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EDUCATIONAL SYSTEM OF QUEBEC PROVINCE.

Separate School Organization for French-Speaking Roman Catholics and for English-Speaking Protestants—School Taxes Are Equitably Divided—Dual Organization of Historical Origin—French Population Outnumbers English by About Eight to One.

By C. D. PARMELEE, *Secretary Department of Public Instruction.*

The following statement may be regarded not merely as accurate in respect to the general nature of central administration of public education in the oldest Canadian Province but also as affording an instructive illustration of those differences in governmental control, usually of historical origin, which have always to be borne in mind in the interpretation of different educational systems.

In Canada public education is under the control of the provincial legislatures, as in the United States it is under the control of the State legislatures. In Canada, also, in nearly all the Provinces, the "public" school and the high school are the traditional schools of the people. But salient differences in central control as between the State legislatures of the United States and the provincial legislatures are to be noted. In Canada the functions of the county or township "superintendent" are in the hands of an "inspector," whose salary, or in some cases a part of it, is paid by the provincial government, and who is, therefore, an official reporting directly to the Government. All the provincial governments of Canada also, either directly or, as in the case of Quebec, through an appointed body, control the courses of study and authorize the textbooks to be used in the schools. In each Province, as a rule, there is uniformity of textbooks for each grade; the four western Provinces of Manitoba, Saskatchewan, Alberta, and British Columbia, indeed, act together in this matter.

In eight of the nine Provinces of Canada—Ontario, Manitoba, Saskatchewan, Alberta, British Columbia, Nova Scotia, New Brunswick, and Prince Edward Island—the

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SPECIAL NOTICE.

SCHOOL LIFE can no longer be sent gratuitously. Under the terms of the joint resolution of the United States Congress, which authorized the resumption of publication, it is necessary to charge 30 cents a year for subscription; but 25 copies or more will be sent to the same address at the rate of 25 cents a year for each copy. That is, 25 copies will be sent one year for $6.25; 30 copies for $7.50, etc. These copies, however, must not be sold for profit. This price is equal to the actual cost of printing plus 10 per cent. It does not cover any part of the cost of editorial work. The publication carries no advertising.

Persons who wish to receive SCHOOL LIFE regularly should forward the subscription price at once to the Superintendent of Documents, Government Printing Office, Washington, D. C. Do not send money to the Bureau of Education.

PROGRESS OF SCHOOL REFORM IN GERMANY.

National Constitution Removes All Class Domination in Public Education—Central Government Now Controls School System—Bitter Contest Raging Over Place of Religion in Schools—Uniform Training of All Teachers is Advocated.

By REINHOLD LEHMANN, *Leipzig.*

Over the outer portal of every war, whether lost or won, stands written for the peoples concerned the ancient saying, "Know Thyself"! Thus Germany, like England, France, and Italy, is undergoing a thorough test of its school system; making bold proposals for changes and improvements, and planning carefully a reconstruction of its school policies. The national constitution of the 11th of August, 1919, contains under the fourth section, "Education and the School," not less than nine comprehensive paragraphs in which appear the establishment of a definite forward movement as compared to the conditions of 1914, since they remove all domination, including the despotism of the "Standeschule" (the class-distinction school), the "Bekenntnischule" (the denominational school), and the "Lernschule" (the bookish school of the traditional type). The unconditioned establishment of the "Einheitsschule" (the unity school), the "Weltlichen Schule" (the secular-instruction school), and the "Arbeitsschule" (the motivated or creative school) does not necessarily follow to be sure. In the main, the constitution makes promises only; but one can not easily disturb this foundation, even if the structure, proud and beautiful, does not arise immediately.

Before 1918 the individual States could act as they pleased, wholly independent in their school affairs; now the central government is empowered to prescribe principles for all parts of the school system which limit the laws of the individual States. With this the principle of centralization has been drawn into the foreground. The explauation for it lies in the uncoordinated efforts which since the revolution have threatened the unity of the

Nation. Against these the greater fatherland must retain the right and power to place on a common basis the education of the youth in all parts of the country.

The first school law, appearing within a year, guaranteed a common primary school for the first four years of school, the sixth to the tenth year of the child's life. It ordered the suspension, not later than 1930, of all public and private preparatory schools and preparatory classes. In such schools, up to this time, the sons of the well-to-do class have been prepared for the secondary schools. At 6 years of age they were carefully separated from the children of the working people who attended the Volksschule. The new primary school law, which was bitterly opposed by the wealthy and privileged classes, helps at least to uphold until the tenth year of the child's life the democratic principle that the children of one people belong in one school and that the educational possibilities of all must be equal.

Religious Differences Prevent Unification.

The next national school law, about which at present the bitterest contest wages in parliament and press, in public assemblies, and in parent and teachers' associations, endeavors to govern the school on the basis of ethics rather than of denominational religion. In spite of the utmost efforts of the body of German teachers a breaking up of the common schools on account of religious belief appears inevitable. The constitution provides that the character of the school in each community with respect to religious instruction shall be determined by the parents and guardians of the pupils. On account of this a perpetual school fight is engendered which threatens to disrupt every family. Some would establish "Gemeinschaftsschulen," or schools for children of all denominations, but others (probably the majority) would have Protestant schools, Catholic schools, Jewish schools, monistic schools, and secular instruction schools. For every confession and every philosophy of life the authorities, when the matter is placed before them, must establish its own school. Germany has 529 sects, all jealous of their rights, and most of them mistaken in their conception of freedom, and they are plunging the school system into an unholy chaos of small offshoots and adventure schools. Meanwhile the real unification of the people must wait until Germany has attained her maturity and has overcome the growing pains of her new government.

Who Shall Supervise Religious Instruction?

Special cause for conflict lies in the question, Does the State alone have the right to supervise the religious instruction in the common schools? In small communities until 1918 the local clergy performed the entire school inspection. Large groups of orthodox churches would not willingly relinquish this function; at least they will demand the controlling right as to whether the fundamentals of their respective creeds are imparted. As opposed to these, the majority of teachers in the common schools object to allowing the clergy again to participate in the school inspection. Many teachers make use of their constitutional right by declining to impart religious instruction. Then, often there arises in the village a demonstration against the godless teacher; or a school strike of the children may be started, so that the local authorities may obtain from the State a teacher more to their liking. On the other hand, the radical socialists incite their children into street demonstrations displaying red placards: "Down with priestly lies!" "Out with religious instruction in the schools!" In the end the children, whose souls are drawn prematurely into party struggles, will pay for these tests of power of the obstinate uncompromising fathers. Everywhere orthodox and atheist are equally guilty; and with the momentary inner dismemberment of the German people, no beautiful oration, no reasoning exhortation by the pedagogical leaders will avail. It follows psychologically that, after a world war and a revolution in the construction of a new governmental policy and a new educational system, the struggle of all against all works itself out in great extremes and with great violence.

Teacher Training Presents Vital Problem.

The third subject for consideration is the training of teachers in its national aspect. This was recognized as the most vital problem in the field of education by the National School Conference which, in June, 1920, brought together 600 school men of every rank. Since all professional educators, from the elementary schools to the universities, have to fulfill in educating humanity a duty that is fundamentally the same and in all essential points of equal value, these educators should represent in the new State a single profession and receive accordingly a uniform preparation. This should be until about the nineteenth year in the general training schools leading to the university and then in the university itself. Here, in addition to the required subject of pedagogy, including psychology, the elementary-school teacher must carry at least one special subject of scientific, humanistic, or technical nature. Civics should be especially emphasized in the curriculum, and sociology might also be added.

Special State Normal Schools Discontinued.

In Saxony the university attendance is already fixed at three years. Other States will probably establish "Pädagogische Akademien," or teachers' colleges, in close connection with the universities. In any case a movement is already in progress to do away with the special State normal schools; and the professors of education in the universities are becoming at last more numerous and more independent, even if the followers of tradition do struggle against recognizing pedagogy as a science and against, according to all professional educators, the best possible scientific foundation for their life's work. This development could be checked, of course, by the ministers of finance, who fight chiefly against all improvements—for the benefit of the taxpayers.

Since the constitution expressly mentions civics and craftsmanship as subjects to be taught, the teaching profession is now doubly concerned in their associations and journals with these problems of teaching practice. Civics is offered as a subject of study, yet one would exempt, if possible, the elementary school pupil from it. The constitution, of which every pupil receives a copy at the end of his compulsory school attendance, is made the central point of consideration. But the spirit of civic responsibility is to permeate the entire school life. The chief means toward this end appears to be pupil self-government, which is constantly increasing in favor.

Cultivation of All Powers is the Aim.

The mechanical and inactive Lernschulen with their lifeless "discipline" and external "authority" give way slowly to the vital and active Arbeitsschulen. Progressive teachers make constructive exercises with material things as the foundation of education. This is likewise a fundamental principle in the form of creative, self-active learning, and also a study in the form of special craftsmanship. In all grades and all branches of instruction the "school of deeds" will independently, through play, constructive work, and action, reach the inner-life values of knowledge and understanding, with joyful appreciation of the beautiful, and through all this to achievements in the service of the community. Self-development and the cultivation of all powers, both physical and spiritual, is the aim; together with prerequisites of a professional life, subjectively and objectively as correct as possible. Ethics and true religion will also grow out of the active community life which natu-

(*Continued on page 18.*)

NEEDS OF NEW YORK'S RURAL SCHOOLS

Joint Committee Recommends Emphasis on Home Making and Industrial Arts, Elastic Curriculum, Trained Teachers, State Leadership, Local Control of Certificates, Larger Units of Administration, Better Buildings.

Rural schools in New York State are urgently in need of improvement, according to recommendations made by the Joint Committee on Rural Schools, representing the State Grange, the Department of Education, the Dairymen's League, the Farm Bureau Federation, the State College of Agriculture, the Home Bureau Federation, and the State Teachers' Association. Complete revision of rural school conditions throughout the State will be necessary to make the schools suited to the work they are supposed to do, says the report of the committee. The curriculum, the preparation of teachers, and the buildings are arranged without consideration for the special needs of rural districts. The survey showed that the whole rural system is working under the disadvantage of having the same curriculum and requirements as city schools but without the facilities that city schools have.

Changes Required in Curriculum.

A new curriculum, in keeping with present educational standards and with modern principles and practices should be prepared with special reference to rural school children's needs. It should lay greater emphasis on home making and the industrial arts. Reading also needs special attention, since results of tests show that the rural-school pupil is more backward in reading than in any other subject. If help is given in the curriculum on subject matter and methods of teaching reading and in the arrangement of work, reading will be more likely to receive the emphasis it deserves.

Even when the curriculum has been better fitted to rural conditions than it is now, it will not do as a rigid form, because various parts of the State have different needs. At present the law allows the various districts to make their own curricula, but since all the schools in the State are preparing for the State examinations, which are everywhere the same, the teachers try to follow the course of study on which the examinations are based, regardless of the needs of the district or of the individual children.

The curriculum should be so arranged that it would be adjustable by local authorities in various regions of the State so as to fit their special needs. But such adjustment will not be practicable unless the teachers and supervisors are trained to recognize educational needs and to apply wisely the recommendations of the new curriculum. It is urged that more preparation be required of rural teachers and supervisors, and that this preparation be especially for rural work.

For Better Trained Rural Teachers.

It is suggested that after 1927 the State demand two years of training beyond the high school as the minimum requirement for teaching. Students expecting to teach in rural schools should receive this training in a special department in the normal school. Each one of the State normal schools should have a rural department, these departments to be established as rapidly as the demand will warrant and proper organization will permit. These rural departments should have rural schools not far away to serve as practice schools. If the rural department is closely organized, and not mixed with the rest of the school, this segregation will tend to bring about a professional spirit. Such an arrangement would bring about a body of rural teachers who would put the country schools on a high plane.

When a well-trained body of teachers and supervisors has been placed in the rural schools, it will be necessary to have some sort of State leadership to organize and correlate the work of all these individuals. A representative of the State department of education undertaking this leadership would encourage the exercise of initiative by teachers and supervisors in finding out the educational needs of specific communities and filling these needs. This officer would make careful research studies within the State, keep in touch with educational work in other States, and stimulate supervisory officers to test the State curriculum.

Extension of the idea of locally controlled courses leads to the desirable practice of allowing local school authorities to certify their own pupils for graduation instead of insisting on the state-wide examination. However, the committee recommends that the present examination system should not be replaced by local rule until the schools are better prepared to give their own examinations—that is, when a higher standard for teachers has been adopted.

One of the greatest evils of the New York State rural school system is the small school district, according to the report. The survey showed that the smallness of the districts leads to the most striking inequalities in taxation and to glaring inefficiencies of administration. A large enough unit should be drawn on for taxation so that the advantages of a tax derived from such an institution as a factory or a railroad would be distributed to all the people who make up the community. The committee recommends that the community be made the unit of local administration, keeping the present districts as they are. This plan does not imply consolidation of schools, which is a question that the committee believes should be decided by local option and not by the State. But it will allow many farm regions to have a high school that could not have one before. The establishment of a high school, or at least a junior high school, will be possible at the center of population, concentrating the older pupils from a number of common-school districts.

Would Not Abolish District Meetings.

The common-school districts and the district-school meetings could be retained, and the district would be represented by its trustee on a community board of education, which would meet at the center of population. This center of population is the natural location of the high school, and a large district containing a high school may have several primary schools, each in its own neighborhood, just as in city districts.

To stand between the State and the local district an intermediate unit of supervision is necessary. In the opinion of the committee the present supervisory district, intended to fill that need, is pitifully weak. A strong, properly organized intermediate unit, cooperating with the central State department on one hand and with the different communities on the other, can deal with problems that neither the State nor the local unit alone can manage satisfactorily.

School buildings are far below the standard, the report states. The State should give financial assistance to those communities that can not meet the minimum standards without effort and should grant a bonus to those that exceed these standards.

TO TEACH HEALTH, BE HEALTHY.

Lake Mohonk Conference on Health Education and Preparation of Teachers Insists that Teacher Must Herself Be Gloriously Well.

That a healthy, happy teacher is the first necessity in the teaching of health to children was the general opinion expressed at the conference called by the United States Bureau of Education and the Child Health Organization of America to discuss health education and the preparation of teachers. This conference was held at Lake Mohonk, N. Y., from June 26 to July 1.

Health Teaching Equal to Three R's.

The teaching of health should be one of the regular branches of the school curriculum, having as prominent a place as the three R's, said Dr. H. Emmett Holt, urging health authorities and school authorities to cooperate. Dr. Caroline Croasdale told the conference that the teacher must understand that it no longer suffices to be simply not sick; she must aim to be always gloriously well. That the teacher must be a physical success herself if she wishes to interest children in health work was the statement of Dr. E. V. McCullom.

Dr. Willard S. Small said that there are four essential things to emphasize in training teachers of health: Physical examination of the individual student, knowledge of hygiene, wholesome living conditions, and opportunity for vigorous, joy-producing exercise.

The results of the conference in regard to the preparation of teachers are summed up in the report of the Committee on Teacher Training for Health Education. This committee recommends that health education should include three factors in a training school. (*a*) A student health service, (*b*) healthful surroundings, and (*c*) content course or courses.

Health Service Throughout the Course.

The student health service should include: (*a*) A complete health examination and such subsequent examinations as may seem necessary. (*b*) Health advice and supervision given to students throughout the course. (*c*) The correction of all remediable health defects. (*d*) The maintenance of all healthful regimen of living—"*Healthful Living*" shall be understood to include proper hours of sleep, proper food, clothing, bathing, and *exercise*. (*e*) As far as practicable, the student's attitude and conduct in regard to the above points shall be a basis for recommendation for professional position. Living and working conditions need to be supervised by training school authorities, whether the students live in dormitories or elsewhere.

Solid Scientific Knowledge Required.

Besides being a living example of health the teacher must have solid scientific knowledge if she is to instruct her pupils properly in health matters. "Content courses" in the training school are necessary, and these should include personal hygiene, nutrition, social hygiene, mental hygiene, health and care of infants and young children, health of childhood and adolescence, first aid and safety, hygiene of the worker, home nursing and care of the sick, school hygiene, physical training and methods of teaching health to children. As a basis for health education, the student should be taught the general principles of applied chemistry, applied biology, applied physiology, applied psychology, aud applied bacteriology, either in the high school or the normal school.

Health education should permeate the whole curriculum, according to the committee's report. From the kindergarten to the fourth grade, emphasis should be laid upon habit formation in a healthful environment and health principles taught in relation to actual situations. In the fifth and sixth grades, the course may become more broadly biological, that the pupils may get an idea of the functioning of the body as a whole, the work being still correlated with health habits. In the junior and senior high schools, beside continuing the work of the lower grades, the instruction should stress the problems arising from group activities in school, home, and community, with the idea of service dominant.

Pupil Should Be Enthusiastic for Health.

In building a health program, three things must be cousidered, said Miss Emma Dolfinger. These are: First, opportunity for the child to practice health rules and report on home practice of such rules; second, the pupil's attitude toward hygiene and sanitation, which should develop into enthusiasm for health; third, conditions in the school environment which will strengthen the habits which the teacher is striving to inculcate. These conditions include adequate lavatory conveniences, gymnasium facilities, well-conducted lunchrooms, aud nursing and medical service.

WAGE-EARNING PUPILS MUST BE THRIFTY.

In Some German Cities Habits of Young People Are Closely Supervised—Results Said to be Excellent.

Young people in certain German cities must be thrifty whether they wish it or not. The discovery was made by some acute observer that wage earners between 14 and 18 spent most of their earnings thoughtlessly and foolishly. Bad habits were found. To counteract this tendency these young people were required by law to save a certain amount of their wages. The employer retained this amount and deposited it for the workers. Disbursement was made only when the board in control decided that such disbursement was in accord with the depositor's economic and moral interests.

Doctor Schoenberner, of Berlin, says that early in 1922 this system had been in operation in Berlin for five months. Thirty-two thousand accounts had been opened during this time and more than 1,500,000 marks deposited.

The young wage earners were at first opposed to the system; they wanted all their earnings for immediate use. The employers, too, opposed it, for the young people would leave their work and idle away their time if they could not draw their entire pay. The labor needed to operate the system was also quite considerable. In Berlin alone there were 90,000 young workers iu the age between 14 and 18.

But the advantages accruing from the system are significant. To control the disbursements it has been necessary to iuvestigate the conditions in many homes. It has then often been found that some young worker was supporting helpless parents or brothers and sisters. In many of these cases it has been possible to extend such other forms of help as the family needed most. The greatest advantage, however, has been the moral habits which the system induces. Young people are kept out of temptation by lack of means. They acquire thrift habits. They plan ahead, and look forward to some worth-while investment of the funds they save.—*P. H. Pearson.*

More than 5,000 students at the University of Wisconsin took advantage of the free medical service furnished by the university during the past year.

RADIO FOR BUFFALO HIGH SCHOOLS.

Special Course in Radio Communication Appropriate in Technical Schools Only — Receiving Set Built at Small Cost.

"Radio for everybody" is a common title in popular scientific magazines, which shows how much this subject is becoming part of our daily life. The sudden interest in radio telegraphy is due to its use in broadcasting concerts and information of a public nature. The number of receiving stations has reached nearly 1,000,000, and the "radiola" is taking the place of the cabinet phonograph in many homes.

Receiving Sets Offer Actual Problems.

The regenerative receiving set of today is a rather complicated piece of apparatus with its vacuum tubes, amplifying transformers, plate and filament batteries as compared with the old-fashioned crystal sets which are still used for short-distance work. The care and use of these sets as well as the principles of operation are actual problems to many high-school boys who have taken up wireless as a hobby.

There is no place in the already crowded curriculum of the high school for special courses in radio communication. These belong to the technical and trade school. The high-school amateur wants to learn the code and become grounded in theory so that he can obtain his license for a transmitting station. The radio club has been organized for this purpose.

Without Supervision Interest Will Wane.

Unless the radio club is properly organized under faculty supervision with an adequate equipment, the initial enthusiasm will die out and no definite result will be accomplished. Such a school club should not have more than 15, all of whom have some receiving apparatus of their own. Masten Park is planning for such a radio class for the coming year. A well-equipped station will be available to the more advanced students with a short and long wave length receiver and a low-power C. W. and radiophone set. Practice in code work will be given in the physics laboratory along with a special course in electricity as it is related to the construction and operation of wireless stations. The pleasure in building a set and having it work means much to the average boy, while he becomes a progressive thinker.

A receiving set capable of receiving the long-distance phone stations costs at least $200 when purchased complete from the manufacturer, while the skillful amateur can assemble a similar set for half the amount. With such a piece of apparatus he can try out various circuits, as he is not restricted by patents as to the one he will use.

Broadcasting at present is perhaps a fad and many question how long it will be kept up because of the great expense. Phonograph concerts alone via wireless are not enough to encourage the use of expensive receiving sets. Doubtless the larger companies will continue to send out high-grade concerts, as it will stimulate the sale of a good grade of apparatus. The Government is now making use of wireless telephony to send out weather and market reports from high-powered stations. It is very probable that in a short time every occasion of national interest will be heard or followed by hundreds of thousands in every part of the country at the same time. A power amplifying set will be used in our school auditoriums as the motion-picture machine is to-day, so that students can hear at first hand such speeches as the President's inaugural address.—*G. F. Roberts in Buffalo School Magazine.*

DISCUSSES PRINCIPLES OF FOREIGN COMMERCE.

To assist colleges and universities in preparing an adequate course of instruction in training for foreign service, and to enable men and women engaged in business to plan for systematic study and reading at home, the United States Bureau of Education has issued a bulletin on foreign-service training, compiled by Dr. Glen Levin Swiggett. Forty-five articles by business men, educators, and publicists cover the field of economics and government as related to foreign trade, six are on the subject of modern languages, and one on recent periodical literature, with a list of references. Since this type of education requires many-sided preparation, the bulletin states that the study of the technique of foreign trade should be strengthened with subjects which give an understanding of the principles of commerce, of transportation, and of banking; of motives that determine human conduct in social relationships; and of governmental regulations and policies. The document is entitled Education Bulletin, 1921, No. 27, Training for Foreign Service.

FOR AN EDUCATIONAL ENTENTE CORDIALE.

Section of Education of Pan American Union Cultivates Close Relations Between Teachers and Students of American Republics.

Closer relations between the educational elements of American republics in North and South America are cultivated by the section of education of the Pan American Union. During the past year the section cooperated with teachers and students in different countries, bringing many students to United States institutions and arranging for United States students and teachers to study or teach in Latin-American countries. Some of the students who have come to American universities received free tuition through the efforts of the section and others received other financial assistance.

Teachers of Spanish in the United States who wish to perfect their use of the language by travel in South America, students of commerce, and other persons engaged in educational work are advised and assisted by the section. Some teachers were placed in positions in Latin-American schools. Young South American students coming to the United States are met upon arrival and assisted in reaching their destinations. After the student enters the school or college, the section does not lose sight of him, but keeps track of his progress, and if necessary handles his funds.

Interchange of students and professors between the United States and Latin-American countries is encouraged. The section desires to cooperate in establishing a steady current of teachers and students from all the countries of America, either during the school vacations or at any other time.

SURVEY OF CANADIAN INSTRUCTION IN AGRICULTURE.

Agricultural education in Canada, from the rural schools through the high schools and colleges, will be surveyed by a committee representing the Canadian Society of Technical Agriculturists. This committee, which represents in its membership each of the nine Provinces of the Dominion, will study also the educational policies of the Dominion Department of Agriculture and of the various provincial departments.

BY CORRESPONDENCE AND IN CLASS.

Massachusetts University Extension Division Offers Instruction in Wide Range of Subjects—Classes Organized in Principal Cities.

Instruction which has concrete application to the daily work of students is given in many of the courses for adults offered by the division of university extension in Massachusetts. These courses extend over a wide field, from Americanization for immigrants to educational psychology and conversational French, and they are given both in class and by correspondence. Subjects taught by mail include widely differing types of work. These are grouped under such headings as: Elementary English, advanced English; Romance languages, civics, history, and economics; pure mathematics; applied mathematics; electrical subjects; mechanical subjects; pedagogy; homemaking, etc. More than 6,000 students are enrolled for correspondence work. Though these courses are primarily of special interest to men and women who have not had the opportunity to go to a regular school or college, it has been noticed by the director that many college graduates are enrolling. Nearly a thousand college graduates, representing more than 200 collegiate institutions, have taken correspondence courses given by the division.

Local Authorities Cooperate Effectively.

Class instruction on a large scale has been made possible by the cooperation of local authorities. Opening, heating, and lighting of buildings have been willingly undertaken by local school and library authorities in Worcester, Pittsfield, Salem, Lowell, Lawrence, and other cities and towns, and university extension centers are established in the schools. In Boston the large lecture hall in the public library has been used for extension work three nights a week during the winter. At this center hundreds of Boston residents study Spanish, French, American citizenship, and English.

In Springfield, students in approved evening high schools may receive the extension diploma for two years' successful work in any subject. Work in extension classes may also be credited toward graduation from evening high schools. In Spanish and French courses, the evening school classes and the university extension classes were combined for special work in conversation.

Interest of Portuguese Population Aroused.

Portuguese language and literature are taught in three classes in the evening schools of Fall River. In establishing these classes, two objects were in view: First, to interest American-born young men and women of Portuguese descent in the language and literature of their ancestors; second, to bring home to the Portuguese population of Fall River, especially to those newly arrived in this country, the advantages of education in general and especially of evening schools. The local authorities report that these classes have stimulated the interest of the Portuguese population in all evening-school work.

Extension classes in accounting have been established in Cambridge, occupying well-equipped recitation rooms supplied by Harvard College. These classes show a large enrollment and well-sustained attendance. The relatively low tuition fees attracted many who could not have enrolled in higher priced courses. One industrial concern paid for the enrollment of 30 of its office force.

Factory Classes Organized Throughout State.

Americanization of the adult immigrant is taken up in cooperation with local school authorities, and with the Associated Industries of Massachusetts, representing 1,600 industrial concerns. Representatives of school departments and of industrial concerns met in joint convention and formed a plan by which classes were organized in factories throughout the State. The influence of the industrial companies proved stimulating, and many cities and towns that had been only mildly interested in immigrant education opened classes, and are opening more.

State Assists Local Communities.

Responsibility for this work is mainly borne by local communities, but the State department of education assists by training teachers, suggesting courses of study, and furnishing teaching materials for the earlier stages of the work. The division of university extension has printed thousands of lesson leaflets, especially adapted to the needs of immigrants in factory classes and immigrant women in the home. The success of immigrant classes depends so much upon the quality of the teaching, in the opinion of the authorities, that teacher-training courses have been instituted by the division. These are of varying lengths, according to local needs, and include summer courses at the State Normal School at Hyannis.

REMARKABLE SUMMER SCHOOL ATTENDANCE.

Pennsylvania Teachers Break All Records and Fill Summer Schools to Capacity—New State Standards Principal Cause.

One-half of the teaching force of Pennsylvania's public schools, nearly 23,000 teachers, attended summer courses at normal schools and colleges in the State this summer, according to reports received by the State department of public instruction. Never before in the history of the State have so many teachers enrolled for summer-school work. The increase in interest is partly due to the new standard set up by the State authorities, and partly to the enterprising spirit of the teachers themselves. The number of teachers attending these sessions has more than doubled since last year, and more than quadrupled since 1919. So many persons registered for the courses that the colleges and normal schools were filled to overflowing, and several of them established extension schools. Certain special schools gave instruction to 1,000 teachers, beside those attending the colleges and normal schools. Private-school teachers also attended the summer courses, 5,000 of them being enrolled.

Pennsylvania State College enrolled the greatest number of summer students, 2,600. The University of Pennsylvania was second with 2,050, and the University of Pittsburgh third with 1,674. The 28 colleges reporting had an aggregate attendance of 13,663, nearly three times as large as the attendance of last summer.

The average attendance at normal schools was high, ranging from 451 at East Stroudsburg Normal School to 1,420 at Indiana Normal School and its extension. Altogether, 8,971 teachers attended the summer courses at the 13 normal schools, nearly twice as many as attended a year ago.

More than 3,000 teachers attended summer courses at colleges outside the State. Adding these teachers, private-school teachers, and teachers attending special schools to the number of public-school teachers reported in the colleges and normal schools of the State, about 32,000 Pennsylvania teachers took courses during the past summer.

THE EDUCATIONAL POSITION IN LONDON

National Exchequer Bears Half the Cost of Education—Important Changes in Teaching Methods—Scholarship Scheme Largely Extended—Compulsory Day Continuation Schools Succumb to Financial Stringency.

[From a London correspondent.]

The Education Act of 1918 (the "Fisher" Act) gave a great stimulus to London educatioual developmeut. The act caused the burden of public education to be shared equally by the London County Council, the local educatiou authority for London, and by the national exchequer. The effect for the present year has been to transfer nearly £1,750,000 of the cost of London education from local to parliamentary accounts, saving thereby the London ratepayer the equivalent of a rate of 8 pence in the round ou assessable property. The Geddes economy committee reported that in their opinion this pound-for-pound enactuent had resulted in loss of financial responsibility, and had caused joint national aud local extravagance. A committee of inquiry has been set up by the president of the board of education to investigate this statement in detail and to report generally upon the fiuancial relations which should exist between the board of education and the local education authorities. The present grant regulations are a series of complex formula, calculated to adjust inequalities between different localities, but their mechanism is admittedly cumbersome. The difficulty is to find a simple formula which will take cognizance of local conditions without penalizing any local education authority.

Economic Depression Dampens Enthusiasm.

The Fisher Act requires every local education authority to prepare a scheme setting out its proposals for the "progressive development and comprehensive orgauization of education in respect of their area, with a view to the establishment of a national system of public education available for all persons capable of profiting thereby." The Londou County Council, the largest local education authority, was one of the first to draft its scheme. This scheme was published at a time when educational enthusiasm was running high. Almost immediately afterwards, however, economic and trade depression set in, with the result that the scheme is largely in the air at present. Although many developments have occurred, the pace has been slowed down by the financial stringency. The great increase in the cost of teachers' salaries has prevented any extensive building developments. The scheme foreshadowed many developments in the next 10 years. The following account summarizes recent developments for the iuformation of Americau observers:

Schooi Buildings.

An extensive scheme for remodeling or replacing all old-fashioned schools was begun in 1912 at a total estimated expenditure (pre-war) of £5,150,000. The war interrupted the scheme, and so far only 1,700 classrooms, equal to about 25 per cent of the total scheduled, have been dealt with at an expenditure of about £1,750,000. The scheme is being slowly resumed, so as to insure that no school shall contain classes accommodating more than 40 pupils in senior departments and 48 in infant departments. The average size of elementary school classes in London County Council schools was 46.3 in 1907 and 37.2 in 1919.

A number of uew suburban schools have been built to meet changes in population, while a number of small elementary schools in the central areas are likely to be closed as the residential population moves outward. The secondary schools are greatly overcrowded. Twenty new secondary schools or enlargements have been scheduled, but building operations are suspended on account of financial stringency and temporary accommodation substituted.

The London Central School of Printing is being opened in Septeuber, 1922, partly with the aid of subsidies from federations of employers and trade unions, and the present schools of printing, which are cramped for room, will be closed down and their work concentrated and developed iu the new school situated within easy access of Fleet Street, the center of the printing industry.

The London County Council has offered a building grant not exceeding one-third of the Government grant, or £333,333, whichever is the lower, for a new headquarters for the University of London. A site of 11½ acres has been purchased by the Government and presented to the university. This site, which is situated in Bloomsbury, adjacent to the British Museum, has the advantage of centralizatiou, but there is a divergence of opinion whether Holland House and park, a larger site of 68 acres in Kensingtou, would not be more suitable, since it enjoys many amenities of situation and is sufficiently large to provide not only headquarters but hostel accommodatiou and sports grounds besides. The University of Loudon works through 36 more or less scattered colleges occupying sites of 212 acres in extent, halls of residence occupying 7½ acres, and playiug fields occupying 215 acres, making a total of 434½ acres. The schools of the university were attended in 1920–21 by 21,000 students.

The acquisition of open-air schools has been slowed down, although a number of camp boarding schools have been acquired in rural or semirural surroundings and at seaside towns, to which debilitated children from crowded city schools are sent free of charge for a recuperative period. Special schools for tuberculous children have been opened, the provision of special accommodation for myopic children increased, and additional school clinics acquired. The number of industrial schools required for youthful offenders is gradually being diminished.

Changes in the Curriculum.

Great changes have occurred in teaching methods in all schools. The reports issued by the Government on the teaching of modern languages, science, and English are introducing slowly but steadily new conceptions. The London County Council has issued a series of "development memoranda," emphasizing, among other matters, the need for greater attention to practical work; suggesting specialization iu class teaching; improvements in the needlecraft subjects for girls and iu drawiug for boys; and advocating "slow" and "fast" sides in most schools so as to differentiate between supernormal, normal, and dull and backward children without inflicting upon children the stigma of mental deficiency which may come from segregation in special schools. Recent psychological research has shown that 40,000 children in London, or 7 per cent of the total, are dull and backward, whlle 8,000 are mentally deficieut.

The introduction of mental and scholastic tests for ability is proceeding apace, and a recent publication of the council on this subject has achieved world-wide interest. ("Mental and

Scholastic Tests," by Cyril Burt, M. A.; P. S. King & Son (official publishers to the London County Council), 2–4 Great Smith, Westminster.) This publication contains practical scales and group tests for the measurement of ability and standardized tests for the chief subjects of the elementary school curriculum, acquaints the modern teacher with the latest methods of psychological diagnosis, and details educational means for the treatment of backwardness and other educational disabilities.

Special classes for stammering children have been established, and have met with considerable success, and home work and evening library classes financed for the benefit of children living in crowded districts who are unable to read or do their home work at home on account of adverse environment. These classes have also been very successful, and children from the poorer schools are beginning to obtain a greater number of scholarships to places of higher education.

A circulating reading scheme has been inaugurated, with a library of 2,000,000 books, which are passed on, as demanded, from school to school. The education library in the new county hall (now nearing completion at a cost of nearly £4,000,000) is being more widely used by teachers and officials of the council. It contains 20,000 books (not textbooks) for the guidance of the teacher and educationist, and these books are dispatched to any school and collected therefrom free of charge.

An expert but unofficial committee is considering exhaustively the whole question of cinematography iu schools. The London County Council has deferred taking any considered action on this subject until this committee has reported, but in the meantime visits by school children to central cinematographic displays of approved educational value have been authorized.

Higher Education.

A steady development has been in progress with regard to secondary, technical, and university education. The London School of Economics and Political Science has been enlarged by means of a valuable site in the center of London provided by the county council. Generally speaking, however, secondary education has made only slight progress, owing to the limitation of capital expenditure by financial stringency. Greatly increased grants in aid have been given, both by Parliament and by the London County Council, but these have barely sufficed to meet the increased expenditure involved by post-war inflations and the rapid rise in the number of pupils. The scholarship scheme has, however, been very largely extended in the spirit of the education act, 1918, that children capable of profiting shall not be deprived of educational facilities by reasou of their inability to pay fees. Parenthetically, it may be remarked that elementary education is now absolutely free by statute, and it is illegal for the council to make any charge for any purpose if this purpose is achieved during ordinary school activities, although the parent may be competent and anxious to pay. In some cases this statutory embargo has been found, in practice, to hinder rather than to help educational advancement.

Day Continuation Schools.

Thirty-five compulsory day continuation schools have been established in London at an annual charge of £450,000. Every child not receiving efficient education after leaving the elementary school at the age of 14 must attend one of these schools for 8 hours weekly until the age of 15. The employer must allow time off for the instruction and for an interval sufficient to enable the "young person" to reach school in a fit bodily and mental condition. Forty thousand young persons have been attending these schools. For economic reasons, however, their development has been unsuccessful, and, as the result partly of public opinion, the council is asking Parliament to absolve it from its legal obligation to maintain these schools. The causes of the nonsuccess of the schools are too complex to detail in this article. The schools are the shuttlecocks of acute public controversy and their future is uncertain. It is probable that the staff of 600 devoted and highly qualified teachers, who have been working under adverse and unstable conditions, will be dispersed. The schools are being vigorously defended and vigorously attacked, and the issue can only be decided by Parliament. The issue is clouded partly by economic cousiderations, partly by educational considerations, but largely by a lack of foresight ou the part of many parents and the smaller employers, whose opposition has been more strident than reasoned.

These schools have now (September, 1922) been discontinued. Ten voluntary day continuation schools are being organized in their stead. Each school will provide 360 places for young persons between the ages of 14 and 18, the curriculum being strictly vocational. The teachers of the compulsory day contiuuation schools are being transferred to the voluntary schools or absorbed into other branches of the educational service.

Conclusions.

Generally speaking, great educational progress has been made in London, although many of the developments foreshadowed in the education act, 1918, have failed to reach maturity. Public opinion is steadily demanding educational opportunities, especially for adolescents and for adults. In no period of London history has so much progress been achieved as in the last three years. Technical education is booming, and employers and employees are daily giving more help to the local education authority.

The initial acceleration in the rate of educational development was undoubtedly too fast to last, but a steadier and more balanced movement forward is gradually emerging. The traditional British characteristic of steering a middle course between conservatism and enthusiasm is once more becoming the predominant factor in the development of the London education services. War emotions are passing; compromise comes back again.

The following summary of official statistics relating to the London education service will be of interest to American educationists:

Items in annual estimates.	1913–14	1922–23
General.		
Enforcement of school attendance	£43,230	£93,520
Books, apparatus, needlework, stationery, etc	147,550	341,000
Schoolkeepers and cleaning	155,640	447,800
Fuel, gas, electricity, and water	157,480	336,000
Painting, cleaning, repairs to buildings and furniture	267,155	437,555
Rates and taxes	215,760	524,390
Meals for necessitous children	84,450	126,195
Medical inspection and treatment	28,005	108,655
Nursery schools	Nil.	4,520
Elementary education.		
Salaries of teachers	2,777,875	6,696,690
Open-air schools	4,240	[1] 14,800
Junior county exhibitions	1,100	7,000
Higher education.		
University education	35,415	75,935
Secondary schools	213,025	674,075
Scholarships	138,235	248,980
Training colleges aud training of teachers	97,485	197,905
Polytechnics and technical schools	215,690	577,160
Evening institutes	121,365	345,190
Day continuation schools	Nil.	255,210
Special schools for blind, deaf, defective, and epileptic children	134,445	358,690
Industrial and reformatory schools	82,720	125,050
Total expenditure	6,290,695	14,159,350
Total receipts	1,838,130	7,192,430
Net charge on county	4,314,708	6,630,015
Rates	(1/11d in the £.)	2s/8½d in the £.

[1] In addition, £1,240 is set aside for traveling expenses of children and staff attending camp schools.

COLLEGES ESTABLISH HIGHER STANDARDS.

Accredited Institutions Must Prepare Graduates as Candidates for Advanced Degrees in Leading Universities—Athletics Supervised.

Proper administration of athletics, amusement, fraternities, and all other extracurricular activities is one of the fundamental tests of a standard college, according to the revised standards of the Association of Colleges and Secondary Schools of the Southern States. The college members of the association will be expected to make regular reports on their supervision of athletics, showing that the latter are on a clean and healthy basis, that they do not occupy an undue place in the life of the college, and that strict eligibility and scholarship requirements are enforced. Professionalism or commercialism in athletics shall disqualify a college from membership in the approved list of the association.

Graduates' Records Kept on File.

An accredited institution must be able to prepare its students to enter recognized graduate, professional, or research institutions as candidates for advanced degrees. Statistics of the records of the graduates of the college in graduate or professional schools shall be filed with the commission on institutions of higher education on demand, as evidence of such suitable preparation.

The conferring of a multiplicity of degrees is discouraged. Small institutions should confine themselves to one or two. When more than one baccalaureate degree is offered, all should be equal in requirements for admission and for graduation. Institutions of limited resources and inadequate facilities for graduate work should confine themselves to strictly undergraduate courses.

At least 75 per cent of the students in a college should be pursuing courses leading to baccalaureate degrees in arts and science. Soldier rehabilitation students should not be considered in the 25 per cent of irregular and special students at present.

Professional Schools Must Maintain Standard.

When the institution has in addition to the college of arts and science professional or technical departments, the college of arts and science shall not be accepted for the approved list of the association unless the professional or technical departments are of approved grade, national standards being used when available.

It is recommended that the salary of full professors be not less than $2,500 at present, and by 1923–4 not less than $3,000. Other standards, such as those for entrance, graduation, number of departments, training and teaching load of faculty, financial support, equipment, etc., are the same as the standards adopted by the national conference on college standards at New York, October, 1921.

SAFETY LESSON WINS VALUABLE PRIZE.

A safety lesson by Miss Anne Rogers, a teacher in the public schools at Sterling, Colo., designed to instruct children in safe behavior on the streets and highways, won first honors in the national safety lesson contest conducted in 1921 under the auspices of the Highway Education Board.

Miss Rogers's lesson was considered the best of approximately 40,000 to 50,000 lessons submitted by teachers of the Nation. Her success entitles her to $500 and a trip to Washington, D. C., with all expenses paid.

The second best safety lesson was prepared by Miss Teresa M. Lenney, New Rochelle, N. Y., who received $300. Two hundred dollars was given Miss Ida G. Ale, Trenton, N. J., who submitted the third best lesson.

The lessons by Miss Rogers, Miss Lenney, and Miss Ale were first chosen as the best from their respective States and submitted in competition with 49 other lessons, the best from each State and Territory, for the national prizes offered by the National Automobile Chamber of Commerce.

Judges of the 52 State and Territorial lessons were William Phelps Eno, Washington, D. C., president Eno Foundation for the Regulation of Highway Traffic; Dr. Thomas E. Finegan, State Superintendent of Public Instruction for Pennsylvania; and W. J. Funk, vice president Funk & Wagnalls, New York, publishers of the Literary Digest.

To introduce motion pictures in the public schools of France, the ministry of public instruction has set apart 250,000 francs for the school year 1922–23. Of this sum 150,000 francs is to be used for motion-picture apparatus which will be distributed to schools with electric currents or other suitable lighting arrangements. The remaining 100,000 francs will be spent for films.

OFFERS SCHOLARSHIPS IN ANY INSTITUTION.

Fraternal Order Establishes System of Free Scholarship for the Benefit of Its Members as Memorial to Founder.

Scholarships worth $500 a year for higher or special education are granted by the Tribe of Ben-Hur to certain of its members as a memorial to David W. Gerard, founder of the order. These scholarships are awarded each year to those members who stand highest in a competition in which classroom work, school activities, social qualities, and character are all given consideration. Men and women members of any age are eligible. Scholarships are granted for only one year at a time, but will be renewed annually until the regular course is completed, if the student maintains a satisfactory record in school work and conforms to all the requirements of the institution.

Successful candidates for Ben-Hur scholarships may in general select the institution they wish to attend, subject to the approval of the committee on scholarships and the board of trustees. Scholarships are granted for any institution in the United States of recognized high standing of the following kinds: Colleges, universities, law schools, medical schools, art schools, music schools, agricultural schools, university schools of business administration, and schools of technology and engineering. Besides the usual information and recommendations, each applicant must present an original composition on a subject chosen by the trustees.

Applicants must be prepared to meet the entrance requirements of the institution they desire to attend, as the award of a scholarship carries with it no guaranty of admission. The scholarship will as a rule meet the essential expenses for room and board, tuition, and books, and the money will be paid in monthly installments as needed for these purposes. While no rigid conditions are imposed as to expenditures, the trustees expect holders of scholarships to spend the money judiciously. As part of their training, students are required to submit each month an itemized account of all expenditures. Reports on the classroom work of all Ben-Hur scholars and on their general attitude and conduct are obtained at regular intervals.

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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SEPTEMBER, 1922.

TO THE TEACHERS OF AMERICA, GREETING.

It gives me great pleasure to send a word of greeting to the teachers of America on the eve of the opening of the new school year.

