly they realized the need. The law in the State of Washington is such that the schools can detect physical defects, but can do nothing directly to remove them. The plan of the Junior Red Cross, therefore, filled a long unmet need.

The idea of a clinic and hospital of their own made a strong appeal to the children, and this was at once reflected in their renewed interest. The boys in manual training regarded it as a privilege to make the necessary bedside tables, chairs, and cabinets. The girls in sewing were glad to fashion and prepare the bed linen, bed jackets, operating gowns, curtains, and towels. Even the mentally defective pupils wove rugs for the hospital floors. Teachers and principals gave it their hearty support, because it offered a solution to the long-standing problem of how to remedy the physical defects of indigent children.

Seven Nutrition Classes Organized.

The favorable attitude toward the work of the juniors brought increased membership in the organization and thereby increased the amount of money available for use. Accordingly when schools convened in September, 1920, a second step in the health program was taken by the employment of a nurse to give her entire time to nutrition work. Scales for weighing and measuring children were bought and placed in seven of the close-in schools. Of 3,963 pupils weighed and measured, 1,432, or 36.1 per cent, were 7 per cent or more underweight. Of these underweight children only about one in five was free to gain. The others were kept underweight chiefly because they had one or more physical defects which interfered with proper growth. A nutrition class of pupils free to gain was organized in each of the seven buildings. Much interest was aroused among parents, and as a result other organizations also took up nutrition work.

In December, 1920, the Supreme Court in the State of Washington rendered a decision that any kind of medical or dental treatment of pupils was contrary to State law. Previons to that time the Spokane schools had employed a dentist four days each week while the schools were in session. It became necessary either for this work to be dropped entirely or for it to be taken up by the Junior Red Cross. The juniors decided that they could finance this dental work also, and thereby took the third step in their health program. With the opening of schools in September the dentist was employed for full time. In the first six weeks of his work this fall he had appointments with 191 children, completed 113 cases, and worked on 470 teeth.

Nearly All Pupils Are Members.

The way in which this work by children for children has appealed to school pupils is evidenced by the results in membership. In 1917–18 the membership was 48 per cent of the enrollment. In 1918–19 it was 51.7 per cent. When the accomplishments of the juniors became manifest in 1919–20 the percentage of membership increased to 75.6. At the end of the first two months of school this year the memberships already paid in amonnted to 62.5 per cent of the enrollment and will no doubt again run over 100 per cent for the year.

The success of this plan, because of its appeal to children, is to be contrasted with the fate of the Jnnior Red Cross in the region about Spokane, in which no such program was undertaken. Without exception, the war-time organization of jnniors in the surrounding territory has wholly disintegrated.

Throughout its four years of work in the Spokane schools there has been entire harmony between the Junior Red Cross organization and the administration of the schools. The school authorities recognize the very high character of the service rendered by the juniors, not only to those directly benefited but quite as much in the valuable life lesson of helpful cooperation which the work instills in all pupils.

Children Attend Meetings of Board.

For the best resnlts to be secured in this respect the children themselves should be represented at occasional meetings of the jnnior board. The plan is to have a meeting at the hospital at least once each semester and to have in attendance at the meeting a child from each school. The principal of each school names as a delegate for the school some child whose scholarships and general usefulness may be thus recognized. The school delegates see the hospital while there are children there, hear about what has already been accomplished, participate in the discussion of present problems, and report back to their schools. It

is evident that this arrangement tends to stress in the minds of the children the idea of the Junior Red Cross as their institution.

Patients Describe Their Experiences.

To this point the origin and accomplishments of the Spokane Junior Red Cross have been outlined without citing specific illustrations of the reaction of children toward it. The letter of an 11-year-old Italian boy, Mike Mantello, to the health supervisor will illustrate. Mike wrote as follows:

DEAR DOCTOR: I was the first boy to be operated so I went to the operation room. I layed myself on the table then she put a piece of rag on my nose and eyes then they through some either on it. It was beginning to smell bad. The last 2 words I said was how long will it take? Miss Green said about 3 minutes dear.

They were through. Then they bronght me to my bed. I was waking up. I was crazy. I kicked the quilt all over the bed. I said to myself I wish I would have went to the clinic yesterday, for now I got a bad cold that I feel like killing myself. I was getting better and I said I was in the clinic and didn't know it.

I went home in a auto and am glad them old rotten things is out. I was well in 6 days.

MIKE MANTELLO.

The letter which follows, written October 31, 1921, gives another child's version of the service of the clinic to her personally:

DEAR RED CROSS: I had my adenoids and tonsils taken out last winter. I am feeling fine now. I gained 15 lb. sence. They took the best care of me there. Before I had them taken out I was out of school every little while. Now I am in school every day. I can study better now than I could before also I am getting better grades. I feel 100% better sence and I think every city should have one to care for the children that can't pay to have them taken out.

JENNIE C.

Do Not Feel They Accept Charity.

The letters quoted are typical of the reaction of pupils toward the children's hospital. The finest thing about the institution is that the children who receive its benefits do not feel that they are accepting charity. They prize their experiences and are the envy of comrades not so fortunate. Because the hospital is theirs they go to it with very little of the dread which ordinarily accompanies a visit to the surgeon. One morning when several children were brought in at the same time, the question of precedence arose among them, each wishing to be first. A little girl, who was still wearing a khaki overseas cap, stepped up and insisted, "I'm a soldier so I ought to go first."

A letter sometimes reveals other opportunities for the Junior Red Cross to be helpful. Take the following letter, received in connection with the nutrition work, as an illustration:

DEAR MISS MILLER: I am dropping you a few lines to let you know the nurse wrote mama a letter telling that Martin was not very fat and because he did not weight enough. What can mama help because he does not weight too much she gives him all the food she can aford to give him. She has seven more boys to feed beside Martin. I guess thats all for this time.

MRS. GRANDINETTI.

Milk for Undernourished Children.

The problem of furnishing milk at recess time to undernourished children was met in part at least by buying it at wholesale prices and selling it at retail to those who could afford to pay for it. The difference between the wholesale and retail prices made it possible for milk to be furnished free of charge to those pupils who were unable to pay for it.

After two years of experiment with the Junior Red Cross, reorganized along the lines indicated, it is the firm conviction of those connected with it that it deserves a place in every system of schools. It offers children a definite relief work to do upon which they can enter with enthusiasm because they can see the benefits derived from their efforts. It is therefore in harmony with and constitutes an example of the highly educative project method of teaching in that the impulse to action proceeds from an inner urge rather than from outer compulsion. It leads children to cooperate for a worthy end and teaches them the effectiveness of united action.

Moreover, it directs the attention, not only of the children but of everyone in the community, to the health side of education, which is education's most neglected aspect. The exact program to be undertaken will vary, of course, in accordance with the varying needs of different communities. The field of opportunity is wide and it will not be difficult to find a neglected spot worthy of cultivation.

Membership a Collective Matter.

Then, finally, there is the service of incalculable value which may be rendered without panperizing effects to indigent children. They are the unfortunates who dwell in the valley of the shadow of poverty, close by the borderland of pauperism. They must be helped, but in receiving help they must not be pauperized. The Spokane juniors guard against the danger of pauperism in two ways. In the first place, membership in the Junior Red Cross is not an individual matter, but is a collective enterprise based upon the school as the unit. Individual contributions are solicited, but much of the quota is secured by some project, such as an entertainment or a paper drive, in which all pupils can participate. Then, in order that the self-respect of the family from which a child goes to the hospital may be maintained, the parents are invited to contribute any amount not to exceed $5.

NEW YORK SCHOOLS KEEP OPEN HOUSE.

Week Set Apart for Parents' Visits—Principals and Teachers Explain Activities and Answer Questions.

Open house was kept by the New York City public schools during the week of October 10, which was known as school week. Mothers and fathers visited the classrooms and heard their children recite; they talked with the principals and teachers, saw the written work of the various classes, and enjoyed pageants, music, dramatizations, etc., in the assemblies. Invitations were issued by many principals, and in some schools they were written by the pupils. Parents' associations joined with the school authorities in carrying out the week's program.

Some principals held conferences every day with the parents to explain the activities of the schools and to answer questions. Nearly every school had a parents' meeting during the week. Many schools gave demonstrations of their work in gymnastics, domestic science, etc., executed fire drills, showed their manual work, and did everything to show the citizens what the schools are doing. Public School 22, on the lower East Side, held a parade, headed by the principal. Classes were costumed to represent the various nations which colonized America. This was a part of the preparation for the "America's Making" pageant, for which all the schools were getting ready. Some schools gave dress rehearsals of their parts of the pageant as a special performance for the parents.

High-school students made posters, prepared programs, and escorted visitors about the school during their study periods. Far Rockaway High School had an exhibit of airplanes made by members of the aero club and an illustrated lecture by members of the bird club. At Washington Irving High School the guests saw the girls at work in science laboratories, in classes in costume designing, advertising, sewing, millinery, and other practical work, as well as in the regular academic classes. Students conducted them to the greenhouse, playgrounds, lunch room, model apartment, school savings bank, and other parts of the school.

STATE UNIVERSITIES ARE OVERCROWDED.

Speakers at Meeting of National Association Favor Limiting Enrollment—Extension of Research Urged for Land-Grant Colleges—Country Life Association Meets.