America has made no more noble contribution to civilization than the plan of public education which has developed on her soil. We can not claim entire originality for our system of government, for other republics have flourished and democracy has existed in other countries; but our school system bears the stamp "Made in America."

The child of any resident of any State in the Union may pass freely through every grade of instruction from the kindergarten to graduation from the university, with no other requirement than proper study and the observance of reasonable rules of conduct. The cost is borne by taxation upon the whole people, voluntarily self-imposed, and cheerfully paid.

In this, the United States of America is unique except so far as other countries have followed her example. Many of them have followed it, and so great is the prestige of American education that no important general educational reorganization has taken place during the past generation in any part of the world which did not show in some measure the influence of American ideas.

American people believe profoundly in the efficacy of education, and they testify to their faith by their works; they spend more of public moneys for education than for any other purpose, and their expenditures for schools are greater per capita than those of any other nation on earth.

As compared with children of other countries the American pupil is blessed indeed, for in this country his personality is carefully respected. The air of humility which one often sees in European schools has no place in the American program, which aims at the acquisition of knowledge no more than at the development of character and of independence of thought and action. And Young America is, of course, happier for it.

The lines of American teachers, too, have fallen in pleasant places. Salaries are measurably higher here than in other countries, the scale of living is better, and there are no social castes to humiliate teachers.

All this is cause for congratulation. It is gratifying to know that our efforts as a people surpass those of any other people, and that the conditions in the schools are wholesome and in accord with the ideals of our democracy. Nevertheless, we are only well on our way in the path of educational progress. Notwithstanding our greater expenditures we are still far behind some of the European countries in essential respects. Even in the cities, where educational conditions are most favorable, there is too much illiteracy, not only among adults but among young people as well. The average for the entire country, six illiterates in every hundred persons over 10 years of age, is distressingly high. It is evident that large numbers of Americans do not avail themselves of the advantages offered them, and that the compulsory-attendance laws are not sufficiently effective in many of the States.

Also, we have not yet attained that equality of opportunity for all children which is the first article in America's educational creed. Some of the schools in the sparsely settled districts are still deficient as regards length of term, character of equipment, and qualifications of teachers.

We have done much, but much more must be done before we can look upon our task with complacency.

JNO. J. TIGERT.

SCHOOL LIFE REDIVIVUS!

After nine months of hibernation SCHOOL LIFE again salutes you! The suspension was due to the failure of the two houses of Congress to agree upon a measure to extend the life of certain periodicals previously issued by Government bureaus. For a long time the question had been under consideration, and pending final settlement, temporary authority had been granted from time to time to continue to a date fixed, the last date being December 1, 1921. The Senate passed a resolution which was intended to settle the matter finally, but the sentiment of the House appeared to be against the solution proposed. The matter was still before the House when the end of the special session put a stop to the discussion and all the periodicals affected necessarily ceased as of December 1.

After the Congress reassembled in December, 1921, the matter of the periodicals was brought up several times; but no definite action was taken until the passage of Public Resolution No. 57, which was approved by the President, May 11, 1922. This measure gives to any department, with the approval of the Director of the Bureau of the Budget, authority to issue necessary magazines and periodicals. Not more than two thousand copies may be printed for free distribution, but the Public Printer shall print additional copies for sale at cost of printing and binding plus 10 per centum.

A few days after the passage of this resolution the Interior Department appropriation bill was passed containing specific authorization for SCHOOL LIFE; but that was effective only after June 30, 1921, and it was not possible under its terms to issue a number of SCHOOL LIFE during the fiscal year then current. Immediately after the passage of Public Resolution No. 57 application was made to the Bureau of the Budget for authority to print SCHOOL LIFE, but the approval of the application was not received at the Bureau of Education until August 31.

The status of SCHOOL LIFE is now definitely fixed. It will be issued without question, but it will be sent free only to libraries which request it to the number of 2,000, the legal limit of the free edition, and to publishers who send their publications without charge to the Bureau of Education. All others who receive SCHOOL LIFE will be expected to pay a part, but only a part, of the cost of issuing it.

Thirty cents a year is an absurdly small charge for any periodical, and it is hoped that the teachers of the country will appreciate that fact. Naturally the price could not be so low, especially in the absence of advertisements, but for the fact that everything which is not necessary to the main purpose is omitted. The aim is to tell of all important movements and occurrences in the field of education, but not to use heavy covers and profuse illustrations which would require expensive paper and add threefold at least to the amount which must be required of subscribers.

That French is the most necessary language for Americans studying to enter foreign trade, German second, and Spanish third, is the opinion of Mr. A. R. Reagan of the language division of the United States Bureau of Foreign and Domestic Commerce.

SIMILAR TO JUNIOR HIGH SCHOOLS

"Central Schools" Provide for English Children Who Must Go to Work at 16—Bright Pupils Are Chosen.

London children who are especially bright but must leave school at an early age to earn their living have the opportunity to spend their last school years at a "central school" where they may go forward rapidly and make the most of their time. This kind of school, which is a middle ground between the secondary school and the trade school, does not aim at preparing for any particular trade or business as the trade school does, nor does it give as long and thorough an academic education as the secondary school. Its special function is to provide for children who must go to work at 16, allowing them some free education beyond the elementary school and at the same time giving them some general preparation for the world of industry or commerce which they will enter after the completion of the course.

Selection is made on the basis of an examination, known as the junior county scholarship examination, which is given to every child between the ages of 11 and 12 in the elementary schools. By the results of these examinations and by consideration of the pupils' apparent possibilities, as well as the number of years they will probably remain in school, the authorities choose the pupils who are to go to secondary schools and those who are to go to the central schools. By this removal of the brightest pupils a more homogeneous group is left in the upper grades of the elementary school.

Graduates Take Minor Places in Shops.

The pupils who are selected for the secondary schools expect to remain in school until they are 18 or 19 years old preparing for good openings in business or industry, for the medical, legal, or teaching professions, for the higher branches of the municipal or civil service, or for open scholarships in the universities or other institutions of higher education. The pupils for whom the central school is intended expect to leave school at 16 and take minor places in shops, offices, etc. After 1,500 or 1,600 pupils for the secondary-school group have been selected from the examination list, the next 5,000 children on the list form the basis of selection for the central schools.

Candidates Chosen by Local Inspector.

The 58 central schools are distributed throughout the city, so that each one is supplied by several "contributory schools." The local inspector for each district chooses a list of eligible candidates from all the schools in the district. In making his selection from the list of pupils successful in the junior county scholarship examination he consults the head teachers of the various schools, and in doubtful cases he interviews the children. This method combines many of the advantages of selection by competitive examination and by nomination.

After the pupils for the central schools have been chosen they must be divided into two groups, some for industrial training and some for commercial. As the children are only 11 it is difficult to decide on their individual leanings, and this division seems rather arbitrary, but in practice it has worked out successfully. The head teacher of the elementary school consults the parents and makes such division as he can. Pupils who take the industrial course give more time to manual training, science, mathematics, etc., while pupils in the commercial course give more time to English. French is studied in the commercial course and also such subjects as bookkeeping, shorthand, and typewriting.

Usually Continue in Assigned Courses.

The first two years have programs very much alike, leaving the differentiation mostly to the last two years. An occasional transfer is necessary from one course to the other, but usually the children continue in the course to which they have been assigned. Both groups receive a thorough general training, so that their natural adaptability is not destroyed, and often boys and girls trained in the industrial course find commercial positions, in which they do well. Sometimes commercially trained students enter skilled industry, but this is unusual. Girls take up home economics in both courses, but give more time to it in the industrial course. Most of the central schools are devoted wholly to one or the other course, but some offer both in the same building. Twenty-six schools are commercial; 11, industrial; and 21 are "dual." Some have boys' and girls' departments, and some teach boys and girls together, except in such work as home economics, physical training, etc.

Some pupils attending central schools find their parents' circumstances improved, and then they are able to go instead to a secondary school, where they stay a longer time and perhaps prepare for college. About 10 per cent leave each year for this reason. Some leave because home conditions force them to go to work. To counteract this, the authorities grant moderate sums to needy pupils, thus enabling many children to complete the school course who would not otherwise be able to do so. More than 17,000 pupils altogether attend the central schools, about one-fifth of them being more than 15 years of age.

ROSENWALD FUND AIDS NEGRO SCHOOLS.

Communities Must Raise as Much as Fund Contributes—Eleven Hundred Buildings Constructed in Thirteen Southern States.

More than 1,100 rural schools for negroes have been built in 13 Southern States with the help of Julius Rosenwald, of Chicago, by a plan of cooperation instituted by Booker T. Washington in 1912. According to this plan, six Alabama communities received $300 each toward the building of a rural school for negroes, who had to raise in each community an amount at least equal to the $300 assigned as Rosenwald aid. The cooperative plan worked so well that the idea spread, and Rosenwald rural schools are now part of the educational system of the following States: Alabama, Arkansas, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Tennessee, Texas, and Virginia. Alabama has more than 200 of these schools, and Louisiana, Mississippi, North Carolina, and Tennessee, between 100 and 200.

Most of these schools are two-teacher schools, about one in every four being of this type. About one in three are one-teacher schools. The rest have three and six teachers. More than 2,500 teachers hold classes in these buildings. Some of these teachers have the advantage of living in one of the 11 teacherages, which have been built by the cooperative plan. Of this sum, public funds have supplied nearly half and negroes more than one-third. The rest has been paid by the Rosenwald Fund, with some contributions from white citizens of the States.

On account of the growth in the work done by the department of superintendence of the National Education Association, the department has appointed a full-time secretary, Mr. S. D. Shankland of Willoughby, Ohio.

ABLE STUDENTS MAY PROGRESS RAPIDLY.

Honor Students at Smith College Will be Free from Routine Class Attendance and Course Examinations.

A change in the organization of instruction has been decided on by the faculty of Smith College, who believe that a main defect of our present system of education is the lack of provision for special opportunities for students of outstanding ability. The rate of progress aimed at in college courses is determined by a rough averaging of the capacity of all the students in them, with the result that while this rate is barely maintained by the weakest students, it is very far from keeping the ablest employed. These latter, the most valuable assets of the college and of the country, are liable either to fall into habits of intellectual loafing or to occupy their too abundant leisure by a disproportionate amount of nonacademic activities.

Needs Quantities of Solid Reading.

The objection to assuming a uniform pace for all abilities applies also to a uniform method of instruction. Frequent recitations and lectures may be the best means of keeping the weaker students moving; but for the brighter minds they are unnecessary and wasteful. After a good student has acquired habits of study and vital intellectual interests, she needs leisure for thinking and large quantities of solid reading rather than hours a day of classroom work. Further, after the large range of subjects required by the curriculum in the first two years, she is ready for a more intensive application in some chosen field, so that at the end of her course she may carry away not merely a great variety of scraps of knowledge but power and method for the mastery of a single department of learning. During the acquisition of this power she should be freed from the constant interruption of tests and examinations and encouraged to take on her own shoulders the chief responsibility for her mental development.

Under Guidance of General Director.

Recognizing these principles, the faculty has approved a scheme by which at the end of the sophomore year students having an average of B or better—that is, about 10 per cent of the class—shall be permitted to apply for candidacy for honors in a special field. If approved by the committee in charge and the department of their choice, they will be relieved during the last two years of the routine of class attendance and course examinations. Each candidate will come under the guidance of a general director of her course, who will plan for her a series of units of study, two for each semester, and will arrange the supervision of her work in each of these units by a special instructor. This supervision will in general be conducted by means of suggested readings, written reports calculated to train judgment as well as the power of collecting and organizing facts, and conferences, weekly or fortnightly, in which one report is criticized and instruction given for the preparation of the next. The last semester of the senior year will be devoted to the writing of a long paper and to a general review preparatory to an extensive examination covering the whole field of study of the last two years.

Scheme Is Wholly Optional.

The details of the scheme will naturally vary according to the subjects chosen, and will have to be worked out in the light of experience; but the general principles just stated will prevail throughout. It is important to note that the scheme is wholly optional, and that any student however brilliant who wishes to follow the present course of study may do so, and may obtain general honors as heretofore. The plan will be observed to differ from the honor schools of the English universities in its requiring that the first two years be devoted to a wide range of prescribed subjects, and from the tutorial system adopted in recent years in some American universities in its restriction of the system of individual guidance to a small picked group, thus avoiding the danger of bankruptcy which is apt to accompany the application of costly methods to the whole body of students, and enabling us to test the new method with students who have proved their seriousness and ability.

The first group of honor candidates was selected from the class of 1924.

Country schools should be community centers, according to George F. Comings, Lieutenant Governor of Wisconsin. The school should provide not only classrooms but an auditorium, a home for the teachers, and a garage where automobiles and farm machinery could be repaired by the rural school boys under competent teachers. The curriculum should include a thorough business training in the business end of the farm.

AUTOMOBILES IN NOVEL SERVICE

In America Automobiles Carry Children to School; in Europe They Carry School to the Children—Demonstrate Infant Care.

A Traveling Dental Clinic.

Even before the war a province in central Europe had a traveling dental clinic. It visited the rural schools for the purpose of looking after the pupils' teeth. The clinic consisted of an auto fitted as a dentist's office with all the necessary instruments and supplies, in charge of an expert dentist. During the stay of the clinic the school would adapt its schedule so that the teeth of all the children would be examined and treated.

A Cooking School on Wheels.

In most countries the rural schools are not in direct touch with the household schools of the larger cities. In Sweden a traveling cooking school furnishes household instruction to some rural districts. The "schoolroom" is mounted on a truck. Kitchen utensils, basins, and tables are a part of the equipment. This school adapts the courses of instruction and the recipes to the needs of the locality where the demonstration is given. The instruction follows the seasons also for the purpose of teaching how to conserve fruits and vegetables.

An Ambulatory Nursery.

The Women's National Council of England has put into operation a welfare exhibit that moves from place to place and gives demonstrations according to a prearranged schedule. It is an infant nursery transported by auto and supplied with the appliances needed for the care of infants. Two stalls or demonstration apartments are put up at the place of the exhibit. Here the people of the village are shown how to wash, feed, and dress infants, how to attend to the ailments with which infants are afflicted, and how to prepare food for them. Some theoretical instruction is included. Trained nurses are in charge of the proceedings.—*P. H. Pearson.*

A key to the literature of the world will be found in the Institut International de Bibliographie in Brussels when it has been developed as it is now planned. Already it has 12,000,000 entries in its indexes.

FROM THE SCHOOLS OF FRANCE

Discussions of "Work Instruction" Recall Manual Training Movement, and Campaigns of Runkle, Woodward, Butler, and Ham—Artisans Favored as Teachers of Mechanical Subjects—French Teachers Rely Upon Rewards to Maintain Discipline

By P. H. Pearson, *U. S. Bureau of Education.*

WORK INSTRUCTION.

"Work instruction" is one of the topics most frequently discussed by the teachers of Europe. By work instruction European teachers mean any lessons or exercises that require the use of the hand as well as the brain.

In the schools of Scandinavia, Central Europe, England, and France, work instruction has assumed definite form in the new courses. The material for work instruction is taken from the environment of the school, and tends, therefore, to keep the home, the community, and the school in close cooperation.

During the winter and spring of the present year teachers' meetings in France have given special attention to the exercises adapted to this form of instruction. A strong impetus was imparted to the movement by the international school congress at Calais in July. Exhibits were made of products from the courses in work instruction which presented visible evidence of pupils' skill and art impulses. At no other congress, so it is claimed, have book lessons and hand work been so closely combined. The Calais meeting signalized a movement in teaching practice that local meetings are carrying further.

Calculations Accompany Articles Made.

During the first three years of the elementary school the material used for work instruction in France is mainly cardboard and clay. It is manipulated in connection with measuring, drawing, and arithmetic. The pages of the children's drawing books are divided into halves by a line down the middle of the page. On the left side are drawn figures by the aid of compass and ruler. Problems in arithmetic connected with the figures are also worked out on the left side.

The drawing is followed by clipping, folding, or weaving colored strips of paper. The articles made in this way according to the drawings and measurements are then pasted on the right side of the page opposite the figures and calculations.

During the last two years of the elementary school the work instruction is given in the school workshop. The material is now wood and iron instead of cardboard and clay. The pupils are divided into two squads. One squad is busy at one end of the room at the carpenter's benches; the other squad is busy at the other end of the room by the blacksmith's workbench and vise. The regular teacher does not give the instruction in the workshop. The woodworkers have a carpenter as instructor; the ironworkers have a blacksmith as their instructor. The class teacher is, however, present to see that order is maintained. At the end of the month the two squads change places; the young carpenters proceed to use the file and the hammer, while the young blacksmiths take up the saw and plane.

Children Meet Real Workmen.

There is a special purpose in placing a carpenter and a blacksmith in charge of work within the walls of the school. The school shows its confidence in labor. It brings the pupils in touch with real workmen who teach them the use of actual and ordinary tools. The schools hold that a manual-training teacher steeped in the school courses does not handle the tools in the convincing way that a real workman does it.

All normal colleges of France impart instruction in school work with paper, wood, and metal. The class teacher is consequently familiar with the method and fully capable of giving instruction in shop work. But the workman is preferred partly on account of his specialty in the use of the tools but mainly to help the pupils in their transition from the school to life. By placing him in the schoolroom the pupil is given a foretaste of the apprentice arrangements so that he will better find his way later.

HOW PARISIAN TEACHERS MAINTAIN DISCIPLINE.

Exemplary discipline is maintained in the elementary schools of Paris notwithstanding the fact that physical punishment is absolutely prohibited. If a boy is lazy or disobedient or rude the correction applied is never corporeal. If he is culpably indolent, he is kept after school, yet no longer than a half hour a day. In case of bad conduct the offender is reprimanded; if this proves ineffective a notation is made in his deportment record. In aggravated cases the principal summons the parents and requests them to punish the boy. If he still proves refractory, the school suspends him, yet no longer than three days. In an extreme case the inspector may suspend him for eight days.

Honors Withheld From Unruly Children.

But it is not punishment by eight days' extra vacation that keeps the Parisian pupil well behaved. The Parisian teacher tries to touch the pupil's sense of honor. This purpose is attained partly by a system of public recognitions and awards. At the close of the school year impressive festivities take place at the school. On this occasion distinctions, awards, and certificates of merit are distributed among the deserving ones. Most schools have a bank deposit which is used to purchase bank books of from 20, 30, or 50 francs each, which are given to meritorious pupils. The schools have also at their disposal works of art and diplomas of exquisite design to be donated for the same purposes. In this way every pupil looks forward to some distinction during the closing festivities. The parents, too, feel greatly disappointed if their children get nothing during the general rejoicing. In view of these possibilities a boy does not want notations entered against him, cutting him off from the awards. The school punishments have little terror for him, but the schools have made a successful appeal to the spirit of the boys and girls themselves and in this appeal they have the support of the home.

The bank books mentioned are eagerly coveted by the pupils. A bank account points forward beyond the school years. This start with a bank account helps to foster the thrift and independence characteristic of the French people. Many a tradesman or peasant who has saved up a little money owes it to the school that he first became connected with the bank. Many a girl has begun with this little bank account and saved up something toward the building of her own home after the school years.

In foreign scholarships the Government of Honduras expended 3,780 gold pesos monthly, plus 5,930 pesos for extraordinary expenses. The total number of students in foreign countries was 44, of whom 27 were in the United States.—*Bulletin of the Pan American Union.*

CULTIVATES RELATIONS WITH EASTERN EUROPE.

Germany Proceeds Systematically to Extend Her Influence in Russia—Direct Connection of Institute with University of Breslau.

Official Report by JOHN E. KEHL, *United States Consul at Breslau.*

To investigate cultural and economic conditions in eastern Europe and to place the results of these investigations at the disposal of all German and Austrian higher institutions of learning, administrative, and economic authorities, chambers of commerce, and individuals is the aim of the "Osteuropa Instituts" or Eastern Europe Institute. This organization collects and spreads information as to the economics, culture, and geography of the different countries in eastern Europe. After the war it was realized that Germany's industrial rehabilitation could be effected only by the formation of closer trade connection with the countries of eastern Europe, and that in order to extend trade an intimate knowledge of conditions in these countries would be necessary.

Breslau University Plays Important Part.

To supply this information the institute was founded in 1918 in connection with the University and Technical College of Breslau, and despite the bad conditions existing generally, it has prospered from its founding. Its intimate connection with the University of Breslau is important, for since the cession of certain parts of Upper Silesia to Poland it is evident that the University of Breslau will play a most important part in the dissemination of German culture in that region.

Official publications, clippings from German and foreign newspapers, periodicals, and all kinds of reading material are collected by the institute. The material is sorted and combined by translators, technicians, and statisticians so as to be most readily available for general use. Information is obtained from correspondents, agents, and representatives in foreign countries, and technical men are sent abroad for investigation work. The institute cooperates with other organizations doing the same kind of work in other countries as well as in Germany.

To give the collected information to the country, the institute opens its library and records to free use by the public. It also contributes articles to newspapers and prints pamphlets on various economic questions. About 30 of the latter have already been issued. In cooperation with the University of Breslau, summer courses are given by the institute. These were attended during the past summer by 160 persons.

The institute is composed of several divisions, each of which has a special field in connection with the study of the countries of eastern Europe. These divisions are law, economics, agriculture and forestry, mining and smelting, industry, geography, religions, and language. About 150 experts and professional men give their services, mostly without charge. Membership fees have been paid by about 500 men living in all parts of Germany and by virtually every city and district in Silesia.

Representatives have been sent to Moscow to interview various soviet commissions and cooperative societies. A permanent branch will be organized in Moscow as soon as conditions will permit.

BROADCASTS ORCHESTRAL CONCERTS WITH LECTURES.

To encourage students to appreciate good music, the College of the City of New York will broadcast by radio 10 concerts by the New York Philharmonic Society, the oldest orchestra in America, led by Joseph Stransky, Henry Hadley, and Willem Mengelberg. The concerts will be given for about 2,500 students of the college evening session, five at the great hall of the college and five at Carnegie Hall. They will be broadcast to a range of about 1,500 miles, so that every school and college east of the Mississippi and in some parts of Canada can hear the accompanying lecture and enjoy an educational program of the world's best music. The concerts will be in a graded series so as to present the best music in the order of its development.

In addition to the concerts the college will broadcast lectures on the nature of music, the development of the orchestra, and the evolution of the symphony, and also 15-minute lectures on the composers of the works played, their music, and the method of rendition by the orchestra.

The Students' Federation of Mexico has decided to found a laborers' university with the support of the minister of public instruction. The faculty, which will include members of the Society of Biology and Related Sciences, will serve gratis.—*Bulletin of the Pan American Union.*

PARIS WILL ESTABLISH UNIVERSITY CITY.

Students of Various Nationalities Will Build Dormitories—French Students Scattered Through All—Sorbonne Committee in Control.

To create in Paris a great intellectual center, where students from all parts of the world may live, eat, and work together, educators are planning a "Cité Universitaire," which will give students at the great schools of Paris the advantages of university life such as students in England and in Germany enjoy. A large tract of land in the Montrouge district has been given to the University of Paris by the French Government for dormitories, athletic fields, etc. The title for this land is held by the committee having general jurisdiction over the Cité Universitaire, which is under the chairmanship of the rector of the Sorbonne.

The buildings will be erected by committees from various countries, each country providing for its own students. Several committees are drawing plans and raising funds for the work. Among these are the British committee, of which Lord Burnham is chairman, the Canadian committee, and committees from Norway, Sweden, Denmark, Switzerland, China, Japan, and Latin America.

The Sorbonne committee will give out the land to the committees from the various countries who apply for it, and each country will build its own dormitory. The architecture of these buildings will conform to a certain general arrangement, and no walls or hedges will be allowed to separate one building from another, but otherwise each building will be constructed according to the individual plans of the country whose students it will house.

That students thus living with their countrymen may not be entirely cut off from contact with French life and manners it is expected that exchanges will be made between the French dormitories and those occupied by students from other countries. French students will then be scattered through the foreign buildings, and foreign students will have rooms in the French buildings. The tennis courts and other athletic fields will be used in common by students of all nationalities. This arrangement and the usual classroom contacts of university work will help to unify the various groups and bring about an international social spirit.

AUSTRIANS ADOPT THE EXPERIMENT METHOD.

"Bureau of Research" Idea Not Confined to American Cities—"Work Instruction" Prominent in List of Experiments.

Educational experiments of a comprehensive character are proceeding in Vienna, notwithstanding the critical economic condition of Austria. In 1920 108 elementary classes and 14 secondary classes were organized to carry on the experiments.

The purposes of these experiments are (1) to find the best methods of giving the new courses in work instruction; (2) to test by example and practice how far the new courses in work instruction are educationally sound; (3) to find the best way of gaining the help of the parents in the instruction.

Directed to Schools' Greatest Problems.

The experiments are also expected to throw light on such problems as the following.

1. Relation between physical health and mental capability.

2. Relation between the keenness of the senses and mental capability.

3. The educational value of field walks and school journeys.

4. How do individual pupils learn easiest—through sight or hearing; through speaking loudly or softly?

5. In what manner can a lesson in the textbook most easily be mastered?

6. How best to teach composition. (*a*) What are the most common errors in written work? (*b*) What stock of words and ideas has a pupil at different years. (*c*) How best to develop expression through speech, drawing, and music. (*d*) The pupil's individual way of solving problems in mathematics. (*e*) How the pupil develops individually in handwriting.

Pupil's Attitude Carefully Observed.

7. Practical hints from observing the pupil at work. The pupil's attitude towards different kinds of work. How does the pupil begin the lesson? If he soon becomes fatigued or loses interest, what are the causes?

8. Observations on what the weather and the temperature have to do with the pupil's ability to learn.

9. What relation does a pupil's special ability have to his achievements in work outside of his specialty.

10. How a pupil's favorite studies and pursuits may be utilized effectively.

11. Examination of the means and materials of education with a view to their organization and arrangement.

The school authorities of Vienna are conducting these experiments with due regard for established procedures. The experiments are summed up, correlated and put in shape to be handed out to teachers by a special service. The findings of teachers in charge of educational experiments are also to be presented in lectures and discussed at teachers' meetings.—*P. H. Pearson.*

MASSACHUSETTS INVESTIGATES HIGHER EDUCATION.

At the last session of the Massachusetts Legislature a resolution was passed authorizing the governor to appoint a commission of seven persons "to inquire into and report upon the opportunities and provisions for technical and higher education within the Commonwealth; and the need of supplementing the same and the methods of doing so and whether said methods should include the establishment of a State university, or further cooperation on the part of the Commonwealth with existing institutions, or otherwise."

The commission has been chosen and President L. H. Murlin, of Boston University, has been named as chairman. The commission has an appropriation of $10,000 to conduct its investigations. It is expected to make a report to the next session of the general court not later than February 1, 1923.—*George F. Zook.*

GEOLOGICAL AND PETROLEUM ENGINEERING.

At the request of representatives of the oil and gas industries, and in view of the need for a greater number of trained men in the field of petroleum geology and engineering, the Bureau of Education is undertaking a preliminary study of the courses and the facilities in the schools of engineering in the United States.

This study will be a part of the general survey of engineering education courses to be made in cooperation with the Society for the Promotion of Engineering Education.

Wyoming refunds to its school districts two-thirds of the salaries paid by the districts to teachers of Americanization classes.

ITINERANT POSTGRADUATE MEDICAL COURSE.

North Carolina Physicians Receive Instruction Near Their Homes by Able Professors—Under Auspices of State University.

To give doctors the opportunity of keeping up with the advance in medical science without having to leave their practice, the University Extension Division of the University of North Carolina gave during the past summer an itinerant postgraduate medical course. The work was so organized that 200 physicians received a 12-weeks' course in internal medicine at less than one-tenth the cost of a course in residence at the university and without the loss of time which such a course would incur.

Two professors from leading medical faculties gave the courses. Each professor toured a circuit of six towns, meeting a group of doctors in each town once a week for a three-hour period. The first hour of the period was given to the lecture, the rest of the time being devoted to clinical demonstrations. Each professor received a salary of $500 a month and about $200 a month expenses, the entire cost of the course coming to about $4,000. Fees were charged to the doctors on a pro rata basis. It had been estimated that a fee of $30 each would be required, but later it was found that $5 of this sum could be returned to each physician.

The plan was tried in the summer of 1916, when a course in pediatrics was given. In the fall of that year a questionnaire was sent out to all who took the course. Of 122 answering the question as to whether they got the worth of their time and money out of the course, 107 said "Yes," 8 said "No," and 7 were indefinite. To organize this year's course, the university corresponded with the secretaries of the county medical societies, and having learned the opinions of the physicians as to the establishment of the course and the subject of it, decided to offer the course in internal medicine.

The extension division chose 12 central towns, and notified every doctor within 50 miles of any of the centers that the course was to be given. An application blank was inclosed. A representative of the university visited many of the doctors to explain the plan personally, spending about 20 days in the field.

FOR THE WELFARE OF ALASKAN NATIVES.

United States Government, through Bureau of Education, Maintains in Alaska Schools, Hospitals, and Reindeer Herds.

By William Hamilton.

To reach the primitive people of Alaska and teach them something of sanitary living, to help them earn their livelihood by the reindeer industry, to give them medical attention, to relieve destitution among them, and to maintain schools for them and their children, the United States Bureau of Education sent to Alaska a force of 199 persons during the past year. These include 5 superintendents, 144 teachers, 8 physicians, 14 nurses, 5 nurses in training, 16 hospital attendants, and 7 herders in charge of reindeer belonging to the Government. Seventy schools were in operation, with an enrollment of approximately 4,000. Orphanages were maintained at Kanakanak and Tyonek for the care of destitute children left orphans by the epidemic of influenza which prevailed in those regions.

The work extends throughout the Territory from the southernmost boundary to the northernmost cape. The majority of the villages in which the work is located are practically inaccessible during eight months of the year. The larger settlements have been reached, but there still remain certain regions, especially difficult of access, into which the work has not been extended. Two of these regions were reached during the summer of 1921.

From Abject Squalor to Civilization.

In the great delta between the mouths of the Yukon and Kuskokwim Rivers, a country of marshes and lakes, there are hundreds of Eskimos living in abject squalor. During July a teacher and his wife were sent into this region with materials for the erection of a school building, the equipment necessary for opening a school, and all the supplies needed for a year. Before winter he had finished the building. He and his wife lived there, and their home was the center of the primitive community. The natives came there to be instructed in ways of improving their way of living.

A school building was also built at Noorvik, in Arctic Alaska, to replace a small log schoolhouse which had been erected by the Eskimos. Another was built on St. Lawrence Island, in Bering Sea, where the schoolhouse had become inadequate. This building had been put up in 1891 by the carpenter of the U. S. S. *Bear* with the assistance of the Eskimos. A third school was built at Eek, an Eskimo village in western Alaska, because the portable building which had been sent to that place had become too small to accommodate the school. All the building materials had to be sent from Seattle to these remote places.

Hospitals in Principal Towns.

Hospitals were maintained during the year at Juneau, Kanakanak, Akiak, Nulato, and Noorvik. In settlements where the services of a physician or nurse were not available, teachers were supplied with medicines for use in relieving minor ailments.

Reindeer herds are now distributed among the principal native settlements from Point Barrow to the Alaskan Peninsula. The annual reports concerning the more remote herds have not yet been received, but it is estimated that if there has been the usual 20 per cent increase there should now be in Alaska approximately 259,000 reindeer, two-thirds of which belong to the natives and one-third to the Government and to individuals who are not natives of Alaska.

To establish the reindeer industry in the untimbered slopes of the land through which the Alaska Railroad runs, where there is unlimited pasturage for reindeer, herders in the employ of the bureau drove a herd of 1,352 reindeer approximately 1,000 miles from a point on the Bering Sea coast to grazing grounds in the vicinity of the railroad. Hitherto the exportation of reindeer meat has been confined to shipments from the Nome region to Seattle, and this was possible only during the short season of open navigation in midsummer. The Alaska Railroad will provide unlimited means of transportation for reindeer meat and hides from the interior to the coast at any time of the year.

Good Grazing on Kodiak Island.

A herd of 54 reindeer was transported from the Alaska Peninsula to Kodiak Island, which contains 3,642 square miles, half of which is untimbered and is good grazing land, on which great herds of reindeer can be supported. The natives of this island are very poor and have had no means of making a living. The bringing of the reindeer will give them an opportunity to establish an industry for the future as well as give them an immediate supply of food. Since the harbors of the island are free from ice, reindeer meat and hides can be readily exported from them at any time of the year.

On the reindeer industry the bureau has based its plan of industrial education for the natives, and it has had the cooperation of the Department of Agriculture in making investigations, experiments, and demonstrations for the improvement of this industry.

To enable the bureau to send its appointees and their supplies to schools, hospitals, and reindeer stations in remote parts of the Territory, the Navy Department has transferred to the Department of the Interior the U. S. S. *Boxer*, a wooden vessel with a carrying capacity of 500 tons, well adapted to the purpose. On the return journey this ship can carry reindeer meat to be sold in the United States. It can also carry necessities from one part of Alaska to another, such as timber from forested regions to places where timber is lacking. It can distribute coal among the various settlements; it can be used as a school of navigation and seamanship for young native men.

HOME ECONOMICS TEACHERS IN CONFERENCE.

Creation of a separate Federal bureau of home economics with a trained woman at its head was announced by Henry E. Wallace, Secretary of Agriculture, in a letter read at the conference of the American Home Economics Association at the Oregon Agricultural College the first week in August. The letter was read by the Assistant Secretary of Agriculture, C. W. Pugsley, and was heard by 700 delegates, representing 35 States as well as Japan and China. Among these delegates were teachers of home economics in high schools and colleges, home economics extension workers, dietitians, managers of tea rooms, and costume designers. To encourage the organization of home economics women in all parts of the country, and to keep them in touch with proposed legislation affecting home economics interests, the association has decided to appoint an executive secretary.

TO PRODUCE FILMS PEDAGOGICALLY SOUND.

Educational motion pictures that are scientifically, psychologically, and pedagogically sound are in demand, according to Will H. Hays, president of the Motion Picture Producers and Distributors of America. The National Education Association will cooperate with the commercial producers in studying the problem of the production of films that will satisfy this demand.

CAMP SCHOOL FOR DELICATE LONDON CHILDREN

London County Council Pays the Cost—Boys Receive Careful Attention and Have a Fine Time—Usually Remain a Month—Parents Contribute According to Means.

Lessons in the open air, good and plentiful food, swimming, games, and concerts are enjoyed by 300 boys from London elementary schools at the King's Canadian Camp School at Middlesex. To improve the health of schoolboys who are run down or delicate, the London County Council sends them to the camp school for a month, where they have spacious grounds, with large fruit and vegetable gardens, a swimming pool, a recreation room for quiet games, the services of a doctor, a nurse, and a dentist, and other advantages. The children usually return to the city in good physical condition, ready for regular school work.

The buildings were erected during the war by the Canadian Red Cross for hospital uses on land belonging to the King. After the war the society presented the buildings to the King, who placed them at the disposal of the London County Council. The school buildings include dormitories, bathrooms, a dining room, an open-air classroom, a recreation room, a sick room, and a concert hall. The grounds adjoin the famous Bushy Park.

A staff of specially chosen teachers not only take charge of the boys' lessons but also enter into their play and recreation when lessons are over. A matron superintends all household arrangements, sees that the boys' food is good and well cooked and that their linen is aired, and generally acts as mother to this large family of boys. Any boy who becomes ill receives special care in the infirmary from a nurse who lives on the premises and a doctor who visits the school every day.

Before a boy can be considered for admission to the camp school he must be at least 10 years old. As a rule, each boy stays at the camp a month, unless the doctor thinks a longer stay is needed. Most of the boys are benefited sufficiently by a month's stay, and this allotting of time allows a large number of boys to be taken care of, 300 at a time. Parents are expected to see that the boys are clean before they start for the camp, and a final inspection is given by their own school authorities before leaving. The Loudon County Council pays for their transportation by train, street car, or special motor bus.

School work is not omitted, but is made as interesting and enjoyable as possible, and except in bad weather most of the lessons are given in the open air. The work includes hand work, practical arithmetic, the geography and history of the district, and physical traiuing, including games. The boys learn and practice gardening in the school's own garden; they are taken on rambles through Bushy Park and elsewhere for nature study, and they visit such well-known places as Hampton Court and Kew Gardens.

The teachers do all they can to make the boys enjoy their playtime. Sports, including athletic competitions, are arranged every week, and all kinds of games are played in the park. A concert is held every Thursday evening in the school concert hall, and the boys may take part in it. In the recreation room games of a quieter kind can be played, books and newspapers read, aud letters written home.

Each boy has a separate bed in a large, airy dormitory and takes two hot baths a week and shower baths between times. An expert dentist attends to the teeth of those who need to have work done, and many boys have made remarkable progress after their teeth were put in good condition.

The boys take turns helping to set the tables for meals and to clear them. There is a canteen at the school where candy, papers, and other articles can be obtained. But the real needs of the boys are so well supplied in every way that parents are advised not to give them auy more than a few pence to spend during their stay. Parents are expected to contribute weekly, according to their means, a certain sum toward the food provided at the school. Warm clothing and strong shoes are supplied by the parents, but if lack of means prevents this a committee on school care does its best to provide clothes, so that, as far as possible, no boy need stay away from the camp school on this account.

This school is one of the many ways in which the London County Council is seeking to care for children who are below normal in general health. It operates a similar school for girls, but much smaller, at Margate.

KINDERGARTEN COURSES IN MANY INSTITUTIONS.

The increased number of teacher training institutions that give kindergarten instruction is evidence of the increasing recognition of the kindergarten as a necessary part of public education. The institutions now giving such instruction number 165. Of these, 88 are State normal schools or colleges or State universities, 25 are city institutions, and 52 are private. Those supported by State funds include the Southern Branch of the Uuiversity of California, the State colleges for women in Florida, Mississippi, South Carolina, and Texas; the University of Nebraska, Ohio University, Miami University (Ohio), and the University of Utah. The city institutions include Hunter College, N. Y.; the Municipal University of Akron, Ohio; and the Oklahoma City College.

The 52 private institutions range from small private kindergarten training schools to colleges and universities of the highest rank. This group includes the following institutions: Atlanta University (colored), the University of Chicago, Drake University, Goucher College, Wellesley College, New York University, Midland College, Nebraska Wesleyan University and University of Omaha, Nebr., Adelphi College, Columbia University, Temple University, George Peabody College for Teachers, Brigham Young University, and Baylor College.—*Nina C. Vandewalker, Specialist in Kindergarten Education.*

OPEN SCHOLARSHIPS OFFERED BY SWARTHMORE.

Qualities of manhood, force of character, leadership, literary and scholastic ability and attainments, and physical vigor as shown by interest in outdoor sports or in other ways are the basis of choice for five annual open competitive scholarships offered by Swarthmore College. These scholarships are on the general plan of the Rhodes scholarships, and cover four consecutive years, subject to maintenance of a high standing in college work.

A candidate to be eligible must be between 16 and 21 years of age, must be qualified to enter Swarthmore College according to the usual requirements, and must not have attended another college or university. No written examination will be given, but the school record of each candidate will be considered, as well as a personal interview with some representative of the college. The scholarship is worth $500 a year, which will cover the greater part of a man's college expenses.

PROGRESS OF SCHOOL REFORM IN GERMANY.

(*Continued from page 2.*)

rally can not be bound to a rigid plan of instruction and of studies. Free, devoted work of the pupils and teacher in companionable groups is to establish an experiential morality and to prepare for fitness as members of the public community.

The teachers, enthusiastic for reform, have united in Hamburg, Frankfurt, Dresden, and Leipzig in order to conduct their individual experiments in the new field as a more unified, comprehensive, and reliable collective effort. More and more, under free choice, thoroughly progressive staffs meet together, and in spite of their economic need, communities believing in the future place at their disposal standard experimental schools which are at the same time observation and training places for the entire body of progressive teachers. It is still disputed whether emphasis should be placed more on the intellectual self-activity of the pupil (according to Professor Gaudig), or whether the hand also should be taken into consideration as much as possible (according to Professor Kerschensteiner). The ultimate development will, in any case, move along a middle line, especially in the higher schools. It might be impossible for our society of to-day to reach the alluring but difficult goal demanded by the radical school reformers, namely, that of making the school community fit into the whole economic plan by sharing in the production of commodities and of the necessities of the daily life.

Seeks Decisive School Reform.

The "Band of Resolute School Reformers" is conducting under the never tiring, inspirational, leadership of Prof. Paul Oestreich, a well-founded, stirring agitation to create, with the help of a new education, a new race capable and willing for the development of a new culture, the constructive element of which shall be mutual helpfulness, solidity of character, and native creative energy of the individual and of the group. The scope of this paper is not sufficient for the detailed treatment of the fundamental principles and individual proposals of Oestreich and his energetic and able coworkers. The defenders of the old "approved" methods characterize them as a foretaste of Bolshevism; and yet the decisive school reform which they advocate seeks nothing more and nothing less than to realize at last educational development in the spirit of Pestalozzi and Fichte. If all professional educators would become enthusiastic and active in this, then will the Geman schoolmasters have won not only the fight of Sadowa but also the tremendously important battle in the field of the spiritual life of the people and the community life between nations.

Promises of Constitution Not Fulfilled.

To be sure, for the present, the tendencies toward conservatism are still so strong that even the least difficult promises of the constitution have not been fulfilled, namely, to furnish free to all children the means of learning; to give financial assistance for the development of gifted children in the middle and higher schools; to develop day continuation schools to the close of the eighteenth year of the pupil's life. All three demands are founded upon social considerations. The Commonwealth has permanency only through the intelligence and fitness of all its members. It must release all powers and make them serviceable to all. Hence, elevate the gifted and raise up the masses through education. However, many a politician to whom every advancement in the direction of the education of the people is thoroughly hateful, skillfully conceals his real feelings behind financial considerations. Therefore, the laws for the execution of the constitution are continually delayed and crossed. Only Saxony has for both boys and girls, after the eight years of elementary schooling, a three years' continuation school. The number of obligatory weekly study hours varies, according to the measure of self-sacrifice of the community, from 3 to 12.

Teachers Self-Governed in Saxony.

Saxony also grants to the teachers the widest self-government. The old monarchical power of the board of directors has been broken. The teaching staff of every school deliberate and decide matters concerning the school regulations, programs, courses of study, time schedule, the execution of the orders of the authorities, etc. Schools with more than 10 teachers choose a teachers' council of not less than 3 members. This council in cooperation with the school leader (Schulleiter) regulates all urgent school affairs. For the office of school leader the body of teachers makes recommendations, and the final appointment for three years is made by the local school board. The school leader receives no additional compensation, and does not have the right to inspect the instruction of the teacher and give directions as to methods; that right belongs now only to the learned specialist appointed as superintendent by the State. This right of sharing in the decisions secures for each individual teacher free development. Coequals cooperating under self-determined guidance will, with a well-educated, conscientious body of teachers, promote the schools more than perpetual submission and the one-sided absolutism of superiors.

Parent Councils Only Partly Successful.

The parent councils which have been legally established in different States represent a similar application of the democratic system of school government. They have undertaken to further the work of the schools in the fields of child protection, of the care, education, and development of youth in confidential cooperation with the teachers, to awaken and keep alive the feeling of responsibility for the care of the schools and their adjustment to the community, to secure the means which will aid the schools in the fulfillment of their aims. The parent councils can make proposals to the school authorities, but are not themselves permitted to control the internal and external school management, nor are they allowed to exercise the right of supervision. They are chosen annually by secret ballot from a designated list of the parents of the school. Unfortunately, in the appointment of candidates, especially in the larger cities, the point of view of party politics prevails. Many parent councils are guided by the party program, so that it results not in the welfare of the school but more often in dissension among the individual members of the board (usually 7 to 11) and also in the teaching body. Open instruction according to the judgment of the individual teacher finds more and more adherents, and the causes of conflict will naturally be lessened; for, if the parents obtain full insight into the daily life of the school, they will readily recognize what the work of the teacher is and what it means to support it. About every three months there are "parents' evenings," which challenge the entire community to mutual responsibility for the physical, mental, and moral welfare of the youth. These mobilize the educational possibilities of the family and form a valuable education for the parents themselves.