To preserve its historic cultural ideal in strength and vigor and at the same time to serve the needs of the day is the problem of the university, said Dr. E. A. Birge, president of the University of Wisconsin, at the annual meeting of the National Association of State Universities, which was held in New Orleans November 7 to 10. Dr. Birge, who is president of the association, went on to say that demands by the public and the students for knowledge of immediate usefulness threaten to crowd out the older learning and to reduce the university to an institution whose value is almost wholly economic.

War Shows Value of University Training.

Overcrowding in State universities was discussed, and further limitation of enrollment was urged by several speakers. Dr. Franklin L. McVey, president of the University of Kentucky, declared that either the public must be willing to finance the expansion of the universities in their respective States or the university executives must limit student enrollment. Since the war students have been pouring into the universities. The war seems to have impressed upon them the value of knowledge, and especially of university training. Development of the junior college system or raising the entrance requirements to higher levels may relieve the situation. Dr. E. C. Elliott, Chancellor of the University of Montana, favored the idea of limiting enrollments.

Uniform methods of calculating the per capita cost of education were taken up by Dr. Thomas F. Kane, president of the University of North Dakota, and Mr. Lloyd Morey, business agent of the University of Illinois. Resources of State universities, present and future, was the subject of an address by Dr. S. P. Capen, director of the American Council on Education. The relation of State universities to Spanish-American countries was discussed by Dr. Francisco J. Yanes, assistant director of the Pan-American Union.

Improve Service of Bureau of Education.

The last meeting of the association was in joint session with the Association of Land-Grant Colleges. Dr. John J. Tigert, United States Commissioner of Education, spoke of the relation of the United States Bureau of Education to the State universities, and the problem of enlarging and improving the Bureau's service to these institutions. The Bureau is charged with certain duties in the administration of the income resulting from the principal obtained by the sale of lands granted under the first Morrill Act, an amount approximating $1,009,225, and of the Morrill-Nelson fund, which amounts to $2,500,000 annually, $50,000 going to each State. The Bureau is required to see that the interest from the former fund is at least 5 per cent and that it is expended in accordance with the requirements of the act. It is further required to audit the expenditure of the $50,000 granted annually to each State for its college of agriculture and mechanic arts.

Facilities of Bureau Remain Stationary.

Other activities of the Bureau have increased in scope with the increase in the number of colleges, high schools, elementary schools, and other educational institutions throughout the country, but its facilities have remained stationary. The Bureau aims to render the largest possible service to education with the funds and personnel at its disposal.

Promotion of research in agriculture, home economics, and engineering in land-grant colleges was considered at the convention of the Association of Land-Grant Colleges, which met Nov. 8–10. Dr. H. L. Russell, dean of the college of agriculture at the University of Wisconsin, urged more research and experimentation in peace times, in accordance with one of the most obvious lessons of the war. Hon. C. W. Pugsley, Assistant Secretary of Agriculture, told of reorganization of the plans for the administration of extension service in the Department of Agriculture, and spoke of the necessity for research in problems of food. At the closing address of the meeting, Dr. W. O. Thompson, president of Ohio State University, said that whether the curriculum be agriculture or liberal arts matters little, if the right development of the individual is attained and thereby the greatest service rendered to civilization.

For Better Instruction in Engineering.

Section meetings in agriculture, engineering, and home economics were held. An extension program in rural economics, National, State, and county, was considered by Dr. H. C. Taylor, chief of the Bureau of Markets and Crop Estimates, U. S. Department of Agriculture. A symposium of methods of improving the quality of engineering instruction was a feature of the engineering section's program. Dr. A. R. Mann, dean of the New York State College of Agriculture, discussed the relation between the resident teaching staff, the extension staff, and the research staff of home economics departments in land-grant colleges.

The Country Life Association held a conference after the close of the two college meetings. The conference was devoted to the study of the rural village and its relation to rural life and rural welfare. The Association for the Advancement of Agricultural Teaching, the Society for the Promotion of Agricultural Science, and the American Society of Agronomy also held meetings during the week.

EXHIBITS PRINTS OF ARTISTIC WORTH.

To make known to schools and libraries the great variety of good prints within their reach, the American Federation of Arts has selected a group of prints in color and photographs suitable in size and subject for school and library decoration. This collection is one of the many traveling exhibitions circulated by the federation as part of its work of extending the knowledge of art in all parts of the country. Pictures are chosen by experts from the leading exhibitions of contemporary work, from museums, and other sources, and are listed, insured, and sent out in circuits arranged as far in advance as possible. The first of these circulating collections was shown in 1920 at the Russell Sage Foundation, New York City, and pictures of all sizes were included. From this exhibition grew the idea of a selection of large-sized prints such as would be suited to school and library use. With a few exceptions, the pictures in the school group cost less than $25 each.

The 130 selections in this set represent the work of about 100 artists and of 15 publishing houses, American and European. The American subjects outnumber all the others combined, but excellent examples of prints in color are shown from England, France, Germany, Sweden, and Switzerland. Among the subjects are: Moonlight, by R. A. Blakelock; The Bent Tree, by Corot; Entering the Harbor, by Millet; The Age of Innocence, by Reynolds; The Garden of Allah, by Maxfield Parrish; Madonna Granducca, by Raphael.

TRENDS OF TEACHING PRACTICE IN EUROPE.

(*Continued from page 73.*)

An important convention of a similar character held a three days' session in Leipzig in March, 1921. On this occasion 850 teachers and laymen deliberated on how moral teachings can best be imparted in connection with the work of the schools as it must be conducted.

They took counsel together about how education could stem the downward current of ethical conduct with war and its consequences had brought on. They differed on many things, but they saw that it was necessary to avoid the political and religious storms raging about the schools. There was a deep undercurrent which earnestly sought a stabilizing element to steady the actions of men. And the general trend throughout the deliberations was to seek it not in ethical systems but in the common fund of moral notions that all laymen, teachers, and pupils share—love of truth, sympathy with our fellows, desire for justice.

In their efforts to get school proposals into workable forms the national conference in Berlin in 1920 had to deal with several questions on which, from the first, agreement was hopeless, but the deliberations on "work instruction," conducted by Dr. H. R. Seyfert as chairman, was marked by unanimous approval of the numerous clauses adopted.

Expression Through Act and Achievement.

The child must be taught to express himself not only by means of the oral or written word but also through act and achievement. The instruction falls into two divisions—classroom instruction and workshop instruction. A simple workshop and school kitchen should be a part of every school. the cooperation of parents and friends of the school must be secured.

How to reduce these ideas into lessons that develop moral stamina is the task that confronts the teacher. The suggestions he has received from the conventions point to more constructive brain-and-hand work in the lessons, art possibilities of the piece of work done, a conscientious performance in which honesty and accuracy appear in visible form. In general, the hints converge on—

Wholeness.—A lesson as a detached unit where beginning, purpose, and issue are lost sight of conveys nothing. Keep the purpose and outcome in sight.

Personality.—If the lesson is shaped so that the pupil's creative powers come into play and he puts a part of himself into it, it has a moral element for him. If the teacher criticizes the pupil's statement of the textbook content, it will not touch him; but if the teacher criticizes what he has creatively produced, as a composition, for instance, it will rouse his mettle.

Group work.—Mutuality and responsibility to others, the social unit, comradeship among pupils, the teacher a friend and fellow worker, the entire school reaching out into the life activities of the locality—these conditions create moral stimuli.

Action.—The lesson in morality must be so shaped that it can be realized in action—lived, not recited. There must be no chasm between moral instruction and moral action, least of all in the classroom where morality is taught. Instruction can create insight, and examples can stir the feelings, but the insight and the instruction must pass over into conduct. A lesson in moral conduct is learned by actually living the lesson. The school must provide forms and an environment within which the insight and the feeling may spring into living act.

Students Determine Lecture Subjects.

Spontaneity.—Prof. Viehweg aims at moral appeal by making his pupils participate in the instruction. "We shall set aside the course and the hour schedule," he told his class of young working people, "and I will treat simply those things that interest you." After time to reflect on the proposition he had made, they wrote on slips of paper what they wished him to lecture on. He received a wide range of topics, some trivial, others of current importance. "What is meant by a communist?" "A socialist?" "What does it mean to be international?" "Lecture to us on eugenics." "Is there a God?" From these hints Dr. Viehweg draws the conclusion that moral instruction must be based on what society requires and sympathy with the viewpoint of others.

The teacher.—The teacher's own moral value and dignity must vitalize the lesson. The teacher's poise, magnanimity, and power of sympathy with the pupils mean more than any lesson devised for morality building. The courses for teachers must embody the psychology and the special training that the new outlook demands.

III. UNIVERSITIES AFFECTED BY CURRENT CONTROVERSIES.

From the first the spirit of radical reform found no response among the universities of central Europe. But they could not long remain untouched by the general upheaval. Intimations gained currency that the reformers wanted to transform the university in aim and scope into an institution like the people's high schools, to reduce the classics, and to throw the university doors open to folk-school teachers and to others of insufficient preparation. Under these circumstances the only course for the universities was to take a stand on the issues affecting the schools in general.