If Germany retains the material possibility to protect and to promote its treasure of young manhood in every respect, it certainly has the clear insight and honest purpose to follow sound educational aims worthy of a democracy.

LIBRARIANS MEET IN ANNUAL CONFERENCE.

The American Library Association Pledges Patriotic Aid in Developing New America—Not Enough Trained Librarians.

Librarians will do their part in developing the new America, which is to be characterized by open-mindedness, public-mindedness, and especially world-mindedness, said Dr. Marion LeRoy Burton, president of the University of Michigan, at the opening session of the forty-fourth conference of the American Library Association, which was held at Detroit during the week of June 26, 1922, with an attendance of 1,800 registered delegates. Doctor Burton also said that librarians are rendering an important service in adult education. Standardization of the mechanical processes of library work was urged by Azariah S. Root, librarian of Oberlin College, president of the American Library Association. Individual libraries should cooperate for common ends, he said, so that a larger proportion of library resources may be devoted to educational activities for the community. After the evening meeting a reception was held in the new building of the Detroit Public Library.

General policy as to American Library Association publications was discussed by several speakers on Tuesday at the second general session. Mr. Whitney Warren, architect, of New York City, gave a lecture illustrated by lantern views on the plans for the new library building for the University of Louvain, Belgium. Recruiting for library service was discussed at the third general session. That the present supply of trained librarians is inadequate was stated by Judson T. Jennings, chairman of the recruiting committee of the American Library Association. Various aspects of the subject were taken up, such as recruiting for Canadian libraries, for college and university libraries, for special libraries, for school libraries, and for children's libraries. The point of view of the library schools was presented by Alice S. Tyler, of Western Reserve University, former president of the American Library Association.

About 1,200 of the delegates went by special train on Thursday for a visit to the University of Michigan, where they were entertained at luncheon in the building of the Michigan Union, and listened to an address by Prof. W. E. Henderson, director of the University of Michigan extension service, on adult education, which he said was a common interest of libraries and universities. The party visited the university library and other buildings on the campus.

National library week and publicity methods for libraries were discussed at the Friday meeting. At the final general session, which met on Saturday morning, Carl B. Roden, librarian of the Chicago Public Library, and Mary E. Hazeltine, preceptor of the University of Wisconsin Library School, discussed from different points of view the librarian's duty to the profession. Mr. Roden maintained that in order to have a real profession, librarians must accept the commission of "Books and the human race; librarianship to humanity." Miss Hazeltine spoke of personality and adjustment as underlying all professional spirit.

Among the guests from outside the membership of the association who participated in the meetings were Commander C. R. Train of the United States Navy, who spoke of libraries in the Navy; John M. Gries, representing Secretary Hoover, and L. Stanley Jast, librarian of the public libraries of Manchester, England.

Officers of the association for 1922–23 were elected as follows: President, George B. Utley, Newberry Library, Chicago; first vice president, Josephine A. Rathbone, Pratt Institute Library School, Brooklyn; second vice president, Malcolm G. Wyer, University of Nebraska Library, Lincoln; treasurer, Edward D. Tweedell, John Crerar Library, Chicago. In addition to the general sessions, numerous meetings of sections and affiliated organizations were held, including the college and reference section and the school libraries section. The Bureau of Education was represented at the conference by Dr. J. D. Wolcott.

OKLAHOMA COLLEGE BOYS OWN DAIRY COWS.

To increase opportunities for boys to pay their own way through school and at the same time build up foundations for dairy herds, Oklahoma Agricultural and Mechanical College has adopted a plan whereby such students, either on their own or borrowed money, may place two or three cows in the college dairy barn, keep them there during the period of their stay in school, and market the milk through the college creamery. Feed will be supplied by the college at cost, and milk and butter fat will be bought at current prices.—*Kansas Industrialist.*

NEW PRIZES FOR SAFETY LESSONS.

Highway Education Board Announces Additional Contests—"Seven Days for Safety" and "Safety Season" Observed.

As a part of its national safety campaign the highway education board, of which Dr. John J. Tigert, United States Commissioner of Education, is chairman, announces that essay and lesson contests will be held again this year for elementary-school pupils and teachers. These contests will be similar to those of last year, when more than 400,000 pupils and teachers wrote essays or lessons on safety.

A practical lesson teaching safety on the highways not to exceed 3,000 words in length will be submitted by each teacher entering the contest. "My Share in Making the Highways Safe" will be the subject of the pupils' essays, which will be not more than 500 words long. For the first, second, and third best lessons by teachers three national prizes, $500, $300, and $200, are offered. For the best essays by pupils three national prizes and 478 State prizes will be given. The first national prize is a gold watch or a trip to Washington, the second a gold loving cup, and the third a silver loving cup. The highway education board, Willard Building, Washington, D. C., are conducting the contests.

The contests are planned in connection with the "safety season" for 1922, extending from September 10 to December 16. During this time pledges of carefulness will be signed by many persons, both pedestrians and drivers of cars, according to the plans of the board. "Seven Days for Safety" will be widely observed. It is suggested that in each city a public safety executive committee be organized to sponsor the activities of the safety season outside the schools.

Instruction in music is considered to be an important part of the educational activities at the Cleveland Museum of Art, and public-school classes coming to the museum spend part of their time in singing. The work is under the direction of a resident assistant in the department of musical arts.

Princeton University has 12,405 living alumni, not including men who have received honorary degrees.

HOMEMADE SCHOOL APPARATUS IN SWEDEN.

Economy is the Least of the Advantages Derived — Pupils Gain Clearer Conceptions of the Principles Illustrated.

Teachers of Sweden are taught to make most of their own laboratory and gymnastic appliances. When the local school budget does not suffice for the purchase of these things, teachers and pupils proceed to make them themselves. The appliances are less polished but fully as serviceable as those made in the factories.

Factory-Made Apparatus Often Not Educational.

Again, making things themselves serves not only thrift but education as well. The laboratory subject to be illustrated tends to grow clear even while the pupil is making the apparatus. The factory-made appliance is often so complete within itself as to hide the secret it should reveal. The telegraph apparatus is, for instance, delivered as a single piece of mechanism, hence all one has to do is to finger the keys. This is convenient, but the homemade apparatus is more educational, for the coils are wound and assembled by the pupils, and they readily understand the purpose of each part. If many devices of the same pattern are needed by a class, the reduction in expense is considerable. Delicate instruments, such as meters, scales, and thermometers must, of course, be purchased.

In the Swedish schools it is found that the equipment for the gymnasium can be made almost wholly by the pupils in the sloyd department. Pupils are in this way taught to be resourceful and inventive. They often suggest a new feature to a device that has long been in use. This kind of self-help connects the handcraft instruction with the courses in physics and both with field and garden study. The pupils learn to experiment with simple means; they get projects for the manual-training hours. They make contrivances with which to experiment at home.

Utilize Apparently Worthless Material.

This idea of resourcefulness and thrift has been carried still further in Denmark than in Sweden. The Danish pupil is particularly encouraged thus to apply his mechanical skill. He finds a piece of sound wood from a carpenter's workbench or a metal part from a discarded machine and he sees at once the useful articles he can make of it. Independently he makes many things in this way from corner shelves to electric motors, and a stranger seeing the articles is surprised to learn that they are made from material usually thrown away.—*P. H. Pearson.*

SUCCESSFUL EFFORTS TO REDUCE RETARDATION.

Retardation in Detroit schools is decreasing, according to the age-grade survey for 1921. In 1916, when the first age-grade report was taken, 5.66 per cent of the pupils were retarded three years or more. Since that time causes of retardation have been studied, special education classes have been developed, and a differentiated course of study has been introduced, which is beginning to meet the different abilities within a grade. These efforts have tended to reduce the general retardation.

On the other hand, retardation has been increased by the large influx of foreigners and of children from rural districts where education is inadequate. In spite of this, improvement has been made. Only 4.56 per cent of the children were retarded in 1921. This is 1.1 per cent below the number retarded in 1916.

The greatest amount of retardation is found among the Negro and Armenian-Syrian children, Asiatics are retarded a great deal, but their number is too small to allow any conclusions to be drawn. Fourteen and two-tenths per cent of the Negroes are retarded. White children born in the United States show the least retardation, with the Anglo-Saxon-Teutonic groups fairly close. The Latin and Slavic groups include relatively large numbers of retarded children.

VISUAL INSTRUCTION IN RURAL SCHOOLS.

"Does your district own a motion-picture machine, stereopticon, or stereoscope?" is one of the questions asked of the rural schools of the State of Washington by the State department of education, in determining their eligibility for standardization. In many districts the boys and girls have earned the money for motion-picture equipment, and in others the parent-teacher associations have presented it to the school.

The primary purpose of the elementary schools in Alsace now is to teach French.

TWENTY-FIVE BOOKS FOR CHILDREN.

American Library Association and National Education Association Cooperate to Fill a Two-Foot Bookshelf.

The librarians and teachers of the United States at the recent conferences of the American Library Association and the National Education Association selected by ballot a list of good books for a one-room school, comprising 25 books for children in grades one to eight.

"Little Women" by Louisa M. Alcott comes first on the list chosen by librarians and first on the list chosen by teachers.

Following this on both lists were "Alice's Adventures in Wonderland and Through the Looking-Glass" by Lewis Carroll, "Robinson Crusoe" by Defoe, "Tom Sawyer" by Mark Twain, and "Treasure Island" by Stevenson.

The other books which appear on the joint list are:

Nicolay. Boys' life of Abraham Lincoln.
Kipling. Jungle book.
Andersen. Fairy tales.
Æsop's fables.
Pyle. Merry adventures of Robin Hood.
Stevenson. Child's garden of verses.
Lamb. Tales from Shakespeare.
Arabian nights.
Malory. Boys' King Arthur.
Van Loon. Story of mankind.
Wiggin. Rebecca of Sunnybrook farm.
Stevenson, Burton E. Home book of verse for young folks.
Dickens. Christmas Carol.
Irving. Rip Van Winkle.
Mother Goose.
Dodge. Hans Brinker.
Hagedorn. Boy's life of Theodore Roosevelt.
Hawthorne. Wonderbook.
Seton. Wild animals I have known.
Spyri. Heidi.

Three books selected by the teachers but not included on the combined list were:

Riis. The making of an American.
Baldwin. Fifty famous stories.
Eggleston. Stories of great Americans.

Three books selected by librarians and not included on the joint list were:

Dickens. David Copperfield.
Grimm. Household Stories.
Wyss. Swiss Family Robinson.

NEW BOOKS IN EDUCATION

By JOHN D. WOLCOTT.

CUBBERLEY, ELLWOOD P. Rural life and education; a study of the rural-school problem as a phase of the rural-life problem. Rev. and enl. ed. Boston, New York [etc.] Houghton Mifflin company [1922] xv, 377 p. illus., plates. 12°.

This edition is announced by the author as a "careful and complete revision, some of the chapters being rewritten, old data being corrected and brought up to date or eliminated, and some new textual matter and a number of new maps and pictures added."

KNIGHT, EDGAR W. Public education in the South. Boston, New York [etc.] Ginn and company [1922] xii, 482 p. 12°.

A concise general survey of the growth of public educational organization and practices in the 11 States which formed the Southern Confederacy. The study seeks to trace the development of the democratic principles of education in the South, to explain their apparently slow application or practical acceptance, and to point out from the past certain valuable lessons for the educational problems of the present, which are set forth in the light of their historical development.

LEONARD, STERLING ANDRUS. Essential principles of teaching reading and literature in the intermediate grades and the high school. Philadelphia, London, Chicago, J. B. Lippincott company [1922] 460 p. front., plates, diagrs. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

The ground covered by this study of the teaching of reading and of literature is from the third grade through the high school. It presents the fundamental principles of the subject rather than the mechanics of reading or classroom methods. The basic idea is that children's reading of literature should be always an achievement of realized, true, and significant experience. The cultivation of appreciation of genuine literature both by teacher and pupil is urged. The book contains full bibliographies and reading lists.

MCCALL, WILLIAM A. How to measure in education. New York, The Macmillan company, 1922, xiii, 416 p. diagrs., tables. 8°. (Textbook series, ed. by Paul Monroe.)

A rather comprehensive treatise covering the whole field of the science and art of educational measurements. The book tells how to construct a mental test, how to give and use the results of the test, how to apply statistical methods, and how to devise methods for graphic and tabular presentation of findings.

PRESSEY, SIDNEY L., *and* PRESSEY, LUELLA COLE. Introduction to the use of standard tests; a brief manual in the use of tests of both ability and achievement in the school subjects. Yonkers-on-Hudson, N. Y., World book company, 1922. vi, 263 p. 8°.

An introductory handbook in the use of tests, which discusses their nature and gives the problems that may be dealt with profitably by means of tests, simple methods for the handling of test results, and common mistakes to be avoided. Some representative tests of attainment in the various school subjects are presented, and tests of ability, particularly tests of general intelligence, are also described. Finally the book develops certain general principles regarding the proper organization of test work and its relations to practical school problems.

RAINWATER, CLARENCE E. The play movement in the United States; a study of community recreation. Chicago, Ill., The University of Chicago press [1922] xi, 371 p. plates, tables. 12°.

The term "play" is used in this book to embrace most of the activities occurring in social and community centers, in community music, drama, and pageantry, and in community service and organization. An analysis of the play movement in the United States based on information obtained from original sources is given. The author recounts the stages and transitions through which the movement has passed to reach its present elaborate development.

REISNER, EDWARD H. Nationalism and education since 1789; a social and political history of modern education. New York, The Macmillan company, 1922. xiii, 575 p. 8°.

This book describes the major facts of the social, economic, and political life of France, Prussia, England, and the United States since about 1789, in close relationship with educational policy and practice. This is done with a view to deriving from European precedents in educational policies and administration any lessons which may be of value in determining methods of reorganization of American public education. The writer finds that the importance of education as a phase of public policy is receiving increased attention in the United States as a result of the World War.

RUSSELL, JAMES EARL. The trend in American education. New York, Cincinnati, Chicago [etc.] American book company [1922] 240 p. 12°. (American education series. G. D. Strayer, general editor.)

Contains a collection of 14 papers and addresses composed by Dean Russell on various occasions during the past 20 years. While the papers cover a wide range of topics, there is a unity among them determined by the author's vision of the ever-enlarging scope of the American democratic system of education.

SNEDDEN, DAVID. Civic education; sociological foundations and courses. Yonkers-on-Hudson, N. Y., World book company, 1922. xiii, 333 p. 8°.

The writer finds that America has little of purposive civic education in its schools of various grades at present, and that the country needs more and better education for citizenship. Because the objectives and methods of civic education have so far been little developed, each school, or at any rate the schools of each progressive community, must, outside the more formalized subjects, initiate their own efforts and develop their own leaders. It is hoped that the materials of this book may prove helpful to progressive teachers and educators in meeting this need.

STOUT, JOHN ELBERT. Organization and administration of religious education. New York, Cincinnati, The Abingdon press [1922] 287 p. 8°. (The Abingdon religious education texts. D. G. Downey, general editor.)

With reference to religious education, the author of this work takes up the problems of defining objectives, formulating policies and programs, organizing the personal resources, extending the present program so as to include week-day and vacation schools; selecting, training, and supervising teachers, and the administrative management of pupils.

THORNDIKE, EDWARD L. The psychology of arithmetic. New York, The Macmillan company, 1922. xvi, 314 p. diagrs., tables. 8°.

Based on lectures on the psychology of the elementary school subjects given by the author at Teachers college, Columbia university, this book presents the applications of the newer dynamic psychology to the teaching of arithmetic.

VAN DENBURG, JOSEPH K. The junior high school idea. New York, H. Holt and company, 1922. 423 p. 12°.

The ideal for the junior high school here described has been put into practice in the Speyer school, connected with Teachers college, Columbia university, New York City. In making a general application of principles, the author, who is principal of the Speyer school, discusses in this book a number of practical aspects of junior high school organization and work.

More than 40 teachers from Shelby County, Tenn., headed by the retiring president of the National Education Association, Miss Charl Ormond Williams, attended the association's July meeting at Boston. Miss Williams is head of the Shelby County school system and president of the county teachers' association.

EDUCATIONAL SYSTEM OF QUEBEC PROVINCE.

(*Continued from page 1.*)

provincial cabinets have a minister of education who is head of the department of education for the Province. In this connection United States readers have to remember that in Canada, both at the Federal Parliament (Ottawa) and at the nine provincial legislatures, the members of "cabinet" or ministers are members of the Parliament or provincial legislatures, as the case may be. They are the responsible ministers of government, and in the case of the ministers of education have the responsibility, before the legislature and the people of the Province, of the administration and progress of the educational system.

Provincial Secretary Represents Department.

In Quebec there is no minister of education, but the provincial secretary is the member of the Government who represents the department of public instruction in the legislature. His department, though it has the control of technical schools, night schools, reformatory and industrial schools, is separate from that of public instruction. The provincial secretary is the registrar of the Province, and has the control of the bureau of statistics, hospitals, insane asylums, and charitable institutions generally.

The distinct department of public instruction has a nonpolitical head—a superintendent who is appointed for life. He is assisted by a French secretary and an English secretary, who are deputy ministers. The French secretary has responsible duties in regard to the Roman Catholic schools, and the English secretary in regard to the Protestant schools. At present the former is secretary of the Roman Catholic committee of the council of public instruction, and the latter is secretary of the Protestant committee.

Schools Either Catholic or Protestant.

Quebec differs from all the other Provinces in that all schools, elementary, intermediate, or high, are either Roman Catholic or Protestant. School taxation, consequently, is either Roman Catholic or Protestant, although in some municipalities where the privilege of "dissent" has not been taken advantage of the tax fund is in common. The taxes from incorporated companies are divided between the two boards in the same territory according to the enrollment of pupils in their respective schools. It may be added that this separation of the schools according to religion is in part due to the fact of the dual language, French being the mother tongue of the great majority of the Roman Catholics and English that of the great majority of the Protestants.

In keeping with this dual organization the legislature confers certain powers upon a council of public instruction and its two committees. The council of public instruction is distinct from the department. Its members, other than the Roman Catholic bishops of the Province who are members ex officio, are appointed by the Government. The Protestant committee, consisting of a number of members equal to the lay members of the Roman Catholic committee, coopts six additional members and one member is appointed annually by the Provisional Association of Protestant Teachers.

Committees Make Regulations and Courses.

The council as a whole body seldom meets; once in ten or a dozen years at the most. The two committees, however, meet several times a year. Each committee has the power of making regulations for the organization, administration, and discipline of the schools it represents, inspection districts and their boundaries, government of normal schools, boards of examiners, examination of candidates for inspectorships, etc. This enumeration includes such matters as the courses of study and teachers' diplomas. All the regulations adopted by the committees require the approval of government by order in council, but each committee authorizes the textbooks (and withdraws the authorization) without this reference.

All the executive duties, however, in connection with the regulations of either committee are administered by the department of public instruction, which has also the general administration of the school law of the Province.

Chain of Central Organization.

The chain of central organization, therefore, may be summarized as follows:

The provincial legislature, with its powers in control of education derived from article 93 of the British North America act (confederation act of British Parliament, 1867).

Provincial secretary, the member of government who represents the department of public instruction in the legislature.

Department of public instruction, with a superintendent as head, administering the school law and regulations.

Council of public instruction and the Roman Catholic and Protestant committees thereof, having powers derived from the legislature to make regulations, subject to the approval of government.

In 1920 there were in the Province 5,608 Roman Catholic elementary schools, 700 model schools, and 371 academies, and 704 Protestant elementary schools, 57 intermediate schools, and 41 high schools.

The unit of rural organization is in general the township, a single school board having sometimes a dozen or more schools under its control.

There are 52 Roman Catholic and 10 Protestant inspectors. The inspectors visit every school twice a year, making a report to the department in the autumn and furnishing a much more extensive statistical and general bulletin for each municipality after the spring visit. The salaries of the inspectors and an allowance for traveling expenses are paid by the Government. There is a Roman Catholic inspector general and a Protestant inspector general, both of whom are officers of the department of public instruction.

ENGLISHMAN APPROVES OUR AMERICANIZATION METHODS.

"American children are taught in the schools to reverence their country and to make it the greatest in the world," said Lord Riddell, addressing the teachers attending the London "Vacation Course." "In American schools the lessons start with a parade of the flag as a sort of invocation to it," he said. The people do not believe in what they call artificial patriotism, but it is difficult to say where the natural ends and the artificial begins. As a result of American education alien children are changed into Americans in one generation. The future of the country rests with the schoolmasters and schoolmistresses, according to Lord Riddell.

INSTITUTE OF ECONOMICS ESTABLISHED IN WASHINGTON.

To undertake economic research and to present results in untechnical form in pamphlets, monographs, and special reports, the Institute of Economics has been founded by the Carnegie Corporation at Washington. The new institute will cooperate with various departments of the Government and with the United States Chamber of Commerce. It is directed by Dr. Harold G. Moulton, formerly professor of political economy at the University of Chicago.

Membership in the National Education Association is growing, according to the secretary's report. The association now has more than 116,000 members.

EXHAUSTIVE SURVEY OF KENTUCKY SCHOOLS.

Commission Urges Consolidation of State Boards, Better Rural Supervision, Convention of Graded School Districts, Better Buildings, Etc.

A new era in Kentucky education began with the enlightened and progressive educational legislation of 1920, according to the report of a survey by the Kentucky Educational Commission, published by the General Education Board. These measures, supported by both political parties, provided among other things for the election of county boards of education by the people, for an increase of mandatory county taxes, for better school attendance, and for the State certification of teachers. Already the sums available for the common schools have greatly increased, rising from $8,309,000 for current expenses in 1918–19 to about $10,000,000 in 1920–21. There has been apparently a corresponding improvement in school attendance.

This survey was undertaken by provision of the Kentucky Legislature, and the members of the commission were appointed by the governor of the State, Hon. Edwin B. Morrow. Fifteen months were devoted to the survey, and with the help of the General Education Board the commission studied conditions in the various cities and counties of the State, testing 15,700 pupils, collecting information on the training of 86 per cent of the 13,563 teachers, and on school finances, length of school day and term, consolidated schools, provisions for supervision, medical inspection, school nurses, office equipment, etc.

Ex-Officio Board Is Not Approved.

The elementary and high schools of Kentucky are organized as a single system over which preside a State board of education and a superintendent of public instruction. These officials deal with educational matters of general interest to the people of the State. Similarly, the public schools of a county form a subordinate local system, and the graded school districts and the cities are independent of the county system, though a part of the State system. The central authority is meant to give unity to the educational effort of the State; the local authority is meant to promote local interest, pride, and initiative. The State board of education is composed of ex officio members, the secretary of state, the attorney general, and the superintendent of public instruction. It is the opinion of the commission that this board can not be effective on account of its political character, especially since its personnel is changed every four years. The report recommends that the State should have a properly constituted board, invested with proper powers, including those now exercised by the four different boards of normal-school regents, the State textbook commission, the State board of examiners, and other boards which now exercise the power which should belong to a State board of education.

County Superintendents Need Assistance.

The office of State superintendent should be taken out of partisan politics says the report. Better financial provision should be made for supervision, inspection, and accounting. The law of 1920 removed the office of county superintendent from politics, placing the selection in the hands of the county board of education, but time must pass before results appear. The superintendents have few modern clerical and statistical devices and little clerical assistance, so that full information about the schools can not now be collected and compiled.

These defects in business methods, accounting, and reporting would be less serious, the commission states, if superintendents performed satisfactorily their administrative and supervisory duties. Though a few superintendents have recently been active in promoting consolidation, in erecting new schoolhouses, in encouraging better attendance, in engaging better teachers, and in securing larger county levies, the majority have no administrative program and exercise little administrative control.

Under the most favorable conditions a superintendent can not supervise properly the schools of an entire county singlehanded. There should be at least one additional person to spend all her time in helping teachers, especially young teachers, to organize their schools, to classify, grade, and teach their pupils. One county now has two special supervisors of physical education; another, two special supervisors of cooking and sewing; 11 have each a colored supervisor for colored schools, but there was not a single full-time white rural supervisor in the entire State at the time the survey was made.

Conditions Admirable in Graded Districts.

The graded school districts, like the city school systems, are not included in the county unit. In the larger graded school districts, employing seven or more teachers, there is generally much to commend. About one-fifth of the graded districts, or 54, are in this class. Most of these have good school buildings and grounds, employ fairly well-trained principals on salaries ranging from $1,500 to $2,500, and maintain not only well-graded elementary schools but four-year high schools with a 9 or 10 months' term. The educational interest in certain of these districts is admirable. For example, when, in 1920, it was supposed that such districts were authorized by law to levy a maximum tax of $1.25, a number of districts forthwith levied the maximum by common consent of the taxpayers.

On the other hand, the survey showed that probably nowhere else in the entire public-school system of the State are conditions quite so bad as in the small school districts. The report goes on to say that sometimes the school term is only six months long; that the schoolhouses are mostly ramshackle, tumbledown, dirty, wooden structures; that many teachers hold no certificates at all, are no better prepared than the ordinary rural teacher, and are sometimes paid less. The existence of these graded districts impairs the county system, since property in such a district is exempt from a county tax. The commission is of the opinion that all graded districts should be converted into consolidated schools and returned to the county system as far as this is possible. As things now stand, neither the county nor the separate districts can support a proper organization.

Few States have better city school legislation than Kentucky, and the educational results in the cities are approximately equal to those in cities of equal size in other parts of the country. However, the commission points out that many serious defects exist, which can only be corrected by an enlightened and active public sentiment and a deeper appreciation of the scope and value of public education.

Tests, infinitely scientific, can still be but the beginning, never the end, of the examination of the child. To take a young mind as it is, and delicately one by one to sound its notes and stops, to detect the smaller discords and appreciate the subtler harmonies, is more of an art than a science. The scientist may standardize the method; to apply that method and to appraise the results needs the tact, the experience, the imaginative insight of the teacher born and trained.—*Cyril Burt.*

TRAINING WOMEN FOR A NEW OCCUPATION.

"Home-Service Directors" Are Employed by Savings Banks to Aid Women Depositors with Financial Problems.

To fit college women for the work of advising home makers in their dealings with savings banks is the aim of a course recently given in the summer school of Columbia University. Seventy-five per cent of the depositors in savings banks are women, according to New York bankers, and many of these women are glad to receive advice in solving the financial problems that a home maker must meet. A woman who is familiar with both home economics and banking can be of great assistance to a bank's patrons in such activities as budget making. Such a person acts as liaison officer between the bank and the home and in many banks is known as the home-service director. This is a distinctly new department of savings banking.

Helps to Solve Individual Difficulties.

The home-service director makes the personal acquaintance of many of the bank's depositors, and helps to solve their individual difficulties. For example, the withdrawal of an account gives an indication of possible distress in a household. In such a case, the home-service director may investigate the circumstances, and often she can suggest methods of retrenchment that will enable the family to continue saving. However, she does not wait for such an emergency to make the acquaintance of the bank's patrons, but tries to keep in touch with them all the time. Teaching children to save is an important part of the home-service work, and if the bank representative is a good speaker she can cooperate with the schools by lecturing to groups of pupils. Older girls can be reached through the Y. W. C. A. and other organizations.

Direct Aid to Americaniaztion.

Foreigners who are unfamiliar with American banks and are kept away by language difficult es are generally glad of the help which the home-service director can give. Through church settlements and other Americanization agencies many foreign-born persons can be reached, and if the bank's representative can make them feel welcome in the bank, she is helping to put them in touch with American customs.

To prepare women for th s work the training course for household budget and thrift specialists was arranged by the Columbia Summer School in cooperation with the women's division, National Association of Mutual Sav'ngs Banks. Practical points on savings bank law, thrift, industrial savings, and investment suggestions were among the subjects of the various lectures. Instruction was not limited to theoretical work, but included practical training in savings banks. More than 60 students were enrolled in the course.

KINDERGARTENS' STEADY GROWTH IN TOWNS.

Of the 32 States that reported on kindergartens in 1917–18 and 1919–20, 22 show an increase of 255 kindergartens in towns under 2,500. One hundred and eighty-n'ne villages have opened kindergartens and 9,246 children are in attendance.

Of these States, California leads with an increase of 56 kindergartens and New Jersey is second with 45. It is significant that these States that are leading in the establishment of kindergartens rank, respectively, 2 and 4 in the Ayres scale. Michigan reports 35 new kindergartens, Nebraska reports 32, Minnesota 26, and Kansas 14.

This steady growth of kindergartens in small towns indicates that the kindergarten is be'ng accepted as the right of every child in city and country, instead of merely being regarded as a welfare agency for children living under abnormal conditions in large cities.—*J. W. Abbot.*

PRINCIPAL ARTICLES IN THIS NUMBER.

SCHOOLS LOSE $26,302,479 IN FIVE YEARS.

Fire Loss Steadily Increases—Heating Apparatus Most Destructive Known Cause—Decrease in Dangers from Electricity.

Educational institutions in the United States lost more than $26,000,000 worth of property by fire in the five years from 1916 to 1920, inclusive, according to the National Board of Fire Underwriters. Nearly six and one-half millions of this sum was lost during 1920, an increase of more than a million over the loss for 1919. The cause of many of these fires was never found out, more than one-third of the fire damage being reported as from unknown causes. In 1919 and 1920, more than half of the loss was incurred in fires the causes of which could not be learned.

Stoves, furnaces, boilers, and their pipes lead the list in causing fire damage, $2,860,939 worth of property having been lost in fires from these causes during the five years. However, management of these heating devices seems to be improving, for the damage during 1919 and 1920 from this kind of fire was nearly $200,000 less than during 1917 and 1918.

Electric appliances are better cared for, judging by reports of damage done in schools, for although the total of the money lost in fires from electricity was $2,289,759, second only to the damage from stoves, etc., most of this was lost during the first three years. More than $1,500,000 of this sum was lost from 1916 to 1918; only $166,152 worth of property was burned in fires caused by electrical devices in 1920. This was about $400,000 less than the average for the four years preceding.

Defective chimneys and flues are third on the list in causing fire loss in schools. The loss from this cause during 1920 was greater than that of any other one of the five years, and this kind of fire stands fourth on the list in destruction of property. Fires in the neighborhood of school build'ngs caused an average loss of $250,000 a year. Sparks on roofs caused about the same amount of damage.

Matches and smoking seem to result in as many fires as ever, causing an average damage of about $200,000 a year. Incendiarism and lightning each caused fires resulting in an average loss of more than $150 000 a year. Among the other factors causing fires in schools were open fires, open lights, rubbish, and the use of petroleum products, such as gasoline.

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LIBRARY NUMBER

SCHOOL LIFE

Published monthly by the DEPARTMENT OF THE INTERIOR, Bureau of Education

Secretary of the Interior, ALBERT B. FALL : Commissioner of Education, JOHN JAMES TIGERT

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COMPLETE LIBRARY SYSTEM FOR GREAT BRITAIN.

Carnegie United Kingdom Trust Will Aid in Establishing a Library in Any County—Books Sent From County Center to Rural Communities—Central Library Supplies Expensive Books—School of Librarianship Maintained—Books for Merchant Vessels.

That every inhabitant of Great Britain and Ireland may have the opportunity to read good books is the aim of the Carnegie United Kingdom Trust, which is continuing its efforts to establish libraries wherever the people are willing to maintain them. To promote various library plans in Great Britain, £250,000 has been set aside for the six years from 1920 to 1925, according to the eighth annual report of the trust; besides this sum a special grant of £20,000 has been made for two years' work in developing the libraries of Ireland. Expenditure of this money is in the hands of a library committee, whose work is in four sections—municipal libraries, rural or county libraries, a central library system, and special or miscellaneous libraries.

Since the foundation of the trust in 1914 the library committee has aimed to encourage and assist communities which were in need of libraries. Soon after the trust was founded an investigation showed that of the total population of the United Kingdom not more than 57 per cent had access to library books. Free library facilities were to be had by the people of many of the larger towns, but the smaller towns and the country districts were generally without any library provision.

When the trustees began to establish libraries in municipalities, the town authorities readily guaranteed to support

(*Continued on page 38.*)

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CELEBRATE ARMISTICE DAY.

NOVEMBER 11, armistice day, will become more historic as the years pass, and it will take its place with the Fourth of July, the Twenty-second of February, and other epochal days in American history. This day marked the hour of democracy's triumph over autocracy and the end of a war that many hoped might end wars. It marked the opening of a great conference in the city of Washington last year which made much progress toward limitation of armaments and toward the substitution of reason for force in the settlement of international disputes.

Wars and destruction spread rapidly. Peace and constructive enterprises require time for consummation. Years of education, gradual development of better understanding, the slow substitution of sympathy for suspicion, the eradication of selfishness and lust for power—all these and more must be brought into the hearts and minds of the peoples of the world before we can have enduring peace.

The schools are the great mills through which we must grind the grist of peace and where those qualities of human character which will bring about the sway of righteousness, justice, and reason can best be developed. It seems well, therefore, for our schools to put emphasis upon armistice day as a day of special observance, not only in memory of those heroic soldiers who defended our liberty, but as a day for fostering sentiments of peace.

For those schools which desire to commemorate armistice day the program on page 39 is suggested.

JNO. J. TIGERT,
U. S. Commissioner of Education.

POWER OF CREATION AND POWER OF REDEMPTION.

Forces Upon Which Mankind Can Rely; They Do Not Fail, They Endure—Service Which Education Must Perform Is to Confirm Our Faith in the World, Establish Our Settled Convictions, and Maintain an Open Mind.

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

[An address delivered at American University, Washington, D. C., June 7, 1922.]

The world needs education in order that there may be a better estimation of true values. It is not easy to assemble facts. It is not easy to draw deductions. It is not easy to distinguish between the accidental and the essential. In the complications of modern civilization these are becoming more and more difficult. If world problems are to be solved, it will be through greater application, through more education, through a deeper faith, and a more complete reliance upon moral forces.

It is only those who can not see beyond the present, who are lost in particulars, and who have no training to comprehend the greater sweep of events that come to lack the necessary courage to bear their share of the common burden. To a race which claims a heritage of eternity the important question is not where we are but where we are going. Education fails which does not help in furnishing this with some solution. It ought to confer the ability to see in an unfolding history the broadening out of the base of civilization, the continued growth of the power and the dignity of the individual, the enlarging solidarity and stability of society, and the increasing reign of righteousness.

There are two great standards, and two alone, by which men measure progress—creation and redemption. These are not accomplished facts; they are ever-present processes. While we speak their work is going on. They are the measure of the dominion of man over himself and over nature, and of his dedication of himself and all his powers to a moral purpose.

Increasing Progress of Civilization.

Measured by these standards, it would not seem difficult to justify the superiority and the increasing progress of modern civilization. Looking far back, the circumference of the enlightened world was very small. Its light existed, but it was everywhere surrounded by the darkness of ignorance, of superstition, and of savagery. There is no nation existing today which does not trace its ancestry back to a primitive people, yet each has come up through all the intermediate gradations to the present state, which it is scarcely too much to designate as world enlightenment. There are still dark places. There are yet remnants of the lower order, but even the Dark Continent is yielding to the light. There have been times when peoples have lapsed, when the march of a certain limited progress which they appeared to represent has ceased, but the cause has never lapsed. The Greek and Roman world lost for a time a part of its power of creation, but the power of redemption was not lost; it was rather increased as the people who inhabited those ancient empires and their dependencies turned to the Christian faith.

Ancient Learning and Modern Science.

It was through that faith and through the rediscovery of ancient learning by larger and larger masses of people, the great universities, and through the teachings of the clergy that there was brought about the final great reawakening of the Middle Ages which reestablished and strengthened the mighty creative power of modern science and invention. No one can dispute that power, no one can deny its increased and increasing dominion over all the forces of nature. Science stretches out its hand and reaches instantly any portion of the earth. It has brought under control forces comparable only with the resistless rise of wind and tide. It has weighed the earth in a balance and created instruments so delicate that they can detect a far-off whisper or measure the dynamic force of thought.

The Old World motive for creation, the motive of selfishness, of military aggrandizement, of imperialism, and of slavery, the motive which finally gained the ascendancy over the one-time devotion to moral purposes which characterized the early rise of Greece and Rome, was lost. It was lost because it became a perverted motive. It destroyed itself. A reawakened world rededicated itself to what was sound and true and good in the old motive strengthened and purified by Christian ideals. It was the general acceptance by modern life of this new motive which gave it direction and strength and an increasing creative power.

Freedom Instead of Despotism.

It was under its inspiration that despotism and slavery have steadily been diminished and self-government and freedom have steadily been increased. It has been the directing force which has provided the material development of the modern world, established the groundwork of enlightened institutions, and given to humanity the moral character which has been the sustaining power of them all. The supremacy of this motive has marked the great world decisions of recent times. It lay at the foundation of the ambition of Peter the Great to reorganize and direct the energies of the Russian people; it inspired Gustavus Adolphus in his struggle for freedom; it was the deeply cherished sentiment of the parliamentary forces under the leadership of Oliver Cromwell; it was exhibited in the spirit of the French people when they were rousing themselves against despotism; it broke the power of the great Napoleon when he grasped at world dominion. The final consummation of these world forces has been America.

Wherever you may explore the high places of American history you come upon this same motive as the main cause of the action of her people. It was the thought of the early settlers as they hewed out for themselves a home in the wilderness where they raised up their altars and established their schools. It was the meaning of the life of Washington, of the great Declaration, and of the greater Federal Constitution. It is the explanation of Abraham Lincoln and the all-embracing freedom wrought out in his day. Finally, it sent 2,000,000 men across the sea that the cause of a Christian civilization might still remain supreme.

Mankind Has Increasing Powers.

The power of creation and the power of redemption have come down through all the ages with mankind in ever-increasing proportions. They are the power to build and the power to endow with righteousness. They represent intelligence and sacrifice, the state and the church, the material and the spiritual. These are the forces upon which mankind can rely; they do not fail, they endure.

The world has been greatly shaken in the past decade. These forces have been tested as they never before were tested. The wonder is not that Russia, under a comparatively new organization which has never reached down to the heart of the people, collapsed; the wonder is that the world as a whole has stood firm, that it is gathering up the threads of existence, resuming its orderly progress, creating and redeeming itself anew. In the doing of this it is doing more, it is striving successfully to reach higher ideals.

Mutual Consultation Replaces Conflict.

The lessons of the great conflict have not gone unlearned. There is, to be sure, disappointment, disagreement, and irritation; but where in ages past such conditions would have made armed conflict inevitable they are yielding to the power of persuasion and reason through mutual consultation. There is a general admission throughout the earth of a mutual relationship and a mutual responsibility. There is the League of Nations, which, whether it be successful or not, whatever imperfections may be contained within its terms, is at least the attempted expression of a noble aspiration for world association and understanding. There is the four-power treaty and the covenants for the limitation of the extent and use of armaments, all expressive of an even higher and nobler aspiration and an even firmer reliance upon reason as the foundation for all peace.

All these are creations the like of which the world has never before seen. There is, moreover, the working out of the salvation of mankind through the ever-existing law of redemption through sacrifice.

Institutions Come and Go.

It would be easy to glance back over recorded history and see how when new institutions are needed they have been brought forth, and how when they have ceased their usefulness they have been cast aside. It would likewise be apparent that when there has been need for leaders they have been raised up to direct and to inspire, and when there has been a requirement for the results of science and invention these have been produced to meet the increasing necessities and to lighten the burden of mankind. Intelligence never rests; ceaselessly it works, building, perfecting,

(Continued on page 46.)

SCHOOLS AND THE PUBLIC LIBRARY.

All Pupils Should Have Ready Access to Books—Conduct of School Library a Highly Technical Task—Cooperation Between School and Public Library Essential to Both.

By J. N. RULE, *Director of Science, State Department of Public Instruction of Pennsylvania.*

The first paragraph of the report on libraries in education by the library department of the National Education Association makes the following recommendation:

All pupils in both elementary and secondary schools should have ready access to books to the end that they may be trained—

(*a*) To love to read that which is worth while.

(*b*) To supplement their school studies by the use of books other than textbooks.

(*c*) To use refereuce books easily and effectively.

(*d*) To use intelligently both the school library and the public library.

This recommendation has apparently received the cordial indorsement of school administrators and school boards generally. Few new school buildings are now planned without adequate provision for a school library that will make it possible for pupils to "have ready access to books," and many buildings are being remodeled to supply this important phase of school work.

The establishment and conduct of a school library, however, is a highly technical task, not to be lightly undertaken by those without technical library training and experience.

Build on Firm Foundations.

It is of particular importance that initial plans for the establishment of a school library receive the best possible technical advice, so as to insure a firm foundation upon which to build the major purposes of a school library. These major purposes, it seems to be geuerally agreed, are, briefly, two:

1. To provide a book laboratory to reinforce the regular work of the school.

2. To provide instructiou and training in the use of the tools and resources of the public library as a means of coutinuing education when school days are over.

Fortunately, such technical adviee is now accessible to every school district desiring to establish a new library or to reorganize an existing library on modern lines to meet modern needs. A few State departments of public instruction have added to their staff a director of school libraries, whose business and pleasure it is to assist schools in making and carrying out plans for establishing a school library. The facilities of the American Library Association are also at the command of schools everywhere. Cooperation, however, between schools and the local public library is indispensable and iuvaluable to both schools and the public library. School libraries properly organized and administered will result inevitably in the progressive growth and development of our public libraries; and schools, on the other hand, require the services of the public library in order to realize fully their major purposes.

Services Required of Public Libraries.

What are the services that the schools may properly and profitably require of the public library?

1. In their initial plans for establishing a library schools need technical advice and help iu the following matters:

(*a*) The distribution and design of the floor and wall space so as to insure maximum efficiency iu the administration and use of the facilities of the library.

(*b*) Selection of library furniture and equipment.

(*c*) Choice of teacher-librarian.

2. A cooperative plan should be set up where possible for the training of apprentice teacher-librarians.

3. The technical routine of the school library should conforu so far as feasible with that of the public library, so that pupils may use the facilities of either with equal ease. The public library should give whatever help and advice may be required and also furnish what it can from its stock of routine supplies and forms to make the two systems conform as nearly as possible.

4. The school library should have its own stock of books for general and collateral reading and for ready reference, but the public library should supply books of general reference used rarely or only seasonally. Pending also the building up of the school stock, the public library should supply books for general reading and frequent reference, to be placed on the shelves of the school library for extended periods.

5. In the selection and purchase of new books and in their preparation for the shelves the public library can be of great help.

6. The public library can frequently loan supplies of pictures, clippings, and current pamphlets which will greatly augmeut the resources of the school library.

In States that have a director of school libraries attached to the State department of public instructiou this official will naturally be the first one consulted by a school in regard to initial plans and standards, but a definite plan of cooperation between the school and the local public library should be worked out before final plans are fixed. Cooperation between schools and the local public library is indispensable to both and should be set up in definite, positive terms that permit of no misunderstanding aud insure the maximum of benefit to all concerned.

DEFECTIVE CHILDREN ARE SKILLFULLY TAUGHT.

To make defective children into useful, self-supporting citizens, Cleveland public schools provide special classes which direct such pupils' activities without expecting them to keep up to any set mental pace. Schedules are arrauged so that defective children will not have to measure up agaiust normal children on the playground, in the lunch room, or on the way to and from school. Children whose mental age is less than 5 years are not accepted for these classes, but are referred to institutions. Pupils accepted for special classes are expected to do the academic work that is within their capacity, and half the time is spent iu such studies. The other half is spent in industrial work, the products includiug towels, dresses, rugs, and toys. Sometimes the boys bring broken artieles from home to repair.

Seventy-three teachers in 20 centers and 7 single classes carry on this work with 1,100 children. When these childreu reach the age of 16, many of them must go to work. The schools employ two social-service workers, who uot only help the children to get jobs suited to them but keep in touch with them after they have left school.

OKLAHOMA PROVIDES FOR EDUCATIONAL SURVEY.

Will Be Conducted by Bureau of Education—All Aspects of Educational Effort Included—Field Work to Be Completed November 11.

The Commissioner of Education announces the following members of the survey staff, approved by the Oklahoma State Survey Commission:

From the United States Bureau of Education: Dr. William T. Bawden, assistant to commissioner, director of the survey; Dr. George F. Zook, Chief Division of Higher Education; Mrs. Katherine M. Cook, Chief Rural Schools Division; Dr. Willard S. Small, Chief Division of Physical Education and School Hygiene; Mrs. Henrietta W. Calvin, specialist in home economics; William R. Hood, specialist in educational legislation; Miss Maud C. Newbury, assistant in rural education; Lloyd E. Blauch, specialist in charge of land-grant college statistics; Maj. Alex Summers, collector and compiler of statistics.

From outside the United States Bureau of Education: Dr. Frank L. McVey, president University of Kentucky; Dr. Raymond M. Hughes, president Miami University; Dr. Fletcher Harper Swift, professor of education, College of Education, University of Minnesota; Ralph Bowman, consulting accountant and member of staff of United States Bureau of Efficiency; J. W. Gowans, superintendent of public schools, Hutchinson, Kans.; Dr. E. E. Lewis, superintendent of public schools, Rockford, Ill.; George A. Works, professor of rural education, Cornell University; H. B. Peairs, chief supervisor of education, United States Indian Service; Dr. Thomas Jesse Jones, director Phelps-Stokes fund, New York City; Walter B. Hill, Georgia State supervisor of negro education.

Field Work.

The first meeting of the survey staff will be held at Oklahoma City on October 16, 1922. On Monday evening the members of the staff will meet with the governor and the Oklahoma State Survey Commission for discussion of the plans of the survey. The field work will start the following day and will continue to November 11.

Outline of Plan of Survey.

(1) State educational legislation. (2) General problems of organization and administration of the State system of public schools; activities and functions of the State department of education. (3) State system of taxation; school revenues. (4) Expenditures for public education; school accounting and reporting. (5) Special problems of the rural schools; activities and functions of the county superintendent of schools. (6) Special problems of urban schools. (7) Sources of supply and professional preparation of teachers. (8) Special problems of higher education. (9) Special problems of State educational institutions of secondary grade. (10) Special problems of physical education and school hygiene; health of school children. (11) Special problems of the Government Indian schools. (12) Education for negroes.

The State Survey Commission.

The 1921 Legislature of Oklahoma passed an act appropriating $20,000 and providing for a survey of the State system of public education by educational experts "chosen from recognized authorities without the State," including "as many as possible from the National Bureau of Education." (Sec. 3, S. B. 19, special session, 1921.) Gov. J. B. A. Robertson appointed the following members of the commission: Hon. Robert H. Wilson, State superintendent of public instruction, chairman; George F. Southard, Enid; Charles L. Brooks, McAlester; J. A. Duff, Cordell; Cyrus Avery, Tulsa. Later J. S. Vaughan was appointed executive secretary.

The commission invited the United States Bureau of Education to conduct the survey, to submit a budget of expenditures, and to nominate the members of the survey staff. Later, upon request of Governor Robertson, an invitation was extended through the Secretary of the Interior to the Bureau of Indian Affairs to cooperate with the survey in a study of the Government Indian schools in Oklahoma. In accepting this invitation Commissioner Burke named H. B. Peairs, chief supervisor of education, to represent the Indian Bureau.

EARLY SESSIONS ALLOW HALF-DAY EMPLOYMENT.

Boys in the high schools of Gardner and Athol, Mass., need not choose a vocation hastily because of the need for immediate employment. Instead, they work regularly afternoons and Saturdays in the town industries. To give the boys a full half day at their afternoon employment, the high-school sessions open at 8 o'clock and close at 1, with time for luncheon at about 11. About five-sixths of all the boys are employed outside of school hours.

PLATOON PLAN OF SCHOOL ORGANIZATION

Forty-Three Cities in 19 States in Which the Work - Study - Play Plan Is in Operation in One or More Schools—List Includes Two Colleges.

Akron, Ohio.
Baltimore, Md.
Birmingham, Ala.
Carson College, Flourtown, Montgomery County, Pa.
Cuyahoga Falls, Ohio.
Dallas, Tex.
Denver, Colo.
Detroit, Mich.
Dormont, Pa.
Duluth, Minn.
East Chicago, Ind.
Elizabeth, N. J.
Ellsworth, Pa.
Fort Smith, Ark.
Franklin, N. J.
Gary, Ind.
Greenwich, Conn.
Ithaca, N. Y.
Kalamazoo, Mich.
Kansas City, Mo.
Memphis, Tenn.
Monessen, Pa.
Montclair, N. J.
Mount Vernon, N. Y.
New Castle, Pa.
Newark, N. J.
Oakmont, Pa.
Passaic, N. J.
Philadelphia (Blaine School and Girard College), Pa.
Pittsburgh, Pa.
Rochester, N. Y.
Rockford, Ill.
Sacramento, Calif.
Seattle, Wash.
Sewickley, Pa.
St. Paul, Minn.
Stuttgart, Ark.
Troy, N. Y.
Warren, Ohio.
Washington, D. C.
Wilmington, Del.
Winnetka, Ill.
Youngstown, Ohio.

MASSACHUSETTS NORMAL SCHOOLS IN CONFERENCE.

Individuality in education was discussed by Dr. John Dewey at the fifth annual conference of Massachusetts State normal schools. Every normal school in the State was represented at this conference, which was held at Bridgewater Normal School, opening September 5 and closing September 8. Correlation of subject matter in normal and training schools was taken up in a number of 10-minute discussions on particular topics, such as English, social studies, music, geography, and science. Other subjects on the program were the place of the library in teacher training, a program of art education for State normal schools, and the further use of intelligence tests.

WYOMING ENCOURAGES CLASSES FOR DEFECTIVES.

To encourage the formation of classes for subnormal and handicapped children, the Wyoming State Board of Education pays a bonus of $150 at the end of the school year to any school board which has established an approved special class. Such classes must be formed in accordance with certain requirements by the State director of special classes, such as the holding of a special certificate by the teachers of such classes, the provision of suitable equipment, and the examination of pupils by standardized mental tests.

A TECHNICAL HIGH-SCHOOL LIBRARY

Patrons Are Intensely Practical and Have Read Little—Early Familiarity With Library Will Aid Tremendously in Students' Development.

By MAY INGLES, *Librarian, High School of Commerce, Omaha, Nebr.*

A technical high-school library, as all other libraries which are to attract people, should be beautiful, cheery, hospitable, comfortable—not for show but for the use of very modern boys and girls—a good library working to its capacity.

Its "public" is composed largely of intensely practical pupils, who, since they come from homes where there is neither time nor opportunity for reading, read little, but who realize that better equipment is demanded of those called upon to struggle for bread and butter.

The technical high school, standing first of all for system and training, emphasizing its practical, industrial courses, wishes not only to give the training demanded to help these children to earn efficiently and comfortably, but to give them something more—a real education. To its library—"the heart of the school"—it looks to open to them the world of culture. For beyond any truth or fact taught is the abiding factor we leave in building into these pupils' character the right attitude of mind toward life. This is assured if he leaves school with one thing—a love of good books. A man or woman can never be a burden to himself when the companionship of books has become a necessity.

Use Books But Do Not Know Them.

High-school pupils do not know books, though they know of the making of books there is no end. Books are for sale in every conceivable place and free libraries are full of them. Pupils have used them, abused them, and still do not know them. Here, then, is the library's opportunity for opening the "land of pure delight"—to serve these boys and girls, and through them to serve the world.

A familiarlty with the library gained early in the freshman year may be a strong force in determining what the years of high-school life will mean in a student's development—to teach him above all else independent methods of work, independent habits of thought, to find what he wants, to want constantly more and more, to want better and better, to allow him the greatest freedom compatible with serious work. Heretofore the great number of books in a library, the card catalogue, the formalities of having a book charged caused him to feel awkward, timid—if he has visited a library at all.

Friendliness to teachers and pupils is, then, one of the first requisites for usefulness in the high-school library. Teachers are busy folks and often need readjustment. As soon as they realize how tremendously the library can supplement and vitalize their teaching the use of it will follow. Emphasize its helpfulness at every turn.

Child's Hobby First, Classics Later.

Do not be too much interested as to whether or not a pupil has read the classics—that will come later—but be tremendously interested in finding his hobby and giving him material upon it, whether it be wireless, poultry, rabbits, or bees. If the library is to be vital—a continuation school—he must know its resources, be made to feel it can furnish material on any subject, at any time.

The fewer hard and fast rules the better. Never answer a question the pupil can answer. Set him right by giving suggestions and keep an eye on him to see that he finds desired information. Such training is worth infinitely more than knowing a few facts or textbooks.

The library, the laboratory of the whole school, as well as for each individual pupil, must keep constantly in mind the principle of use—buy few books of criticism—books about books. Our task is to lead pupils to read and think for themselves. Provide such of the classics as have a human appeal—lots of interesting accounts of authors, their homes and places of which they wrote—as many illustrated editions and pictures as can be afforded—remembering that with the moving picture our boys and girls are very visual-minded. Buy lavishly of biography, travel, novels, short stories, drama, poetry. Some to be used for amusement, as playgrounds, as games, to while away time. Others to leave a sense of actual rest and refreshment. Magazines are transient but essential. The best must be on our shelves; the boys' interest in science and invention must be recognized; the girls' desire for a love story must be granted. Otherwise they will make friends with other than the best.

The technical high school library will repay to the community all that is invested in it, if it has helped pupils to prepare "for the far greater work of educating themselves," and to utilize their active interests and instincts for work and leisure.

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STUDENTS CLASSIFIED ACCORDING TO ABILITY

Northwestern University Adopts Plan to Permit Bright Students to Advance Rapidly—Homogeneous Groups Progress According to Respective Powers.

As the first step toward segregation of exceptionally brilliant students mental tests were given to 1,000 freshmen who entered Northwestern University this September. By use of these tests it is expected to divide the students into sections, not by an arbitrary classification, but by their ability to advance rapidly. All the young men and women who attend college are definitely in the upper quarter of the population in general intelligence, according to Dr. Walter Dill Scott, president of the university, but even in this upper quarter there are great differences. Among the students who enter college some are capable of learning and of advancing four times as fast as others. In such subjects as English, mathematics, foreign languages, and history, in which several hundred students must be divided into sections of from 25 to 30 each, it will be possible for the various teaching departments to arrange homogeneous groups. The brightest students will be placed together and will have the opportunity to advance as fast as their talents permit, without being held back by those who can not advance so rapidly.

TEACHERS WANTED FOR INDIAN SERVICE.

Teaching positions in Government Indian schools are now open to persons who are fitted for the work. The United States Civil Service Commission announces an open competitive examination to fill vacancies in the Indian Service. In accordance with the qualifications of the applicants, four registers of eligible persons will be established: Kindergarten teachers, grade teachers, high-school teachers, and supervisors. Competitors will not be required to report at any place for examination, but will be rated on their training, education, and experience, upon a scale of 100, such ratings being based upon competitors' sworn statements in their applications and upon corroborative evidence. Applicants should apply to the Civil Service Commission, Washington, D. C., for Form 1312, stating the title of the examination, "Teacher, Indian Service."

WHAT A TEACHERS' COLLEGE LIBRARY DOES

Library Contains 30,000 Carefully Selected Volumes—Reading Lists Are Helpful—Systematic Instruction in Use of Library—Books Sent to Graduates.

By Elva E. Rulon, *Librarian, Teachers' College Library, Peru, Nebr.*

The State is doing much in many ways to prepare its teachers for efficient service. Attention may be called to a few ways by considering the equipment and activities of the library of the State Teachers' College at Peru, Nebr.

Equipment.

The greater part of the first floor of the library building is given to two study rooms. These rooms are on the north side of the building and are well lighted and furnished. They contain the general reference books, arranged on wall shelves; a goodly number of the best current magazines and papers; the card catalogue; the reference desk equipped with small cabinets; atlas cases; a collection of mounted pictures; a case of lantern slides; boxes of stereoscopic views; vertical file cabinets for clippings, recent and much-called-for pamphlets, bibliographies, and reading lists; bulletin boards. A smaller room on the same floor is equipped with low tables, chairs, and shelves for a children's room. This room contains 2,500 well-selected books which are much used by the children of the training school from the kindergarten to the eighth grade, also by the student teachers and college students who take children's literature. These books are not only classified according to the Dewey or decimal classification and catalogued, but are listed by grades. The supervisor of the third and fourth grades in the training school, who is especially interested in the children's reading, assisted in grading the books.

Book Selection.

The library has 30,000 volumes which have been selected by faculty members and librarian. The selection has been confined principally to the needs of the courses given in the school, yet a generous number of books for general reading has been purchased. To a limited extent the needs of the individual professors along lines of particular investigation have been met.

New book notices are sent by the librarian to the professor especially interested. The participation of faculty members in book selection, while not all that is desired, has been gratifying.

Books and pamphlets are classified by the Dewey or decimal system. Pictures are classified by the same system as adapted by the Pratt Institute Free Library for the classification of photographs.

Reservation of Books.

Special attention is given to reservation of books. Books that are much used in preparation of classwork are duplicated quite freely and placed on the general reserve shelves. The time limit for circulation of these books is two hours. It is essential that adequate and rapid service be given in this work of the library. The aim is to supply any member of any class with a reserved book when wanted.

Collections of books for special purposes are kept on reserve shelves in different parts of the study room, and are plainly labeled. Some collections are for debating, dramatic, and art clubs, also a goodly number of the best books on various subjects for the freshman English classes. This reading supplements the class work. A shelf of new books is kept near the charging desk.

Reference.

The reference work needs no stimulation. Even the new student soon finds his way to the reference desk in the study room with his questions. References on topics that may be called for again are written on cards and filed under subject in a cabinet kept at the reference desk for that purpose.

Prepared reading lists are secured and checked to show material in this library. Reading lists are also prepared in the library. Some recent ones are: Educational tests and measurements, Courses of study, Project method in education, Supervised study, Vocational guidance. Students in library classes, when studying how to make a bibliography, often prepare reading lists that are helpful at the reference desk.

Children's Book Week.

A Christmas exhibit of good books for gifts has been a feature of the work for some time. Now, the exhibit is made a little earlier in the season and called the children's book week exhibit. A permanent collection of choice children's books, illustrated by our best illustrators, has been collected during a number of years. This collection, with a few new additions each year, is used for this exhibit. This year the art department of the school helped to make the exhibit a success. The students made attractive posters for announcing the exhibit; also artistic ones for the tables to call attention to the different groups of books. The teacher of the art department gave two talks, one to the school and one to the woman's club on "Illustrators and their work."

Library Instruction.

Training readers to use the library is a very important part of a librarian's work. Something can be done along this line when answering individual problems, but it should be taken up in class work in the same way that other subjects are. This library is doing some of this work, but not as much as would be helpful. At the beginning of the year's work all new students are given talks in the library about its arrangement and management. They receive sufficient instruction to make the library their workshop. A course on the use of books and elementary library methods is required of all freshmen. This work is given in connection with the freshman English. The class recites once a week for one semester for which one hour credit is given. The text used is Gilbert O. Ward's The Practical Use of Books and Libraries. For a time an elective was given in organization and management of small high-school and rural-school libraries, but this has been discontinued. A few lessons on the use of the library are given to pupils in the training school.

Extension Work.

The library does not sever its connection with the alumni when they leave the school. Books and other material are sent to them upon request, unless such material is in use by classes in the school. Woman's clubs and any other study clubs of the State are accorded the same privilege.

The activities as enumerated above are the salient features of the library work from the librarian's viewpoint. Teachers and students might pass some of these things by and name other ways in which the library is helpful to them.

VISITOR DETECTS AMERICA'S WEAK POINT.

Unqualified teachers in great numbers make a weak spot in American schools, according to W. G. Cove, president of the National Union of Teachers of England and Wales, who was England's delegate to the Boston meeting of the National Education Association. Teaching demands the best talent of heart and brain. Only the best qualified persons should be accepted in the profession, and these should be allowed to develop their individuality and originality without the crushing influence of too much system and supervision.

A NEW OPPORTUNITY FOR VISUAL EDUCATION

By JOHN J. TIGERT, *U. S. Commissioner of Education.*

The invitation to write an article upon visual education comes to me at an opportune time in view of a recent interview of considerable length which I have had with General Hays, the director of the Motion-Picture Producers & Distributors of America. I have frequently written and spoken of the wider employment of visual aids in the schoolroom which I consider inevitable because the use of pictures, whether in books, on slides, in motion, or otherwise are psychologically the most effective media for conveying accurate, detailed, and abiding impressions into the mind of man. I have admitted, however, that there are certain impediments which will be removed only with difficulty, but it seems now that the chief of these obstacles is eliminated in the offer of General Hays, made recently at Boston, to turn over the facilities of the industry engaged until now in the production of films for commercial, theatrical, and semieducational purposes to cooperate with educators in the necessary research and organization to produce pictures which are primarily pedagogical and, therefore, adapted for instruction rather than amusement.

Commercial and Educational Leaders Will Cooperate.

The whole matter of producing proper films for school purposes has been at a deadlock because the producers who were commercially successful did not understand the needs of the school and school men, on the other hand, who have undertaken to produce, though understanding the educational problem did not have the practical experience which is necessary for success. General Hays's offer dissolves this difficulty by making it possible for the first time to bring about cooperation between leaders in education and leaders in the industry. In making this offer, General Hays says that the producers are not actuated by purely commercial motives but believe that they have in their hands a most powerful means for educational and moral betterment and wish to use it for the public welfare. At the same time, it is evident that this business, like every other, must be economically administered, and General Hays points out that, while desiring to produce educational films, he is concerned to see that the exhibitors who are compelled to pay a heavy overhead in license taxes, insurance, maintenance, etc., are not subjected to an unfair competition by the exhibition in schools, churches, and public halls of theatrical entertainment or even semieducational films at little or no cost of admission. It seems to me that the protection which the director of the motion-picture industry asks for the theatrical exhibitor is at the same time the protection of the school and affords a basis for mutual cooperation in the production of purely educational or pedagogical pictures.

No Substitute for Arduous Toil.

Many school men and others have opposed the introduction of films into the school on the ground that it would tend to substitute entertainment for work in the classroom. I do not think that any intelligent person believes that an easy process of learning can be substituted for the arduous toil of study. I knew of an old-fashioned school which had two illuminating mottoes on its walls. On one side "I need Thee every hour," under which hung a bundle of rods, and on the other side "Nihil sine labore" (nothing without struggle). There is no short cut or royal road to knowledge. There never was and never will be. The public school undertakes to give to all equal opportunity for knowledge and training but everyone who benefits by that opportunity must pay the price of long, continuous, and exacting effort.

Again, some have been fearful that those who advocate visual aids in education are under the delusion of thinking that a substitute may be found for the teacher in the school. I would be the last man in America to contend such a thing. The teacher with personality who is adequately trained, intelligent, and happy in teaching is incomparably the most important element in any school and will continue to the end of time. This does not mean, however, that even the greatest teacher can not be aided by those new agencies which scientific discovery makes available from time to time. Those who oppose now the introduction of slides, stereoscopes, and films into the school because they interfere with the teacher would have opposed the introduction of the blackboard because it tended to supersede the teacher in some respects. The blackboard is as much a visual aid as the film, the slide, or other forms of pictorial presentation.

Cooperation with the theatrical producers on the basis suggested by Director Hays, therefore, seems to me to be the ideal opportunity for all parties concerned. It will give the educators at last a real laboratory in which the visual aids to education may be examined scientifically. No one knows much about the methodology of making or presenting purely educational matter in picture form. I asked last year for an appropriation for the Bureau of Education to make such a study but failed to secure it. If the resources of the producers are made available for this study, there will be no need of using public funds for such a purpose and, further, it is likely that the study can be made more quickly by those who are already experienced in the technique of the materials involved. At the same time the production of pictures for school purposes which are educational rather than semieducational or theatrical will prevent the undesirable deterioration of the school into a place of pure amusement and will protect the exhibitors of theatrical pictures from the unfair competition which they fear. The plan will relieve the educational world of the danger which has seemed imminent to me of having to accept those visual devices in education which happens to have large capital back of them, highly skillful agents, or the best advertising and will enable us to have produced for our schools those things which are determined to be of the greatest pedagogical value.

Let me say again that whether the present plan is carried through or not—and I believe that it will be—no one can long stay the general introduction of the film into the schoolroom, neither the great industry which General Hays directs, if it should so desire, nor a group of educators nor others could accomplish it.

Inspiring Reproduction of Historical Scene.

I remember once seeing a motion picture depicting Lincoln delivering his immortal four-minute speech on the Gettysburg battle field. It showed Lincoln standing in front of a background of stars and stripes with moving lips and hands; it revealed the sea of upturned faces; it presented imaginary scenes illustrating his utterance line by line. This picture was intensely interesting to me, but it was, of course, artificially produced by actors, as the motion picture still awaited the genius of Edison. In spite of my interest, contemplation of this picture was very disappointing because I was constantly wondering if it were historically correct. There was no way to determine by this picture how the speech was actually received. It would have been indeed gratifying to know whether this utterance, which is now looked upon as an unrivaled gem of American oratory, was received as an

(*Continued on page 47.*)

STORY-TELLING IN THE TRAINING OF TEACHERS

To Tell a Story Is to Paint a Mental Picture—Training in Story-Telling Includes Acquirement of Background, Discrimination, and Invention.

By Edna Whiteman, *State Normal School, San Francisco, Calif.*

Thrice happy the child who makes his first acquaintance with the great monuments of literature which arose when the world was young, not by reading but under the spell of the story-teller's art.—*G. Stanley Hall.*

The objective of story-telling in the professional training of teachers is to make the teachers somewhat proficient in the use of a powerful method of presenting images and ideas to children. This method is not mechanical. It is the painting of mental pictures and the interpretation of emotions, thoughts, and characters. The study of it can not be separated from the material which is to be presented, but requires discerning analysis of that material. To be sincere, expression must come from within; it can not be put on from without.

Being an artistic, dramatic medium, story-telling finds its natural, ideal material in literature. Training in story-telling, then, necessarily includes the gaining of background for certain types of literature; discrimination in selecting the best of every type, and the best version of each story; knowledge of how to grade stories and poems, to fit them to an opportunity, to abridge, rearrange, invent incidents in adapting stories.

Means of Self-Expression to Children.

To quicken the appreciation of the teacher is one of the designs of a study of this subject; to enable her to give with clearness, sympathy, light and shade, that which is to refresh and be a means of self-expression to children.

In literature we look out upon the field of human life from many angles. We get vicarious experience which, coupled with actual experience, helps us to get ourselves expressed.

The happy approach to literature is not from the side of information about authors and books, but from the joy side. Let us give literature for its expanding effect; the vistas it opens; the enrichment of thought; the development of appreciation of beauty, strength, simplicity, humor, and other good things. Let us see it as a means of storing ideas, ideals, and images, and as an outlet for the thirst for adventure and artistic expression.

The need for story telling in the primary grades is widely recognized. There is much in literature that children of these grades will miss altogether, and much of which they will not get full benefit if it is left to be gleaned, more or less laboriously, from the printed page. There is also a great deal of literature for the grammar grades which requires oral presentation to be fully appreciated. There is wonderfully enriching experience which boys and girls may fail to find unless certain stories are adapted and interpreted dramatically. The incentive given through such interpretation to read great things leads on and on from one interest to another.

Inspires Children to Write.

The study of story telling is one means of making the teacher an inspirational guide to children in their writing of stories, verses, essays, and the making of plays. It should enable her to carry through a project in which a story plays an important part without killing all joy in the story forever after. It should enable her to surround history, geography, and other subjects with a wealth of story and verse which will give background and color to them.

The socializing power in the enjoyment of a story by a group of listeners is great. There is a distinct kind of pleasure and benefit in this unity of interest and emotional response.

Free entrance into the hearts of children is gained through the telling of stories. The teacher understands the children better because of it, and they discover that she enjoys what they enjoy and in the same way. She is not just one of the Olympians, as Kenneth Grahame calls the all-powerful grown-ups, but she shares their pleasures and their sympathies.

A great student of folklore once said: "Language begins with poetry and ends with algebra; we have almost reached algebra."

Let us help the children to keep some of the poetry.

A professional reading course for teachers is given in Massachusetts by the university extension division. The student may choose 16 books from a list prepared by the extension division with the assistance of instructors in normal schools and colleges; he then makes a monthly report on the number of pages read. At the completion of each book a supervised examination is given. When all 16 books are read a professional reading course certificate is awarded. This course must be completed within four years.

HOW THE DETROIT DOLLAR GOES

Administration and Auxiliary Costs Are Held at Low Figures to Allow Larger Proportion for Actual Instruction—Schools Receive 27.2 Per Cent of City Expense.

All incidental costs are subordinated to the cost of actual instruction in the 1922–23 budget for Detroit public schools. Of every dollar spent on the schools 81.7 cents is devoted to instruction, about 7 cents more than other cities usually allot. This proportion implies reduction in all other school expenses, such as the costs of administration, of operation and maintenance of the school plant, of auxiliary agencies, and of fixed charges. To allow a larger proportion for costs of instruction, Detroit keeps down the other school expenses to a point below the median for the country.

The cost of administration in Detroit is low, only 3.6 cents on the dollar being required for this work. The allotment for supervision is not included in this sum, but is classed under instruction costs. To maintain school buildings and grounds in repair costs 2.3 cents of every dollar. Heating, lighting, and cleaning the buildings cost 10.5 cents. Such outside agencies as bath centers, lunches, facilities for transportation of pupils, evening lectures, etc., use up 1.4 cents of the school dollar, and such fixed charges as rent, insurance on materials, stores, automobiles, etc., account for 0.5 cent.

The 1921–22 city tax rate is $21.67 per thousand of assessed valuation. This includes the school-tax rate of $6.32, a lower school-tax rate than Chicago, Cleveland, Philadelphia, St. Louis, Boston, Buffalo, Lansing, Milwaukee, or Cincinnati. Out of every dollar paid in taxes, 27.2 cents is devoted to the operation and maintenance of the public schools. The sum used for the public schools is more than twice as much as that used for the next largest expense, the interest and payment of the municipal debt, which used 11.8 cents of the tax dollar.

These were among the facts presented in Research Bulletin No. 8, comprising "An Analysis of the 1922–23 Budget Requests of the Board of Education of the City of Detroit." Arthur B. Moehlman, J. F. Thomas, and H. W. Anderson were the authors.

Courses for teachers in New Haven public schools will be given by Yale University, beginning October 7.

NEW GANGS FOR OLD.

Gang Spirit Successfully Utilized for School Organizations—Students' Committees Maintain Order in Halls—Intimate Problems Discussed in Girls' Classes.

By LUCILE F. FARGO, *Librarian, North Central High School, Spokane, Wash.*

Our high school has no gangs. What might have been gangs were long ago metamorphosed into student councils, traffic squads, social-service departments, and rooters' clubs. "The king is dead." And yet "Long live the king!" It is in the spirit of the gang, directed, organized, that we live and move and have our being.

In the library there is, first of all, the student conduct board, an organization making its own rules and enforcing them. "Miss Lady of the Reference Desk," says an indignant senior clerk, "I'd like to take that red-headed little freshman by the scruff of the neck and 'can' him, only he hasn't been here long enough to know the rules of the game. Do you want to talk to him first?" The librarian has a heart-to-heart talk with red-head Mike. True to his boyhood ideals, he is "agin the guvment." But he emerges from the office an embarrassed and crest-fallen rebel, plumped squarely against democracy and the rule of the majority.

Then there is the "Traffic squad." We are crowded in our school. Time was when two converging lines of hurrying library patrons banked in mass formation before the double doors, unhappily endeavoring to push by the period-bell exodus. All that is changed. The "squad" worked out a set of rules for hall traffic. They posted directions, and they posted themselves at congested corners, "cops" even to the stars shining on their shirts. It worked.

Debaters Have "Consultation Room."

Gangs of debaters, hot on the trail of an argument, once made the library a place of roaring compared with public library calm. But a small room now adjoins our big reading hall. On its door stands a sign, "Consultation Room." It has two tables and plenty of chairs. At the main desk, outside, the captain of the debate squad signs the register as sponsor for his crowd, and the argument is trailed with what lustiness he desires. Departures into bypaths of fun are few. There is only a glass partition between the squad and authority seated at the desk in the reading hall.

And have I failed to speak of the girls? The flower committee bought a palm last year. For months it graced the faculty reading table and appeared on the school stage at each and every occasion of note. To be sure, it died recently, frozen on one of its trips to and from. But that is not the point. While it still lived and thrust out new fronds its care was a matter of some concern. The librarian was not brought up in a greenhouse, nor had she ever lived in California, and she made anxious query. "Oh, we know how to do," comforted the committee. "We asked the greenhouse man just how to tend it, and the schedule is all worked out—a new girl each week to water and give it a bath."

And so the story runs. One day the librarian wrote "A parable of books and the good teacher." Here it is:

Heart-to-Heart Talks on Social Problems.

"There were 135 girls in the class, and the teacher called it 'Social problems.' The teacher had shining hair and a shining presence. The girls wore middy blouses and butterfly bows. They were only freshman B's. They had heart-to-heart talks in that class. Jenny asked why she had pimples on her nose and Margaret wanted to know how a fat girl could look slim. There was yearning for beauty of body and soul.

"So the teacher in that class, the teacher that glowed and had shining hair and a shining spirit, told them of Jane Addams, who loved the poor; of Alice Freeman Palmer, who showed the way to college. She spoke of silk stockings and the vanity box, of boys who were rude and girls who were thoughtless. And one period a week was not enough for all those girls who glowed to know. So the shining teacher went to the library in that school and she found many things on its shelves that girls could answer their own questions by. And the teacher and the librarian and the girls worked together and the school print shop issued a folder 'published by the Girl's League of North Central.' In it were listed the books that girls can use best—books about nerves and theater suppers, dresses and character, pictures and the house beautiful. And in one semester 135 freshman girls read 455 'solid' books, and there was no 'credit' given for the reading—only the satisfaction of knowing many things and of growing 'in wisdom and stature and in favor with God and man.'"

There is a benediction, and the librarian pronounces it, "God bless the gang."

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REVIEW OF A YEAR'S WORK.

To obtain first-hand information regarding educational conditions in the States, Dr. John J. Tigert, United States Commissioner of Education, during his first 12 months in office paid official visits to the departments of public instruction in 18 States and conferred with the chief educational officers in 9 others. In the course of these visits the commissioner outlined the plans of the United States Bureau of Education. He stated repeatedly that the bureau's function was service to the States without any idea of directing or controlling their affairs, and that the bureau would not participate in educational matters within any State except upon the request of the educational authorities of the State.

During the year the commissioner actively assisted in educational campaigns in Mississippi and Kentucky. He also assisted in a rural life campaign in Colorado, in an illiteracy campaign in Arizona, and in an Americanization campaign in New Mexico. He conducted six national educational conferences and assisted in five other educational conferences. Most of the State superintendents called conferences of various educational forces, and the commissioner addressed 28 State educational associations. He also addressed 17 national associations, 31 colleges, universities, normal schools, and summer schools, besides many city and county associations, schools, business men's clubs, and other organizations interested in education, making a total of 252 addresses before audiences aggregating 120,000 persons. About 75,000 miles were covered in the course of his travels during the year.

He attended meetings of the Federal Board for Vocational Education and of the Federal Board for Maternity and Infant Hygiene, of which boards he is a member; also served as chairman of the highway and highway transport committee. He wrote and published 22 articles, and held more than 600 conferences in his office in Washington with those seeking advice and assistance in educational matters.—*Theo. Honour.*

More than 2,000 public-school libraries have been organized in the Philippine Islands. These libraries are open to the community as well as to the pupils.

SCHOOL LIFE

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Editor, JAMES C. BOYKIN.
Assistant, SARA L. DORAN.

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AMERICAN EDUCATION WEEK.

Two years ago Dr. P. P. Claxton, then Commissioner of Education, instituted the observance of the first week in December as "Education Week." The American Legion last year became interested in the perpetuation of such a week and took the initiative in inviting the National Education Association and other organizations to cooperate in the observance of "American Education Week." This year the United States Bureau of Education is cooperating with the American Legion and the National Education Association in arousing every American organization, club, church, school, newspaper, magazine, theater, individuals, and bodies of every description, to participate in making the week, December 3–9, a real nation-wide revival of educational enthusiasm.

The Americanism commission of the American Legion called upon the Commissioner of Education to invite President Harding to issue a proclamation for the observance of this week. The President has given assurance of his desire and willingness to do this.

The Bureau of Education has arranged with the Interdepartment advisory committee on Government radio broadcasting to use the Government's broadcasting stations twice a day throughout the week for the promulgation of educational radio material in connection with the week's campaign.

The Commissioner of Education called upon Gen. Will H. Hays, president of the Motion Picture Producers & Distributors of America, to discover to what extent the motion-picture houses of America would cooperate. General Hays was very generous and enthusiastic and has definitely arranged for the working out of a program in which the facilities of the motion-picture houses may be used effectively during American Education Week.

All governors, mayors, and others in places of executive authority are expected and invited to issue proclamations and otherwise promote general observance of this great movement in behalf of education. The newspapers and press generally have been invited to issue special educational editions if possible, and if this is not possible to emphasize education during these days by editorials, special articles, and in such other ways as they find possible.

It seemed wise in order that the campaign might be concentrated upon phases of education which are of outstanding significance to designate certain days on which topics should be stressed. These days are as follows: Sunday, December 3, God and Country; Monday, December 4, American Citizenship; Tuesday, December 5, Patriotism; Wednesday, December 6, School and Teacher; Thursday, December 7, Illiteracy; Friday, December 8, Equality of Opportunity; and Saturday, December 9, Physical Education and Hygiene. These topics have been selected because they are considered to be matters of national importance and desirable throughout the country. It is suggested that these topics should not preclude the various States from emphasizing those features of education which need to be emphasized at this time in the respective States, nor should they prevent cities and localities from pushing their individual needs.

It hardly seems necessary to urge upon the schools and those responsible for the administration and instruction in the schools that it is expected that all will join in the general observance of promoting education during American Education Week to the utmost extent of their abilities. Programs can be effectively arranged throughout all of our schools which will materially enhance the value of this general effort.

At the time of present writing a very large number of State superintendents and State commissioners of education have responded enthusiastically in indorsing the observance of American Education Week and none have expressed opposition or indifference. The unity of effort and interest which has already been displayed is but an earnest and evidence that this bids fair to be the greatest campaign for education that has ever been made in the United States.

JNO. J. TIGERT.

A CONSISTENT SUPPORTER OF LIBRARIES.

In designating a number of SCHOOL LIFE for especial emphasis on libraries in relation to education, the Bureau of Education follows its traditional policy of supporting and encouraging library development by every means within its limited resources. This bureau has been actively identified with the modern library movement from its very beginning. Gen. John Eaton, then Commissioner of Education, joined in the call for the historic conference held in Philadelphia in October, 1876, which gave a distinct impetus to the development of higher standards for the library profession. The American Library Association was organized at that time. An epoch-making report on "Public libraries in the United States; their history, condition, and management" was prepared under the direction of General Eaton and distributed at the conference as a publication of the Bureau of Education.

General Eaton was one of the original associate editors of the Library Journal, as was also Dr. W. T. Harris, then of St. Louis, who later became Commissioner of Education. As commissioner, Doctor Harris showed great appreciation of the educational value of libraries and was their constant supporter. The other former Commissioners of Education, Col. N. H. R. Dawson, Dr. E. E. Brown, and Dr. P. P. Claxton, were also patrons of the movement for library development.

The Bureau of Education cooperated in 1893 with the American Library Association in making a library exhibit at the World's Columbian Exposition at Chicago. The office has also issued many publications which either deal directly with library administration and technique or are otherwise of special interest and use to librarians. Among these latter are a large number of general and special bibliographies on educational topics.

In addition to providing its publications, the Bureau of Education has in various cases directly given encouragement, advice, and information to aid in the establishment of libraries and in the promotion of their efficiency.

The present Commissioner of Education, Dr. John J. Tigert, recognizes the importance of the correlation of school and library in the common task of training for citizenship, and declares his intention to continue the course of his predecessors in promoting the usefulness of libraries. His views on the library as an educational force are expressed in an address on "The Functions of the Public Library in a Democracy," delivered at the fiftieth anniversary celebration of the Grand Rapids (Mich.) Public Library, on January 12.

J. D. WOLCOTT.

INDIANA PLAN OF RURAL-TEACHER TRAINING.

Contemplates Three Intensive Courses of Twelve Weeks Each—Instruction Directed Wholly to Problems of Rural Schools of One to Three Teachers.

To prepare teachers for work in the rural schools of Indiana the State department of public instruction has planned short intensive courses that will give pointed and specific training in a limited time. These courses are divided into terms of 12 weeks each. A student who has completed a 12 weeks' course is entitled to a "Class A" certificate; one who remains for the second 12 weeks is entitled to a "Class B" certificate. Plans have been suggested for a third course also, according to a bulletin on rural teacher training issued by the department of public instruction. This bulletin was prepared by the department with the cooperation of several educators in Indiana colleges and normal schools.

Students who receive only this limited preparation may teach only in those rural schools which are not directly connected with a high school. The courses are intended for students preparing to teach in schools where there are one, two, or three teachers. The first 12 weeks are planned to give the beginning teacher practical preparation for work in a one-teacher school in the open country. These class A courses include rural teaching and organization, primary methods, reading, arithmetic, and some music, drawing, writing, agriculture, and physical education.

Study Needs of Community.

In the study of the organization of a rural school the rural community is studied in its relation to the school. Problems in management of a rural school, such as construction of a program, promotion and gradation of children, discipline, attendance, home conditions, and school sanitation and hygiene are taken up during the course. Illustrative drawings, plans, objects, and the materials actually used by the teacher in a rural school are used in working out these problems, and the suggestion is made that these materials be put in permanent form and kept by the student teacher for later use. The curriculum is studied in relation to the needs of the rural community and compared with different city curricula.

In the "Class B" courses, given during the second 12 weeks, the training school should give a somewhat broader study of the elementary principles of teaching and a more comprehensive view of organization and administration as applied to the one-teacher school. Considerable attention should be paid to the wider community relations of the school. Physiology and hygiene are taken up in this group of courses, and language and composition for the intermediate and advanced grades. Geography and history for these grades are given, and music, drawing, etc., are continued. For the third 12 weeks the suggested courses include rural community civics, geography for the sixth and seventh grades, history for the seventh and eighth grades, and agriculture. It is believed that in these courses, primarily for one-room schools, the basic principles of instruction and school management will become established in the minds of the teachers so that they will be able to adapt themselves to other types of schools if necessary.

PENNSYLVANIA HIGH SCHOOLS ARE IMPROVING.

More Pennsylvania high schools are giving the full four-year course, according to reports from the State department of public instruction. In the school year 1920–21, four-year courses of nine months a year were given in 444 high schools, 15 more than in the school year 1919–20. These schools are rated as first-class schools. High schools maintaining three-year courses of study for not less than eight months a year are rated as second-class, this type including 258 Pennsylvania schools. The third class consists of high schools having two-year courses of study. Two hundred ninety-three high schools are reported as belonging to the third class and 37 are unclassified. No official classification of junior high schools has yet been authorized.

Persons who wish to become proficient in business English should study Latin, according to Dr. J. Duncan Spaeth, professor of English at Princeton University, because the study of Latin gives the necessary training in the fundamental laws of syntax and grammatical structure. It also serves as an introduction to word structure and word derivation. Doctor Spaeth believes that a business man should have a knowledge of from 100 to 500 Latin words and their derivatives as a basis for good business English.

THREE TYPES OF OPEN-AIR SCHOOLS.

New York Provides for the Tuberculous, for Those Who May be So, and for the Anemic—Fresh Air Without Drafts—Extra Clothing Provided.

Children who have tuberculosis or are threatened with it are provided for in New York City public schools by three types of classes that allow the children more fresh air than they would get in the ordinary schoolroom. These three types are known as outdoor, open-air, and open-window classes. Outdoor classes are held on abandoned ferryboats, on the roofs of hospitals, and in sanitariums. These classes are organized for pupils who are registered in the clinics as cases of pulmonary tuberculosis. In these classes food, rest, and medical treatment are considered the first necessities. School work is carried on as completely as health will permit in accordance with the recommendation of the physician in charge of each child.

Open-air classes are organized for children who are exposed to tuberculosis in their homes and for children in whom the progress of the disease has been arrested. These open-air classes are held in classrooms in which the window frames have been fitted with horizontally hung, pivoted, sectional windows. By means of this arrangement, adequate fresh air can be admitted without producing drafts, and even in stormy or windy weather the windows may remain open without discomfort to the children.

Children who are anemic or badly nourished, or who are otherwise in danger of becoming tuberculous are placed in open-window classes. Rooms for these classes are cut off from the indirect ventilating system that operates through the rest of the building, so that the windows may be opened without interfering with the system. Glass window boards are placed at the bottom of open windows. The temperature in these rooms is kept at a point between 50 and 60 degrees, and teachers and children wear extra clothing when necessary for comfort.

All schools in Detroit are becoming platoon schools as rapidly as the old buildings can be changed, and all new schools are built for the newer system. The board of education adopted the platoon elementary school in September, 1919, as best suited to train Detroit children for healthy, intelligent citizenship.

TRAINING THE SCHOOL LIBRARIAN

Now Recognized That Librarians are Teachers and Must Be so Qualified—Part-Time Librarians in Small Schools—Library Training in Normal Schools.

By SABRA W. VOUGHT, *Inspector of School Libraries, University of the State of New York.*

It used to be true that many young women became librarians because, having a taste for books and study, the only alternative open to them was the teaching profession. Now that the school library is recognized more and more as an important part of the school organization, and the school librarian is ranking with the heads of other departments in the school faculty, the appeal of the work is stronger to those who combine the qualifications of the teacher with those desirable in a librarian. This recognition of the librarian as a member of the school faculty and not a clerk has tended to increase the salaries of school librarians, while, on the other hand, it has awakened boards of education to the necessity of employing as librarians those who have had preliminary training equal at least to that required of other members of the teaching staff.

Interest Must Comprehend Entire School.

Experience has shown that besides the knowledge of technic essential for all who have to meet problems of library organization, the school librarian needs also an understanding of educational psychology and methods, and must have the ability to give formal instruction in the use of books and libraries. The interest in educational subjects must not be confined to the library, but must be broad enough to give a comprehensive understanding of the work of the entire school.

To meet the demand for trained school librarians several of the regular library schools are offering courses in school-library methods. These courses are given in addition to the regular technical courses which are fundamental to all library training. In general, these courses consider the special problems of the school library, such as teaching the use of the library in the grades and in the high school, book selection for grades and high school, the normal-school library, relation of public and school libraries, discipline in the school library, history of the school-library movement, legislation relating to school libraries.

However, many schools can not afford the salary of a full-time trained librarian, so there has grown up a practice of employing a person who may teach half time and have charge of the library for half time. Such a person is called a teacher-librarian. While in a certain sense all librarians are teachers, it is by no means true that all teachers are librarians. Nevertheless, many a teacher in the rural schools finds that in addition to her regular work she is given charge of the school library. To meet the demand for teacher-librarians which has developed in this way, some normal schools are offering courses in library administration which are given along with the regular normal-school courses. These courses are designed to fit the students to administer the libraries in the elementary and rural schools where they may teach.

Elective Courses for Normal Students.

Not so much has been done to train teacher-librarians for high schools. Recently, however, some library schools have been offering elective courses for students in teachers' colleges. This plan will be further developed, so that the smaller high schools may be served efficiently by part-time librarians.

Several of the summer schools are now giving full six-week courses in school-library work. In these courses the stress is laid on problems of administration, book selection, and teaching the use of the library. The instruction in technical work is very elementary, because elaborate methods are not necessary in a small library, even if the part-time librarian had time to install them and carry them on.