The younger professors, and many older ones as well, became aroused not only to the dangers that threatened the universities but also to the duty of taking part in the general reorganization. They felt that the founding of new school systems should not be intrusted to overzealous and self-constituted reformers. Demands came first from the Prussian universities and then from others to be heard in the general discussions on school reforms.

The university men took up current questions of the status of Privatdozenten. the extraordinary professors, and the relation of the university to the folk schools. Profs. Felix Lommel, Ludwig Geiger, and others discussed questions touching the interests which the universities had in common with other schools. Important alterations were hinted at in "the new university" of which some of these men spoke.

Alterations in University Tendency.

The Akademische Kulturbund at the University of Leipzig submitted an outline for academic reform to the minister of education in Saxony. This placed very positive demands on university educational methods, on university constitution, and on the civil position of students. One point among the proposals is of special interest. It asks for "thorough alteration of the teaching system in the light of educational methods and cooperation on the part of the students." The method of teaching mainly by lectures must be changed, for it compels the student to unprofitable reproduction of dead matter and assigns to him the rôle of passivity. The principles of the labor school should dominate the instruction also at the universities. The method of the seminar (class discussion) should be extended and its conduct perfected. The aim should be to reach a teaching-and-learning method on the basis of conversation and discussion. But this is possible only when smaller groups are involved, say, from 6 to 15 or at most 25. These small groups should form the nucleus of the instruction. The lecture, to be sure, has its justification, but besides the lecture an opportunity must be provided for direct exchange of thought between the professor as leader and his hearers, giving to the latter the active rôle of coworkers.

Better Articulation Between School and University.

Appreciation of the methods of the lower schools and sympathy with them points toward cooperation with them in shaping the educational work in the light of the new ideas gradually becoming apparent. Such approach between the

higher and the lower order of schools has already opened the doors of the universities of Germany to the teachers of the folk school, a privilege that they had vainly sought for many years.

Teachers in Prussia, men and women who after the final examinations at the teachers' seminaries have taught two years, are now admitted to the universities as students of education, philosophy, and sociology; after the first six semesters they may be admitted to an examination.

IV. GERMANS ADOPT THE FOLK HIGH SCHOOL.

Before the war this Danish type of school was not accepted in Germany. It stressed the education of the middle class; it favored and fostered individualism; it had little in common with the universities and nothing whatever with junkers and militarists. The early attempts made to transplant it on German soil were a failure.

Most Discussed of All Schools.

At present no other school is so frequently discussed in Germany as the folk high school; it is being established everywhere in hamlets and villages. The Volksbund for March, 1920, listed over 500 such schools started or already established.

The reports from these schools in the German educational journals show that they are not yet held together or coordinated by any central organization. They are sometimes known by the name of "Volksbildungsheim." The feature they have in common is that of a small, generally rural, group of students who plan and study brief practical courses, under a tutor who "encourages rather than instructs." The syllabus used as a guide is shaped as the work proceeds. They are now entering on a stage of better organization and greater efficiency. The younger lecturers and professors are rendering fine service. Jena, in particular, has taken the initiative in helping these efforts in adult education.

German Schools Most Like the Danish.

The reports insist further that the folk high schools now striking root in German soil are very different from the original Danish type. At least four kinds are growing up: 1. The city folk high school, which will offer not only courses of lectures but will function as work groups to exemplify and utilize what the courses present. The formal lecture is replaced by discussions, questions, and answers. 2. The rural folk school for country dwellers, which comes closest to the Danish model. It assumes the form of both a home and an industrial group, with teachers and personnel sufficient to take care of all its activities. 3. The rural half-day school, such as that which Pastor Stürner founded in Weissach. The ablest teaching abilities of the entire region are assembled in a centrally located railway village, to which pupils from the neighboring villages may come for half-day instruction. 4. A rural high school where city workers may come for a month's recreation and intellectual profit. The work in field and garden is to alternate with discussions and with complete and rounded series of lectures.

For Mental, Not Industrial, Training.

In so far as the folk high school assumes the form of adult instruction it confines itself by no means to the acquisition of further skill in the crafts or money-making pursuits. The remarkable general eagerness for mental work, for the development of taste, and for general mental enrichment characterizes the entire movement. All the study groups conduct activities in recreation and art, among which choirs and other musical organizations are prominent.

V. REACTION FOLLOWS EXCESSIVE EXTENSION.

The social and industrial disorganization of the past few years touched the elementary and trade schools first, and the gymnasium and university later and in a different way.

The multitude of activities thrust upon the elementary schools created an overcrowded and, in some instances, an impossible curriculum. The school is now forced to select and reject so as to secure time for what is most important. In northern Europe there is consequently a reaction toward concentration on the principal branches—the mother tongue, reading, writing, and arithmetic—but the schools are coming back to these in a different spirit with the intention of taking them up in a new way, and the essence and spirit of the new way is constructive touch with the village life. They come back with the discovery that one can often build the lesson better on experience than on a book exercise.

And yet some of the newer things must be brought along. Who is going to choose and eliminate among the new and subordinate subjects? Obviously this duty falls on the teacher, and will consequently mean continued training for which the normal courses at present do not provide.

Memory Minimals.

Much of the material—dates, facts, paragraphs of print—formerly required as memory work as has been swept away by the new currents, but with this has also gone some essential mileposts and landmarks. Hence some schools of Europe are now discussing "memory minimals." In the French journal L'école et la Vie for May 8, 15, and 22 are several articles on minimum requirements for memory work in all branches. The first article discusses the rehabilitation of memory.

Previously the paper had conducted an inquiry in which all contributors were asked for a reduction in the amount of work required by the plans. This led to a request for the preparation of a list of material to be memorized, which in contrast to other textbooks was to contain only a minimum of matter. Such a booklet, "Ce qu'Il Faut Savoir par Coeur," covering a part of the courses in the schools of Paris has been prepared by MM. Lebosse and Le Brun. It contains 32 pages. In Denmark a similar booklet, "Memory Minimals in Geography," has been published. The compilers, some Fredriksborg teachers, speak of the difficulty of selecting the material and yet keeping the booklet within the compass set. They say that, as it will no doubt have to be revised from time to time so as to be in accord with the consensus of opinion among teachers, they printed it as a separate pamphlet and not as a part of a textbook on geography.

VI. STUDY OF HOME AND COMMUNITY.

The "home and community study" of Scandinavia comprises much of what characterizes the trends in school practices of to-day. This subject, or, rather, group of subjects, has long been a part of the school work in central Europe, where it was carried on under many forms with great divergence in aims and methods.

The teachers of Sweden built on what had been done in other parts of Europe. They attempted first to reduce this vast and scattered material into courses and lessons and to coordinate it with the other branches so that it could be better carried on by the school organizations.

First, they shaped teachers' courses in which they set up the aim of home and community study as that of providing children with play and work exercises to form a better transition from the home to the school; and later to bring the school work into living touch with the concerns of the locality. Recently the outline of the material and specific courses in this work as adapted to children in the age of 9 to 11 have been approved for the schools of Sweden.

Home and community study finds much of its subject matter in the home and its environs. In the early elementary years it employs this material in

practical lessons connected with the work in reading, writing, number, drawing, modeling, and sloyd.

In more advanced stages it connects the work in geography, science, history, civics with the corresponding interests of the locality. In its methods it approves and uses the procedures of work instruction and the labor school.

As a distinguishing feature of this branch of study is its emphasis on living touch with the locality, it grows and expands into local activities which it connects with the school. It collects and conserves the historical material of the area which sometimes the pupils under the direction of the teacher compile into a local history. Out of this has grown a movement for regional research and conservation, to collect letters and old documents that in some way or other throw light on local history, to get photographs and descriptions of old buildings that have to be torn down. Finnish educators have issued a publication, Guide for Local Research, to assist teachers and others. A group of Danish schoolmen study the origin and significance of old names.

Home and community study aims to employ teachers who are either by birth or training affiliated with the place and its prestige. It aims to use geography texts and nature study books that have been prepared especially for that area. Dr. Henr. Christensen, of Copenhagen, has prepared a text on the geography of Denmark, in which particular details of various areas are given in some 12 or 14 regional maps. The teachers' association of Leipzig, Germany, has a nature-study museum based on the home and community principle. Teachers who are in a position to do so are invited to bring their classes to study the exhibits here gathered and to receive information about this kind of work. A home and community week was held with appropriate programs between August 8 and 13 at Würzburg.

Home and community study looks forward also to work of special interest to adults. This tends apparently to take the form of a survey of local resources in which unused industrial possibilities are listed and described.

To teach food values to children and to combat malnutrition the American Museum of Natural History circulates a traveling exhibit which includes a set of 16 wax models of food suitable for children between the ages of 10 and 13 and models and charts illustrating the composition of six common foods and the contributions of different foods to the body.

PSYCHOLOGIC TESTS AGREE WITH ACADEMIC EXPERIENCE.

That the results of regular academic tests do not clash with the results of psychological tests, but accord with them, is shown by comparison of the grades made by Penn State College students in both kinds of examinations. For the past two years freshmen have been given the Army, Thurstone, and Binet-Simon tests and these results compared later with their academic ratings. Invariably those students who made low averages in the psychological tests were low in their college work. Of 67 students dismissed on account of poor scholarship last year the average for the Army alpha test was 118, while the general average of the students is 131. Of the three types of psychological tests tried, the results of the Army test have proved to be the best indication of the grade of work a student will do in college.

PHYSICAL EXAMINATION FOR NEW TEACHERS.

Good health is necessary for successful teaching, according to the public-school authorities of Williamson, W. Va., who require every new teacher to file with her formal application for the position a record of a physical examination by a competent physician. If the record is not entirely satisfactory another examination is given the applicant by the school physician. This examination is very thorough and is similar to the test given by insurance companies. The school administrators feel that this precaution is a step toward safeguarding the health of the children.

Three thousand public-school children of New York City saw E. H. Sothern play "Hamlet" at a free matinee performance given especially for them.

UNIFORM CLASSIFICATION BY MENTAL AGE.

Educational Return from School Investment Systematically Studied in Denver — Vocational Guidance for Graduates.

To produce better results while cutting down unnecessary costs is the aim of the department of classification and statistics in the Denver public schools. Its problems include the question of school expenditures and of the educational results from the investment. Individual schools will be studied with regard to the cost of instruction per pupil, retardation, etc., and a comparison will be made of these statistics, so that improvements may be suggested when the figures show a low rate of efficiency.

Pupils Taught in Homogeneous Groups.

To prevent waste in instruction, it is expected to reclassify all pupils on the basis of mental age, so that they will be taught in homogeneous groups. This work is proceeding, and the results of these changes will be shown when standardization tests have been given in all the schools. By the use of these tests the progress of the pupils of any school can be compared with that of any other school and the work of the whole city with that of any other city. A uniform standard of achievement will be set up, so that work of a higher or lower grade than the standard will be recognized.

In line with the idea of giving the children the greatest possible advantage from the schools, vocational guidance will be undertaken, to familiarize children with the advantages, disadvantages, probable remuneration, special preparation needed, etc., and enable them to choose a vocation more intelligently.

SCHOOL LIFE USED IN INSTITUTE WORK.

AUSTIN PUBLIC SCHOOLS,
OFFICE OF THE SUPERINTENDENT,
Austin, Tex., November 9, 1921.

SUPERINTENDENT OF PUBLIC DOCUMENTS,
Washington, D. C.

Dear Sir: Inclosed please find a post office money order for $63.20 to cover the subscription to SCHOOL LIFE for the two hundred eleven (211) teachers of the Austin public schools, whose names and addresses you will find on the sheets inclosed.

We have decided to use SCHOOL LIFE in connection with the institute work of the teachers of Austin this year. Therefore, all of the teachers are asking to be put on your mailing lists. Please mail to the street addresses given.

Yours, truly,

A. N. McCALLUM,
Superintendent of Schools.

UNIT ROOMS FOR PRIMARY GRADES.

A Unit Consists of a Room of the Usual Class-Room Size With a Smaller Room on Each of Two Sides—Three Teachers Instruct 80 Children.

By Edgar F. Down, *Principal Frances E. Willard School.*

The unit-room plan, as worked out in the Frances E. Willard School, Highland Park, Mich., is an attempt, first, to correlate more closely the work done in the kindergarten with that of the primary grades; second, to substitute for the so-called "busy work" other activities, in the nature of problems or projects which have educational value and develop in the child initiative and the power to pursue a problem through to its end, whether that end is satisfactory or not to the individual; and third, it is an attempt to plan rooms and space for the pupils in the primary grades so that they will have an opportunity equal to pupils in upper grades, making it impossible to crowd too large a number into a room.

It is evident that there is need of a closer cooperation between the kindergarten and the first grade. When a child comes from the kindergarten to the first grade it is a great change for him, because he has been unused to the restraint placed upon him in the formal first-grade room. It is difficult for him to adapt himself to these conditions. He does not feel at home and often becomes tired and disgusted with the school almost upon his first introduction to it. No one will contend that the ordinary classroom for first-grade work is properly arranged or equipped.

Contrast Between Kindergarten and Primary School.

Let us compare the work of the kindergarten with that usually done in the first grade. The up-to-date kindergarten is usually located in a large, airy room, well equipped with tables, chairs, material for handwork of various sorts, large blocks, and everything that tends to develop initiative and freedom for individual activities. The child passes from the kindergarten into the first grade. In this room he finds an entirely different plan. In the first place, the room is usually smaller. The primary teacher generally has more children to look after. It is not unusual to find a primary teacher attempting to handle as many as 50 children. In place of the equipment of the kindergarten for handwork the child is given "busy work."

Let us look at a first-grade room to see how it is conducted. Suppose that the teacher has, not 50 pupils but 40, which is not far from the average in first grades. In order to hold the attention of this large number it is necessary to separate them into two sections, usually designated as section A and section B. After morning exercises section A is called to the front of the room, where the teacher undertakes to have a class, say, in reading. At the same time she passes out "busy work" to the 20 little children in their seats, who came from the free activities of the kindergarten only a few weeks before. She expects these children to keep busy and quiet while she teaches the 20 children in the front of the room to read.

Nothing Accomplished in Busy-Work.

This busy work usually consists of number builders, word builders, colored sticks, lentils, crayolas, paper for cutting, scissors, possibly large pencils. The skillful teacher may provide a few other forms of busy work other than those mentioned, but they are the ones usually found in primary grades. If number builders are passed out, the teacher probably has placed on the board certain numbers and the children are to find the proper number squares and place them on their desks to make these particular numbers. Or if word builders are passed out, words are placed on the board and the child is expected to search through these squares for the proper letters to make those words. If sticks are passed out, he is asked to place them according to some designated plan or he may be given scissors and paper for free-hand cutting. But in it all there is no project or problem. There is nothing in particular to be accomplished by the work that he does; it is simply to give him something to do, so that he will not bother the teacher and the class that is up in front attempting to do real work.

Work Repeated Day After Day.

The children who are at their seats doing busy work are getting very little of real education. There is no incentive to develop their initiative; there is no project to pursue to a conclusion. In fact, the work that they are doing during the busy-work period has not only very little educational value but is stagnating to the life of the child. This happens not only one period a day but several periods every day. At least four or five times a day each section in the primary room is given busy work to do. Day after day, four or five periods a day, 200 days a year, these children are given the same thing over and over. It is a wonder that children like school as well as they do. Kindergartners and primary teachers have been conscious of these faults for years. At every convention held where there is a primary or kindergarten program these problems are discussed.

Little Change in Primary Classrooms.

The main thing that seems to stand in the way of correction is the proper arrangement of the rooms to handle primary children. It is surprising to look at the plans of new buildings erected throughout the country and note the similarity of the classrooms. Much improvement has been made in planning buildings, but very little change has been made in the plans of primary classrooms.

The primary unit as devised in the Willard School occupies the same space that would be occupied by two regular sized classrooms. In the unit that space is divided into three rooms, one in the center being about the size of the usual classroom, and each of the other two being about half that size. We shall see how the unit plan works out if we think of the children in two regular classrooms as being divided into two groups, one of these two groups in each room up in the front for recitation, the other at the seats doing their busy work; then take these two groups who are up in front in these individual classrooms and place one in each one of the small rooms of the unit and put the two groups who are having busy work into the large room. One unit occupying the space of two ordinary classrooms will thus accommodate 80 children, 20 children being in each of the small rooms and 40 children in the large room.

Primary Classes Much too Large.

It takes three teachers for a unit. This may be looked upon by some boards of education as involving unnecessary expense, but why should a teacher attempt to handle all day long 40 children who are not old enough to set themselves to any certain task when a teacher in the high school who has pupils who are able to work by themselves is required, and reasonably so, to handle only 20 or 25 students?

In the two small rooms of the unit all the academic work is carried on. The teacher of each of these rooms is not interrupted by those who are doing busy work. She has only the small group

that she would have at the front of the room under the old custom and can give those children her undivided attention. The children also are not distracted by the sight of work of a different character going on in another part of the room. According to the program that is now in use, all groups work from 8.30 till the 10 o'clock intermission in some one room of the unit. After recess two groups go from the two small rooms into the large room, while those in the large room divide into two sections and have the last half of the morning in the small rooms. The afternoon is divided in the same way.

Equipment Similar to Kindergarten.

'In the large room we use tables and chairs similar to those in the kindergarten. There is a blackboard along the front wall. Along the side wall in the place of a blackboard is a display board extending between the two doors. Along the back wall there is a large cupboard, the bottom part of which contains pigeonholes 9 by 11 by 15 inches, where a child may keep anything that he has been working on until it is finished. There is a pigeonhole for every child in the unit. Above this there are cupboards for material to be used in the large room. In this room we have two sand tables, two work benches, six hammers, three planes, brace and half-inch bit, half-inch chisel, clay for modeling, paints of various colors, hand looms, tools, erector sets, two sets of rubber printing outfits, together with many other things that children bring for their own use. Wood is obtained from the manual training room and sewing material from the sewing room.

Constantly in this large room some project is worked out. There is always something during the year which suggests some special kind of work. Many children have projects of their own. Boys are very apt to have something that they wish to make, and will work and plan for days until what they have in mind is accomplished. Some excellent little pieces of furniture have been made. One boy made a very good doll bed, because his little sister did not have one and the little girl with whom she played did have one. The girls dress dolls.