It is a hopeful sign that library schools, normal schools, and summer schools are offering courses in school-library methods. It indicates that there is a growing demand for at least a minimum of technical training for school librarians. It indicates that the time is rapidly passing in the school library, as it has largely passed in the public library, when just anybody can act as the librarian, whose chief duty it is to give out books.

It is desirable to avoid compulsory attendance in the library at any time, but to maintain an informal attractive atmosphere where pupils may go of their own desire. Given a bright, attractive but quiet room and a librarian with an intimate knowledge of standard children's books and a real sincere interest in children, a school will have an immeasurable influence toward character building and inspiration of ideals.—*Elizabeth C. Riddell.*

UNIVERSITIES IN COMMERCIAL CONFERENCE.

Delegates From Two-Thirds the World's Population Will Meet in Honolulu—A Million Men Taking Foreign-Trade Courses — State Department Sends Invitations.

To develop the interests common to all the peoples of lands bordering on the Pacific Ocean and to lay a firm foundation for future friendly commercial understanding in these countries delegates representing two-thirds of the world's population will meet at Honolulu from October 25 to November 8. The delegates will be chosen from the leaders in commerce and finance in their respective countries, and they will be guests of the Pan-Pacific Union during the commercial conference. Many of these delegates will be unofficial representatives of government departments in the different countries, such as the Navy Department, the Departments of the Interior, Agriculture, and Commerce, in the United States. Others will represent other organizations interested in the world's trade, such as chambers of commerce. The United States Chamber of Commerce has appointed five delegates.

Australia, New Zealand, China, and Japan are among the other countries whose trade organizations will be represented. All of the delegates will speak English. At the request of Japan, a number of universities will send to the conference the deans of their commercial colleges. It is said that a million men are taking foreign-trade courses in various lands on the shores of the Pacific, and since these men will guide the future of commerce of these countries their cooperation is desired by the commercial conference.

Communication and transportation, development and conservation of natural resources, finance and investments, and international relations in the Pan-Pacific area will be among the subjects discussed. The Pan-Pacific Union, although an unofficial body, is supported in part by appropriations from countries represented in it. The State Department has transmitted the invitation of the union to the Pacific governments to send their delegates.

In Detroit, which has a population of nearly 1,000,000, only 245 boys and girls 14 to 16 years of age were engaged last year in wage-earning pursuits.

HOW ONE GRADE-SCHOOL LIBRARY SERVES TEACHERS AND PUPILS.

Benefits Community as Well as School—Three People Involved in Every Reference Problem—Librarian Attends Teachers' Meetings—Individual Teachers and Pupils are Aided.

By Annie Spencer Cutter, *Head of School Department, Cleveland (Ohio) Public Library.*

Not long ago a history professor from an eastern college visited a school library. After talking with the librarian a few moments and looking around the room filled with boys and girls intent on books and magazines, he exclaimed, "Do you mean to tell me that pupils like to come to the library? They really look," he added incredulously, "as though they enjoyed it, and they certainly are working hard." The librarian's reply: "They are eager to come and they do work hard," was the answer for her own library, but it applies equally well to all well-organized school libraries. This man's antiquated idea of the school library as a musty storeroom for stupid books no longer exists.

The Milford School Branch of the Cleveland Public Library—to be described briefly to show how one grade-school library serves teachers and pupils—is in a neighborhood largely Bohemian, German, and Hungarian. It is primarily for the teachers and pupils of the school, but to a certain extent serves the community also. The name "School Branch" is significant. The library is *in* the school, not merely there for its local habitation, but in and of the school as part and parcel of its daily life. As a branch of the public library, the resources of the main library, through the triweekly delivery to the school, are made available to teachers, pupils, and the community. The parents, however, for the most part, use the library vicariously.

Teacher and Librarian Cooperate.

Successful reference work requires a definite contribution by the three people involved in every school reference problem—a clear statement on the part of the teacher of the information wanted, the proper assembling of the material by the librarian, and the intelligent use of that material by the pupil. At Milford, the teachers talk over their topics for special problems with the librarian in advance of the time when the books are needed, and she then reserves books for short loan and gets additional material from the main library. She attends teachers' meetings and is familiar with the courses of study for all subjects taught in the school. Without the understanding of school needs thus gained, the librarian could not make her library the integral part of the school that it is.

Both teachers and librarian realize that by the intelligent use of the library children will grow in their knowledge of books outside their textbooks; in their ability to use books for research; in appreciation of books for pure enjoyment. One of the greatest aids to the right use of the library is the instruction given the children by the Milford librarian in the care and make-up of books and in the use of the dictionary, encyclopedia, other simple reference books and the library catalogue. This instruction is given to classes in the schoolroom and to small groups in the library.

Variety in Reference Work.

The reference work is varied, not only in the content of the questions asked but in method of handling. The children come to the librarian for help as individuals; as small committees under the leadership of one of their number chosen as chairman, whose duty it is to assign the topics; as a class with their teacher. Small collections of books on special subjects are sent to the teacher for use during a supervised study hour. Much individual work is done with the southern European child, who lacks the Anglo-Saxon push and initiative.

For the personal needs of the teachers magazines and recreational books are furnished by drawing upon the main library, as also for the material used by those teachers who are taking extension courses. For the children story hours are held occasionally in the schoolroom and regularly in the library. Stories are also told in the parochial schools of the neighborhood and small collections of books are loaned to the Sisters.

The younger children come regularly to the library to draw books during school hours. This decreases the afternoon rush and makes it possible to give the individual more attention.

From time to time talks are given to the older pupils on special subjects such as "The library as a vocation" and "The history of the printed book." The librarian also talks to the Mothers' Club at such times as Christmas and during Children's Book Week, with encouraging results.

Before the reference work became too heavy through the socialized recitation and project method of teaching, the librarian conducted a dramatic club which opened up a new world of thought and imagination to a group of slow-thinking and stolid little girls.

The details of the problems in another school may differ, but in all school libraries the aim of each librarian is the same, to make the school library bear a definite and practical part in the education of the individual child.

SURVEY OF NEW YORK CITY SCHOOLS.

Forty-eight experimental schools will be established as part of the general survey of the New York City school system, directed by William L. Ettinger, superintendent of schools. The experimental schools will be established by a committee on grading and course of study, which will remodel one school in each of the city districts, recasting as may be needed the class organization, the course of study, the mode of promotion, and other matters, so that by the close of the school year each district can use its own experimental school as a pattern to visit and study.

Besides the committee on grading and course of study, committees have been appointed to study high schools, junior high schools, and continuation schools, vocational and industrial work, and the workings of the compulsory education law. In the course of the survey the committees will study such problems as congestion in the schools, the effect of part-time schedules, classification of pupils, and holding power of the school organization.

Insurance and related topics will be taken up in a group of courses given by Columbia University in cooperation with representatives of large insurance companies. Fire insurance, marine insurance, life insurance, workmen's compensation insurance, and insurance will each be the subject of a series of courses.

LIBRARY SYSTEM FOR GREAT BRITAIN

(*Continued from page 1.*)

them, but when they tried to set up a plan by which books could be distributed to rural districts from a county center, they encountered difficulties, because at that time county authorities were not empowered by law to act as library authorities and could not use the public money to maintain a library as municipalities did. The trust could not undertake to support libraries permanently, but on account of the great need existing in the rural districts, it established libraries in certain counties and promised to maintain them for five years, with the understanding that if statutory powers should be granted the counties would accept responsibility for their future maintenance. These powers were granted in 1919. Since then the trust has been widely extending the rural distribution system, under which books are owned by a county center and sent out in boxes to the villages in the vicinity. The trustees have promised to provide the capital outlay for every county which has not yet established a library under this plan.

No New Buildings at Present.

The trust money has been largely devoted to buying books, shelves, boxes for transportation, etc., for new buildings have been almost an impossibility. Last year the urgency of the housing problem caused the Government to oppose any building of libraries, and although the ban has been partly lifted this year, the cost of building is still prohibitive. The only new building for library purposes completed during the past year was the library extension of the London School of Economics. Although the building shortage has prevented the establishment of new municipal libraries, it has had little effect upon the extension of the county plan, for a county center does not need a building of its own.

Using only a small storeroom and office, generally supplied by the county education authorities, the county librarian sends out packages of books to the villages in the vicinity. Most villages use the schoolhouse as the distributing center, and the teacher receives the books from the center, gives them out, and returns them to the county librarian when the time has expired. By this arrangement a great deal of expense is saved, for the teachers have been willing to do this work without pay, finding the use of the books sufficient reward. The personal influence of the teacher has much to do with making the library popular the trustees have found. Sometimes school children carry the books home to their parents, and when the books have been read by everybody in the family the children return them to the school.

Some centers set up a small students' library of standard works and lend these to individual students who apply for them.

Most Economical Form of Library Work.

The plan of distributing books from a county center to various villages is considered by the Carnegie trustees to be the most economical form of library work for rural districts. Innumerable derelict village libraries all over the country testify to the fact that it is impracticable to support a library on the city plan in a small community, says the report. It would be wasteful to set up and maintain a library in every village, even on a smaller scale than a city or town would require, for the small circulation of each book would make the cost far too high in proportion to the number of readers. On the other hand, when a library book is circulated among the people of a whole county it is read often enough to make its purchase worth while and to make the cost of the library as a whole comparatively low. Thirty-nine counties have adopted the plan.

On account of the small amount of money necessary to administer the county plan, several towns have adopted it to supply outlying districts. Some of the smaller towns which were prevented by the building shortage from having libraries of their own have contented themselves with taking part in county schemes along with other communities.

To transport the books to and from the county library motor trucks are more and more used. Formerly the packages were sent by railroad, a practice which was satisfactory for rural centers near railroad lines, but it required an extra carrier for centers far removed from railroads, with increased expense. By use of a hired motor truck the collector can go to 20 schools a day, receiving the old boxes and delivering the new ones. Less wear is caused on the containers by the motor than by the railroad, and some centers hiring a truck have been able to use bags instead of boxes, thus saving expense. Where a truck is available the librarian can easily visit the schools and keep in touch with local conditions. One county has purchased its own truck, which carries 1,500 books on shelves instead of in boxes, and each village librarian selects his share on the spot. Books have been sent to the island of St. Kilda by a trawler.

Source of Librarians Provided.

Capable all-around young librarians are sought by the trustees to encourage the movement for adult education now spreading. To help fill the demand for competent librarians the Carnegie Trust has founded a school of librarianship at University College, London, contributing £1,500 a year for five years. Many of the students are college graduates, and it is hoped that the school may some time become mainly a graduate school.

With the development of plans for adult education, the demand is growing for advanced books on various subjects. The cheaper textbooks are obtainable at the county libraries, but there are not yet enough borrowers of the more expensive books to make it worth while for county libraries to pay for them. To supply students throughout the country with such books the trust has established the "Central Library for Students" at London, and has granted £1,000 a year for six years to buy special and technical works, as well as £6,000 to house them. The plan grew out of the needs of the Workers' Educational Association and the University Extension Classes. Any student living in an area served by a county library may apply to his librarian for a book which is not in the regular county stock, and the librarian will borrow it from the central library. The reader may keep the book for three months, paying only the cost of sending it from London and back again. Several counties have borrowed more than 100 books in the year, which would have cost about £100. Since the transportation of all of them cost not more than £10, it is clear that the central library is a great economy to the students.

Libraries for Merchant Vessels.

An experiment in connection with the central library is the provision of ships' libraries for the crews of British merchant vessels. For administrative expenses for the first three years a grant of £1,000 was made. The books are in great demand, and the big shipping lines are making increased use of the service. Another undertaking of the central library is the establishment of a nurses' library in the headquarters of the College of Nursing, London. New library buildings for the department of household and social science, King's College for Women, have been begun after a long delay.

SUGGESTIONS FOR AN ARMISTICE DAY PROGRAM.

By JULIA WADE ABBOT.

[To be read in connection with "Celebrate Armistice Day" on page —.]

High School.

Subject: Arbitration.

"Peace hath her victories
No less renowned than war."—Milton.

Review Washington Conference on Limitation of Armaments.

A list of references on the Washington Conference may be secured from the Bibliographical Division of the Library of Congress, Washington, D. C.

The following list of articles is merely suggestive:

American Review of Reviews, New York.
New diplomacy of good-will. A. M. Low. Vol. 65. p. 155–7, February, 1922.

Current History Magazine, New York Times, New York.
Final fruits of the Arms Conference. Vol. 15. p. 986, 1034, March, 1922.

Harper's Monthly Magazine, New York.
Christmas and the Conference at Washington. Vol. 144. p. 125–28, December, 1921.

Independent, New York.
Conference of friends, not a mass meeting. Vol. 108. p. 302–3, March 25, 1922.

Literary Digest, New York.
America's new triumph. Vol. 72. p. 16–17, February 18, 1922.
Christmas as a day of prayer for disarmament. Vol. 71. p. 28–29, December 24, 1921.

Outlook, New York.
Conference of renunciation. E. H. Abbott. Vol. 130. p. 292–3, February 22, 1922.
Strategy of peace. E. H. Abbott. Vol. 129. p. 678–80, December 28, 1921.
What can the taxpayer hope from the conference. W. B. Swindell, jr. Vol. 129. p. 388–90. November 9, 1921.

Burke's Speech on Conciliation.

Selections from Washington, Jefferson, Lincoln, Clay, etc.

Junior High School.

Subject: Heroes of Peace.

"Train the minds and hands of children to attack the enemies of health and happiness and usefulness. Enemies such as these are not peculiar to one nation. They are the common scourges of mankind. Train the peace army. Train the children to serve people. Send them out to conquer the ills of mankind. Send them out to divine the forces of nature and bend them to service, to the relief of suffering man. Then the divided and struggling world of men will come together, and man's adventure will become a blessed, happy thing."—Angelo Patri.

Stories of the Lives of Lazear, Father Damien, Pasteur, Thomas Edison, etc.

References:
The Roll Call of Honour. Quiller-Couch. New York, Nelson & Sons.
Heroes of Progress in America. Morris. Philadelphia, Lippincott Co.
Heroes of Today. Parkman. New York, Century Co.
Light Bringers. Wade. Boston, Badger Co.
Heroines of Service. Parkman. New York, Century Co.
Golden Rule Series. Sneath, Hodges, Stevens. New York, Macmillan Co.

Intermediate Grades.

Subject: Careers of Danger and Daring.

"Not in clanging fights and desperate marches only is heroism to be looked for, but on every railway bridge and fireproof building that is going up to-day. On freight trains, on the decks of vessels, in cattle yards, and mines, on lumber rafts, among the firemen and the policemen, the demand for courage is incessant; and the supply never fails. There, every day in the year somewhere, is human nature in extremis for you."—*William James.*

References:
Everyday Heroes. From St. Nicholas. New York, Century Co.
Careers of Danger and Daring. Moffett. New York, Century Co.
Famous Frontiersmen. Johnston. Garden City, N. Y., Doubleday, Page & Co.
A Book of Discoverers. Synge. New York, Putman Co.

Primary Grades.

Subject: The Children of Other Lands.

"You have curious things to eat,
I am fed on proper meat;
You must dwell beyond the foam,
But I am safe and live at home."
—*Stevenson.*

"The world is our home. It is also the home of many, many other children, some of whom live in far-away lands. They are our world brothers and sisters."—*Carpenter.*

Flags, songs, folk dances and costumes of the nations that participated in the Washington Conference.

References:
Around the World with the Children. Carpenter. New York, Amer. Book Co.
Seven Little Sisters. Andrews. Boston, Ginn & Co.
The French Twins. Perkins. Boston, Houghton Mifflin Co.
The Japanese Twins, etc. Perkins. Boston, Houghton Mifflin Co.

Supplementary Material.

Poems of Whittier, Lowell, Holmes, Whitman, Tennyson, Kipling, and other poets.

Selections from The Golden Key and The Golden Deed of The Golden Rule Series. Sneath, Hodges, & Stevens. New York, Macmillan Co.

Selections from Heart of America Readers. Nicholson. New York, Scribner's Sons.

ALL MEN ARE EQUAL—BEFORE THE LAW.

Many of us have suffered as individuals because of fallacies which have pervaded our public-school system. One of these is a false theory of democracy—"When God failed to make all individuals equal, let popular education endeavor to make up the deficiencies, and make them equal." False democracy has succeeded in bringing down the more able to the level of the less.

Application of exact measurements have shown differences of fifty-fold in native abilities. We have wrongly judged in terms of output and tried to make all alike. Scientific measurements show significant differences. These individual differences are especially significant for the vocational guidance movement, in which you are concerned with the adjustment of the individual to the demands of life.—*Dr. Carl E. Seashore.*

SYSTEMATIC INSTRUCTION IN THE USE OF BOOKS.

Each pupil in the Schenley High School, Pittsburgh, is given systematic instruction in the use of books and libraries as part of the required work in English. The program is carried out by means of lectures in the English classroom, with class discussions and practical problems which are related as far as possible to other class studies and worked out in the school library or in any of the Carnegie libraries in the home districts of the pupils. This instruction has brought about a closer relationship with the teachers and a new interest in the library among the pupils.—*Clara E. Howard, Librarian.*

ART STUDENTS AND THE LIBRARY

"Artistic Genius" the Result of Hard Work—Study of Books and of Prints Plays Important Part in Development of American Artists.

By Jessie L. Ferguson, *Assistant Librarian, Ryerson Library, Art Institute, Chicago, Ill.*

There is a general impression among people who know little or nothing of the foundational technique required in the creation of a work of art that genius is inborn, and therefore an artist has no need of teachers, schools, and libraries.

It is a well-known fact that in the annals of art there are the names of men and women of genius, who, unaided consciously by outside influence, have achieved fame. On the other hand, it is equally true that in the life stories of the greater number of the world's artists there is usually found the statement that this artist was a pupil of Leonardo, another was influenced by Velazquez, and others studied in the schools of Reynolds, or Gérôme, or Chase.

Among American artists of to-day a large number of the names of those whose works are most admired, and who receive prizes at exhibitions both in this country and in Europe, figure in the roster of the alumni of the school of the Art Institute. This school is the largest of its kind in the world. Its students come from every section of the United States and from many foreign countries. The school and the library of the Art Institute work together in closest cooperation.

Art Students Demand Illustrations.

In academic school libraries students require books on history, science, or literature chiefly for their subject matter. In an art library there is also a demand for illustrations. The student desires to study not only the technique, methods, and composition of a given artist but also illustrations of his work. By study and comparison of the works of many artists in time he learns to develop ideas of his own for expression in some art form. No illustration is thrown away unless there is another one available.

In addition to the main catalogue of the library the art magazines and some books are analyzed both for illustrations and for articles on special art subjects. Scrapbooks are filled with illustrations on particular subjects much in demand, such as ships, trees, cats, babies, butterflies, and pirates.

Sometimes the pupils are given problems requiring details which are not to be found in the card catalogues nor scrapbooks. For example, the course in interior decoration includes the study of walls, ceilings, floors, windows, doors, furniture, tapestries, and many other items, all of which are considered from the viewpoint of their style in the different periods of design in the several countries. Instead of finding these details in the general reference books the students are required as far as possible to obtain their material from reproductions of paintings by contemporary artists, the only process which insures against anachronisms.

Contemporary Paintings Show Flemish Interiors.

One of the problems in this course was a detail of Flemish domestic interiors of the fifteenth century. Among the names of the Flemish painters of that period, as listed in a general outline of the history of painting, were found those of the Van Eycks, Memling, Rogier Van der Weyden, Bouts, and the Master of Flemalle. The works of these artists were then searched for pictures showing interiors. A few excellent examples were found. One painting showed a fine ceiling, another a tiled floor, and yet another a doorway or a window.

For Italian interiors of that same period, the paintings of Carpaccio, Ghirlandajo, Crivelli, and others were studied.

For French costume of the eighteenth century, the works of Boucher, Fragonard, and Watteau and the French color engravings of that period yielded a wealth of material.

Cruikshank's illustrations of Dickens furnished interesting examples of English costumes of the early nineteenth century.

Motifs and color combinations found in the many kinds of textiles, in jewelry, embroidery, laces, basketry, wallpaper, and the countless other modes of artistic expression practiced by the peoples of the world in the adornment of themselves and their homes—all these things are subject matter for the student of design.

Students in sculpture need examples of fountains, statues, sundials, or whatever may be their particular problem in modeling.

Architectural students make daily use of standard books on their subject and the allied subjects of landscape gardening and city planning. Indeed, an architectural school without a library can not possibly offer that training which enables an architect to be an artist in his line.

A large number of the public who come daily to the Ryerson Library is composed of artists who, though they may be established in some line of artistic production, continually turn to the library as the fountainhead of inspiration.

The art library has a special call to the art lover, whether he be an art student, a connoisseur, or a member of the National Academy. For there may be found reproduced the masterpieces of the great artists of the brush, the chisel, and the etcher's needle, and there, too, the stories of the equally skilled though less known workmen in the so-called minor arts, among whom every artisan was an artist.

SUPPLIES PICTURE COLLECTIONS TO SCHOOLS.

Steps in the production of bread from the growing of wheat to the finished loaf are illustrated in one of the picture collections kept by the Buffalo (N. Y.) Public Library for the use of the schools. Coal mining, sheep raising, and dairy farming are among the subjects of collections borrowed for use in many classes. These sets of pictures are loaned free to any teacher in the city or its neighboring towns. They cover a large number of subjects, suitable for every grade from the kindergarten to the high school. Fairy tales and nursery rhymes illustrated by such artists as Jessie Willcox Smith are popular in the lower grade. "A Seven Little Sisters" group, showing the life of the various races of men, has been so much in demand that the library has had to get more copies of these pictures.

Clippings from the National Geographic Magazine, showing land and water forms in all parts of the globe, are used in many geography classes. History pictures are divided into periods. These pictures supplement the textbooks for classes studying such topics as the discoveries and explorations, or the American Revolution, or the World War. Foreign children, whose deficiency in English sometimes handicaps them in learning, are especially benefited by the use of these collections.

In one county in Washington there is no illiteracy at all. Examination of the county last spring showed that there were only nine persons who could not read or write, and an illiteracy committee undertook to teach these persons. By the Fourth of July they were no longer illiterate.

FREE LIBRARY SERVICE TO RURAL SCHOOLS

Remote Schools in California Mountains Have Library Service That Surpasses Many City Schools—Service Not Confined to Books.

By Mrs. May Dexter Henshall, *School Library Organizer, California State Library.*

California county free libraries were designed primarily for community service for all parts of a county not served by public libraries. They proved so workable for community purposes that those interested in better school library service saw in the county library an institution that could revolutionize the school libraries.

State Funds Provided School Libraries.

The county library tax levied by the supervisors is for community service, but this in no way hinders the plan for service to schools, as California laws provide for school library funds. In rural elementary schools the library fund ranges from $25 to $50 a teacher. In elementary schools located in cities the law provides a library fund not to exceed 80 cents a child on average daily attendance. High schools provide for library funds in their annual budgets, but no definite sum is required by law.

Boards of school trustees or city boards of education may contract with a county library for school library service. When a contract is signed the school superintendent transfers the library fund of the school districts that have joined the county library to the county library fund. If 60 schools join a county library and each transfers $50 each one of the cooperating districts will have access to $3,000 worth of new material, and in addition have access to everything in the county library community and school collections. A certificated county librarian then becomes responsible for the library needs of the schools.

County Library Doubles Service.

The service a county library can give a school the first year it begins giving school library service is at least double what the school can obtain if operating independently. As the school collection grows the service increases. Everything sent to a school remains there as long as it is needed but is returned to county library headquarters when its usefulness in that school is ended. Maps, globes, charts, and reference books are seldom returned to the county library unless they need to be repaired.

Supplementary books for classroom and home reading for the children are provided to suit the teachers' desires and the varying tastes of the pupils. As the central school library increases in size service along other lines than books and apparatus is given. The little school paper Current Events and magazines like Popular Mechanics and National Geographic are among the subscriptions sent to each school. Stereoscopes are furnished the schools and stereographs are circulated to illustrate the lessons in history, geography, literature, and other subjects.

Many other pictures are furnished for classroom use. In some schools picture frames with detachable backs are provided by the trustees, and the county librarian circulates copies of the world's great masterpieces. The pictures are accompanied by pamphlets giving information concerning them. By this means children become familiar with the best in art and nature. One county librarian has started circulating films to schools equipped to show them, but such service is in the experimental stage.

Teach Appreciation of Music.

Many schools have music machines, and the county librarians are building up collections of educational music records to teach appreciation of music and to correlate with the subjects taught in school. One county librarian is circulating music rolls to schools and community centers having player pianos.

The schools served range in size from tiny schools far out in the mountains or on the desert to the large ones in the valleys or in the towns. Some of the remote schools can be reached only by stage or pack train yet have a library service that surpasses many city schools. Over 2,100 school districts of California have joined county libraries. In 11 counties every school has joined the county library, while in the other counties most of the schools have joined.

California's aim in county free library service to schools is to have in each of the 58 counties of the State a large central school library within the county library filling the needs of the children in school and in the home and giving them such an appreciation of the value of a library that they will realize it is an institution to be used throughout life.

Training in foreign language studies is no longer prescribed for entrance to several schools at the Pennsylvania State College.

PREPARATION FOR TEXTILE TRADES.

Vocational School of Secondary Grade Develops General Industrial Intelligence and Trains Directly for Textile Work.

To prepare boys and girls directly for the textile trade, and to give them a foundation of academic and technical work, is the aim of the New York Textile High School. This school was organized more than two years ago in response to a united demand from about a dozen textile organizations of the city. It is a vocational school of high-school grade. The course of study is divided into two parts: The first two years are considered a preparatory course, intended to develop the pupils' general and industrial intelligence, and the last two years are devoted to distinctly vocational work. The first year's work is taken in one of the general high schools of the city, and must be completed before entrance into the Textile High School.

Work Specialized to Meet Students' Needs.

To meet the needs of the various branches of the textile industry, the vocational work is divided into such courses as general textiles, marketing of textiles, textile manufacturing and engineering, textile chemistry and dyeing, costume design, and applied textile design. The general textile course is planned for pupils who desire to enter the textile field but have not yet chosen a special branch. Such pupils receive a broad general training in the theory and practice of cotton, woolen, worsted, silk yarn, and fabric manufacture. The work includes such subjects as weave formation, analysis of fabrics, knitting, warp preparation and weaving, cotton yarn manufacture, silk yarn manufacture, chemistry, dyeing, and finishing.

Students who expect to enter the purchasing and selling branches of the trade take the course in marketing of textiles, and this is the most popular of all the courses. Emphasis is placed on the finished fabric, and the students are given enough knowledge of the process of manufacture to recognize the different values of various textiles.

The course in textile manufacturing and engineering aims to give training that will prepare young men to enter either the manufacturing or the power department of a textile mill and later to take responsible positions such as overseers and superintendents.

RURAL LIBRARIES AND RURAL SCHOOLS

County Libraries With Branches Established in Many States—Other States Maintain Traveling Libraries.

By JULIA A. ROBINSON, *Executive Secretary Iowa Library Commission.*

The need and value of books and reading for the young requires no defense. It goes without saying that there should be libraries available for their use. The only question is what books shall be included in the school libraries and how shall they be procured.

The reply may be made that all classes of books for the young desirable in a community library are desirable in a school library. In making a beginning the best should be selected in each class, and no class should be eliminated. Approved lists are available for making this selection.

Problem is Met in Settled Communities.

The library problem in our larger communities the country over has been solved by community-supported libraries free to all, supplying the schools with books to supplement their work and furnishing recreational reading for the pupils. In the larger cities branches and schoolroom collections bring the public library within the reach of schools at a distance from the central building. Many of the smaller communities have libraries, often inadequately supported to be sure, but giving access to books, nevertheless.

For the rural schools some other method of book supply must be found. The ideal might seem school libraries, but inadequate provision for their purchase and lack of appreciation on the part of school officials of their value leaves much to be desired in that direction.

Two other methods of supply seem better to fill the needs, for the present at least. One of these is the county library idea, which is developing more or less rapidly in many States. This plan contemplates a central library in each county supported by the county for the free use of the people of the entire county.

Branches Furnish Admirable Centers.

To make this possible, in addition to a central collection, branches and stations are placed at various points over the county, and schools furnish admirable centers for this purpose.

There should be a permanent collection of reference books in each branch supplemented by traveling collections from the central library of books for school use and recreational reading, exchanged at regular intervals by a book wagon traveling over the county, or in some other way. Thus the collections in branches and stations will always be kept fresh and up to date, desired books being supplied on request.

Such county systems are now conducted in many States and their number is constantly increasing. Information concerning their development in any State may be had by writing to the proper State library commission at the capital, or to the American Library Association, 78 East Washington Street, Chicago, Ill.

Many States Maintain Traveling Libraries.

The second method now in operation in many States and of great value where the county system has not been inaugurated is the State traveling library, supported by the State for the benefit of the people of the State who are without other library facilities. Books are sent by mail, freight, or express for a generous period of time when they may be returned or exchanged for other collections. A nominal sum, usually the cost of transportation, is the only charge.

In this way books are made available to rural schools and small communities which would otherwise be bookless. Information regarding the State traveling library in any State may also be secured through the State library commission, by which it is generally operated, or from the American Library Association.

IS YOUR LIBRARY ORGANIZED FOR EDUCATION?

The American Library Association believes that every student from the elementary school through the university should learn to use and appreciate books and libraries, not only that he may study to advantage in school but also that he may continue through adult life to benefit from the resources of libraries.

To accomplish this there should be a supervisor of school libraries in every State and Province, and a school librarian or supervisor for every school system—city, county, township, or district.

We therefore recommend as a minimum standard that there be at least one full-time school librarian for an enrollment of 1,000 elementary and high-school pupils.

Whether the school library supervisor or librarian shall be employed by school or library authorities, separately or jointly, is a matter to be determined by State or local conditions.—*American Library Association, Chicago, Ill.*

TEACHING CHILDREN THE READING HABIT

To Read Books is Far More Than To Read Print—Librarian Must Know Children and the Books Children Should Read.

By ANNE T. EATON, *Librarian Lincoln School of Teachers' College, New York City.*

The teacher of the third grade whose pupil said to her, "You have taught me the most wonderful thing in the world—how to read books," had given that boy more than the ability to read print. She had started him on the right road to become a possessor of the joys of reading. It remains for his later teachers and for librarians to see that he continues to travel this road.

If reading is to mean the magic of an adventure, those of us who deal with children and books must keep ourselves extraordinarily sensitive to the appeal made by certain books to certain children. Most boys would not, like Felix Fay, in "Moon Calf," come out readers at the end of a course of the Elsie books! By knowing children's books and the adult books which children should read, as well as the children themselves, we shall not run the risk of discouraging a prospective reader by presenting and urging a wrong book at the wrong time.

Schools with school libraries have here an advantage over those which can furnish only a list of titles to be procured somewhere and read. The modern school will doubtless more and more frequently add to its equipment a library, which, under a certain degree of supervision—a supervision of friendly interest and comradeship rather than mere supervision—will take the place of "required reading lists." The school library can offer, better than the book list can, an attractive assortment for different types of children, which will keep them real users and lovers of books.

The small boy's comparison of two school libraries which he had known: "I like this one better, the other has more books in it, but this library has *got* more, somehow," expressed his appreciation of the attempt to provide for many different tastes.

By knowing books ourselves and by studying children's tastes at different periods; by making reading a reality in children's lives through finding books that appeal to many different types of children, we shall teach them the reading habit and help them find "the magic of the adventure of reading."

SPECIAL CARE FOR SUFFERERS FROM CARDIAC DISORDERS

Instruction is Subordinated to Medical Treatment for Children with Weak Hearts in New York City Schools—Exercise Appropriate to Condition is Encouraged—Precautions Are Taken to Prevent Overexertion.

To regard the child first as a patient and then as a pupil is the spirit of the classes conducted for children suffering from cardiac disorders in New York City schools. These children when they belong to regular classes generally lose a great deal of school time on account of frequent and long illnesses, and they find it hard to make up the work in the short periods in which they are able to attend school. Special classes give these children a relaxed curriculum, relieving them of the mental and physical strain of trying to keep up with children in normal health. In these classes the children have the advantage of longer hours of care and supervision, rest periods, physical training according to individual needs, and attention to diet, clothing, and everything that influences their physical condition.

The children arrive at the school between 8.30 and 9 o'clock and remain until 5, the time after 3 being spent in rest and recreation. Only about four hours a day are devoted to regular school work, for the authorities believe that these children should be permitted to take a longer time to complete the school course than normal children. The same work is given as in ordinary classes, but to prevent strain and overwork the course is given more slowly. Vocational courses are given to prepare the pupils for some method of earning their living suited to their handicap.

Supervise Indoor and Outdoor Play.

The practice of keeping the children under supervision for eight hours a day giving them open-air and indoor recreation tends to keep them off the streets, where they would be likely to attempt to exercise as violently as physically superior children and thus undo the benefits of many weeks of careful treatment. Parents generally have not the time to see that the child keeps within his strength, and sometimes they insist that he stay quiet all the time, thus denying him necessary recreation.

Daily medical inspection is given every child in these classes, and temperature is taken twice a day. A child with a temperature of 100 degrees or more is not allowed to take part in any activities. If the high temperature is discovered during school hours, the pupil is permitted to rest in school for the remainder of the school day. If the increased temperature persists until dismissal time, the pupil is instructed to remain in bed at home the next day. The nurse calls at the home the next day and the child is not allowed to return to school until his temperature has been normal for 24 hours. During the time he remains away from school the special cardiac clinic arranges for proper care either at home or at a hospital. By careful watch of conditions the school keeps track of each child and can often prevent a serious attack with great loss of school time.

Plenty of Sunshine and Fresh Air.

Classrooms are generally corner rooms with plenty of sunlight and fresh air, not higher than one flight of stairs, near an exit and with easy access to the playground. Well-balanced lunches are served, and hot drinks when necessary. Warm underwear, sufficient number of hours of sleep at home, good mouth hygiene, protection against stormy weather, etc., are insisted upon. Parents are urged to cooperate in preventing children from overworking at home.

As a result of all these precautions the health of the children has improved and, as a consequence, their attendance and school progress. For example, 11 children in Public School No. 75, who had lost 265 days during the term preceding their admission to the special class, lost only 55 days in their first term after admission, a gain of 19 days for each child. Frequent reexaminations are given to determine when a pupil may be returned to the regular grades.

To care for school children who need more constant supervision than the special class can provide, "cardiac homes" have been established by such organizations as the Public Education Association with the cooperation of the board of education. The Mineola Cardiac Home accepts both boys and girls of school age. As a rule, it is required that children be free from remediable defects such as decayed teeth, diseased tonsils, etc., so as to get the full benefit from the home. Most of the children were too ill to attend their regular school when admitted, but after some days of treatment many were able to take part in the school work given in the home. Pupils in the home are on the regular city school register, the group being considered an annex to Public School No. 64, Manhattan, which has several other "cardiac classes."

Each child upon admission is tested to find out just how much physical exercise he can take. As improvement develops he is permitted and encouraged to do more vigorous work. Outdoor gardening is taken up because it stimulates interest and develops perseverance and endurance by requiring sustained exercise. Croquet, handball, pushball, and baseball, as well as walking and dancing are encouraged. Such occupations as quiet games and basketry are taught that the children may have some form of entertainment which will divert them when more energetic exercise is forbidden. The idea of all the special instruction is to teach the children to do whatever is within their capacity rather than to prohibit action.

SPEND HALF TIME STUDYING ENGLISH.

Foreign-born children in public school No. 12, of Buffalo, are taught English for half of every school day, spending the other half in their regular classrooms. Many children have done the work of several grades in European schools and are proficient in most of the work, but on account of their lack of English must be assigned to a low grade with children younger than themselves. To help the foreign-born children learn enough English to allow them to take their places with children of their own ages, the school has established the special class. Promotions are made every two weeks and with this incentive the children work hard.

As their English improves they are able to take part in the regular recitations in the class to which they are assigned, and before long they can be placed in the class where they really belong. Teachers say that children who have had the special work speak better English after six weeks than some who have been in the regular grades for two years without extra help. Some children have been able to rise through four grades in eight weeks. The removal of pupils who are greatly over age from the lower grades is found to be a good thing for the younger children who belong in those grades as well as for the older foreign-born children.

THE LIBRARY'S PART IN TEACHING HISTORY

Thorough Understanding Between Teacher and Librarian is Essential — History Teacher Should Share in Selection of Library Books—Assignments Definite.

By Ella S. Morgan, *Librarian Lincoln High School, Los Angeles, Calif.*

"Effective history teaching is impossible without an adequate supply of collateral reading material," states a recent committee report of the Mississippi Valley Historical Association, and library and librarian are the necessary complements to text and teacher. For the successful functioning of this combination there must be understanding each of the other's work, and in addition a willing cooperation. The librarian can not cooperate fully unless she understands what the teacher is trying to impress upon her pupils. A few practical suggestions on combining the teacher's and librarian's efforts are offered.

Books Analyzed for Card Catalogue.

If the history teacher is willing to adopt a plan of short and frequent reading assignments, books may be restricted for home use to overnight, giving many more pupils a chance to use the same volume. To obtain the maximum from them, books should be analyzed and suitable readings included in the card catalogue; the librarian calls these "analytics." Much otherwise hidden material and many a choice bit from books not classed as histories will be brought to light permanently. Cooperation of the teacher with the librarian in this work is especially valuable, for the teacher's choice of analytics will fit the particular needs of her subject, expanding and stressing where desirable, and adding new viewpoints. Her personal knowledge of them enables her to recommend readings fitted to individual pupils, assuring far greater interest and enthusiasm. Incorporated in the card catalogue these history topics become a permanent contribution to the school, making available so much additional material that the number of volumes is virtually increased.

Select Library Books with Care.

The history teacher should actively share in the selection of library books. Beside the various historical and other magazines publishing reviews of new books, the American Library Association Booklist and the Book Review Digest may very profitably be consulted for evaluations of new titles. It is most desirable that the latest and best be added to the history collection; often a personal examination seems the only safe plan. Much duplication of titles is seldom advisable, having a tendency to reduce collateral reading to a purely mechanical process and losing to the pupil those desirable by-products, a feeling for research and literature.

Through her class contact with pupils the teacher can aid in collecting other history material, no less valuable because inexpensive or free. The pupil who is taught to see a possible addition to the picture collection in an advertisement and the value of a newspaper item for the clipping file has learned a valuable lesson. His interest in the museum exhibit case is greatly increased if he has been the means of an interesting loan to it.

The librarian should simplify rules, catalogue, and classification; arranging books to meet the needs of the teacher, so far as compatible with a reasonable uniformity with the public library. It is desirable that the familiarity with the school library render easy the use of the public library. The teacher's assignments should be definite and clear, so that pupils may lose no time in getting needed material. Discouragement to the point of blunting future effort results when pupils are sent for material not in the library, and questions of obscure fact requiring much search on the part of the librarian have no value for the pupil.

VETERANS' BUREAU NEEDS RECONSTRUCTION AIDES.

Reconstruction aides and assistants in occupational therapy and physiotherapy are urgently needed at the hospitals of the Veterans' Bureau in connection with the rehabilitation of disabled soldiers, sailors, and marines. The United States Civil Service Commission will receive applications for these positions until further notice. Both men and women are admitted to examinations. Applicants are not required to report for a written examination, but are rated upon their education, training, experience, and physical ability. Full information concerning salaries and requirements, and application blanks, may be secured from the United States Civil Service Commission, Washington, D. C., or the board of civil service examiners at the post office or customhouse in any city.

A GRAMMAR SCHOOL HEALTH CITY.

Children Have Full Organization For Maintaining Health Rules—"Little Mothers' League" and "Growth Class" Aid in Arousing Interest of Pupils.

By Edna L. Hammer, *Public Health Nurse, Uvalde, Tex.*

One of the most interesting things accomplished is that of the "health city" in the grammar part of the high school, which consists of four grades. The children have their own mayor, judge, and sheriff, two aldermen from each ward (room), one of which is a girl and one a boy, their ward health commissioner, and as many street inspectors as there are streets. Those failing to comply with the health rules are tried; the first offense is punished by a reprimand; the second, by loss of some privilege; the third, by loss of citizenship. We have had one trial which was most interesting.

Another new feature added this month is that of the "little mothers' league." One class is now held every other Saturday and by the end of the coming month there will be two more. The children take great interest, and the minutes as written and read by the secretary are well worth hearing. A publicity chairman sees that a weekly article reaches the local paper concerning the meeting.

A third feature is that of the "growth class" for the schools as a whole, which was organized the middle of the month. The teachers read to the children "The Story How the Fairy's House Was Built," and the three lower grades are constructing the house.

There has been a large amount of sickness in the city. I have had, among others, two typhoid and three pneumonia cases. The first time I undertook to bathe one of the latter, the father of the patient became most excited and rushed to the doctor and told him, "The nurse washed his feet and they will not get warm, and he is worse." Now, the patient is bathed daily, and his parents have learned that a bath will not kill him. The typhoid patients were Mexicans, and when I told all the well ones they should take the serum, they thought I meant to be vaccinated, and for one hour I had my hands full explaining. I left them all in a fine humor and they have taken the serum. Last night the mother came and brought another Mexican to join the Red Cross, and thus we have two more members.

NEW BOOKS IN EDUCATION.

By John D. Wolcott.

Bobbitt, Franklin. Curriculum making in Los Angeles. Chicago, Ill., The University of Chicago [1922] 106 p. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 20, June, 1922.)

Describes the work now going on in Los Angeles in the reexamination of current courses of study in junior and senior high schools. The subject is presented for the purpose of arousing discussion of the method in order to improve it, and also to make a contribution to the formulation of a technique of practical curriculum reexamination and reformulation.

Cole, Thomas R. Learning to be a schoolmaster. New York, The Macmillan company, 1922. 60 p. 12°.

In this book the author, who is superintendent of schools of Seattle, relates some of his personal experiences in the teaching profession, for the information of those just entering the service.

Counts, George Sylvester. The selective character of American secondary education. Chicago, Ill., The University of Chicago [1922] xviii, 162 p., diagrs., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 19, May, 1922.)

What is the sociological and psychological character of the public high school population? This study undertakes to answer this question from data obtained by means of questionnaire cards filled in by pupils of public high schools in Seattle, Wash.; St. Louis, Mo.; Bridgeport, Conn.; and Mount Vernon, N. Y. The conclusions confirm what one might expect from superficial observation, namely, that although in theory free secondary education is provided for all it actually is enjoyed only by a highly selected group of pupils. The author also discusses the general problem of the extent to which public education of the various grades should be supplied for all in a democracy.

Cubberley, Ellwood P. A brief history of education; a history of the practice and progress and organization of education. Boston, New York [etc.], Houghton Mifflin company [1922]. xvi, 462, vi p. illus. (incl. maps) plates, ports., diagrs. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

In his presentation of the history of education, Prof. Cubberley introduces a record of world events and forces, which he judges have contributed materially to the shaping and directing of intellectual and educational progress. He writes a history of the practice and progress and organization of education itself, rather than a history of educational theory. The present brief volume is for the use of those who do not care to study the history of education in the detail given in Cubberley's larger work on the subject.

Gillette, John Morris. Rural sociology. New York, The Macmillan company, 1922. xii, 571 p. 8°.

A comprehensive manual of the study of social and economic life in rural communities and of rural social institutions, as the church and the school, to each of which an entire chapter of the book is devoted. The author expresses the view that "a national department of education would be the worthy agency of a great Nation to do for men's minds what the Department of Commerce does for trade and that of agriculture does for agricultural production." Some special features in rural progress, including community building, are also fully discussed in the volume.

National education association. Library department. Graded list of books for children, prepared by the Elementary school library committee of the National education association. Chicago, American library association, 1922. 235 p. 12°.