Work of Rooms Is Correlated.

An attempt is made to correlate the work done in this room with that accomplished in the small rooms, which is of a more academic nature. In the small rooms the children are not confined to desks, although movable desks are used. They have considerable board work and short recreational periods so that there is a change of position and no weariness is experienced for the hour and a half that they are in the small room. Drawing, music, and much of the language, dramatization, and calisthenics, are all taken in the large room.

The children in the large room of the unit who were under the old plan sitting in their seats doing busy work are given an opportunity for self-expression similar to what they have had in the kindergarten. In fact, the large room is much more of a kindergarten room than it is of the old type of classroom. The children are at home when they come from the kindergarten into these activities. They break into the more formal work of the school gradually. They are able to develop that self-expression which has been started in the kindergarten and is, under the old plan, so quickly cut off by the first grade.

Plan Is Actually Economical.

This plan is more economical, for under the old plan only half of the grade is getting the benefit of the teacher's instruction at any one time. In this way every group of children is getting the benefit of some teacher's instruction all of the time. At first it seems more expensive on account of the equipment, but this equipment does not wear out in one year, and we believe that the results obtained are far greater than the cost of equipment.

The children who have an opportunity to go to these unit rooms are delighted with the school work and the teachers are pleased with the results that they get. We believe that we have taken a step toward that correlation of the kindergarten and the first grade which has been sought for years by both primary and kindergarten teachers. We have been able to cast aside the busy work which for years has been a thorn in the flesh of the primary teacher.

NO MORE REGISTRATIONS FOR SIX YEARS.

Registration books at Vassar College are closed until the fall of 1927. The number of students who may attend Vassar at one time is limited to 1,000, so that the college can accept only about 300 new students each year. If accepted students withdraw or fail to meet the entrance requirements, their places are given to applicants of especially high rank in their secondary-school work, these students being chosen from a list of 100, not in order of application but of scholarship. There is no waiting list except the list of candidates for the honor group.

CHILD LABOR IN COLORADO BEET FIELDS.

Beet-Working Children Are Inferior in Scholarship and 40 Per Cent of Them Are Retarded.

Conditions under which children work in the sugar-beet fields of Colorado have been described in a statement issued by the United States Department of Labor through the Children's Bureau. No less than 1,077 children under 16 years of age were found employed in beet work in the area studied, which included parts of two counties. Four-fifths of the children were under 14 years of age, over one-fourth were under the age of 10 years, and a number had not even reached the age of 8.

The educational handicap of the beet-working children was shown by the fact that over 40 per cent of those between the ages of 9 and 16 included in the study were from one to seven years behind in their grades. School records indicated that the progress of these children was inferior by 25 to 35 per cent to that of the unemployed children attending the same schools. The children of the transient laborers were particularly unfortunate educationally, many being taken from school in March not to return until November. Special summer sessions had been held in some of the towns to enable beet-working children to make up school work lost by absence. While these schools had improved attendance, they had not been in operation long enough, and in some cases the course of study was not planned carefully enough to effect a noticeable improvement in scholarship.

BOYS' AND GIRLS' DECORATION CLUB.

Window boxes and potted plants are placed in classrooms, lunch rooms, study rooms, and offices of Hutchinson High School, Buffalo, N. Y., by a decoration club of boys and girls under the direction of the biology teacher. Membership in the club is secured by invitation and is limited to two or three from each study room. The organization is self-supporting. Funds are obtained by sales of holly wreaths, roses, seedlings, or whatever is seasonable at different times of the year. One school period is given to practical work in the school greenhouse, where the students learn to prepare soil, take care of plants, etc. A certificate of honor is granted by the school to club members who have faithfully performed the work undertaken.

PARENT-TEACHER ASSOCIATIONS WORK SUCCESSFULLY.

Far More Effective than Separate Organizations of Parents and of Teachers Could Be.

To provide a clearing house of information between parents and teachers, as a step toward betterment of the schools, is the aim of the National Congress of Mothers and Parent-Teacher Associations which is organized in 38 States and has a membership of nearly 300,000. The district or ward school is the center of each parent-teacher group, and the parents meet in the schoolhouse to become acquainted with the teachers and to get first-hand information about the school.

To Bring Home and School Together.

As long as home and school do not work together, and the child is the only means of communication, misunderstanding is sure to occur between the teacher and some parents. Many parents never visit the school and have little idea of what goes on there. The association was formed to bring the home and school closer together, and to encourage parents to take more interest in the school life of their children. Since the meetings are held in the schoolhouse, the parents can see for themselves what kind of surroundings their children have during the school day, and can discuss with the teacher any questions that relate to the children's welfare.

No interference with school administration is intended by these groups of parents. Their aim is to help to make improvements that the teachers alone can not accomplish. Public opinion can bring about more results than teachers' recommendations; a school board will often listen to parents when it will not heed the suggestions of teachers. But the parents do not know the needs of the schools as the teachers do. So the union of these two forces can do more for the schools than either a parents' or a teachers' association alone.

Parents Do Not Know School Conditions.

Many parents do not know whether or not their children have healthful surroundings at school; whether the lighting and ventilation are good; whether the school lacks equipment. They do not know the good points of the school. Sometimes they oppose improvements because of the higher taxes they would have to pay. But when they have talked with the teachers and inspected the school they generally realize the need for improvement and are usually willing to pay the taxes for the benefit of their children.

Such important institutions as medical and dental inspection, the kindergarten, the school hot lunch, and the visiting nurse have been introduced in many schools through the efforts of parent-teacher associations. Canning clubs, first-aid classes, thrift clubs, and school libraries have been encouraged and helped. Money has been raised by fêtes, etc., to buy Victrolas, pictures, equipment for playgrounds, instruments for school orchestras, motion-picture machines, stereopticons, facilities for domestic science and manual training, scales for weighing children, and other things that the ordinary appropriations do not cover.

Children's Complaints Intelligently Received.

More effective supervision of children's dress, social affairs, etc., has been made possible by the cooperation of teachers and parents. A definite, settled policy on such matters on which parents and teachers unite is easier to enforce than individual restrictions. Questions of discipline are more easily settled when the children know that the parents and teachers are working together. Complaints and criticisms brought home by children are more intelligently received by parents who know something of school conditions and are acquainted with the teacher.

In one city the investigating committee of the association found that the children had to drink from old hydrants in the yard, and a movement was at once begun for modern drinking fountains. In one school it was found that there was no provision for artificial lighting. Such conditions often go unnoticed by teachers and pupils, because they are used to them. The association in one Massachusetts town persuaded the town council to install a fire-alarm box in every schoolhouse in the town. In another town, to relieve congestion among classes entering and leaving the school, the association built a new entrance.

Many associations have established funds for providing poor children with rubbers, mittens, and other clothing. In the District of Columbia, the board of education allows the association to use a schoolroom for sewing, so that no clothing need be given away that is not fully mended, supplied with buttons, and in condition to be worn at once.

Some Activities of Associations.

The expense of textbooks is a problem in many places. In some towns the parents have worked to influence the board to supply free textbooks. In others they have arranged for pupils to rent the books. In rural districts associations have worked for consolidation of schools.

Among the other improvements brought about by various associations are: Building a new furnace, installation of shower baths, planting of trees on school grounds, building of tennis courts, establishment of continuation schools and attendance bureaus, and introduction of vocational guidance.

Work directly connected with the school leads to work for general community betterment, especially for young people who have left school. Supervision of public dances and motion pictures, provision for police matrons, establishment of juvenile courts are some of the activities that naturally follow school-welfare work. Following the policy of supplying supervised recreation for young people, many associations have undertaken community festivals, pageants, and dances.

The national organization will be 25 years old in 1922. From now on national conventions will be held biennially, and regional conferences will be held in the alternate years.

TO INTEREST BUSINESS MEN IN EDUCATION.

Chamber of Commerce of the United States Distributes Series of Pamphlets to Its Constituent Members.

"The time to correct faults in the school plant in your city is now! The destructive fire, the deadly epidemic may not wait upon the convenience of those who are responsible for the welfare of the children. Injured eyesight, twisted backs, cramped lungs are results of our neglect. The school children of to-day fill the ranks of business and industry to-morrow. Are you making it possible for them to succeed in the struggle of life?"

The Chamber of Commerce of the United States addresses this stirring paragraph to all the chambers of commerce throughout the country in a pamphlet which was recently issued entitled "The Schools of Your City—School Buildings and Equipment."

Presents Results of Careful Research.

The pamphlet presents the results of careful research in the matter of proper location of school sites; size and equipment of classrooms; lighting; ventilation; toilets; water supply; heating system and fire protection. It also contains a valuable bibliography on school architecture. It is accompanied by a question blank to facilitate the work of the committees of business men who will make personal investigations of the schools in their community.

This is the second of a series of five studies in educational matters which the civic development department of the Chamber of Commerce of the United States has issued or will soon issue to be sent to the chambers of commerce throughout the country. The first of the series dealt with the general situation; No. 3 will have to do with health and physical education; No. 4 with the teacher; No. 5 with laws and administration.

HIGH SCHOOL EMPHASIZES HEALTH INSTRUCTION.

Health Week Observed Effectively at Latimer Junior High School—Health Officers Will Continue Campaign.

By J. F. Landis, *Physical Director, Latimer Junior High School, Pittsburgh, Pa.*

Because of the lack of any definite health instruction in this school, it was thought necessary that some sort of campaign in this work be inaugurated. Hence a week was designated "Health Week," in order to stimulate in each student a greater interest in his health, to promote better health habits among parents, teachers, and students, and to prepare for a program of health in the future.

Health Week Program.

1. Health letters.—On the Friday preceding Health Week a letter outlining the campaign and stating the fundamental laws of health was sent through each student to the parents.

2. Poster display.—All during the week a large number of posters were exhibited in the halls and corridors of the school. These posters, in general, depicted the various rules of health and created a vivid picture in the minds of the children. Of the 300 posters exhibited 200 were the product of our own Art Department, and the rest were obtained through the Department of Hygiene of the University of Pittsburgh.

3. Health tags.—On Monday each teacher and student was "tagged" with a Health Tag, the purpose of which was to impress the purpose of the campaign on the minds of all.

4. Health bulletin.—The current number of the school paper was devoted to the subject of health and several interesting original writings were published. This Health Number was one of the most interesting issues of our school paper this year.

5. Health essays.—Through the cooperation of the English Department the students were encouraged to submit essays on the various phases of health, these essays to be used in future health programs.

6. Food and clothing exhibits.—The sewing and cooking teachers of the Domestic Science Department arranged two exhibits, one of which portrayed proper breakfasts and lunches for school children, the other showed sensible clothing in contrast to unsuitable clothing.

7. Health inspections.—Throughout the week the school physician gave individual health inspections, these being of a superficial nature yet sufficient to detect any evident disorders of health.

8. Assembly programs—the "Jolly Jester."—On Wednesday the "Jolly Jester," a Health Clown from the Child Health Organization of New York, gave a very amusing yet instructive and helpful entertainment in which the laws of healthy living were clearly defined.

9. Health leaflets.—Through the generosity of the Metropolitan Life Insurance Co. various health pamphlets and books were distributed in each room.

10. Health slides.—Lantern slides on health were procured and exhibited in several of the rooms.

11. Classroom programs.—In addition to the assembly programs, a number of the report rooms throughout the school conducted distinct health programs, plays, etc.

12. Health officers.—No campaign is productive of great results unless some definite instruction follows. To this end the Latimer student self-government plan is working. In each room the associate representative of the student government organization is also the health officer in the room. The duties of this officer is to care for and increase the health and efficiency of his roommates. It is planned to have the physical education teachers meet once each week with these health officers and present certain topics of health, which, in turn, will be presented by these officers to their respective rooms. This feature of health instruction promises to create a good-health morale in every room and has already evidenced itself in more attention to personal appearance among the students.

In general, the health week has been instrumental in arousing a keener interest in health among both faculty and students. A basis for future work along this line has been assured.

That standardized mental tests and measurements have an important influence in shaping educational policies was the general opinion expressed at a meeting of the New York State council of superintendents. The superintendents discussed especially the practical results obtained by use of the tests.

California public schools face a deficit running into millions by a result of the decision of the supreme court of the State that the alien poll-tax law enacted by the last legislature is unconstitutional.—*San Diego Union.*

FIFTIETH ANNIVERSARY OF ARBOR DAY.

Celebrated First in Nebraska in 1872—Adopted in Other States—Vote for National Tree.

To mark the fiftieth anniversary of the first Arbor Day in the United States, the American Forestry Association calls upon the schools of the country to make plans now for spring tree planting in 1922.

The first Arbor Day was in 1872 in Nebraska when the State board of agriculture adopted a resolution offered by J. Sterling Morton "that Wednesday the 10th of April, 1872, be especially set apart and consecrated for tree planting in the State of Nebraska." In 1885 the Nebraska law makers changed the date to April 22, Mr. Morton's birthday.

The year 1922 should be made the banner year in tree planting, says Charles Lathrop Pack, president of the American Forestry Association, in issuing the call for a Nation-wide celebration of the fiftieth anniversary. Every school in the land should make plans to honor J. Sterling Morton, the father of Arbor Day in this country. The American Forestry Association urges particularly that the schools complete the Nation-wide vote for a national tree. Instruction on taking this vote will be sent free to any schoolteacher by the association, whose address is 1214 Sixteenth Street NW., Washington, D. C.

Every tree planted should be reported to the association for registration, Mr. Pack continues. This national honor roll of memorial tree planting is now being compiled and the year 1922 will see great numbers of memorial trees planted because of the fiftieth anniversary of Arbor Day and because of the wide reach of the association's campaign for memorial tree planting and roads of remembrance. Plant trees for the graduates of your school which answered their country's call in the World War. Memorial trees are planted not alone for the man who gave his life to his country but also for the man who offered his life to his country.

An orchestra of school children averaging 5½ years of age, led by a boy of 5, played at a music festival in the Greek Theater, University of California. A chorus of children sang at the festival, 2,000 pupils altogether being included in the orchestra and chorus.—*Sierra Educational News.*

SOME OF THE NEW BOOKS.

By JOHN D. WOLCOTT.

AMERICAN SCHOOL CITIZENSHIP LEAGUE. COMMITTEE ON TEACHING HISTORY. An American citizenship course in United States history. General course for grades I–VIII, introducing a program of type studies. Published for the American school citizenship league. New York, Chicago [etc.] C. Scribner's sons [1921] vi, 167 p. 12°.

Members of committee: W. F. Gordy, chairman; P. P. Claxton, C. E. Chadsey, J. H. Van Sickle, Prof. and Mrs. J. W. Hall, Fannie Fern Andrews.

The committee presents in this study materials in American history which it considers adapted for training the young in the principles of American democracy. It recognizes the value of the plan for history teaching of the committee of eight, but it proposes a course of study differing in many ways from that plan. This course stresses the biographical element for grades 4 and 5. Thirty-seven pages of the book are devoted to a bibliography of history texts and collateral reading for grades 4 to 8.

BUTLER, NICHOLAS MURRAY. Scholarship and service; the policies and ideals of a national university in a modern democracy. New York, C. Scribner's sons, 1921. xii, 399 p. 8°.

A collection of papers chosen from the addresses and official reports of President Butler, as giving an interpretation of the modern university in terms of its ideals, of its problems, and of its counsels. The book brings out principles which are applicable to all universities functioning in modern democratic society.

Educational problems in college and university. Addresses delivered at the educational conference held at the University of Michigan, October 14, 15, and 16, 1920, on the occasion of the inauguration of President Marion LeRoy Burton; ed. by John Lewis Brumm. Ann Arbor, The University of Michigan, 1921. 296 p. 8°.

In addition to the inaugural address of President Burton, this volume contains papers by prominent educators dealing with college and university subjects such as governing boards, faculties, educational readjustments, administrative problems, constructive measures, the salary problem, and student fees.

FROST, NORMAN. A comparative study of achievement in country and town schools. New York city, Teachers college, Columbia university, 1921. 70 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 111.)

For this investigation the rural schools of Madison county, Ky., were tested in language, arithmetic, and silent reading, and the results compared with data obtained from Louisville, Ky., and from other cities and towns outside the state. The book also describes a number of previous objective studies of achievement in country schools.

GESELL, ARNOLD. Exceptional children and public-school policy, including a mental survey of the New Haven elementary schools. New Haven, Yale university press, 1921. 66 p. tables, diagrs., fold. map. 8°.

The author shows how various classes of exceptional children, from defective to superior, constitute social liabilities or assets, and indicates what public measures should be taken to meet this situation. The general application to public-school policy of the findings of a mental survey of the elementary schols of New Haven is demonstrated.

HOSIC, JAMES FLEMING. Empirical studies in school reading, with special reference to the evaluation of literary reading books. New York city, Teachers college, Columbia university, 1921. viii, 174 p. tables, diagrams. 8°. (Teachers college, Columbia university. Contributions to education, no. 114.)

This study undertakes to establish a method of evaluating literary reading books intended for use in grades 4 to 8 of the elementary school in terms of the questions and other helps to study which they contain. A scheme of classification is worked out through the examination of four standard series of reading books which is capable of being applied to any such series. Evidence as to the actual practice of teachers was obtained by making stenographic reports of 18 lessons in reading given in seven different elementary schools of Chicago. Certain typical methods were also tested by experimental teaching, and various questions used in teaching a literary masterpiece were graded by competent judges.

LEWIS, ERVIN EUGENE. Scales for measuring special types of English composition. Yonkers-on-Hudson, N. Y., World book company, 1921. 144 p. tables. 12°. (School efficiency monographs.)

Four of the five new scales described in this book are for the measurement of achievement and progress in letter-writing. These are designed to measure the quality of order letters, of letters of application, and of narrative and problematical social letters. A scale is also added for the measurement of the quality of simple narration.

MAXWELL, C. R. The selection of textbooks. Boston, New York [etc.] Houghton Mifflin Company [1921] x, 139 p. tables. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

For the efficient operation of the schools, textbooks are second in importance only to teachers. Insufficient attention is now usually given to the choice of the best textbooks by school officials and by others responsible for the matter. This monograph concisely presents the proper standards for textbook selection, and gives outline aids for judging all texts and those in special subjects.