This general list of about 1,000 children's books for home reading, with annotations, is designed to meet the needs both of teachers and librarians. It is divided into the following three sections: Section A, picture books and easy reading books for grades 1, 2, and 3; Section B, for grades 4, 5, and 6; Section C, for grades 7, 8, and 9. A list of 60 reference books useful for the first nine grades is added, and the volume is equipped with full title and subject indexes.

Russell, Charles. The improvement of the city elementary school-teacher in service. New York city, Teachers college, Columbia university, 1922. 139 p. 8°. (Teachers college, Columbia university. Contributions to education, no. 128.)

The topics covered in this book are the rise and development of agencies for the improvement of teachers in service, the character of present-day agencies, the fundamentals of improvement, and a suggested scheme of improvement for a city. Under the second heading data are presented obtained from city school reports for 1911–1920 for cities having 20,000 or more inhabitants.

Sharp, Dallas Lore. Education in a democracy. Boston and New York, Houghton Mifflin company, 1922. 154 p. 12°.

The public school is as national as the American flag; it is also indigenous, originated in America to meet an absolutely new educational need. So asserts the author of this book, who champions the public school for all American children as against all kinds of private or exclusive schools. The public school educates for democracy and welds pupils of diverse origin together into a compact social body animated by the American spirit. The book restates our educational ideals—social, individual, and creative. Its style is that of the literary essay.

Smith, William A. The reading process. New York, The Macmillan company, 1922. xii, 267 p. illus., charts. 12°.

Snedden, David. Educational sociology. New York, The Century company, 1922. xii, 689 p. 8°. (The Century social science series.)

The chief function of educational sociology, according to the author, is the scientific determination of educational objectives. It also aids in adapting educational programs to various social groups which differ because of heredity, environment, and opportunities. The book aims to extend the educator's professional vision and to multiply and deepen his professional appreciations. In order to stimulate thought and inquiry, a list of "leading" questions for consideration is prefixed to each chapter. The author begins with a survey of general principles of sociology, and then proceeds to their educational application as the sociological foundations of education. Finally, the sociological foundations of the various school subjects are examined.

Strayer, George Drayton, and Evenden, Edward Samuel. Syllabus of a course in the principles of educational administration. New York city, Teachers college, Columbia university, 1922. 166 p. diagrs., tables. 8°. (Teachers college syllabi, no. 11.)

The fundamental principles of educational administration are outlined in this syllabus as given in a one-year course in Teachers' college, Columbia university, but are in a form adapted for use elsewhere also. The first semester work may be described briefly as covering the field of educational administration as determined by national, State, and county support, control, organization, and supervision. The outline for the second semester is from the standpoint of the local administrative unit. For each topic the syllabus presents an outline of the major problems, together with a selected bibliography.

Williams, Jesse Feiring. The organization and administration of physical education. New York, The Macmillan company, 1922. xiii, 325 p. diagrs., tables. 8°.

The historical development and point of view of modern physical education, guiding principles in organization and administration, objects, content, and material of physical education are discussed in the opening chapters of this book. A detailed analysis follows of administrative problems, with reference to departments of physical education in schools and colleges, the teaching staff and its supervision, school and college outdoor athletics, intramural athletics, municipal recreation facilities, and physical efficiency tests.

POWER OF CREATION AND OF REDEMPTION.

(*Continued from page 26.*)

adorning. When creation has been required, creation has appeared.

Redemption Through Sacrifice.

Along with creation has gone redemption, always through sacrifice. The power of good ultimately to triumph over evil has never failed. When western civilization was threatened by Attila, Rome and Gaul in common cause made that heroic sacrifice which redeemed all subsequent history. When later the followers of Mahomet imperiled Christianity, it was the Frankish hosts who saved it forever at Tours. Always the story runs the same. Whether it be necessary to meet the evil intent of Stuart kings or the liberty-destroying acts of a parliament inspired by a mad monarch, or to preserve a nation and rescue it from the curse of slavery, or to overcome the great delusion of world dominion, always there have been those who have made the supreme sacrifice by which these results have been accomplished. Always the cross and always the response. There is a power which moves resistlessly that justifies our faith.

There is scarcely any reliable authority which denies the right of the people to self-government, there is scarcely any dominion which denies obligation to the law of righteousness. Institutions of learning, organized charities, all of the forces of government and of religion, are making their ceaseless contributions to the unbought salvation of the world. The redemption goes on. The moral forces of the world are supreme.

Our Duty to Serve Civilization.

This is the civilization which intelligence has created and which sacrifice has redeemed. We did not make it. It is our duty to serve it. Education ought to assess it at its true worth. It ought not to despise it, but reverence it. If there be in education a better estimation of true values, it must be on the side of a great optimism. Under its examination human relationship stands forth as justified and sanctified. There is no place for the cynic or the pessimist. Who is he that can take no part in business because he believes it is selfish? Who is he that can take no part in government because he believes it is sordid? Who is he that can take no part in religion because he believes it is imperfect? These institutions are the instruments by which an eternal purpose is working out the salvation of the world. It is not for us to regard them with disdain; it is for us to work with them, to dedicate ourselves to them, to justify our faith in them. It is a high calling in which to be even a doorkeeper is better than to rule over many multitudes of critics and Philistines.

The great service which education must perform is to confirm our faith in the world, establish our settled convictions, and maintain an open mind. The heritage of all the past is neither mean nor insignificant. It is a high estate. The work of the world is neither undignified nor degrading. It lacks neither character nor nobility. It is the means and measure of all real manhood. It is truly the creation and the redemption. Those who are worthily engaged in it are ministers of a holy cause, priests of a divine imposition.

RECRUITING FOR SCHOOL LIBRARIANS.

Many of the letters coming to the Bureau of Education ask for information regarding the organization and administration of school libraries, and for lists of books to put in them. The call for librarians has become imperative, and the results are not always satisfactory. Not every first-class librarian is fitted for the work of school librarian. No superannuated teacher, broken down at his job, will answer, or is wanted. That idea has passed. What *is* wanted is the young, ambitious, scholarly type, either sex, not afraid of work, abounding in vitality, and full of "pedagogical pep." Bookworms? No! Save them for another kind of library altogether, the subscription kind, or the museums, but give the younger members of the clan to the school libraries. There should be a strong appeal in this particular branch of library work.

There are many seniors in high school, and many in college, as well, who are not interested in teaching, doctoring, nursing, and the like. Recruiting for school librarians might begin with them. Here are a few facts to consider: First, the field is open, with a constant need for first-class, college-trained, library-schooled recruits. Second, the conditions are not hard to fill as to hours of labor, age requirement, personal and educational qualifications. Third, competition is not as keen as in some other lines of library work. Fourth, salaries are fair, and are improving. The same battle that is waging for teachers' salaries is being fought in the library profession, and the outlook seems brighter. And lastly, the clientele is most interesting.

With this increased activity in installing libraries in the schools, high, elementary, rural, and normal, and in placing in charge of them trained librarians, there is still another need—the need of supervision. In some instances the State department of education employs trained librarians to supervise all school libraries in the State. In other States the high-school inspector does the work of inspection and supervision, and in still other States the State department of education and the State library commission cooperate in carrying on the work. The school libraries are standardized under this supervision, and the librarians employed are of a higher grade and more uniformly efficient.

There are good library schools in every section of the country, New York City Public Library School; New York State Library School, Albany; Pratt Institute Library School, Brooklyn; Simmons College School of Library Science, Boston; Drexel Library School, Philadelphia; University of Illinois Library School, Urbana; Wisconsin University Library School, Madison; Library School of the Carnegie Library, Atlanta, Ga.; University of Texas School of Library Science, Austin, and a number of other very good training schools, bringing splendid opportunity for training within the reach of almost every community. In the training schools, vocations within the vocation are tried out with the students, and the special type of library work they are most interested in or best fitted for is given them; in this way there should be no misfits.—*M. R. McCabe, Assistant, Bureau of Education Library.*

CANADIANS MUST STUDY PROVINCIAL HISTORY.

Canadian history should be studied by Canadian boys and girls throughout their school course, according to local school authorities in the Province of Ontario. Although the minister of education of the Province has ordained that the subject is no longer necessary for university entrance, and is therefore not compulsory above the first two years of the high school, many of the schools will continue to make the subject compulsory in all courses except those for university entrance. One school which is removing the study from the fourth year of the high-school course will establish a review course in history to strengthen the impression made by the work of the first three years.

Better teaching of English in French-Canadian schools is urged by the French press of Quebec.

THE SERVICE OF A PUBLIC LIBRARY TO TEACHERS.

Pedagogical Library of 5,000 Volumes Arranged to Be Immediately Available—Special Interests of Individuals Are Remembered—Teachers of City Are Encouraged to Read and Do Read.

By FAITH E. SMITH, *Principal, School and Teachers' Department, Los Angeles (Calif.) Public Library.*

Suggestions to teachers who are preparing for a city examination; bibliographies on school finauce, surveys, junior high schools, Americanization, for superinteudents and supervisors; advice to teachers who are buying children's books; assistance in forming the courses of study; supplying aids to teachers who have changed from the third grade to the first grade, or froiu Latin to mathematics, aud to young college students who are assigned to rural schools for their first experience in teaching, lending books to principals which will give to their teachers new visions and new ideals of education—these are a few of the ways in which the school and teachers' department of the Los Angeles public library attempts to give to the children of the schools the best results of educational experiments throughout the country.

Comprehensive Pedagogical Library.

The Los Angeles public library provides a professional library of 5,000 books and as many pamphlets of strictly educational literature for the teachers and university students of the city. There are also magazines, clippings, and other printed and typewritten matter ou educational methods, courses of study, project curriculum, mental tests, vocational education, religious and moral education, school and college catalogues, publications of the United States Bureau of Education, and of State and city boards of education. These are so arranged by class number on the shelves, in boxes, and by subject in a vertical file that they are immediately available when called for.

A card index of articles in current magazines makes it possible to give to teachers the most recent experiments in such subjects as silent reading, health programs, teachers' councils, or information on the Sterling-Towner bill.

The special interests of supervisors, principals, and teachers are remembered, so that when a new pamphlet on all-year schools is received, or a book on student self-government, letters are written to those who wish to know about them. When the supervisor of cardboard construction drops in she is quickly shown an article on correlation of geography and handwork, so that she will find it worth while to come again.

A priucipal asks for the latest books on education, and wheu she returns Bailey's Happiness iu the School, or Snedden's Sociological Determination of Objectives in Educatiou, or Floyd Dell's "Were you ever a child?" she says, "The circulation of those books should be multiplied by 10 because 10 of my teachers have read them."

Guidance for Part-Time Teachers.

The part-time teachers, who have no precedent for their methods of teaching and must adapt themselves from day to day to the things the employed boys and girls need, daily use the department as a study room in prepariug lessons on civics, vocational guidance, department-store English, personal budgets, and many other subjects which necessitate the use of the various departments of the library. A shelf is kept with a large label, "Part-time teachers," where may be found new books, pamphlets, poems, and quotations which will be useful in class work. These teachers bring their classes to the library, where they are assigned topics for study and told how to find them iu the various departments.

In order that the teachers might know about the opening of the room and its resources, groups were invited to teas, and exhibits of special interest to each group were displayed. Very soon we learned that supervisors and principals were requiring their teachers to visit the department, so that it was no louger necessary to use this meaus of publicity.

To keep the teachers iuformed about new accessious, aunotated lists of books and pamphlets are included in the monthly aud weekly publications of the city teachers' associations.

Visits are made to the schools where deposits of children's books are circulated. Talks are given about a few of the books on deposit, and these immediately become popular. Circular letters are sent to the teachers every few months, mentioning new books for the children, suggesting those to be read aloud, and giving other information regarding their collection. A circular letter called "The white rabbit" has been prepared for the teachers to read to the childreu. In a clever way this has given a chat about books which could not fail to give children a desire to read.

The teachers of Los Angeles are encouraged by their superintendents and their supervisors to read, and they do read. And the effect of their reading is felt in their enthusiasm for their work, their advanced methods of teachiug, and their appreciatiou of the true objectives of education.

NEW OPPORTUNITY FOR VISUAL EDUCATION.

(*Continued from page 31.*)

ignoble failure by the crowd, as some have contended. What would it be worth if we had an actual picture filmed on the occasion and, synchronizing with the immortal gestures and motions of the man, the exact intonations and inflections of his voice imprisoned forever by another invention of Edison's in a cell of wax. The real Abraham Lincoln is lost eternally to the eye and ear of an admiring but still inquiring posterity.

Contrast with this situation that, for example, which existed when President Harding delivered his oration the other day at the dedication of the Liucoln Memorial. Every movement of the hand or body, every variety of expression, every change of attitude was being eagerly watched and caught for posterity by the ever-active camera meu. Whether any phonographic record of the voice was made I do uot know.

But just as if President Harding had spoken in the time of Lincoln he could have been heard only by a few hundred gathered in the temple and its immediate front, but speaking in the twentieth ceutury his tones were carried as on the wings of the morning, full and strong, to distant cities; so likewise we must satisfy ourselves with an imaginary impersonatiou of Lincoln at Gettysburg, but the figure of his successor, Warren G. Harding, will go down to future ages a real, living, moving, historical being. Does anyone believe that this privilege can be denied posterity? Some have objected that this will destroy the imagination of the children in school. Well, I think we have had too much imagination in history already. Certainly we can find other fields in which to permit the play of imagination and every thinking person will welcoine the presentation of accurate knowledge in history through motion pictures and the substitution of reality for mere guesswork.

FOR EFFICIENCY IN SMALL HIGH SCHOOLS.

Dr. Alexander Inglis Presents Plan For Reorganization of Three-Teacher High Schools of Indiana—Standard Four-Year Curriculum.

As the first step toward solving the problem of Indiana's small high schools, in which the per capita cost is high and the efficiency relatively low, the State department of public instruction has published the report made by Dr. Alexander Inglis, of the graduate school of Harvard University, who has been assisting in the General Education Board's survey of the schools of Indiana. This report describes a standard four-year curriculum for high schools of 75 or fewer pupils.

Nearly three-fourths of all the four-year high schools in Indiana enroll not more than 100 pupils, and nearly three-fifths enroll not more than 75. Therefore, the important problem of secondary education in the State is that of these small schools. Almost universally, says the report, such small high schools have one or more of the following defects: Curricula unjustifiably limited, excessive teacher loads, unnecessarily expensive programs, a faulty distribution of teacher assignments, poorly arranged and ill-balanced curricula, unnecessary and undesirable subject requirements.

Some of these schools provide an adequate curriculum, but when they do they have an excessive number of teachers at unnecessary expense, the report states. The schools in which the quota of teachers is suitable to the number of students are able to give only a limited curriculum. Few small high schools escape both evils.

Subjects Offered in Alternate Years.

The recommendations point out how these conditions can be remedied by changes in organization. Under the suggested plan certain subjects will be offered every other year instead of every year. This will save the waste incident to teaching these subjects to very small classes and will leave more teaching periods free for other subjects. For example, first-year French will be taught one year and second-year French the next, but both courses will not be given during the same school year. The teacher of French will give only one course in that subject and can devote the rest of the school day to other fields. Algebra and geometry may be given in alternate years; also biology and physics, third and fourth-year English, and other subjects. Some courses, like general history, general science, general mathematics, civics, and first and second year English may be given every year.

By this plan three teachers can present a curriculum broad enough to provide for students who will leave school after graduation from the high school as well as for those who are preparing for college. The curriculum recommended in the report suggests 24 full units of instruction, the smallest number that will provide adequately for both groups of students. This will give an opportunity for students not preparing for college to attain the 16 units required for graduation, substituting practical arts courses for the algebra, geometry, and foreign language that are now required of all.

Training in Citizenship Has Been Neglected.

Such social sciences as economics and government are a necessity for the pupils' training for citizenship, says the report, and these have been neglected in the high schools. Courses in home economics and agriculture are proposed to take the place of college preparatory subjects for some students; other practical arts may be substituted for these courses. No more than two units of a foreign language are provided for, and not more than two units of college preparatory mathematics. More work in these lines can not be offered profitably in a three-teacher school, according to the report.

Teachers' assignments will be limited as much as possible instead of being widely scattered, as they are now in many schools. For example, one teacher will have charge of two general fields, agriculture and science; another of home economics and English; and the third of foreign language, mathematics, and the social studies. To meet the standard requirements for "teaching load," no teacher will have classes for more than 30 periods a week.

LITTLE PATIENTS RECEIVE HEALTH LESSONS.

Marionettes amuse the little patients at the children's clinic of the University of California medical college while they are waiting their turn for treatment. Health lessons are taught at the performances, such characters as the Fresh Air Fairy and the Dragon of Late Hours appearing in the plays. The miniature theater has been provided by the woman's auxiliary to the children's clinic. This organization has also arranged cheerful waiting rooms, with wicker furniture, flowers, and bright-colored draperies.

UNIVERSITY'S INFLUENCE COVERS ENTIRE STATE

Books, Information, Instruction, and Entertainment Supplied to Any Part of Wisconsin by Extension Division of University.

Service to communities and individuals all over the State is the aim of the University of Wisconsin extension division. It sends out correspondence courses, package libraries, and programs of educational lectures and music. It gives motion-picture and lantern-slide service. It provides postgraduate instruction for physicians. By these and other activities, the university has established cooperation with the people in cities, towns, and rural communities. Its influence extends to the farthest boundary of the State.

The package library system supplies literature to communities that have no public libraries. Each package contains material on a particular topic of public discussion. These topics may be such as Americanization, Closed Versus Open Shop, Government of Railroads, Food Values, Thrift, etc. About 40 articles selected from many sources by experts in various fields comprise a package. To prevent duplication and unnecessary expense the university cooperates with the public libraries. In the past two years about 95 per cent of the public libraries of the State called on the division of university extension for aid. Requests for material came from 631 towns with no public libraries. These requests were from all types of persons, including business men, teachers, pupils, and mothers. More than 300,000 carefully chosen articles were sent out during the two years. These supplied the calls for information on more than 3,000 subjects.

The people of Wisconsin are constantly demanding more assistance in the development of their communities. For this purpose the department of group and community service is establishing cooperation between the university and the people. The bureau of municipal information sends out reports on subjects which are important to those responsible for city and village government. Tax statistics, electricity, and water rates, and salaries of city officials are among the subjects studied and reported on by this bureau. Applications for information were received from 166 cities and villages representing every county in the State, and from 124 municipalities outside the State.

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SCHOOL LIFE

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PHYSICAL EDUCATION IN THE PUBLIC SCHOOLS.

Physical Education Has Long Been Forcing Recognition—Changes in Social Conditions Made It Inevitable—Informational Hygiene Not Sufficient—Vitality Must be Restored as Well as Conserved—Good Sportsmanship Learned on Playfields Should Carry Over Into After Life.

By WILL C. WOOD,
State Superintendent of Schools, California.

[An address delivered before the Fifth Annual Conference on Physical Education, Chicago.]

All modern educators recognize that hereafter any program of education professing to be complete must include provision for physical education. The recognition of physical education in America came slowly until the war directed popular attention to the need for physical development. However, the physical education program during the past 20 years has been steadily forcing long-delayed recognition. It found recognition 20 years ago in the work of the Playground and Recreation Association of America, which placed emphasis upon play and recreation and upon the setting aside of ample spaces in our cities for play. Owing to the fact that athletic activities have for a long time been recognized as a part of the high-school program, the playground movement helped greatly in securing more adequate playgrounds for the high schools even before it affected the elementary school situation. It is not an unusual thing in the United States to find high-school buildings placed on 15 to 40 acres of land, largely as a result of the agitation started by the Playground and Recreation Association of America.

In more recent times the interest in physical education and outdoor activities has found partial expression in the organization of the Boy Scouts and Campfire Girls; in the organization of Pioneer Scouts in rural communities, and in celebrating county playdays. The county playday has been one of the most successful means for bringing rural people to an appreciation of the value of play and physical education.

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PROGRAM OF AMERICAN EDUCATION WEEK.

Sunday, December 3, For God and Country.

Monday, December 4, American Citizenship Day.

Tuesday, December 5, Patriotism Day.

Wednesday, December 6, School and Teacher Day.

Thursday, December 7, Illiteracy Day.

Friday, December 8, Equality of Opportunity Day.

Saturday, December 9, Physical Education Day.

SOME EXPERIMENTS IN PRESCHOOL EDUCATION.

Acceptance of Kindergarten as Part of School System Followed by General Extension of Investigation to Younger Children—Nursery Schools of English Type Meet Need in Nation's Life—Experimental Schools in Boston, Detroit, and New York—Similar Schools Are Maintained Elsewhere.

By NINA C. VANDEWALKER.

The awakening interest in the education of children of the preschool age is full of promise for elementary education. One of the evidences of this awakening is the keen interest shown in the experiments in preschool education that are now in progress in different parts of the country. The nursery schools of the English type is one of these and the experimental nursery school of the Bureau of Educational Experiments is another. This interest in preschool education is one of the causes of the increase in the number of kindergartens, since the kindergarten is the outstanding illustration of preschool education in the United States. Now that the kindergarten has become a part of the school system, however, the educational public no longer regards kindergarten education as preschool education, and uses the term to signify the prekindergarten years. The experiments mentioned are practically all with children below the kindergarten age. It is a recognized fact that less attention has been paid to children of this age than to those of other ages. The fact that the experiments mentioned deal with children during these years especially is what gives the experiments their promise for educational progress.

The nursery school of England, authorized by the education act of 1918, and now the subject of experiment in the United States, was the outgrowth in large part of the medical inspection that had been established some 10 years earlier. This inspection brought to light such a mass of preventable physical defects in children entering school that State action was seen to be necessary to secure for every young child proper physical care as a great preventive measure against physical defect. It was evident, however, that something more than physical care was needed. The preschool years are preeminently

the habit-forming years, and expert care and training was seen to be necessary to insure the formation of right habits and attitudes. This called for an environment that would furnish the conditions for children's normal development. The nursery school was the response to the need. The after-war conditions have prevented the establishment of nursery schools in adequate numbers, but it is recognized as right in principle, and is destined to meet a real need in the Nation's life.

Less Need of Nursery Schools.

The need for nursery schools of the type in question may be less acute in the United States than it is in England, but the experiments with such schools now in process in Boston, Mass., Detroit, Mich., and New York City are being watched with great interest. In Detroit the nursery school is a part of the Merrill-Palmer School. The nature and purposes of the school were admirably described by Helen T. Woolley, assistant director of the school, in an article on "Preschool education" in the June issue of The American School, published in Milwaukee, Wis. According to the article the nursery school enrolls from 30 to 35 children who attend from 9 a. m. to 4.30 p. m. The indoor playroom and the outdoor playground are equipped with the most modern play material and apparatus. Not only is the person in charge an expert in child care and training but the noon lunch is planned and supervised by an expert in nutritional problems. In addition to its service to the children the school serves as a training center for young women in the care and training of children. Some of these are home-economics students from the State Agricultural College. The experiment is therefore broad in its scope and usefulness.

Lectures by English Specialist.

In New York City the initiative in introducing the nursery school to the American people was taken by Teachers College, Columbia University. It did this by securing one of the pioneers of the nursery school, Miss Grace Owen, of Manchester University, Manchester, England, to give a course of lectures on nursery-school education at Teachers College during the past summer. The class taking this course numbered 65, and included principals of day nurseries, kindergarten and grade teachers, principals of schools and teacher-training institutions, health workers, and others. To make it all practical a nursery school for observation purposes was organized and directed by a trained and experienced worker from England. Similar courses will doubtless be given in the future.

The nursery school of England came into existence to save little children from the blighting effects of poverty by creating for them an environment and the conditions that would make their normal development possible. In the study of the effects of poverty upon young children and the discovery of means by which these could be counteracted in some degree the creators of the nursery school have performed an important educational service. A knowledge of the needs of such children is of value, but a knowledge of the needs of those not thus handicapped is equally needed.

An Experimental School of Several Groups.

To gain a more adequate knowledge of children's development during the period from 1½ to 3 years is one of the main purposes in the organization of the nursery school carried on by the Bureau of Educational Experiments in New York City. This is a part of an experimental school of several groups that has been in existence for some years. The nursery school has just completed its third year. The purposes and results of the nursery school experiment are interestingly told in an 80-page bulletin recently issued, entitled "A Nursery School Experiment." Those who organized this experiment did so for the purpose of working out certain definite problems. This differentiated it from other experiments with children of the preschool period. It is not a response to an economic need, but rather an effort to determine the educational factors in the environment of children from 1½ to 3 years of age and to gain a fuller knowledge of the processes of growth at this period. In the judgment of those in charge of this experiment the arrangement of a nursery school should be that of a home, except that it should be planned for the children in its space and furnishings. This idea determines its equipment and differentiates it from the day nursery and the school.

To Gain Knowledge of Child's Development.

The necessary accommodations are "a generous indoor and outdoor play space, sleeping quarters isolated from the sound of voices and capable of being divided so that the sleepers will not disturb each other, an isolation room, a good-sized kitchen, and dressing room with toilet." Since the purpose of the experiment is to gain knowledge of children's development, the number of children must be small—from 8 to 10 only. Since children's work and play at this age is almost wholly individual, two trained teachers are employed in the school in order that each child may have the attention he needs. As in other nursery schools the children are in attendance from 9 a. m. until about 4 p. m. The day begins with a period of play indoors or out of doors, which lasts until 10.30, when the morning lunch is served. After this the children in one group are put to bed for a nap while the others resume their play until time for the noon meal. When this is over play is resumed for a period, and then the children in the second group take their nap while the others continue their play. At the close there is a brief period of music in which all join.

To Stimulate Impulses to Activity.

The play equipment for both the indoor and outdoor play is of a kind to stimulate the children's impulses to activity and experimentation. Since children at this age are interested mainly in locomotion, experimentation, and the exercise of energy, the equipment includes stairs, slides, swings, a sand box, a seesaw, and large toys, such as carts and dolls and doll furniture, blocks of varying sizes, and shaker boxes of different kinds and many forms of construction material. The children's play with these is almost wholly individual. At this age a group of playing children is "a group of individuals playing individually." The play of each individual child is carefully noted, but there is no prescribed play for different periods since this would prevent the opportunity for observing the children's natural development. The school is intended to serve as a laboratory in which children can be studied. The real purpose of this experiment is shown, however, by the records that are kept of children's progress. These are of several kinds. A daily record of each child's physical condition is kept and from these monthly summaries are made and kept for reference. Physical growth charts are also made and kept. Records are made also of children's play activities, their increasing power of physical control, emotional reactions, attitude toward others, and growth in language. From these weekly summaries are made. These several records furnish the data for a life history of each child. One of the most interesting chapters in the bulletin referred to is the one in which the story of these records is told.

Most Important Period of Life.

The two types of nursery school here mentioned differ in some respects, but both are working out problems of importance to elementary education. That the preschool years constitute the most important period in a child's life is now agreed upon by physicians, child-welfare workers, and psychologists alike. This

(Continued on page 64.)

GOVERNORS AND STATE SCHOOL SUPERINTENDENTS MANIFEST INTEREST IN AMERICAN EDUCATION WEEK.

Half the Governors Have Already Declared Intention to Issue Proclamations Favoring Observance—Many Others Will Undoubtedly Do So—Superintendents Active in Efforts to Make Movement Successful—Earlier Dates Previously Fixed in Some States—One of the Proclamations—Some Typical Expressions.

PROCLAMATION.

Whereas the Federal Bureau of Education, in cooperation with the American Legion and the National Education Association, is planning for the nation-wide observance for American Education Week, December 3 to 9, inclusive, and the Hon. Warren G. Harding, President of the United States, has signified his intention to issue a proclamation urging the various States and Territories to join in the general observance of this week; and

Whereas it is of the utmost importance to the welfare of California and the Nation at large that those phases of education relating to Americanism, citizenship, patriotism, the needs of teachers and schools, the problem of illiteracy, equality of educational opportunity, hygiene, and physical education be especially emphasized at this time; and

Whereas the observance of American Education Week in California in 1921 was conducive of excellent results in the quickening of the public interest in educational matters and particularly matters affecting education in Americanism and citizenship; Now, therefore,

I, William D. Stephens, Governor of California, desiring to emphasize the public responsibility toward matters of education and the teaching of Americanism, do hereby proclaim December 3 to 9, inclusive, American Education Week in California, and I do hereby urge all educational agencies, all civic and business organizations, the press, and the pulpit in California to observe American Education Week by proper exercises, publication, and public addresses.—*Wm. D. Stephens, Governor of California.*

OBSERVANCE WILL BE GENERAL IN ALABAMA.

You may count upon a sympathetic and active cooperation by the State department of education. I am glad to learn that you are sending a similar letter to all of the city and county superintendents of schools in Alabama. As soon as I can find the time to do so, I shall communicate with them in regard to the matter. You may expect a general observance of the week in the public schools of this State.—*John W. Abercrombie, State Superintendent of Education, Alabama.*

EARLIER DATE ALREADY FIXED.

Governor McRae has already issued a proclamation setting aside the week of October 29 to November 5 as public-school week, and we are already making plans for that time. Our county superintendents will meet in annual meeting here at Little Rock on October 11–13, at which time full details of the plan will be explained. In the meantime, however, we are preparing literature and sending this out to the county superintendents, principals, superintendents, and other school officials.—*J. L. Bond, State Superintendent of Public Instruction, Arkansas.*

PROCLAMATION WILL BE APPROPRIATELY TIMED.

Governor Shoup will be glad to comply with your request and issue a proclamation for the observance of American Education Week. It is thought advisable, however, that the issuing of the proclamation be delayed until near the time.—*E. R. Harker, Secretary to Governor Shoup, of Colorado.*

COOPERATION IS A VERY GREAT PLEASURE.

It is a very great pleasure to cooperate with the American Legion, the Bureau of Education, and the National Education Association in their efforts to promote an American Education Week to be observed December 3 to 9, inclusive, and I shall be glad to issue a proclamation accordingly.—*W. D. Denney, Governor of Delaware.*

SPECIALIST ASSIGNED TO EACH DAY.

One of the plans which I shall use is to assign to each of the days outlined the subject for consideration to some specialist in our State to prepare a short article emphasizing the particular facts mentioned.—*H. V. Holloway, State Superintendent of Public Instruction, Delaware.*

BIGGEST APPEAL FOR EDUCATION.

I am requesting the active cooperation of all school officials and of all friends of education to make this program a success, and to join with the United States Commissioner of Education in making the program the biggest appeal for education that has ever been made to the American people.—*M. M. Parks, State Superintendent of Schools, Georgia.*

CIVIC ORGANIZATIONS WILL JOIN CELEBRATION.

Hawaii will be very glad, indeed, to join in the celebration of American Education Week. I have transmitted copies of your letter to the local press, to his excellency the Governor of Hawaii, to the American Legion, to the Sons of the American Revolution, and to the Hawaii Education Association. I am sure that many civic organizations of this Territory will cooperate in the appropriate celebration of this important week.—*Vaughan MacCaughey, Superintendent of Public Instruction, Hawaii.*

THEY ARE ALL DOING IT.

I believe that some good will come from setting aside such a week and having the attention of the people called to the importance of education in every possible way. It seems, however, that every organization throughout the country is seeking to get some special day or some special week set aside for this or for that. I shall announce this education week through the press bulletin, printing the topic for each day.—*F. G. Blair, State Superintendent of Public Instruction, Illinois.*

WILL PROMOTE NATION-WIDE INTEREST IN EDUCATION.

I will be very glad to take this matter up with our department of education and can assure you Indiana will cooperate to the fullest in emphasizing the importance of promoting nation-wide interest in education.—*Warren T. McCray, Governor of Indiana.*

WILL FOLLOW LINE OF PRESIDENT'S APPEAL.

I shall be glad to issue a proclamation as soon as President Harding does so, following largely the line of his appeal to the people.—*N. E. Kendall, Governor of Iowa.*

NATIONAL IN SCOPE AND BENEFICENT IN INFLUENCE.

I shall be very glad to cooperate with you and the American Legion and the National Education Association in making this event national in scope and beneficent in influence. Within a few days I shall send out a letter to the press and to the schools of Maine.—*Augustus O. Thomas, State Superintendent of Public Schools, Maine.*

GOVERNOR OF MASSACHUSETTS PLEASED TO HELP.

I am directed by the governor to say that it will give him great pleasure to call to the attention of the public American Education Week, in accordance with your request.—*Herman A. MacDonald, Secretary to Governor Cox of Massachusetts.*

ALWAYS DOES COOPERATE; BUT IT IS A BAD TIME.

I will, of course, cooperate—I always do. But I feel that it is a great mistake to use that week.—*T. E. Johnson, Superintendent of Public Instruction, Michigan.*

WILL COOPERATE, AS THEY DID LAST YEAR.

The Department of Education for Minnesota will be glad to cooperate, as they did last year, in this matter.—*J. M. McConnell, Commissioner of Education, Minnesota.*

PLEASED WITH PROGRAM FOR THE WEEK.

I shall be glad to cooperate in any way I can in order that this week may be observed in a creditable manner in our Commonwealth. I am especially well pleased with the suggestive program for the entire week, and I trust that it will be largely observed throughout the Nation.—*Sam A. Baker, State Superintendent of Public Schools, Missouri.*

"BETTER-SCHOOL WEEK" OBSERVED IN OCTOBER.

During the first and second weeks of October we are planning to observe Better-School Week in Mississippi, for the reason that during the month of October is about the only time between the opening of the schools and the good weather of spring that we can get all the people of the rural districts to assemble at the schoolhouses. However, during the week you mention, beginning December 3, we shall be glad to have something in the press along the lines indicated.—*W. F. Bond, State Superintendent of Public Edueation, Mississippi.*

ELECTION FIRST, THEN PROCLAMATION.

I am quite busy on the campaign and shall be out continuously until after election day, but as soon as that is out of the way I shall be very glad, indeed, to make the proclamation.—*R. A. Nestos, Governor of North Dakota.*

WILL CHANGE PLANS AND JOIN OTHER STATES.

We have been arranging for an educational week in North Dakota for the week containing November 2. Our State was admitted into the Union on that date and we thought it would be an appropriate way to observe the occasion by emphasizing education that week. We had planned to make a special drive on the elimination of illiteracy. We will change our plans, however, as we believe in cooperation, and designate the week of December 3 as American Education Week for North Dakota.—*Minnie J. Nielson, State Superintendent of Public Instruction, North Dakota.*

BEST EDUCATION WEEK POSSIBLE.

Ohio will be glad to join you in making this the best education week possible.—*W. B. Bliss, Assistant Director of Edueation, Ohio.*

URGES LOCAL SUPERINTENDENTS TO OBSERVE WEEK.

I am writing a letter to all city and county superintendents urging them to observe this week and to cooperate with us in carrying out the plans suggested by you.—*R. H. Wilson, State Superintendent of Public Instruction, Oklahoma.*

MATTER PRESENTED FROM DIFFERENT SOURCES.

This matter was taken up with us some time since from different sources. We shall be pleased to issue a statement early in November, as you suggest.—*Ben W. Olcott, Governor of Oregon.*

STATE AUTHORITIES ALREADY BUSY.

We shall be glad to cooperate in every way in the promotion of American Education Week. Our State authorities are already busy in the matter.—*Wm. C. Sproul, Governor of Pennsylvania.*

PROPAGANDA IS NOT RHODE ISLAND'S WAY.

Our school people have lost much of their enthusiasm for the observance of special weeks, and general education propaganda is not Rhode Island's way. Nevertheless, I can see that good might be accomplished by the observance of the week and will do what I can to cooperate with you and your plans.—*Walter E. Ranger, Commissioner of Education, Rhode Island.*

WILL HANDLE MATTER IN MOST EFFECTIVE WAY.

During the present season we have issued a large number of executive proclamations, and I may decide that better effect will be secured by handling the educational week movement through the State press in some other way. However, I assure you of my interest and will do everything I can to assist in the advancement of the project.—*W. H. McMaster, Governor, South Dakota.*

IN LINE WITH NATIONAL PROGRAM.

We should be pleased to observe American Education Week at an earlier date, but we do not want to appear to be out of line with the national program.—*J. B. Brown, State Superintendent of Public Instruction, Tennessee.*

CONSIDERS UNDERTAKING A WORTHY ONE.

It will be a pleasure for me to extend this cooperation in so worthy an undertaking, and, as I did last year, I shall again have a proclamation emanate from my office.—*Charles R. Mabey, Governor of Utah.*

GOVERNOR SHOWS PERSONAL INTEREST.

Due publicity is being given this campaign by the State superintendent and by Governor Morgan. The governor especially desires that I call your attention to the fact that he has indorsed the work by a public letter to the press, to the department of education, to the civic and fraternal organizations of the State, and in fact to all agencies of the State, asking them to cooperate in the observance of this week. I do not have at hand a copy of the governor's letter to send to you, but take this opportunity to inform you, for the governor, that he has personally indorsed the campaign of a week's duration. The department of education is preparing posters, suggestive programs, and other materials for the use of the people of the State in the observance of education week.—*J. H. Hickman, Assistant State Superintendent of Schools, West Virginia.*

PLANS CHANGED TO CONFORM TO NATIONAL MOVEMENT.

I will plan to make our observance of education week conform with the national movement in reference to the date. In former years the Wisconsin observance has not always been in conformity to the date of the national observance, but I much prefer to have them all come the same week, and we shall make our plans accordingly.—*John Callahan, State Superintendent of Public Schools, Wisconsin.*

WILL PREPARE AN ARTICLE FOR NEWSPAPER CIRCULATION.

We will prepare an article on American Education Week, December 3–9, and have it published in the newspapers throughout this State.—*Bertram W. Bennett, Secretary to Governor Carey, of Wyoming.*

HIGHWAY ENGINEERING AND HIGHWAY TRANSPORT EDUCATION

Second Annual Conference in Washington—Transportation Among Most Pressing Problems World Is Facing—National Program Contemplates 180,000 Miles of Improved Highways—Will Have Marked Influence on Sociological Conditions.

To review the field of highway engineering and highway transport education in the light of the expanding State and Federal highway program and the rapidly increasing social and commercial use of the highways, to discuss general and special courses in undergraduate and graduate curricula, and to exchange views on educational trends arising from these developments in the national transportation systems, the second national conference on education for highway engineering and highway transport was held at Washington October 26–28 under the auspices of the Highway Educatlon Board, of which Dr. John J. Tigert, United States Commissioner of Education, is chairman.

The conference was opened with the reading of a letter of greeting from President Harding. That the country needs good roads and more of them we are all agreed, wrote the President, but we also have been brought to realize that they are not to be had without very great expense. Transportation is among the most pressing and difficult problems that the world is facing.

Highways for Peace or War.

To plan for the country a system of highways which will not only meet the needs of ordinary traffic but will be ready for use in military emergencies the War Department has prepared a map of a system of roads covering the entire country, said Gen. Lansing H. Beach, Chief of Engineers, United States Army, who made the first address. The Bureau of Public Roads of the United States Department of Agriculture is cooperating in carrying out this program, and the work of the bureau was outlined by its chief, Thomas H. MacDonald. Construction of approximately 180,000 miles of improved highways is called for by the program, said Mr. MacDonald, adding that it will require about 15 or 20 years to build them. He went on to say that highway construction has not kept pace with the general growth of the automobile in the past 11 years. From 1910 to 1922 the number of motor vehicles increased 2,000 per cent, and the increase in funds for road building was only 400 per cent.

Fundamental Highway Courses are Required.

The trend of education for highway engineering and highway transport was discussed by T. R. Agg, professor of highway engineering, Iowa State College of Agriculture and the Mechanic Arts, and Arthur H. Blanchard, professor of highway engineering and highway transport, University of Michigan. Professor Agg said that the trend seems to be toward a system whereby certain fundamental courses in highway engineering are required of all civil engineering students. A. W. Campbell, commissioner of highways, Ottawa, Canada, summarized Canadian highway policy and outlined the technical requirements expected of highway engineers in the Dominion. Further ideas on education for highway work were presented at a general discussion led by C. J. Tilden, division of engineering, Yale University, and Lewis W. McIntyre, assistant professor of civil engineering, University of Pittsburgh.

Sending the highways to school was the subject of an address by George M. Graham, of the National Automobile Chamber of Commerce. Air transportation was discussed by Maj. Gen. Mason M. Patrick, Chief of the Air Service, United States Army. Col. A. L. Dumont, French military attaché, spoke of French highways.

Cost Approahcing a Billion Dollars.

Construction of American highways, now approaching an annual cost of $1,000,000,000, is in pressing need of a definite financial policy, which should be worked out with the least possible delay, according to A. J. Brousseau, Chamber of Commerce of the United States of America. Mr. Brousseau gave suggestions for working out such a policy. Research and progress in highway problems were taken up by Dr. E. D. Ball, director of scientific work, United States Department of Agriculture.

To lessen the congestion of cities and allow people to have homes in the open country is the task of the highway engineer, said C. J. Galpin, economist in charge of farm population, U. S. Department of Agriculture. Mr. Galpin pointed out that urban population in America had increased to the point where 287 cities of 25,000 inhabitants or more now contain nearly 40,000,000 of our population. S. S. McClure, editor of McClure's Magazine, spoke on roads and civilization.

That the motor truck and the railroad should cooperate rather than compete was the contention of W. H. Lyford, vice president of the Chicago & Eastern Illinois Railroad Co. Use of trucking facilities to collect and deliver freight promptly will allow the railroads to dispense with costly terminal buildings, which are virtually great warehouses, said Mr. Lyford in the final speech of the conference.

Among the other speakers were C. C. Hanch, vice president National Automobile Chamber of Commerce; A. N. Johnson, dean of the College of Engineering, University of Maryland; W. K. Hatt, director, advisory board on highway research, National Research Council; and Frederick C. Horner, New York City.

To Teach Highway Safety.

Whom to teach, what to teach, and how to teach it, was the subject of a report on teaching highway traffic regulation and safety by the chairman of the committee on that subject, C. J. Hughes, dean of the Harvard Engineering School. Ten other educational committees studied some of the other aspects of education for highway work. Undergraduate study was taken up by five committees. The nature and content of supporting nontechnical courses in economics and English was studied by one committee; another took up graduate work in highway engineering and highway transport.

About 400 persons attended the conference, representing all parts of the United States, as well as France, Italy, Canada, Austria, Germany, Peru, Cuba, the Netherlands, and Finland.

Dr. Walton C. John, of the United States Bureau of Education, was the executive secretary of the conference.

Salary increases amounting to four and a quarter million dollars a year have been granted to the 10,000 teachers and principals in Chicago. The minimum salary of the 8,000 elementary-school teachers has been raised from $1,200 to $1,500, and the maximum from $2,000 to $2,500. High-school teachers, of which there are 1,600, now receive a minimum of $2,000 and a maximum of $3,800, an increase of $400 a year. Elementary principals now receive $3,000 to $4,800, and high-school principals $4,300 to $5,700.

RULES FOR ENGLISH SECONDARY SCHOOLS.

Increasing Tendency to Confine Admissions to Clever Children—Formerly Students Were Almost Invariably Well-to-do; Now About One-third Are "Free Places."

Secondary schools in England have not room for the large numbers of children seeking to enter them, and therefore the authorities have decided to select by competitive examination the pupils who show the greatest promise of profiting by the advantages offered, according to the board of education's new regulations for secondary schools. In Eugland the term "secondary school" does not mean merely a certain stage in education as it does in the United States, but a single type of school—one which teaches the humanities. In the United States when a pupil has finished eight years of elementary-school work and has been admitted into either a public or private school for more advanced work he is said to be receiving secondary education, whether he is taking a college preparatory course, a technical, a business, or an agricultural course. All schools requiring for admittance satisfactory completion of the eighth grade are here classified as secondary schools.

Like Our College Preparatory Courses.

In England the work of secondary schools is classified under "higher education," a term which in this country is applied only to institutions of college rank. The name secondary is there applied to schools which give an academic course corresponding to the college preparatory course in this country. Secondary education is said to have started in England with the idea of teaching musical rhythm for religious purposes. Later the schools became "grammar schools," with the idea of teaching Holy Writ, and as grammar schools they were known until very recent years. The old foundations of Winchester, Harrow, Eton, and so on, together with many of the grammar schools provided in the sixteenth century with the funds obtained by the dissolution of the monasteries, are the "public schools" of England; they are, in fact, secondary schools, since their concern is to teach the humanities. The education act of 1902 gave a stimulus to local authorities to provide modern grammar schools, and from that date the phrase "grammar school" has become obsolescent and the term "secondary school" is beginning nearly everywhere to take its place.

Social distinctions undoubtedly entered into the classification of secoudary schools, but these distinctions are being rapidly removed by the municipalization of secondary education.

Instead of being required to finish all the grades of the elementary school before entering the secondary school, as American pupils are, English elementary-school pupils are examined when they reach the age of 11 to find out whether they are suited to "higher" education, regardless of what grade they have reached. If the school authorities find that the child is fitted for advanced academic work, and if the parents are willing, he is trausferred from the elementary school to the secondary school. Pupils whose circumstances require a more practical education to enable them to earn their living sooner may enter a "central school" instead of a secondary school.

These schools are not, like high schools in the United States, entirely supported by taxes and free to all who are qualified to enter them. Local taxes and excise taxes contribute to the support of secondary schools, and grants from Parliament also help, but these sources do uot supply enough money to enable the schools to give free education to all. The parliamentary grauts are given on condition that one-fourth of the pupils shall be received as "free placers," and many scholarships are provided, so that approximately one-third of the students in the secondary schools need not pay fees. According to Mr. H. A. L. Fisher, president of the board of education, these free places constitute a broad highway from the elementary schools into the secondary schools. In this respect Mr. Fisher considers the British secondary-school system the most satisfactory in Europe. Private schools which accept parliamentary grants must comply with the condition that one-fourth of the students shall receive free tuition. Such schools may accept grants or not, as they choose.

Qualifying Tests Formerly Enough.

In the past, examinations for eutrance into secondary schools have been qualifying examinations only and not competitive, and all pupils who could attain a certain grade iu the examination could be sure of a place in the secondary school if their home circumstances were such that they could attend. But now a great demand has arisen for secondary education, and financial conditions are delaying the extensiou of accommodations, so that places in the secondary school are not sufficient for the demand, and must be allotted with greater discrimination. In order that the buildings and funds available may be used to the greatest advantage, the authorities have decided to admit only the pupils who show the greatest promise of profitiug from secondary-school instruction. To select these pupils competitive examinations will temporarily take the place of the qualifying examinations, which are the normal mode of admission.

Entrance tests will be given with the aim of estimating capacity and promise rather than attainments. The board recommends that iu attempting to estimate capacity and promise a wide view should be taken. It believes that such characteristics as vigor, industry, and perseverance, quickness of perception, and range of interest are not less relevant in determiuing the extent to which a candidate is likely to profit by a secondary education than powers of calculation and memory or readiness of verbal expression. The written examination will be in arithmetic and English only, but this may be supplemented by an oral examination in any lines the examiners find suitable. The oral examination is expected to be especially useful in deciding upon the eligibility of pupils whose standing is doubtful. To supplement the usual tests, intelligence tests may be given.

Since the schools are chiefly intended for children between the ages of 10 and 12 at the time of admission, the school authorities may refuse admittance to children outside of these age limits. Sometimes children of exceptional promise may be admitted before they are 10 years old, but they will be expected to keep up with their classes iu order to be retained in the school. The regulations state that children more than 13 years of age should not be admitted unless they are fitted to enter a grade suitable to their age.

Although every effort will be made to judge a pupil's ability before admitting him to the school, the board realizes that some pupils may fail to make sufficient progress to justify their further continuance in the school. Such pupils should not continue to fill places that might better be taken by brighter students, and since opportunity for secondary school education is for the present denied to many, the board recommends that school authorities take steps to separate from the school students who are doing poor work. It is hoped that by careful selection and rejection of pupils the secondary-school authorities may be able to use the facilities at their disposal in the most economical way.

SOME CONTRASTS BETWEEN SWEDISH AND AMERICAN SCHOOLS

Swedish Schools Organized on the Parallel Plan—Folk Schools Greatly Strengthened During Past Few Years—More Industrial Schools Established Since 1918—Commission's Report Would Make Folk Schools Foundation of System.

By NILS HÄNNINGER, *Professor of Educational Theory and Practice, Teachers' Training College, Landskrona, Sweden.*

[Translated from the Swedish by P. H. Pearson.]

I. PRESENT STATUS OF EDUCATION IN SWEDEN.

Every European educator who travels in America is impressed by the differences between American and European education and educational institutions which arise from the freedom from tradition which during centuries has characterized America. Occasional criticisms do occur in American educational literature of the presence of medieval relics in American education, but in respect to this matter America and Europe hold a relation like that of the mote and the beam. It is certainly true that the present zeal for educational reform which has seized Sweden and other European countries has its point of departure in the break between tradition and new ideas which was due to the wave of social and political upheaval brought on by the war.

Any endeavor to show the leading characteristics of Swedish education of today can best be brought under three points of view:

1. Reforms within the folk school through the new outline of courses.

2. The new practical schools for young people.

3. The projected reforms in higher theoretical education urged in the report just submitted by the Grand Commission on School Reforms.

Series of Parallel School Types.

1. Sweden has what is called a parallel school system, i. e., a series of parallel school types—the six or seven year folk school, with entrance age of 7; and the six-year Realskola, with entrance age of 9. Theoretically the Realskola is based on the first three classes of the folk school, but a large proportion of the pupils come from private schools. Hence the folk school is intended for the children of the masses of the people while the Realskola trains for citizenship and at the same time prepares for continued theoretical instruction at a four-year gymnasium. The gymnasium admits only boys, while the Realskol type is, in many cases, coeducational. Schools for the higher education of girls are maintained partly by the State and partly by the communities.

Folk School Doubly Strengthened.

For years the advance of democracy in Sweden has served to strengthen the folk school in a twofold way: It has strengthened the inner work of the school; it has improved and perfected its outer organization. In respect to the inner work of the folk school a notable advance was effected through the new instruction plan framed in 1919 under the direction of Varner Ryden, a Social Democrat, then Minister of Ecclesiastical Affairs and Education. The outstanding feature of the new plan is that it really tries to make the folk school a "school for the duties of life" and shapes the instruction toward this end. The plan is to make young people familiar with the community where they expect to live and work, and to train them accordingly to become physically and psychically capable members of society.

Time for Religion is Reduced.

The plan ushered in two departures which have caused earnest discussion. First, it reduced the number of hours in religion from 5 to 2. This reduction of the time devoted to a subject that has always dominated the traditions of the folk school was in some quarters received with approval; in others—from the clergy especially—it roused an outcry of opposition. The second departure was marked by placing on the school program for the first three years a subject entirely new — home and community study. This subject requires on the part of the pupil study and observation in immediate environs of home and school and to work exercises growing out of these observations. The teacher is accordingly to shape lessons from what he finds in the surroundings and in local activities, and to link these things with geography, nature study, history, drawing, and sloyd.

Practical Schools for Young People.

2. My second viewpoint comprises the practical schools for young people. The law establishing these was passed in 1918 and countersigned by Varner Ryden. They, too, strengthen the position of the folk school in that they create opportunities for folk-school graduates to receive continued training along specific lines. These institutions comprise a two-year continuation school, with a total of 360 hours of instruction. Its courses are to be directed in the main along practical lines and thereby to guide the pupil toward his future life work. Regional conditions determine whether the courses are to set up a specific vocation as the aim or to be educational in a general sense. In the former case there is to be instruction in one of the crafts, citizenship, and the mother tongue; in the latter case there is to be citizenship, the mother tongue, natural history, sloyd, and horticulture. This continuation school will be obligatory in all communities after 1924.

Apprentice School May be Obligatory.

Again, its courses prepare for a two-year apprentice school, which may be made obligatory if the community should so decide; in localities where it is obligatory the total period of required instruction may extend from the seventh to the completion of the seventeenth year. The instruction in the apprentice school comprises from 6 to 12 hours per week during 8 or 9 months of the year. An optional crafts school with a one-year course continues from the apprentice school. Its aim is to give an extended and more fully technical training within certain crafts; it includes also the study of sociology, qualifying for positions of trust, and for independent trade management. In the matter of organization great liberty is extended to the respective communities.

Meet Needs of Practical Life.

The institutions here mentioned are designed principally to meet the needs of actual practical life; they are also the expression of Sweden's democratic trend in school reforms. They provide a way for the folk-school pupils—the great masses—to continue their education in a practical direction. They take young people in hand during the critical age of 14–16 and help them to plan for the future.

In addition to these practical institutions, many advanced technical schools and gymnasiums, public and commercial,

have been established throughout the country. These schools attract gifted and orderly young people who have completed the folk school and apprentice school and seek advancement by training for efficiency. Sweden has, in brief, opened the road for her capable young people of all classes of society by providing opportunities suited to their endowments and ambitions.

Findings of Grand School Commission.

3. My third point, academic education, leads at once to the report just submitted by the Grand School Commission. Their findings are also connected with the name of Varner Ryden, for he appointed the commission and gave them their instructions. The commission's work was to organize all higher education in such a way as to make the folk school the common foundation upon which all other institutions, practical and academic, should be based. Thereby the parallel system would be abolished. Theoretical and practical education was, moreover, to be provided for girls, whereby they would have opportunities equal to those provided for boys. The commission has worked out its assignment in a voluminous report, which is now discussed by educators and critics of the country. The proposals of the commission involve changes by far the most fundamental in the history of Swedish education.

Foundation, Middle, and Upper Schools.

Briefly, the commission would establish a foundation school of six years leading to a middle school (Realskola) of four years, connecting with a gymnasium (upper school) of three years. Admission to both the middle school and the gymnasium should be contingent on a special test calculated to secure to each of these school types the most suitable class of pupils. The gymnasium is to provide both general education and divergence toward advanced technical specialties later to be pursued at the university. Three lines of gymnasium work are therefore to be provided: The ancient classics, Latin and science, modern languages, and the sciences. These designations indicate the nucleus about which other subjects are to be grouped. The Latin and science line permits concentration, however, on either mathematics or natural science; the Latin line allows German or physics to be substituted by Greek. The commission's plan also reduces the subjects, so that in the highest gymnasium class only seven subjects are on the schedule: *Provided, however*, That drawing, music, gymnastics, play, and athletics may be included. Outwardly the organization would accordingly resemble the 6–3–3 system, which is now gaining vogue in the United States.

But inner reorganizations are also on the way. For some decades past the universities have complained that the students immatriculating for the courses have come with insufficient preparation. After much discussion the remedy seems to be in carrying fewer subjects at the same time, hence concentration of lessons and lectures on single subjects. The commission favors changes with such concentration in view together with plans for work in the highest class to arouse the pupil's initiative and responsibility.

The preceding account shows that Sweden is obviously reaching out toward what is characteristic in Anglo-Saxon education. In times past the Swedish schools have received marked impress from the German schools, but of recent years Sweden is directing her attention toward the Anglo-Saxon school world.

II. DIFFERENCES THAT STRIKE THE VISITOR.

A Swedish educator visiting American schools finds notable differences between them and the schools of his own country. In the American school he finds the American flag displayed; in Sweden you can see, as a rule, only the flagpole; the Swedish banner is displayed only on holidays, and the classrooms are generally not decorated with the national emblem.

If a visitor enters a Swedish classroom the entire class will rise out of courtesy—this holds good in all schools, from the folk schools to the university. Such acts would undoubtedly have the effect of oddity in America, where conventions of greetings and courtesy are quite different.

Swedish Teachers Maintain Formal Discipline.

In the matter of discipline the visitor finds different customs in the American schools. In Sweden the relations between teachers and pupils are much more formal and rigid. The time is past, to be sure, when all pupils had to sit exactly the same way, with, for instance, hands locked or arms folded, but in a class maintaining fair discipline the pupils are never permitted to sit or lounge in careless attitude on the benches nor are they permitted to carry on a whispering conversation with those about them. In my own gymnasium period I remember that a boy was sent out of the room because his coat collar was slightly turned up in the neck; a boy might receive a very severe reprimand for resting his chin on his hand. The last years have, to be sure, brought noted changes in these respects, and I know many teachers who permit pupils in the tenth to twelfth year a certain freedom so that they may sit or stand at their desks as they prefer.

Traits more or less closely connected with the régime of discipline mark a contrast between the Swedish and the American pupil. In the latter I have noted greater frankness and greater self-confidence. As a Nation the Americans have great readiness of speech. When the occasion arises fluency of utterance never fails them, rising at times to impressive eloquence. By consistent training in public discourse, debates, and dramatic representation, the schools do their part in fostering this native endowment. Swedish people are, in general, reluctant to speak in public. Though spoken exercises are on the Swedish school program, the Swedish schools do not approximate the American schools in stressing oral presentation and training in public discourse. Again, self-government, which has gained considerable vogue in American schools, fosters the independence and responsibility of the pupils; in Sweden, though well known, it has not gained general acceptance.

Thorough Knowledge vs. Practical Ability.

It has been said more than once that a Swedish and an American schoolboy differ in this, that the former has more thorough knowledge in a greater number of subjects but the latter has greater readiness and greater practical ability to make full use of what he knows. I believe the characterization is fair and that it points out a vital contrast between American and Swedish education. The number of studies required in the Swedish gymnasia has often been discussed and criticized; obviously the courses lead to a wide range of information, and it can with justice be said of a bright boy who has gone through the gymnasium that he knows a good deal. There is good ground for saying that the "maturity" examination is the hardest examination in the country. It comprises rigid tests in written form covering four or five subjects and oral examinations in 10 or 11 others. This scarcely conforms to the ancient educational maxim, "non multa sed multum"; but above everything else it is fraught with danger to the pupil's health. On the other hand, I should not feel free to advocate a concentration carried out to the extent that I have found it in the schools of America.

A general education in Sweden requires a more comprehensive study of foreign languages. An American lecturer told me that a knowledge of English is sufficient in America—an obvious error. In Sweden no one would presume to say that the mother tongue alone sufficed for the various stages of advanced studies.

That education among the people of Sweden ranks high is a fact well known and does not need to be repeated here.

Everybody with hardly an exception can read and write his mother tongue, and Sweden is well known for its noted men of science, particularly in the domain of the natural and technical sciences. There is, however, the danger that in our little country too many elect a career of study in preference to a career of practical work. Altogether too many of our youth move on toward the gymnasium with its theoretical courses and training. Viewed from its sociological side, the unity school—one of the Grand Commission proposals—means an important step onward in so far as it makes possible a more rational selection of courses for the higher school types, but another step at least equally important remains: To make the lines of practical education, the continuation schools and apprentice schools, equal in social prestige with the humanistic lines and thereby make them equally attractive. Right here hope and encouragement is found in the record of our "practical" gymnasia, our commercial and technical gymnasia. In my opinion America is more fortunately situated in these respects in so far as instruction in both practical and theoretical subjects is given in the same schools or at least in the same kinds of schools, with the option for the pupil to stress either one class of subjects or the other.

More Freedom in American Course.

American high schools offer in general much greater freedom with respect to electives than do the gymnasia of Sweden. Upon first acquaintance with an American high school one is fairly bewildered by the range and variety one meets. In Sweden a glance at the home schedule makes everything clear and obvious. Each class has its fixed working program and studies its several subjects—natural science and sometimes geography excepted—in a specified classroom. In America it appears as if each pupil had his own working program; a class is not there the same unit as it is in a Swedish gymnasium.

A brief article like the present has room for only a very few of the many points of difference between the Swedish and the American systems of instruction. The Swedish form of gymnastics and the high rank it takes in our schools are well known in America. Some other differences might seem more of a surprise. American educators have, for instance, been quite astonished to learn that intelligence measurements are not used in the schools of Sweden. Not even the Grand School Commission has ventured to mention intelligence tests among its many new proposals, hence at present the outlook is that these measurements will not for some time become a part of the school régime, as appears to be the case in America. The suggestion of a professor in our country that such tests be applied to our military recruits became the object of much ridicule in the press.

Word "Teacher" not a Feminine Noun.

That the pupils are the chief factor in the school is an oft-repeated statement. True, but the teachers as well are an element of some significance, hence a word about them may be in order. The word "teacher" is not a feminine noun here as it is in America. With the exception of the first two school years, boys in this country are taught almost entirely by men, and it is to be hoped that the future will not greatly alter our teaching conditions in this respect. The proportion of men teachers and women teachers resolves itself in the first place to a question of economy. In regard to this question it can be safely said that while teachers here have not the very best salary conditions, they are better off than American teachers. They have a more secure tenure of position; pension arrangements provide for their old age; in the rural districts teachers' cottages and fuel are included in their remuneration. Even if life tenure in single instances tempts the teacher into conventional routine, it is nevertheless the basis for independence, fearlessness, and composure for work.

Swedish education is at present passing through a period of departure from some traditions, causing an undoubted forward movement in every part of the school system. Despite the differences which may be noted, American schools and Swedish schools have this in common, that teachers and pupils are engaged in hard and earnest work, and this is of chief moment, even if the work is done in different ways and pushed in different directions. Then, too, the goal is the same—to train young people as useful and capable members of the society and the nation to which they belong.

A representative of the Friendly Relations Committee of New York has been visiting Peru and other South American countries. The object of this committee, which is composed of Americans holding important positions in the business and social world, is to aid foreign students coming to the United States in their adjustments to student life in this country. The committee works in cooperation with the educational section of the Pan American Union and other institutions.—*Bulletin of the Pan American Union.*

SHOWS PROGRESS BUT NEEDS MONEY

Advance in Three Years Nearly as Great as in Previous 28—Better Laws and Increased Public Interest Responsible—Bureau of Education Helped.

If Alabama's children are to have at some time in the next 25 years the opportunity to be taught by well-trained teachers in school buildings adapted to conserving the health of the child and to meeting the demands of modern methods of education, better financial provision must be made, according to a statistical study of education in Alabama from 1890 to 1921 issued by the State Board of Education. This study gives a fairly complete picture of the progress which has been made during the last 30 years and of the tendencies which predict the course of future growth.

Measured by the Ayres index number for State school systems, Alabama's public schools gained three-fourths as many points during the three-year period from 1918 to 1921 as were gained in the 28-year period from 1890 to 1918. This progress is due to the tremendous growth in public interest brought about by the war, to the law which established the county unit of school administration with a county superintendent appointed by the county board of education, to the constitutional amendment which permitted the levy of county and district 3-mill taxes, and to the new school code enacted by the legislature of 1919 following a careful study of Alabama's school system made by representatives of the United States Bureau of Education under the direction of the Alabama Education Commission.

To encourage and reward high attainment on the part of students in secondary schools, the Cum Laude Society was founded at Tome School, Port Deposit, Md., in 1906. Twenty-one schools, including Exeter, Andover, and Penn Charter, have chapters in the society. Each chapter may elect as members those students of the highest class who have an honor record up to the time of election and who stand in the first fifth of the class. The constitution has been amended to open the society to girls, who were formerly excluded from membership. Dr. John C. Kirtland, of Phillips-Exeter Academy, Exeter, N. H., is secretary general of the society.

SCHOOL LIFE

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NOVEMBER, 1922.

FOR GOD AND COUNTRY.

It is fitting that American Education Week should begin on Sunday and that its observance should be devoted to God and country. In thousands of pulpits throughout the United States on December 3, 1922, emphasis will be laid on the citizeu's relation to the Divine Unity and upon the citizen's duty to his country. Love of God and country, then, will be the great slogan that will usher in American Education Week.

The greatest blessing of a democracy is toleratiou for the opinions of others, especially in religious beliefs. The separation of church and state does not make for irreligion or lukewarmness in matters of faith, but the contrary. Despite what some foreigu critics have said, the people of America are essentially religious and idealistic. The great reform movements that have swept the country from time to time prove it. Our National Legislature, as well as the legislatures of many of the States, are opened with prayer for divine guidance. It was the philosopher and scientist, Benjamin Franklin, who first inaugurated a movement to have a regularly appointed chaplain for Congress. The fathers of the Republic were religious men. Upon our coius is the significant sentence: "In God we trust." Particularly significant is this declaration when it appears upon the coin bearing the portrait of Abraham Lincoln, whose love of God, country, and fellow man so illumined his life. In the greatest of his public utterances he voiced his faith and hope in God.

Love for one's native land can not be too often impressed upon the uascent mind. There are some doctrinaires who profess to be "citizens of the world," but it is a vain delusion. The World War emphasized as never before in the history of mankind the meaning of nationality, the love of one's native land. When the flag goes by the patriot's heart thrills with emotion, for it is the symbol of his country, his home and fireside, and all that he holds dear in this life. A basic movement to-day is instruction in citizenship. the duty one owes to his country.

The way to combat Sovietism and Bolshevism is through enlighteued public opinion, through ideas based upon sound trainiug iu economics and political science. Lofty ideals of patriotism will always give a dynamic force to our views. Love of country is the fundamental principle of citizenship.—*H. R. Evans.*

ONE-FIFTH THE POPULATION IN PUBLIC SCHOOLS.

One-fifth of the total population of continental United States is enrolled in public elementary and secondary schools, according to figures for 1920. An enrollment of 21,578,316 was reported for that year to the Bureau of Educatiou by the departments of education of the several States, and the total population was 105,710,620, according to the Federal census. Three-fourths of the pupils eurolled in public schools, or 16,150,035, are in average daily atteudance. On a day on which the schools are in sessiou more than 15 per cent of all persons in the United States are receiving instruction in the public schools.

But more than one-third of all persons from 5 to 18 years of age are not in school on any given day. Of 27,728,788 persons 5 to 18 years of age, 78 per cent, or 21,578,316, are enrolled in public schools, but ouly 58 per cent of the number 5 to 18 years of age are in average daily attendance, namely, 16,150,035. It is estimated that 2,034,642 children, or 7 per cent of all those 5 to 18 years of age. are enrolled in private and parochial schools. Assuming that the rate of atteudance in those schools is approximately the same as in public schools it appears that about 36 per cent of the childreu of school age are absent from school on any given day.

The average leugth of term of all public elementary and secondary schools in 1920 was 162 days. Each pupil enrolled was iu average attendance for 121 days. The total schooling received by the children of school age was obtained by 85 per cent of such children enrolled in public and private schools who attended for an average of only six school months of 20 days each. This assumes that the length of term iu private schools was approximately the same as in public schools, as is probable.—*Florence Du Bois.*

Studeuts at the Uuiversity of California manage and direct both the business and the artistic department of their theater undertaking. Stage, scenery, drops, lightiug and curtain are all made by students.

MEDICAL INSPECTION FOR ITALIAN SCHOOLS.

All schools in Italy, public and private, as well as children's asylums, are now subject to regulations for the coutrol of communicable diseases. At the beginning of each school year every school receives medical iuspection. A medical inspector also visits each school once a month. Any pupil suspected of having a communicable disease is excluded from the school uutil a definite diagnosis has been made. The principal of a school may exclude a child temporarily uutil the school physiciau has seen him. Teachers are required to report auy case of suspected eye or skin trouble. An outbreak of disease may result iu closing of the school, if this is recommended by the school physician. Childreu who are iu dauger of becoming tuberculous receive special attention. Classes for such children are formed whenever a large enough number of "pre-tuberculous" children are fouud iu a community. Vaccination is compulsory.

SCHOOLS CLOSED FOR TRIVIAL REASONS.

That schools should begin and close regularly at definite hours and that they should continue uninterruptedly throughout the term are elementary points in administration that are usually taken for granted. But in one of the surveys by the general education board it was found that in some places schools are closed for trivial reasons. In one county a trustee closed the school because his son was ill and he did not want the boy to fall behiud the other children, therefore the school had to wait until the trustee's son was well. In another school the teacher closed school for a week while she went to a neighboring city to do her winter shopping.

SCHOOL CREDIT FOR OUTSIDE INSTRUCTION.

Students in Denver high schools who carry work in the regular music courses offered by the school receive credit toward graduatiou for instructiou received from private teachers also. Such outside lessons must continue for a full school year of 38 weeks, and practice must occupy at least six hours a week. The parent or guardian and the private teacher must each make a signed report for each semester on the number and duration of the lessons and the time spent in practice. Credits in music earned at school and outside may not amount to more than one unit during the year.

CONGRESSIONAL INDORSEMENT OF AMERICAN EDUCATION WEEK.

Typical Expressions by Members of the United States Congress—Testify to Interest in Education and Willingness to Aid in National Campaign for Its Advancement.

I heartily approve of promoting an American Education Week, and if I can be of any service will be pleased to assist.—*L. Heisler Ball, United States Senator (Delaware).*

Answering your letter of recent date, I have referred it to Senator Capper, publisher of the Topeka Daily Capital and a number of weekly papers, and urged him to say something about the educational week. I am glad that you are taking up the question of Americanization, citizenship, and patriotism. I think the question of Americanization has been delayed too long.—*Charles Curtis, United States Senator (Kansas).*

I heartily approve and am taking the matter of American Education Week up with our local papers.—*N. B. Dial, United States Senator (South Carolina).*

The movement you advocate is one to which I may and do very heartily subscribe.—*Andrieus A. Jones, United States Senator (New Mexico).*

I shall, of course, be very glad to render any service in my power.—*Medill McCormick, United States Senator (Illinois).*

I shall give my earnest support to any question which will be of benefit to our people along the lines of educational work, and shall gladly indorse the campaign for an American Education Week.—*Tasker L. Oddie, United States Senator (Nevada).*

I shall be pleased to cooperate with the Governor of Wyoming in every possible way in the matter of an American Education Week.—*Francis E. Warren, United States Senator (Wyoming).*

I have your letter of October 11 telling me of your plans for the American Education Week. I shall be glad to cooperate with you in this splendid undertaking.—*James E. Watson, United States Senator (Indiana).*

I have always felt that the public-school system of this country is the greatest institution we have, and I am only too glad to do what I can to further the development of our educational institutions. The voters of Maryland will have an opportunity to express their desires on a constitutional amendment designed to increase the number of schools in the State. I am supporting this amendment and expect soon to make a public statement for the press of the State to this effect, and at the same time will publicly indorse the commendable effort of the Bureau of Education in promoting the American Education Week. I hope it will be a great success.—*O. E. Weller, United States Senator (Maryland).*

I shall be glad to give such assistance to the matter as I may be able to.—*Sydney Anderson, Member of Congress (Minnesota).*

You may be sure that I shall be glad to do all that I can to aid in stimulating an even greater interest in educational matters. I am thoroughly in sympathy with all movements giving special emphasis to the educational subjects that you refer to in your letter.—*Clay Stone Briggs, Member of Congress (Texas).*

You may be assured that I will take much pleasure in cooperating with your bureau in promoting American Education Week in every way possible. Do not hesitate to call upon me when you feel that I can serve you.—*Fred A. Britten, Member of Congress (Illinois).*

I will certainly be glad to indorse this movement.—*Edward E. Browne, Member of Congress (Wisconsin).*

The school organization here is a very active one, and, as I am informed, are taking a very active interest in this week, and I will try to promote the interest by indorsement in the local newspapers.—*Theodore E. Burton, Member of Congress (Ohio).*

I shall, indeed, be very pleased to do all that I can to make the American Education Week a success in my county, Luzerne County, Pa. My father was connected with educational work and I am a member of the Committee on Education in the House. I am on this day taking up with the authorities in my county the question of bringing the subject matter of your letter to their attention.—*Clarence D. Coughlin, Member of Congress (Pennsylvania).*

I will be glad to cooperate in making the week a success.—*S. W. Dempsey, Member of Congress (New York).*

I will be glad to give the campaign such assistance as I can.—*Fred H. Dominick, Member of Congress (South Carolina).*

I shall be very glad to do anything in my power to help promote the American Education Week.—*Hamilton Fish, jr., Member of Congress (New York).*

I assure you that I am in hearty sympathy with your work and will be glad to cooperate.—*B. K. Focht, Member of Congress (Pennsylvania).*

We can not dwell on the benefits of Americanization and education too much these days. Anything I can do to promote the movement in my State I assure you I shall be most happy to do.—*Ira G. Hersey, Member of Congress (Maine).*

I will speak to the newspapers about American Education Week before I leave for Washington.—*Julius Kahn, Member of Congress (California).*

I will be glad to do what I can to give this matter publicity in my district and lend such assistance as I can give.—*Edgar R. Kiess, Member of Congress (Pennsylvania).*

I assure you that I shall be pleased to assist in any way that I can in this meritorious work.—*Walter W. Magee, Member of Congress (New York).*

I assure you that I will do everything possible to assist the campaign for an effective American Education Week. It is a good cause and will undoubtedly receive the strong support of all good citizens.—*Luther W. Mott, Member of Congress (New York).*

When the proclamation is issued by the President I will be very glad to give your National Education Campaign my hearty indorsement and such publication through the newspapers of my district as may be possible.—*F. F. Patterson, jr., Member of Congress (New Jersey).*

I am happy to say that the American Education Week has my hearty indorsement. You know that I have long felt that a program such as you propose would be one of the worth-while things in which our executive departments could engage. Special emphasis should be laid upon Americanization, patriotism, illiteracy, and physical education. Command me in any manner that I can be of assistance.—*John W. Rainey, Member of Congress (Illinois).*

I shall be glad to do whatever I can to advance the cause of American Education Week.—*John Jacob Rogers, Member of Congress (Massachusetts).*

I am very glad to learn of this movement and indorse it highly.—*H. Steenerson, Member of Congress (Minnesota).*

I shall be very glad, indeed, to do anything that will make this a success.—*Zebulon Weaver, Member of Congress (North Carolina).*

I will be glad to cooperate in promoting the American Education Week and will take the matter up with our local papers.—*James P. Woods, Member of Congress (Virginia).*

HEALTH SERVICE IN CITY SCHOOLS

Joint Committee of National Education and American Medical Association Presents Report—One City Spends $8 a Year for Health Work Per Child.

To show typical conditions in health work done by city schools, the joint committee on health education of the National Educational Association and the American Medical Association has published a report on various phases of school health service in cities and towns of more than 2,500 population. Of 341 school superintendents answering the questionnaire issued by the committee, more than half represented cities of between 10,000 and 25,000 people. Thirteen answered for towns smaller than 10,000, and the rest, 155, for cities larger than 25,000. Forty-six of these cities have populations greater than 100,000.

Two hundred and seventy-one cities report an appropriation for health supervision and physical education, only 11 cities reporting that nothing is spent for this work. The highest amount spent annually for each child is $8, paid by a western city of a population between 50,000 and 100,000. The median sum paid annually for each child is $1.37, and about one-third of the cities reporting pay more than $2. Cities having a population of less than 10,000 and cities between 50,000 and 100,000 pay a median of $1.74 for this service.

The money paid for health supervision and physical education represents approximately 2 per cent of the total expenditure for education in the 265 cities reporting both items. Two cities having populations between 25,000 and 50,000 spend 8 per cent of their total education budget for health work, and 33, most of them between 10,000 and 25,000, spend less than 1 per cent. More than half of the cities reporting spend from 1 to 3 per cent of their education money for health purposes. The highest percentage is paid in cities of the Great Lakes region, where 2.56 per cent of the school money is devoted to health supervision and physical education, and the lowest percentage is paid in cities of the South, where only 1.93 per cent of the school money goes for health education.

For the control of communicable and other acute diseases, 321 cities inspect pupils daily. In more than half of these cities the teacher is responsible to the principal for this work. The principal reports to the school nurse, and the nurse to the school physician. To discover physical defects 197 cities give a physical examination once a year to every pupil in the schools. Fifty-six cities give such examinations twice a year.

Hospital and clinic facilities for the correction of defects among school children are generally insufficient, according to the answers from more than 300 cities. Nearly half of the cities reporting have insufficient clinic facilities or none for the correction of visual defects and removal of tonsils and adenoids, and more than half are lacking in proper arrangements for the correction of dental defects. Dental clinics are maintained in 237 cities. These are located in public schools in 117 cities. In others they are at the office of some philanthropic agency, in medical schools, at the office of the board of health, or at the office of a local dentist.

School budgets in 132 cities provide money for remedying children's physical defects by dental care, school lunches, removal of adenoids and tonsils, furnishing eyeglasses, etc. In 153 cities no money is provided for this purpose. However, most schools receive assistance from outside agencies caring for pupils' health. Boards of health and various private agencies assist in 202 cities. Only 68 cities report that no outside agencies help to pay the expense of health care of school children.

Health teaching is given in all grades in 226 cities, and in many cities it is correlated with other subjects. One-third of the cities reporting correlate health teaching with physical training. Daily inspection for health habits is a practice in 219 cities, while 99 cities report that they do not have such inspection. Of the cities which have daily inspection, 119 report that the results of inspection of pupils are checked on individual cards. All the grades of the elementary schools are inspected in 70 cities. Teachers inspect and check the health habits of pupils in nearly all the cities reporting. In a few cities the school nurse, the parents, the school nutrition worker, and other pupils assist in this work.

Pupils are weighed by the school authorities in 271 cities. Nearly half of the cities report that the weighing is done monthly. In 62 cities it is done one a year; in 39, twice a year. The school nurse and the regular teacher generally do the work of weighing the pupils. Underweight pupils are placed in nutrition classes in 167 cities, more than half of the cities reporting on this question.

SCHOOL DENTAL CLINIC IN MASSACHUSETTS TOWN.

Public Health Association of Hopkinton, Mass., Has Maintained Clinic Since 1919—Many Parents Think Children's Teeth Require No Attention.

By FRANCES G. MARTINDALE,
Hopkinton Public Health Association.

The dental clinic at Hopkinton was opened through the sale of Christmas seals and a tag day. With the proceeds of the tag day dental instruments were bought. The chair, engine, and one month's supplies were loaned by a local dentist.

The clinic started business on May 10, 1919, and continued until the close of school in June. The dentist gave his services the first year, and the money for supplies was taken from the treasury. A room in the high-school building was provided by the superintendent of schools.

The work of 53 pupils was completed in the short time that the clinic was open. One hour a day was the time given to the work during this period. The mouths of all these pupils were found to be badly neglected.

On November 10, 1919, the clinic was again opened in the high-school building and continued in operation two days a week until school closed in June, 1920. The hours were from 9 a. m. to 3 p. m. Two hundred and forty-six pupils received attention.

The only pupils treated were those who had never before employed a dentist. The expenses of the clinic were heavier that year, and the dentist, a local man, retired, was paid $3.60 a day. This work of 1920 was also paid for from the proceeds of the Christmas seals. The expenses of the clinic amounted to $259.29.

In 1921, through a gift of $200 from the local Red Cross Chapter, a clinic room and office was rented.

In November, 1921, 100 children were registered at the clinic, which was open on Mondays and Thursdays from 1 to 4 p. m. Before May 18, 1922, the work on 216 pupils had been completed. With the exception of the first and second grades, much less work had to be done owing to the fact that many of the children had been treated in the previous terms.

The condition of the mouths of the pupils of the first grade was exceedingly bad. In conversation with the parents it was found that the 6-year molars are not considered permanent teeth and that therefore they do not need attention.

THE TREND IN HIGHWAY ENGINEERING EDUCATION

By T. R. Agg, *Professor of Highway Engineering, Iowa State College, Ames, Iowa.*

[An address delivered before the Second National Conference on Education for Highway Engineering and Highway Transport.]

Prior to the year 1910, highway engineering instruction in American colleges and universities was confined almost entirely to the conventional courses in roads and pavements. A few institutions included in the instruction in surveying a few problems in highway or street surveying. In general, there was no attempt to differentiate highway engineering from general civil engineering.

A notable exception existed at Harvard, where the late Dean Shaler introdueed a few elective highway courses in the civil engineering curriculum. Several engineers who now hold positions of the highest responsibility in the highway engineering field reeeived their training under Dean Shaler.

The reason for the relatively meager treatment of highway engineering during the period prior to 1910 was that the highway problem was principally one of providing for horse-drawn traffic. While there had developed a considerable volume of motor traffic by the year 1908, the percentage of such traffic was small and did not constitute the controlling element in highway design or maintenance.

Unexpected Increase in Popularity.

The rapidity with which the motor vehicle increased in popularity during the period beginning in 1908 was entirely unexpected by highway officials and adequate maintenanee developed slowly. In consequence, many miles of what had been considered substantial roads were seriously damaged before steps could be taken to provide suitable maintenance. An enormous maintenance problem therefore developed within a period of five years, and personnel for supervising the work had to be assembled and trained. Along with the necessity for maintenance, there developed an insistent demand for better road surfaces than could be provided by reconstructing existing roads and for great extensions of the mileage of surfaced roads. These demands necessitated the employment of personnel technieally qualified to supervise the construction of high-class types of road surfaces.

By the year 1912 engineering schools had begun to react to the demand for engineers prepared for highway engineering by increasing the amount of highway instruction included in curricula. Since that time the importance attached to highway engineering instruction has steadily increased despite the constant debate on the desirability of permitting specialization in civil engineering. It is doubtless true that the opposition to the inclusion of strictly highway engineering subjects in the civil engineering curricula arose from opposition on the part of educators, who feared a loss of prestige for some of the older established lines of eivil engineering or who doubted the wisdom of including options in the course of study.

Three General Plans Followed.

A survey of the present status of highway engineering instruction in the various engineering schools indicates that three general plans are being followed:

1. A eertain amount of general highway engineering instruction is given through the medlum of a course of the nature of the old standard one in "Roads and pavements," the amount of such instruction varying from two to five semester hours. It appears that a considerable number of institutions follow this plan.

2. A limited number of schools offer a four-year course in highway engineering, earrying a B. S. degree. Obviously such a course includes many subjects that are usually included in civil engineering.

3. Many schools include a definite amount of required highway engineering instruction in the civil engineering course and then offer a certain additional number of subjects as options open to senior students. The amount of required work varies from three to eight semester hours and the amount of optional work varies from three to six semester hours.

Required and Optional Courses.

Typical required courses are: Roads and pavements, highway design, road materials testing, and highway bridges design.

Typieal optional courses are: Highway administration, highway drainage, highway speeifications, and highway finance. In some schools certain of the courses listed above as required are optional and likewise some of the courses listed as options are required, but the usual arrangement is as indicated.

Usual Character of Courses.

The content of the several courses of study seems to vary considerably, but the following will indicate in a broad way the usual character of the subject matter:

Roads and pavements.—Types of roads and pavement surfaces, methods of construction and maintenance, elements of design, and fundamental economic considerations.

Highway design.—Problems involving the actual working out of designs for roads and pavements, including establishment of grades, alignment, and slab thicknesses, and design of such details as curves, intersections, and warped surfaces.

Highway drainage.—Application of the theory of land drainage to highway drainage and consideration of the various accepted methods of highway drainage.

Highway bridges.—Application of the principles of structural engineering to the design of bridges and culverts for highway loading consideration of the types of structure usually adopted for highway improvements.

Road materials testings.—Laboratory work, covering the aceepted methods of testing nonbituminous and bituminous road materials. Sometimes supplemented by lectures and recitations intended to emphasize the significance of the results of the tests.

Highway administration.—Highway laws, highway finance, methods of administration, organization of municipal and State highway departments, and day labor or contract construction organization.

Highway specifications.—Critical analysis of current specifications for road or pavement construction and practice in the writing of specifications for specific projects.

Highway finance.—Usually taught by the department of economics as an exposition of the principles of public finance.

Short Courses.

In order to bridge over the period during which an insufficient number of properly trained men are available for highway work and to enable ambitious men to prepare themselves for advancement, some institutions give intensive instruction in highway engineering during periods of two or three weeks. Courses of this character meet a real need, and when the subject matter is well chosen and presented with a regard to the limitations of those in attendance are of great value. They must be intensive, not too highly technical, and must be closely correlated to current

highway practice in the area from which the students are drawn.

Highway Engineering Graduate Courses.

A few institutions offer graduate instruction in highway engineering, and this field probably is susceptible of considerable development. Under the most favorable conditions it is impossible to go very far into the ramifications of highway engineering during the undergraduate years, nor is it probably wise to attempt to do so. Highway research is beginning to receive the deserved attention and presents a virgin field for graduate study. It therefore follows that highway engineering graduate work should for many years to come offer an attractive field for engineers who wish to avail themselves of the undoubted advantage that accrues from graduate study.

In order to make available to practicing engineers the opportunity for graduate study, some institutions offer the gradnate work during a period of six or eight weeks during the winter. This enables engineers to attend during what is nsually their slack season. But in any case the graduate courses should be available during the regular collegiate year.

Results and Probable Developments.

From time to time various organizations engaged in the promotion of highway improvement have urged the educational institntions of the United States to train men for highway work. There is ample evidence that the requirements for success in the highway engineering field will become more rigid as practice conforms to the underlying basic principles involved. This is indicated by the fact that notable progress has been made in the seience of road building since trained engineers have been placed in responsible positions.

The conclusion is reached that the road-building program of the United States will reqnire a large number of new engineers annually for many years and that the field is a promising one for ambitions men. Conseqnently, educational institutions will do well to plan to meet this need for properly trained men.

Summary.

The trend in highway engineering instruction seems to be toward a system whereby certain fundamental courses are required of all civil-engineering students. In general, this amounts to about five semester hours. Supplementing the reqnired work there is offered abont an equal amonnt of optional highway engineering instruction for men who wish to specialize in the subjects.

It seems to be assured that the need for additions to the supply of trained highway engineers will continue for a long time.

Short courses to fill a present need have been snccessfnl ln many institutions and may extend through a week or through as many as three or four weeks.

Graduate work in highway engineering is being developed rapidly and affords a real opportnnity for educational progress.

AN "ADJUSTMENT ROOM" FOR INDIVIDUAL ATTENTION.

Children in the elementary grades who are mentally normal but have difficulty in making progress in reading, writing, or arithmetic are given individual attention in an "adjustment room" conducted by the Southern Branch of the University of California. If mental slowness or poor vision is the canse of failure, the child is not placed in the adjustment room, which is intended only for children whose failure is caused by some difficulty which can not readily be found by the class teacher. Data are collected from former teachers and the child is given psychological tests in an effort to diagnose the trouble. Often a child is very bright bnt is unable to do group work.

Children do not spend the whole day in the adjustment room, but attend their regular classes part of the time. If a child has difficulty in one snbject only, he ls sent to the adjustment room while his class is having that subject in the classroom, and such children usually can return to the regular class work before many weeks. The time spent in the adjustment room depends upon the individual needs of the pupils. Some require a few weeks of work, while others stay for months. About 60 children come and go in the course of the day, bnt they are never all in the room at the same time.

MANUFACTURERS AND EMPLOYERS EQUIP TECHNICAL SCHOOL.

In the new technical school just established at Rugby, England, the apparatus and equipment with which it is furnished was specially made and presented by the British Thomson-Houston Co. The school has been equipped throughout, so far as machinery, gear, and scientific apparatus are concerned, by large employers in this important center of engineering. It is claimed that the electrical section of this school is as complete as anything of its kind in England.—*G. W. A. Luckey, Specialist in Foreign Educational Systems.*

MUSICAL INSTRUMENTS LOANED TO BEGINNERS

Children in Los Angeles Schools May Borrow Instruments from Two to Five Months Practically Without Charge—Many Elementary Schools Have Orchestras.

More than 1,800 boys and girls of Los Angeles elementary schools play in school orchestras. One hundred and eighteen elementary schools have orchestras, and hundreds of boys and girls in these schools are learning to play various instruments, so as to be ready to take the places of the pupils who will be graduated soon. Many of the instruments are bought from the proceeds of concerts given by the combined orchestras of these schools. These instruments and some that have been presented to the schools are loaned to boys and girls for a period of from three to five months. Eighty-nine instruments are loaned ln this way, without any cost to the pupils, except a small sum to pay for repairing, sterilizing, etc.

The opportunity to borrow an instrument to begin on has enabled many pupils to study music who otherwise could not have done so. Many parents are willing to pay for instruction, but do not wish to buy an instrument lest the money be wasted if the child gives up the lessons.