MITCHELL, LUCY SPRAGUE. Here and now story book. Two- to seven-year-olds. New York, E. P. Dutton & company [1921] xii, 360 p. front., illus. 12°.

Experimental stories written for the children of the City and country school (formerly the Play school) and the Nursery school of the Bureau of educational experiments, New York city. In the introduction, Mrs. Mitchell gives a full exposition of her method of story-telling for young children, which uses stories composed on the model of those actually told by children themselves about their own doings and everyday experiences. She regards the traditional children's literature as unsuitable for the young.

WILLMANN, OTTO. The science of education in its sociological and historical aspects. Authorized translation from the fourth German edition by Felix M. Kirsch. In two volumes. Vol. 1. Beatty, Pa., Archabbey press, 1921. xvi, 351, 8 p. 8°.

This new English translation makes available for American students of education Dr. Willmann's work, which is considered a pedagogical classic in Europe. The author examines the various types of education which have prevailed in the main epochs of human history, and deduces the fundamental principles which are at the basis of modern culture and civilization. He also treats the subject of education in its sociological aspects, and traces the interdependence between the school and other social factors. By this thorough philosophical method, permanent guiding principles in the field of educational practice are developed.

Recent Publications of Bureau of Education.

The housing and equipment of kindergartens. Washington, 1921. 27 p. plates. (Bulletin, 1921, no. 13.)

This bulletin was prepared with the cooperation of a committee of the International kindergarten union, Miss Grace L. Brown being chairman, and with the help of Miss Grace M. Janney.

Monthly record of current educational publications. Index, February, 1920–January, 1921. Washington, 1921. 27 p. (Bulletin, 1921, no. 31.)

An index to the 10 numbers of the record, February, 1920–January, 1921, making the series available for use as an annual bibliography of education for 1920.

Opportunities for study at American graduate schools; by George F. Zook and Samuel P. Capen. Washington, 1921. 49 p. (Bulletin, 1921, no. 6.)

For the use of prospective foreign students and others desiring information regarding graduate study in America.

Present status of music instruction in colleges and high schools, 1919–20. Washington, 1921. 54 p. (Bulletin, 1921, no. 9.)

Report of a study made under the direction of the United States Bureau of Education by a joint committee of the National education association, Music teachers' national association, and Music supervisors' national conference. Osbourne McConathy, chairman; Karl W. Gehrkens, Edward B. Birge.

Proceedings of the fifth and sixth annual meetings of the National council of primary education, Cleveland, Ohio, February 24, 1920, and Des Moines, Iowa, March 3, 1921. Washington, 1921. 44 p. (Bulletin, 1920, no. 47.)

State laws and regulations governing teachers' certificates; by Katherine M. Cook. Washington, 1921. 244 p. (Bulletin, 1921, no. 22.)

Contains a tabular digest of the provisions of State laws and regulations concerning teachers' certificates, with an introduction and bibliography.

Survey of the schools of Wilmington, Del. Part II.—I. The elementary courses. II. Secondary education. III. Special departments and subjects. Washington, 1921. 191 p. (Bulletin, 1921, no. 2.)

Advance Sheets from the Biennial Survey of Education in the United States, 1918–1920.

Developments in nursing education since 1918; by Isabel M. Stewart. Washington, 1921. 20 p. (Bulletin, 1921, no. 20.)

Higher education 1918–1920; by George F. Zook. Washington, 1921. 46 p. (Bulletin, 1921, no. 21.)

Medical education 1918–1920; by N. P. Colwell. Washington, 1921. 15 p. (Bulletin, 1921, no. 15.)

Pharmaceutical education; by Wortley F. Rudd, in collaboration with P. F. Fackenthall. Washington, 1921. 15 p. (Bulletin, 1921, no. 11.)

HIGH SCHOOL OFFERS SUMMER INSTRUCTION.

To do extra work in subjects in which they hope to specialize, or to improve themselves in lines in which they know they are weak, many students in Denver attend the summer high school. Nearly 500 boys and girls enrolled in the nine weeks' course last summer. Some of these students were trying to finish high school in less than four years, and some had failed in certain subjects and were making up the work. Commercial subjects were studied in the summer school by many students whose regular school time was devoted to preparation for college.

UNIVERSITY OF VIRGINIA SUMMER QUARTER.

The summer quarter of the University of Virginia recently closed what was in every respect the most successful session in its history. The net enrollment of individual students for the quarter was 2,429, an increase of 897 over any previous year.

Men and women who have had one, two, or three years of college work may complete their degree requirements and finally receive their degrees from the University of Virginia through summer work, thus attracting for a series of years a large group of earnest, ambitious persons who will eventually secure their degrees there.

Provision which has been made for graduate work in the summer quarter has induced a surprisingly large number of holders of baccalaureate degrees to enroll for graduate studies. More than 125 graduate students enrolled in the first term and a large number in the second term. In the future a much larger number of strictly graduate courses will be offered for the purpose of encouraging this class of students to go to Virginia for their master's work.

DAILY RECORD OF CHILDREN'S HEALTH HABITS.

To follow up health instruction and to show its result in the formation of habits, a daily record of health habits is kept for every child in the schools of Washington, D. C. These blanks are marked after the morning daily inspection by the teacher. Each school day a mark is given for the pupil's observance of such habits as brushing the teeth, carrying a handkerchief, keeping good posture, taking 30 minutes' physical exercise, etc. Thirteen health habits are noted. At the end of a month a rating is given to correspond with the daily record, and the sheet is sent home folded around the report card, to be signed by the parent and returned. It is expected thus to secure the cooperation of the home in inculcating health habits. Children showing extreme neglect are referred to the school nurse.

Of 426 school children examined by health workers in Auglaize County, Ohio, 401 were found to have defects. The total number of defects found was 1,343, an average of more than three per child. The most prevalent defect was enlarged glands, 246 children being affected with this trouble; defective teeth came second, with 230 cases, and malnutrition third, with 227.

SCHOOL PSYCHIATRIST FOR HIGHLAND PARK.

Will Study Not Only Mental But Physical and Social Conditions Which Cause Failure in School Work.

A school psychiatrist in the person of Dr. Homer E. Safford, of Detroit, has been employed by the Board of Education of Highland Park, Mich.

Dr. Safford's work will be to take the cases that have baffled parents, teachers, and school psychologist and find out why the child has been unable to succeed with ordinary school tasks and, if possible, remove the difficulty or advise teacher and parents as to the treatment necessary to secure the maximum results from the individual pupil.

Many cases are constantly coming to notice in the schools in which the pupil may be reasonably studious and not noticeably dull in affairs outside of school but apparently impervious to the instruction offered by the most skilled instructors to be found. Again and again teachers may be found at their wits' ends in the solving of the problem of the boy or girl of normal and even supernormal intellect who fails to measure up to school standards even when putting forth apparently satisfactory efforts. The psychiatrist is skilled in locating the cause of such difficulty and later with the cooperation of school and home in bringing about its removal. The cause is sometimes found to be physical, sometimes mental, and sometimes social. Difficulties as far removed as the incompatibility of parents are sometimes found to be the cause of the child's distraction. Lack of nourishment or pressure on a nerve or some mental stress such as misapprehension about some of the great facts of life may be the hidden spring that needs to be touched in order to unlock the secret.

The functions of the school psychiatrist may be summarized thus: (*a*) To study the individual child at some length and on occasions enough to observe his progress. (*b*) To direct the course of psychological, social, and medical investigations not already made in the case but thought essential to its problem. (*c*) To formulate a plan of treatment in conference with the director of the survey and the psychiatric social (or field) worker. (*d*) To make suggestions according to which the general efficiency of the survey, and so of the educational system, may be kept at a high standard.—*Teachers' Bulletin.*

UNIVERSITIES TRAIN FOR FOREIGN SERVICE.

Seventy-One Higher Institutions Prepare for Over-Seas Trade—University of Washington Enrolls Highest Number.

Nearly 12 per cent of the American colleges and universities offer courses in preparation for foreign service, particularly for foreign trade. Seventy-one institutions of this class offer such training, and ten of them enroll 2,255 students, according to a circular issued recently by the Commercial Education Section of the United States Bureau of Education. The University of Washington reports the greatest number of students, with 407. New York University, with 401 students, stands second on the list.

Colleges and universities which offer courses in preparation for foreign service.

University of Alabama.
University of Arizona.
Leland Stanford Junior University.
University of Southern California.
Pomona College, Claremont, Calif.
University of California.
Connecticut Agricultural College.
Yale University.
George Washington University.
Georgetown University.
American University, Washington, D. C.
Mercer University, Macon, Ga.
University of Chicago.
Northwestern University.
James Millikin University, Decatur, Ill.
University of Illinois.
Notre Dame University, Ind.
University of Indiana.
Drake University, Des Moines, Iowa.
Iowa Wesleyan College, Mount Pleasant, Iowa.
Coe College, Cedar Rapids, Iowa.
Washburn College, Topeka, Kans.
University of Kansas.
Georgetown College, Georgetown, Ky.
Tulane University.
University of Maine.
Johns Hopkins University.
Boston University.
Tufts College, Tufts, Mass.
Harvard University.
University of Michigan.
Kalamazoo College, Mich.
University of Detroit.
University of Minnesota.
Mississippi Agricultural and Mechanical College.
University of Missouri.
University of Montana.
University of Nebraska.
Amos Tuck School, Dartmouth College.
New York University.
Columbia University.
College of the City of New York.
Syracuse University.
University of North Carolina.
University of North Dakota.
Adelbert College of Western Reserve University.
College of Wooster, Ohio.
Municipal University of Akron, Ohio.
Ohio University, Athens, Ohio.
Miami University, Oxford, Ohio.
Ohio State University.
Oklahoma Agricultural and Mechanical College.
Oregon Agricultural College.
University of Oregon.
Temple University, Philadelphia.
University of Pennsylvania.
Pennsylvania State College.
Grove City College, Pa.
Washington and Jefferson College, Pa.
University of Pittsburgh.
Brown University.
Southern Methodist University, Dallas, Tex.
University of Texas.
Middlebury College, Vt.
Washington and Lee University.
College of William and Mary.
University of Virginia.
University of Washington.
University of Wisconsin.
Beloit College, Wis.
Lawrence College, Appleton, Wis.

ONE-STORY BUILDINGS FOR CLEVELAND SCHOOLS.

Cleveland's newest school, the Miles Standish School, is of the new one-story type, and is as nearly fireproof and panic proof as any school in America, according to Cleveland school authorities. It has 32 classrooms, each with a direct exit to the yard. A great roofed court occupies the interior of the school. This is divided into playrooms, gymnasium, and auditorium, and every classroom opens into the court as well as into the outside playground. The court has higher walls than the classroom section of the building, and it is lighted by windows above the classroom walls. The building has no basement, the heating plant being in a separate structure in the rear. A central tower adds to the beauty of the architecture.

Cost of this type of school is said by Cleveland school architects to be less than that of two-story and three-story buildings for the reason that basement, stairways, and upper floors are entirely eliminated and but 8 per cent of the area is given to corridor space. In buildings of the common type about 25 per cent of the total area is given to corridor space. This school is the fourth of the one-story type to be built in Cleveland. Its cost was $875,000, but a similar structure could be erected for about $500,000 at the prices that now prevail.

To promote correct speech, Smith College examines every entering freshman in oral English. Any student who does not come up to the standard in pronunciation, etc., must take a course in the department of spoken English.

In memory of the achievement of George Rogers Clark in exploring the Northwest Territory, the University of Virginia has unveiled a fine group of seven figures in bronze.

HOME CENTER FOR FOREIGN STUDENTS.

International Collegiate Club Accommodates 500 Students—For Social, Intellectual, and Moral Benefit.

Men and women from every land who are studying in the colleges, universities, and professional schools in New York City will have a home center when the Intercollegiate Cosmopolitan Club's new building, "International House," is completed, according to an announcement by Harry E. Edmonds, executive secretary of the club. John D. Rockefeller, jr., gave the funds for the building, which will be erected on 12 lots on Riverside Drive, opposite Grant's Tomb. The center will accommodate 500 students with living quarters, while its assembly and social rooms, cafeteria, gymnasium, swimming pool, etc., will provide for several times that number. From the upper stories there will be uninterrupted views up and down the Hudson and over the city in every direction. A portion of the dormitory will be reserved for women students, who will have their own separate entrance, elevator, social rooms, etc. Other features will be used by both men and women.

Last year there were more than 1,400 students from 75 countries studying in 43 higher institutions in the city, and the number is increasing. The object of the Intercollegiate Cosmopolitan Club is to unite these students for mutual benefit socially, intellectually, and morally, to promote friendly relations between them and American students, and to bring them, as guests from abroad, in contact with the best in American life. For 11 years the club has been promoting international understanding and good will by holding various kinds of gatherings. These include such affairs as "national nights," at which are exhibited the music, manners, and costumes of the different nationalities, dinners in American homes, Sunday suppers, at which prominent persons speak on some timely subject of interest to a cosmopolitan gathering, and other social, educational, and religious meetings. The club also gives practical assistance, such as finding lodgings and employment, giving aid in sickness, and meeting new arrivals at the steamer. Many of the club members engage in social service in behalf of their fellow countrymen in poorer parts of the city.

One-half the students in the medical department of the University of Warsaw are women.

FOR THE STUDY OF YOUNG CHILDREN.

Psychological Laboratory in Which Observations Are Made of Conditions Under Which New Abilities Develop.

By Bird T. Baldwin.

A laboratory in child psychology for experimental work with children from 2 to 4 years of age has been opened by the Child Welfare Research Station at the State University of Iowa. Twenty-four children are in daily attendance in two sections from 9 to 12 o'clock.

From the educational point of view the object of the preschool laboratory is to provide an opportunity for little children to become adjusted to a normal group environment while still enjoying the characteristic individual activities of early childhood.

A Period Not Extensively Studied Heretofore.

From the scientific standpoint the laboratory provides material for observing the reactions of children of an age that has never been extensively studied because of the difficulty of providing controlled experimental conditions in the home environment.

The children are occupied with a very simple and flexible schedule of singing games, stories, rhythmic exercises, and simple occupational projects. A graduate assistant keeps a detailed log book of observations made on the children and notes interesting reactions and the conditions under which new abilities develop. The children willingly leave the group to play other interesting "games" in the psychological examination rooms. A variety of mental examinations have already been made on each child. Several studies on different phases of the development of motor coordination are in progress. Physical measurements of each child are made once a month. Investigations are also made into the heredity, home conditions, and special characteristics of the families of the children as a background for the psychological findings.

Equipment Is Carefully Planned.

The laboratory consists of a new 6-room building especially designed and furnished for this work. In addition to the usual radiators set high above the reach of the children heat pipes are distributed between the two floors in order that the children will be protected when sitting on the floor in the coldest weather.

The main group room, 24 feet square, is at the front of the building with 12 large windows admitting light from three sides. The woodwork is stained moss green and the walls of cream beaver board are paneled with green wood strips. Chintz curtains in nursery rhyme pattern hang at the sides of the windows, the broad sills of which are covered with potted plants.

There are small low tables and chairs—not the stereotyped kind with turned legs but sturdy models with attractive straight lines. Large hand-colored illustrations of fairy tales add to the charm of this very homelike room. Hinged to the wainscoting at three sides of the room are a dozen little lattice gates which when swung out into the room form partial inclosures in which the children play individual games and lie during the mid-morning rest period. There is a sand table, a slide, a set of large building blocks for making "real" houses, a phonograph with special records for such young children, and a great variety of material for occupational projects besides the outdoor play equipment of swings and teeter board.

Opening out from the group room is a lavatory and a small pantry with sink and gas stove. The plumbing fixtures of these rooms are small and set low for the little children. A large cupboard and the entrance hall which also serves as a cloakroom isolate the two laboratory rooms from the group room. The laboratory is under the direction of Dr. Bird T. Baldwin, research professor in psychology, and Dr. Dorle I. Stecher, research assistant professor.

"YALE IN CHINA" RESEMBLES PARENT.

Alumni of Yale University are the main support of a "younger Yale" in China. Yali, as the Chinese call it, is at Changsha, and it has a course leading to the degree of A. B. and a junior college course. It has also a school of medicine and one of nursing, and the largest and most modern hospital in central China. The medical school receives some assistance from Chinese sources. Academic and extra-curriculum activities are organized on the plan followed by Yale in New Haven. Physical education is emphasized, and most of the students take part in athletics.

More than 200 employees of a Pittsburgh industrial plant have been enrolled in a home study course given by the engineering extension department of Pennsylvania State College.

PRIZES FOR STUDIES IN AMERICAN HISTORY.

Knights of Columbus Historical Commission Will Reward Excellence in Original Investigation—Highest Prize to College Professors.

To encourage investigation into the origins, the achievements, and the problems of the United States; to interpret and perpetuate the American principles of liberty, popular sovereignty and government by consent; to promote American solidarity and to exalt the American ideals, the Knights of Columbus Historical Commission announces a series of five prizes for the best studies, based on research in primary sources in the field of American history. Such subjects as the Revolutionary era, the policy of "no entangling alliances," the later history of the Monroe doctrine, diplomatic relations with the Far East, the United States in world politics, and the international policy of the Americas are among the topics suggested as themes for special investigation and report.

Five classes of contestants may take part: (1) Professors or instructors in history or in other social sciences in the colleges of the United States; (2) specialists, not college teachers, in history or in other social sciences; (3) scholars and graduate students who have access to material in the universities, libraries, and archives of Mexico, of Central and South America, and the Caribbean Republics, dealing with the international relations of the Americas; (4) school superintendents and teachers in the United States, who are expected to confine their studies to the consideration of history curricula in elementary and advanced schools as coordinated with aims in citizenship and national responsibilities; (5) undergraduates in the colleges of the United States. The prize for the first class named is $3,000, for the second $2,000, for the third and fourth $1,000 each, and for the fifth $500.

Requests for further information should be addressed to Knights of Columbus Historical Commission, 119 Massachusetts Avenue, Boston, Mass.

Commercial relations between the United States and Latin America will be the subject of a series of lectures for the members of the Circulo Español de Harvard. The first lecture, which is planned for early December, will be given in English by a Boston merchant prominent in foreign trade.

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