Some of the school instruments have been in 10 or 12 homes, and some of them are used by two children living in the same neighborhood, so that the 89 instruments have already reached several hundred boys and girls.

NIGHT WORK OFFERED IN SMALL CITY.

Classes for men and women who wish to study outside of work hours are held by the Independence Institute of Arts and Sciences, Independence, Mo. Courses are offered in social service, mothercraft, normal training for kindergarten and primary teaching, religious education, engineering, and commercial subjects. High-school graduation or its equivalent is required for entrance to the institute courses, but preparatory courses are offered for students who are not qualified for regular entrance. A diploma is issued to every stndent who completes satisfactorily the requirements for graduation; a full course takes about two years. The school is nonsectarian and only nominal fees are charged.

EQUITY IN EDUCATIONAL OPPORTUNITY.

Equality of Men Embraces Neither Body, Mind, nor Estate—Equality of Opportunity the Foundation Stone of Democracy—Marked Inferiority of Rural Schools.

By H. R. Evans.

According to the dictum of Thomas Jefferson, as expressed in that grand old document of American liberty, the Declaration of Independence, "all men are created equal." It is a superb declaration of human rights, but in an age of science like the present, when everything physical and psychical is subjected to rigid analysis, we have to take the immortal sentence of the great statesman with a pinch of salt. From a scientific standpoint, all men are not created equal, either in body, mind, or estate. Inequality is the law of nature. But what Jefferson evidently had in mind was "equality of opportunity," which is the very bedrock of democracy. If "equality of opportunity" be the basis of democracy, then it applies with peculiar pertinency to education, higher as well as elementary. In a contribution to "Educational Administration and Supervision," for October, 1922, Prof. B. F. Pittinger, of the University of Texas, says:

> Democracy in education like democracy everywhere consists in freedom and equity of opportunity. In this case it is educational opportunity which must be equitable and free. Freedom of educational opportunity is rather satisfactorily provided in the publicly supported school systems of our American States. But equity of opportunity is much less satisfactorily provided. In fact, there seems to be dispute as to what "equity" in this connection means. It seems often to be confused with *sameness*, as if signifying an identity of educational opportunity, both in kind and in degree. This, however, is clearly an impossible conception, and one which is inconsistent with the accepted connotations of the term. This meaning is permissible only if children are alike by nature and if their energies are directed toward similar goals. But such an assumption is opposed to fact. Equity of educational opportunity must mean variety of educational provisions because the needs and abilities of children differ and because their goals in life are different. It means such variety of opportunity as is provided in a rich and well-constructed course of study in the school.
>
> Not always, however, does variety of opportunity mean equity. There is conspicuously evident in our country to-day a type of variation which is deplorably undemocratic, because it leads to radically unequal educational advantages. We have reference to the almost phenomenal differences in educational resources presented by different communities and even by different States.

The inferiority of country to city schools is apparent to every one, and consequently equality of opportunity is woefully lacking in rural schools as compared with urban schools. To keep the people on the soil, to check as far as possible the tremendous influx to the cities, rural schools must be made as good as city schools, not necessarily as regards sameness of curriculum but as affording equal advantages to pupils for life careers. The scientific study of farming presents many interesting and absorbing phases; community centers in rural districts can be made centers of culture and self-expression for the people to even greater extent than in cities, where the theaters and "movies" provide so many distractions.

The public school is adapted like no other institution for the making of citizens of the Republic. It should be the place where "hatred expires," where racial and religious intolerances have no breeding ground. "Wise and judicious modes of education," says John Adams, "patronized and supported by communities, will draw together the sons of the rich and the poor, among whom it makes no distinction; it will cultivate the natural genius, elevate the soul, excite laudable emulation to excel in knowledge, piety, and benevolence, and, finally, it will reward its patrons and benefactors by shedding its benign influence on the public mind."

Yes: equality of opportunity in education is the foundation stone of democracy. If there are defects in our educational system as regards this fundamental doctrine, they should be remedied as soon as possible. In city schools we find hundreds of children leaving before finishing the eighth grade, owing to economic distress. They must go to work in order to assist their parents in the great struggle of life. Here is one of the sore spots of our civilization. Continuation, or part-time schools, in some cities enable children of poor parents to continue their education, at least along vocational lines. But many "a mute and inglorious Milton" is kept in obscurity by poverty and gets no opportunity for expression. It would seem to be the duty of society to seek out these cases and remedy them if we are to make available for the Republic all the talent which it has produced.

SIX STATES REQUIRE BIBLE READING

In General No Comment is Permitted — Georgia Requires a Chapter to be Read Every Day—In Some States Bible is Declared Sectarian Book.

Daily reading of the Bible in public schools is required by law in six States—Alabama, Georgia, Massachusetts, New Jersey, Pennsylvania, and Tennessee. In all of these States, except Georgia and Alabama, the law prescribes that the reading must be without comment. Reading from both the Old and the New Testaments is required in Georgia, and only the New Testament is specified in the New Jersey law; the other States do not require any special part of the Bible.

The amount which must be read varies considerably. Georgia requires that at least one chapter be read each day; Pennsylvania and Tennessee require at least 10 verses each and New Jersey 5 verses. Massachusetts and Alabama do not specify the amount to be read.

At the written request of a parent or guardian a pupil may be excused from the Bible reading in Georgia and Tennessee. In Massachusetts a pupil whose parent or guardian informs the teacher in writing that he has conscientious scruples against it is not required to read from any particular version or to take any personal part in the reading.

The courts of California have recently decided that the Bible is a sectarian book and must not be employed in public schools. Similar decisions have been rendered in other States.

Six instructors will be employed for the summer of 1923 and postgraduate medical courses will be brought within the reach of every doctor in the State of North Carolina. It is expected that more than 500 will take advantage of the opportunity, according to Chester D. Snell, director of university extension of the University of North Carolina. The work was fully described in the September number of School Life.

Students wishing to be admitted to the Cleveland School of Education must show that they stood in the upper half of their high-school class at graduation or they must pass rigid entrance examinations. More than 100 girls were refused admission this fall on account of these requirements.

EQUALITY OF OPPORTUNITY YET FAR AWAY

Contrast Between Advantages Enjoyed by City Youth and Those Offered to Rural Children—Consolidated Schools Utilize Energy of Community.

By J. F. ABEL.

OLIVER. Now, sir, what make you here?
ORLANDO. Nothing; I am not taught to make anything.
OLIVER. What mar you, then, sir?
ORLANDO. Marry, sir, I am helping you to mar that which God made, a brother of yours, with idleness.

—*As You Like It.*

And so Shakespeare voices the angry protest of an ambitious youth to his older brother against being "stayed at home unkept," denied training and education, and the "nothing so plentifully given him." It's a fundamental protest, the innate desire of young manhood to grow, to express itself, to take its place in life and life's activities, urged on by the knowledge that his older brother is kept at school and "report speaks goldenly of his profit." In the picture are all the elements of the situation that the people of the United States face.

The Fortunate Youth.

For the one young person there is the school system near at hand that takes him in his earliest years, directs his play, cares for his health, and surrounds him with interesting, beautiful things on which his mind may feed. Year after year, through grade after grade, in a healthful, good environment, it gives him mental and physical tasks fitted, so far as we now know how to fit them, for his stage of development and calculated to prepare him for the next stage. He is given a choice of many things to do and the "implements of knowledge" with which to do them. It is all closely connected, and he may move from each school to a higher one, until almost naturally he enters a university, itself a public school, graduates from it, and will probably succeed in life, because he has been "taught to make something." Through all his years of training he has the benefit of the knowledge and attention of people, a majority of whom are mature, professionally trained to recognize and meet his needs, experienced and practiced in the technique of teaching, and thoroughly conversant with the best facts in the branches they teach. He has constant association with mental and physical equals, and through it may acquire social attitudes and the ability to mingle with and be acceptable to any group. He has opportunity to study, to feel, and to know at first hand opportunities in life and what they offer.

The Unfortunate Youth.

For another young person there is also a school, hardly a part of a system, small, isolated, independent alike of restriction and guidance, that offers him little of beauty or charm, an environment dangerous to his health and morals, and short, intermittent terms of instruction so disconnected as to be of little help to him or even positively harmful in forming any definite purpose or aim in life. He is given few things to do and the barest knowledge of how to do them, not enough to bring to him the joy of successful application and achievement. In his years of training and preparation he is taught by immature people, who know little or nothing of his needs, are probably not well versed in the knowledge they would impart to him, and have no idea of the best ways of imparting it. He has few companions and with them he may form wrong, unsocial habits. He has little chance to know what the world offers him in the way of opportunity.

There are three and one-half millions or more of children in the United States who are trying to get in little one-teacher schools such training as may become citizens of the Nation. Against the nothing so plentifully given them in those schools they should protest and are protesting. If in any future time of war or disaster the Nation should call on them for help they might answer, "We can make nothing. We are not taught to make anything."

Perhaps physical conditions make necessary some of the 186,000 little one-teacher schools. In a few places there may be no other way of giving children any training at all. In those cases they should be made the best of their kind. But there is no good reason for continuing most of these schools. They are the poorest in the system and offer the children the worst of an unfair deal. Wherever they have been removed and larger, intelligently planned schools set up in place of them, there has been a quick change from the lowest level of educational offering to the average or above. In some cases probably the highest type of school we have is being developed from combinations of little country schools. These larger schools, consolidated, centralized, graded, or union, whatever they are called, bring the wealth and energy of a community to bear in a very effective way in educating its children. They are taught "to make something."

SOME EXPERIMENTS IN PRESCHOOL EDUCATION

(*Continued from page 50.*)

being the case, educational procedure must be adjusted to that fact if it is to be scientifically based. Thus far preschool education has been represented mainly by the kindergarten. Since this called for a lowering of the age of school entrance, the kindergarten has already occasioned considerable adjustment. In focusing attention anew upon the preschool period the nursery school will not only reenforce the kindergarten but will aid in making further adjustments possible.

The nursery school will stimulate educational progress also by the new demonstration it is making of the kind of education that is appropriate for the preschool child. In this respect also it will reenforce the kindergarten conception that education is the directing of children's progressive development instead of instructing them in the tools of learning. From this standpoint children's interests and activities form the point of departure, and the school arts are learned as means by which children express their ideas. With such a motivation for the learning of the three R's their mastery becomes a pleasure instead of a task.

The recognition of the importance of the early years will contribute also to another much-needed change. If the education of the 5-year-old child is as important as that of the one of 15, what justification is there for expending two and one-half times as much for the latter as for the former? Statistics show that throughout the country the per capita expenditure of the high-school child is two and one-half times that of the elementary child. The fact that so small an amount is spent on the elementary schools is the cause for the large number of failures, the amount of retardation, and the consequent early withdrawals from school. There is abundant evidence to show that the later work is poor in large measure because the beginnings have not received adequate attention. If the experiments in preschool education now in progress can aid in securing better facilities for the children in the elementary school they will have rendered a worthy service.

A theater owned and operated by the University of Rochester will be opened this fall as a unit of the Eastman School of Music, a department of the university.

The board of education of New York City has submitted a budget calling for an expenditure of $95,600,000 during the coming year.

PHYSICAL EDUCATION IN PUBLIC SCHOOLS

(*Continued from page 49.*)

Physical education is not a new thing. The Greeks appreciated its value. In the educational programs of Athens and Sparta physical education had a very prominent place. In the Middle Ages some form of physical training entered into the preparation of young men for knighthood, but the physical education of the great multitude was neglected, just as every other phase of their education was neglected. Following the Renaissance, the cloistered scholars who rediscovered the works of the old masters of Greek and Latin literature assumed that the important thing in education was the study of what the Greeks thought; they did not attempt to emulate the Greeks by doing what the Greeks did. The medieval scholars were bookish in their tastes and would rather browse among ancient manuscripts than undertake athletic exercises.

Puritans Frowned on Play.

The church rather encouraged the humbling of the body as an aid to the exaltation of the soul. After the separation of the Protestants from the Catholic faith, the Puritans went even further in frowning upon play and all physical activities except work. They carried over the same intense respect for books and bookish training. These ideals were carried to America by the New England forefathers; consequently physical education had no place in the education of the colonial children. Physical education had to work its way out from under the shadow of eclipse during the Middle Ages; it had to establish itself anew in America. It was a hard struggle, but victory is coming at last.

Growth of Physical Education Inevitable.

Changes in the social and economic life of our country have made physical education inevitable. In 1790 only 3 per cent of the population of America lived in cities. The last census showed an urban population of 53 per cent, the growth of urban population during the previous decade being about 5 per cent. For the last 130 years America has been renewing her vitality through the contact of her people with nature in the forests and open country. The American people, however, are no longer a rural people. The physical activities and opportunities of the open country are no longer possible for a majority of them. The growth of cities and the development of industrialism in America compel us to develop a system of physical education to take the place of the recreational and educative opportunities of outdoor life.

Develops Vitality to Meet Growing Needs.

What are the needs of the American people which physical education can meet? First of all is the need for vitality—for the conservation of the vital energies with which the individual is endowed and for the improvement and increase of the original store of vitality. In the work of the twenticth century we can not afford to waste vitality, neither can we be contented with the vitality we have inherited. It is necessary for us to develop greater vitality to meet the growing needs of life and to supply the energy necessary for the tasks of the twentieth century. A physical education program that contents itself merely with prevention of the waste of vitality is not sufficient to meet the need. A program that deals only with hygiene and health habits falls short of the requirement of the times because vitality needs to be restored as well as conserved.

The program must therefore present activities, particularly big-muscle activities, which supply the vitality needed to offset the effects of the narrowing and cramping industries of our city life. Big-muscle activities are needed by the man who works during the day only with the muscles of his fingers or hands. They are needed to secure the proper development of the nervous systems of our boys and girls, to bring about coordination of mind and muscle. The development of coordination will not wait until the individual reaches the age of 20 or 25. The development of the nervous system takes place largely in youth, so postponement of big-muscle activities means that the nervous system will never be properly developed.

Training in Health Habits Needed.

Of course, attention must be given in any adequate program of physical education to informational hygiene and training in health habits. However, informational hygiene is not sufficient. The health plays and stunts do impress certain health facts upon the mind, but it is the application of hygiene to daily living that is important. Just as we may train boys to wash their hands, comb their hair, and brush their teeth, so we may train them to care for their bodies in other desirable ways. It is a long and trying process to develop such habits, but the physical education program must include such training.

Physical education, through organized activities, must also tend to raise the level of sportsmanship and develop right ideals of play and recreation. The social value of activities must not be overlooked. Good sportsmanship on the playfields may be carried over into after life. One of the greatest needs of the industrial world to-day is that of good sportsmanship and cooperation. I believe that we may develop on the playfields of America much of that sportsmanship that is needed for the successful organization and conduct of American industry.

Provides for Worthy Use of Leisure.

Physical education will also provide for the worthy use of leisure in later life. We live in an iron age, an age of machinery, specialization, and narrow skill. The working day of the laborer is becoming steadily shorter. He has more time on his hands. If the leisure which modern industry affords to the working men and women is used for dissipation, then leisure will prove a curse rather than a blessing. However, leisure may be a very great blessing if it is devoted to recreation activities that will improve the vitality of the individual. Physical education should lead the worker to spend his leisure time in worthy recreational activities.

In California, in 1917, we decided that it was necessary for us to take hold of the physical education movement and direct it along sound educational lines. In that year the legislature passed a bill providing that physical education should be compulsory. We have been working under that law for almost five years. The bill had its origin in a study of the results of the draft, which showed that 29.85 per cent of all the boys included in the first draft were physically defective. It was about this time that compulsory military drill in the schools was being advocated. We found that military authorities were in agreement with us as to objectives to be attained, so it was not difficult to convince them that physical education rather than military drill was needed to attain these objectives. Thirty minutes a day of physical education was prescribed for pupils in elementary schools and at least two hours a week in high schools. The same legislature passed a law providing for health supervision. These two acts constitute the basis of the program of physical education in the State.

Three Elements of Physical Education.

Mr. Clark W. Hetherington, who was our first State supervisor, in presenting the program, outlined three elements of physical education: (1) The constructive element, introducing physical activities; (2) the productive or creative element; (3) the development of capacity for self-

direction. It is our belief that in giving boys and girls physical education we may develop real capacity for self-direction.

At first many of our teachers, brought up in a bookish atmosphere, could not grasp the idea underlying the program. During the past four years, however, by introducing the physical education program in our normal schools and summer sessions, we have been able to interpret to the teachers something of the spirit of physical education. Our hardest problem was to introduce the program in the rural districts. A recent report which we have compiled shows that at present we have 12 counties in the State employing full-time supervisors of physical education, 28 counties having full-time district or city supervisors of physical education, and 8 counties having part-time supervisors of physical education. This report shows a total expenditure for salaries of teachers of physical education last year of $866,125. We are expending on physical education approximately $1,000,000 during the present year.

The California program which I have outlined has justified itself with the public. Its progress is highly encouraging. Our boys and girls are more healthy and more active than at any time in the previous history of the State. A county superintendent who was one of the hardest to convert to the program recently sent in most favorable reports on the working out of the program. Most of the superintendents have expressed themselves as pleased with the progress made.

Physical education has a very definite place in the program of education: it is entitled to a definite time allotment and to definite supervision; its aims, purposes, and methods should be included in the course of training of every teacher sent out to teach in the public schools of America. Physical education means greater vitality for the American people, better spending of leisure. It means the socialization of young people, their preparation for living and working together. A program of physical education that will realize these aims has a large place in the program of education of the United States of America.

Foreign residents of the City of Mexico are taught Spanish free by the department of public instruction.

In honor of James Whitcomb Riley, the Hoosier poet, Indiana schools observed the week of October 1–7 as Riley Memorial Week, as suggested by the proclamation of Governor McCray. On October 7, Riley's birthday, the cornerstone was laid for the James Whitcomb Riley Hospital for Children.

HOW TO DO WELL IN YOUR STUDIES

A Good Beginning is Essential—Systematic Habits Once Acquired Will Last Through Life—Determination and Concentration Will Do the Rest.

By E. O. Holland, *President State College of Washington.*

If you want to do well in your college studies, you must begin well, you must be sure to master thoroughly the daily tasks assigned to you during the first four weeks of the freshman year. If you can get the first month's assignments in all your studies so that they are a real part of your knowledge and thinking, you have taken the first great step toward success and happiness in your college career.

The first four weeks' work can not be thoroughly done unless you are present at every recitation and listen attentively to the questions and discussions. In addition, you must be able to get thoroughly each day's work. Do not miss a single day of study; go into each classroom with the idea that you will be called upon to answer all the questions and that you can do so without difficulty. When the questions are asked by the instructor think quickly and see if the answers you have in mind are correct. If you discover your answers are wrong or only half right, you may be sure you have failed to give enough time to your assignment, or, worse still, you have not learned to study and to know when you have your lesson.

Apply Simple Rules of Study.

You must be able to apply some of the simple rules of study if you are to succeed. If you do not, you will do poor work and much of your effort will be wasted. The best brain in the world is one that learns quickly and keeps what it gets forever. The second best brain is the one that learns rather slowly, but keeps the information a long while. The poorest type of brain is one that learns very slowly and forgets quickly. Very few of us have the best type of brain, but most of us possess the second best type, which we must use so we can get the greatest service from it.

Such a brain will not work well unless we help it all we can. It must be trained. President Eliot, of Harvard, has said that the greatest thing to get in college is the trained capacity for mental labor, rapid, intense, and sustaining. He adds: "It is the main achievement of college life to win this mental force, this capacity for keen observation, just inference, and sustained thought."

Now, let us ask, how can we acquire this trained capacity? The psychologist has answered the question.

1. Have a fixed time each day for the preparation of each lesson. Do not let anything break into your schedule of work. Follow a fixed schedule of study for a month and you will be likely to follow it for four years.

2. Study the lesson as a whole to get a general idea of its content, and then go back and analyze it carefully. Ask yourself questions about the lesson and try to answer these questions. Challenge any statements you do not understand and then see if you find justification for them in the lesson.

3. Make a synopsis and visualize it so that the relationship of the various parts is clear in your mind.

4. At all times work with concentration. Get into the study with a determination to understand every part clearly so that you individually could answer all questions that might be asked by the instructor, or you could stand before the class and explain the lesson in detail. An hour of concentration is worth a half day's time spent in study when you are not giving it your best interest. Others have made fine records in this work—so can you.

5. Occasionally review the past month's or week's work; see if you understand it and can make a summary of the essential points.

6. Make yourself assume the attitude you would have if you were playing tennis, basketball, football, or any other game. Go in with all the interest, concentration, and drive you possess. You want to win in play; be victorious in the intellectual challenge that has been thrown down to you. Don't be a quitter, and don't be a second rater.—*The Cougar.*

ALASKA TEACHERS ACT AS HEALTH OFFICERS.

Employees of the Alaska Native School, Medical, and Reindeer Service are authorized to act as health officers when there is no local board of health in the vicinity. It is the duty of health officers to comply with the territorial rules and regulations for the isolation and quarantine of contagious diseases, to report monthly, on blanks provided, all cases of contagious diseases occurring in their respective villages, and to comply with requests of the commissioner of health for Alaska.

JOBS FOR TRAINED MEN IN HIGHWAY TRANSPORT WORK

Enduring Traits of Human Character More Essential Than College Education—Experience as Salesman Beneficial in Any Kind of Work—Opportunities in Manufacturing Plants and in Operation of Motor Vehicles.

By C. C. HANCH, *Vice President National Automobile Chamber of Commerce.*

[An address delivered before the Second National Conference on Education for Highway Engineering and Highway Transport.]

The university which establishes special courses in highway transport quite rightly asks the question, "What opportunities are there for our graduates in the long run?" and more definitely, "What jobs are they likely to find in the field of motor transport immediately upon graduation?"

I shall try to answer both of these questions briefly and directly, but to do this completely I must first indicate for a moment something of the extent and history of the automobile industry.

It is perhaps relevant to say that the automotive industry within the space of its short manufacturing career has advanced until it is to-day third among the industries of the United States in value of annual output, affording annual employment to some 2,431,000 employees, who earn their wage either in the output of the car itself or in producing the materials which go into the vehicle. Of this number some 600,000 are in the industry itself.

One Car to Ten People.

To-day there are some 10,500,000 motor vehicles in the United States, or 1 to every 10 people in the country. The total world registration is but 12,500,000, so that it appears at once that 83 per cent of the cars now in use are in this country. Of this total some 87 per cent are manufactured in the United States.

No man here to-day can forecast fully the directions which the use of the motor vehicle will take. Each day finds some new place for it. Each day the social and economic influence of the car extends into some new field and throughout the world the instinctive human desire for individual transportation asserts itself in the demand which we see reflected in a constantly growing use.

This development has taken place within a decade and, like every new development in our civilization, it has brought in its wake new questions, or rather old questions demanding new answers. The swaddling clothes of the infant will not fit the growing boy. The advance in 10 years from 600,000 to 10,500,000 cars brings with it new requirements in methods, whether they be legislative, industrial, or financial in nature. New practices, new customs are before us, and only trained men can give us the key to their solution.

Limitations as Old as Human Nature.

Before we can give a categorical answer to the question of what the field of opportunity is in this industry, however, certain conditions must be laid down which will be recognized by every educator as limitations older than education itself, as old as human nature.

College education in itself is not the be-all and the end-all. Behind college education there must be those enduring traits of human character which are always essential to success. Perseverance, intelligence, honesty, willingness to learn, and to work are fundamental. The textbook must be supplemented by the overalls.

University training supplies the spiked shoes, but every man must start at scratch, and in the long run the best will win.

Industry Entering New Phase.

Further, it must be recognized that the industry is but now entering upon a new phase in its development. Initially, the manufacturer was concerned with evolving a practical motor vehicle. Next, he found it necessary to develop manufacturing facilities adequate to meet the enormous immediate public demand.

This accomplished, he has arrived to-day at the point where the motor vehicle has become a major unit in transportation, requiring minds of varied training in such fields as civil, chemical, metallurgical, and electrical engineering, economics, business administration, and finance, research in physical and commercial lines, and many other branches, including public service.

The industry is in the pioneer stage of this step in its progress. It will proceed rapidly or slowly according to the recognition which educators give to the magnitude of the educational need involved and according to the facility with which university and industry learn to work together in this common cause.

University Man Must Begin at Bottom.

The question again becomes one of personality. The university man must be willing to begin at the bottom and must display the ability to grasp the opportunity afforded.

The matter of securing employment is an operating detail which will be worked out as the quality of the college graduate demonstrates his fitness for the job.

What is the job?

If the man's training has been in the field of highway construction, the question of where such jobs are to be found is one which Mr. MacDonald can answer, a matter not directly related to the automobile industry.

On the other hand, if a man has taken courses preparing him either for work within the factory or in the uses of motor transport, he should be able to find his place somewhere in the automobile industry.

When he first comes out of college he may get a job with a research department and find that he is a salesman. It is altogether probable that he will not be put on the exact type of work that he ultimately wishes to perform when he first goes into the factory. He may be taught something about the field and then sent out on the road for a month or two. No matter what section of the work particularly appeals to him, he is always sure to benefit from some sales experience. He must learn to bear in mind that motor transport is a means, not an end. The answer to the value of every type of design is, "Does it please the user?" "Is it of greater value to the man who is operating a car or truck?" Actual experience in selling is one of the greatest possible schools teaching practical conditions which the designer must face. Many a beautiful design has been worked out in a laboratory which would not stand the test of the open road.

Two Classes of Opportunity.

The field of opportunity, however, may be outlined as follows:

Broadly speaking, it can be divided into two classes, those within the manufacturing plants themselves and those in the extension of motor transport.

The first class offers a field of opportunity in five distinct divisions. Re-

search and design is the first of these. It affords a limited field in every factory where the services of a chief engineer and assistants will be required at salaries on a parity or higher than those of similar employment in other large manufacturing industries.

Among the problems with which men of this type will have to deal may be enumerated the following:

Development of light metals with high tensile strength.

Designing of carburetors which will reduce fuel consumption.

Improvement of braking and spring facilities.

Building of a simpler transmission.

Advance in headlighting system which will obviate glare.

Simplification of construction.

Development of equivalents for existing materials.

Fabricated production is the second phase. Here, again, the field is limited, but obtains in every factory. The chief problems involve questions of serial and mass production. The men in charge must be equipped to bring about modifications in factory practice to meet with changing requirements of design and to effect economies in production. The educational requirement is a study in engineering.

Purchasing Agent Must Know Materials.

Purchasing is another field which is common to all factories and requires the services of at least one highly paid man and assistants, whose salaries will depend upon the size of the factory. These men should be thoroughly grounded in business practice and, preferably, should have an engineering knowledge of the materials which they buy. They must also have an understanding of economic trends.

Sales and extension work is one of the largest fields of employment in the salaried field in the industry. Compensation there, as in all sales fields, depends directly upon the ability of the man. In general, the applicant should know the principles of psychology, business practice, and economics. If he is in the motor-truck field, especially, he will have to have a thorough knowledge of economic trends.

The fifth and last field is a specialized one—the highway transport engineer. This man should be both an engineer and an economist. He is, in fact, a glorified salesman, who must be able to map out selling campaigns on a mass scale dependent upon the growing field of highway transport, as, for example, in the use of the motor bus in connection with consolidated schools, the use of passenger fleets for traveling salesmen, etc. This field is limited, but, again, the compensation is in proportion.

The second large class of employment has to do with the operation of the vehicle in the field as a phase of highway transport and with the extension of sales promotional effort by the dealer.

Colleges Concerned with Two Classes Only.

Highway transport, as such, offers employment for a large and growing group of fleet owners, superintendents, dispatchers, and operators. The colleges are generally concerned only with the first two classes. Education for these fields should include a general knowledge of economics, business practice, and sufficient engineering to enable the man to build and conduct service stations, etc. This field offers attractive remuneration for the owner and a few very high salaries for the superintendents, depending upon the size of the fleet.

The dealer is the pivotal point in the future of the industry. His is the immediate contact with the public. He should have a general training in business practice, economics, and psychology. He must be a leader. The field is very large and the reward in proportion. If he is selling motor trucks, then he should have some grounding in engineering.

Beyond these fields and as a direct offspring of the motor industry, there are the allied fields of the city-planning commission, the traffic engineer, and the transportation expert of the State highway department. These fields come under the head largely of public service. They will require many men of vision, with a thorough grounding in economics, sociology, and engineering.

Field Will Embrace the World.

Finally, it may be said that the field in prospect is not limited to the confines of the United States. While the positions in manufacturing will continue to rest largely with those employed in this country for many years to come, and perhaps as long as there is a motor industry, foreign countries will turn more and more to us for leaders to carry on the work of extending motor transport throughout the world. As world conditions become more settled, countries now practically barren of modern highway transport facilities will need men trained to these tasks.

How shall one of these university graduates set about to get a job in the automobile industry? There is no sure road any more than in other business, but by the time next June's graduates are ready the industry expects to have worked out a plan which will keep it in touch with the available men. Whether this will take the form of a university contact bureau in the National Automobile Chamber of Commerce or whether some other method will be adopted has not been finally determined, but a definite effort is being made to outline a program which will keep the factories in touch with the more promising men who are being graduated.

In conclusion, let it again be said that the opportunity necessarily depends upon the man's ability and enterprise. All we can do is to give him an entry in the race.

MILWAUKEE CHILDREN IMMUNE FROM DIPHTHERIA.

First Tested to Determine Susceptibility, Then Treated with Protective Injections—Health Department Expects Immunity to be Permanent—Parents Must Consent.

To prevent diphtheria among school children, the Milwaukee Health Department gives the Schick test for susceptibility to every school child whose parents are willing, and then gives protective treatment to those pupils who are shown by the test to be susceptible to the disease. When a school is selected for protective work the health department sends to the principal a supply of circulars describing the test and the treatment. The children take these home to their parents along with permission cards to be signed by the parents if the treatment is desired.

Upon the day of the test the children whose parents wish them to be tested are called by classes to a room in the school building. Each child is given the Schick test, which is performed by introducing a drop of test fluid into the skin and examining the area upon the seventh day. The test does not protect; it simply indicates whether or not a child is susceptible to diphtheria. A week later, when the test is inspected, the first protective dose is given to those who are shown by the test to need it. Two more protective injections are given at intervals of a week. The health department expects to make the children permanently immune from the disease.

Boston is building a municipal stadium which will have a seating capacity of 40,000 and will cost about $1,250,000. Various educational institutions in the city will have the benefit of this stadium.

NEW BOOKS IN EDUCATION

By JOHN D. WOLCOTT.

ASHLEY, ROSCOE LEWIS. The practice of citizenship in home, school, business, and community. New York, The Macmillan company, 1922. xxi, 446 p. illus. 12°.

While attending school students should learn to practice their civic duties as members of the school community. A special feature of this textbook is Part III, Citizenship in the school, which comprises nearly 100 pages about playgrounds and school organization, work of the classroom, group methods and organization, general student organization, literary and athletic organizations, and the problem of the school course. Part IV contains material on the selection of a vocation, and on school preparation for business.

BROOKS, SAMUEL S. Improving schools by standardized tests. Boston, New York [etc.] Houghton Mifflin company [1922] xv, 278 p. diagrs., tables, illus. 12°.

How the results of standardized tests of achievement and of intelligence were used to improve the teaching in a New Hampshire supervisory district containing 26 rural, ungraded, one-room schools, under unfavorable conditions, is here told by the superintendent of this district. Superintendent Brooks relates how the tests and measurements were actually applied throughout his schools, and how on the basis of the information derived from the tests improvement was made in efficient silent reading drill, supervised study, and teaching children how to study. The book is intended for teachers and superintendents, both urban and rural, inasmuch as the principles set forth are valid for large and small schools in both city and country.

CAMPAGNAC, E. T. Society and solitude. Cambridge, At the University press, 1922. xi, 227 p. 12°.

The principles of human society are analyzed in this book and the position of the individual in society is determined. The writer holds that a man's education is the long process by which he learns to subordinate himself to the control of an ideal society. In other words, education is the process by which men acquire the art of conversation, the practice of pleasant and useful intercourse with their fellows.

CHAPIN, HENRY DWIGHT. Heredity and child culture. New York, E. P. Dutton & company [1922] xiii, 219 p. front., diagrs., tables. 12°.

That eugenics, which has to do with being born well, and euthenics, which has to do with being nurtured and educated well, are interlocking subjects is asserted in the foreword to this volume, which discusses the various inheritances of the child, and his physical, mental, and moral development.

CHINA EDUCATIONAL COMMISSION. Christian education in China. A study made by an Educational commission representing the mission boards and societies conducting work in China. New York city, Committee of reference and counsel of the Foreign missions conference of North America [1922] xv, 430 p. 8°.

The complete system of public education outlined by the Chinese government has been put into effect to a considerable extent and will make further progress. Nevertheless a system of Christian education parallel to that of the government will be needed in China for a long time to come in order to supply the Christian principles necessary for China's social welfare. This is one conclusion reached by the China Educational commission sent out by the American mission boards after it had made a tour of inspection of educational facilities in China during several months of 1921. The report gives the commission's findings of fact and also its recommendations of a policy designed to secure the future effectiveness of Christian education in China.

CRAMPTON, C. WARD. The pedagogy of physical training with special reference to formal exercises. New York, The Macmillan company, 1922. xv, 257 p. front., illus. 8°.

Biological engineering, according to Dr. Crampton, is a new profession, which effects a better adjustment and adaptation mutually between civilization and the human race, and in which physical-training teachers have a share. Owing to the increased attention now paid to physical training in America, there is a growing need for physical-training teachers. This book is the result of long experience in physical-training work by its author and gives directions designed to aid teachers of the subject.

FRAZIER, GEORGE W. The control of city school finances. Milwaukee, Wis., Bruce publishing company [1922] 132 p. forms, tables, illus. 12°.

With reference to the much-debated question of where the control shall be placed of the raising and disbursing of funds for city public schools, this book presents a large amount of information regarding the different methods used in American cities and examines and evaluates the efficiency of each.

HAGGERTY, M. E. Rural school survey of New York state. Educational achievement. Ithaca, N. Y., 1922. 223 p. diagrs., tables. 12°.

How well are the rural and village schools of New York state teaching the subjects which by general consent belong to their curriculum? This is the question which the Division of tests and measurements in the New York survey undertakes to answer in this report. In the first place, the report finds that the rural schools need to give more attention to developing in elementary pupils the ability to read ordinary English prose. A second deficiency to be remedied is in the matter of American history teaching. Besides testing achievement in reading, history, spelling, arithmetic, algebra, and Latin, intelligence tests were also applied in the New York survey. The report recommends the adoption of a larger school unit by means of consolidation.

STEWART, CORA WILSON. Moonlight schools for the emancipation of adult illiterates. New York, E. P. Dutton & company [1922] xiv, 194 p. front., plates. 12°.

The dramatic story of the origin, development, and goal of the moonlight schools is given in these pages. From the first establishment of these schools in Rowan county, Kentucky, in 1911 the movement against illiteracy extended to the whole state of Kentucky, and then to other states. The story includes an account of moonlight schools in war time and in reconstruction days. The losses still occasioned by illiteracy and the further need of moonlight schools are also presented.

STRAYER, GEORGE D. Report of the survey of the public school system of Atlanta, Georgia. School year—1921–1922. Made by Division of field studies, Institute of educational research, Teachers' college, Columbia university, New York city. George D. Strayer, director. N. L. Engelhardt, assistant director. [Atlanta, Ga., 1922] 2 v. illus., diagrs., tables. 8°.

The first volume of this report takes up the survey of the public-school buildings and the school-building program for Atlanta. The second volume discusses the organization and administration of the school system, school costs, the teaching corps, and the educational program of the schools.

WELCH, FREDERICK A. A manual for use of superintendents, principals, and school officials. Chicago, Ill., W. M. Welch manufacturing company [1922] viii, 145 p. 12°.

A practical manual for school administrators based on the experiences and observations of the author during 20 years as superintendent of village and city schools, and during four years as state inspector of village and city schools.

WILSON, MARTHA. School library management. 3d ed. revised. New York, The H. W. Wilson company, 1922. 150 p. illus. 12°.

A concise practical manual giving directions for all branches of library procedure for the use of school librarians.

To bring to the attention of residents of Massachusetts the opportunities for educational advancement in specific lines offered by its correspondence courses, the university extension division of the State Department of Education is issuing 15,000 bulletins describing the available courses. The division already has enrolled about 30,000 adult students.

CRADLE OF THE NATION'S FUTURE GREATNESS.

Establishment of Public School Greatest Event in History—In Every Public School American Spirit Grows—A System That Is Really Democratic.

The public school is first of all an education in citizenship. That education is almost as important as the education in writing, reading, and arithmetic, the foundations of knowledge, since reading and writing open to us all the knowledge of the book.

Fortunate the boy and girl that go to the public school. Much to be pitied are those deprived of that splendid training in American life and American thought. The public school is the United States in miniature. In it the little citizens that are to be the future voters sit side by side, all equal. They study and learn to know each other. They realize—most precious knowledge—in early youth that it is what you are, not what your father has or what your grandfather was, that makes the difference in this world.

The establishment of the public school was the greatest event in all the history of the human race. It declared and established the fact that in a country believing all men to be created free and equal, it is necessary that all shall have knowledge and free knowledge in order to make that equality worth while.

The Nation now says, "The mind of every child shall be fed at the public expense. The State will compel the parents to see that the children are taught and will supply free teaching for everyone that wants it." That declaration, represented by the public school, is the greatest step that civilization ever took. And since the first step was taken the public schools have advanced in efficiency, in number, in beauty, in attendance, in magnificent results of every kind.

Politicians have grafted on the public schools, book concerns have grafted public-school funds, contractors have swindled, and vicious, un-American elements that hate the public school because it really teaches the children, have fought against it—like that English Governor of Virginia who hoped that there would not be a public school in his State "for another hundred years." But in spite of it all, the public schools have gone steadily forward. The public has watched them, has demanded that they be built ever bigger, safer, finer.

The teachers are not paid yet as they should be, but each year there have been some improvements. Back of good pay for the teachers, the best schools and books for the children, there stands 90 per cent of public opinion, and 90 per cent is enough. And wherever there is a public school, whether it be the magnificent high school of the biggest city or the simplest little country school, one small wooden room with the American flag flying above it, you find the American spirit growing.

In that little school at the country crossroads, where the children run as the teacher rings the bell before the door or in the magnificent school of the big cities, the spirit is the same. The children are gathered as equals. They all have the same rights, they are all taught the same. They play together, they are American friends studying in childhood, growing up to be American citizens working together in adult life.

There is nothing more beautiful than a classroom full of children well taught; nothing more admirable than the career, the character ,the devotion of an earnest teacher, giving to the children of other men and women all that the teacher has of intelligence, kindness, affection, and concentrated thought.

Honor the public school. Honor the system of teaching that is really democratic and really American.

No matter how rich you may be or what you can afford, you can not, for the children's sake, afford to deprive them of the public-school atmosphere, of the democratic baptism that should come in early childhood.

Willingness to support the public schools through taxation is the test of the good citizen. Every dollar spent on the public school comes back a hundred and a thousand fold in the future life of the public-school children. Every dollar spent in public education and public schools is a dollar spent for insurance against trouble in the future. Interest yourself in the public schools, in the teachers, in the children. And honor the American public school, cradle of the Nation's future greatness.—*Washington Times.*

Summer-school sessions on the public pier on the Hudson River were held by the schools of Newburgh, N. Y., during the past summer. In addition to study periods, considerable time was devoted to games and story telling.

An average of 100 supplementary textbooks for each day of the school year are sent out to the county schools by the library of Contra Costa, Calif.

STUDENT GUIDANCE IN NOVEL FORM

In Stuyvesant High School, New York, Students in Alphabetical Groups Without Regard to Advancement Are Assigned to "Official Teachers."

To help students get the best possible results from their course, teachers in the Stuyvesant High School, New York City, discuss the curriculum with their pupils, advising them as to elective courses, says the Bulletin of High Points. The "official teacher" of each group of students, who has them in charge when the departmental classes are not in session, talks over the various courses with the pupils, helping them to choose work that suits their needs. Pupils are given a complete list of all the courses, required and elective, and are informed of requirements for admission to advanced courses. To assist students who are preparing for college the school distributes a booklet called "The Student's Guide," which contains information concerning courses and requirements at various colleges. Every student finds out what subjects he needs for college entrance long before graduation from high school.

Teacher Learns Needs of Pupils.

All pupils higher than the first term, except the graduating class, are grouped alphabetically instead of by grades, so that a pupil has the same official teacher continuously, often from the second to the seventh term. The teacher becomes acquainted with the needs and desires of individuals, and he frequently maps out for a second or third term pupil a tentative program for the rest of the high-school course. Every official teacher is required to be familiar with the school course of study.

Pupils are instructed to consult other students in their "official class"—that is, under the same official teacher—about the courses they desire to elect. This is easily done, since the official class includes boys of all grades except the first and the last. The programs of graduating pupils are specially supervised by the assistant principal six months before entrance into the graduating class and thereafter up to the time of graduation. Individual conferences are held with pupils and any changes in college entrance requirements are made known to those who are interested.

SCHOOL PRINCIPALS ISSUE CERTIFICATES

Recent Suffrage Law Makes School System Part of Machinery of Elections—Applicant Must Read 100 Words Silently and Answer Questions in Writing.

The recent amendment to the State constitution and subsequent legislation requiring all new voters to be able to read and write English before being eligible to vote is of special interest to school authorities. Educators are interested in any movement to raise the standards of citizenship. The literacy requirement for new voters serves to emphasize the fact that the public schools are not only agencies for the training of children, but the only institution equipped to provide adequately the required training in English, reading, and writing for the 400,000 foreign-born residents of New York State who are deficient in one or more of these subjects.

The amended election law provides:

1. That local election officials at time of registration, or at time of voting where personal registration is not required, shall require all new voters to read intelligibly an excerpt of approximately 50 words from the State constitution and write legibly in English 10 words from the passage read.

2. That the local election officials may accept a certificate of literacy issued by local school authorities.

The law provides that a certificate of literacy may be issued by the principal or other head of a public school or any school maintaining a course of study approved by the State department of education. The following regulations adopted by the board of regents govern the granting of such certificates:

"Certificates of literacy may be issued upon the following evidence of literacy:

"(*a*) To all applicants whose educational credentials show that they have successfully completed the work prescribed for the fifth grade of the public schools of the State.

"(*b*) To all persons whose educational credentials show that they have completed work equivalent to the fifth grade of the public elementary school in English, reading, and writing, in evening, parochial, or private schools of the State or equivalent work in schools outside of the State.

"(*c*) To all applicants who can not submit the evidence prescribed under (*a*) and (*b*) after successfully passing an examination or test authorized by the commissioner of education."

The commissioner of education has recommended that local school authorities make it possible for new voters to secure certificates of literacy by designation of certain hours two or more evenings or days, or both, during week of October 2, when the schools will grant certificates of literacy. During the past year over 80,000 foreign-born men and women were enrolled in the evening schools of the State. Thousands of new voters learned to read and write English in the public evening schools and will welcome the opportunity of securing a certificate as evidence of their literacy.

Illiterate Wives Cannot Qualify.

Significant is the fact that no more illiterate women will be qualified to vote because of the naturalization of their husbands. In the past the citizenship papers of the husband, who in a large number of cases learned to read and write English in the evening school or place of employment, made it possible for the wife to vote. As a result thousands of women failed to take advantage of the opportunity to attend night school. Thousands of others, who were mothers of large families, were unable to attend. The enactment of this law makes it increasingly important that special attention be given to this phase of our immigrant-education problem.

The tests to be used in determining the literacy of those who can not present evidence of satisfactory school training were prepared by a special committee appointed by Commissioner Graves for this purpose. The committee decided on the silent reading and writing test as the most satisfactory for this purpose. The applicant will be required to read a passage of approximately 100 words and answer in writing several questions to show that he understands the passage read. His answers will indicate his ability to write English legibly.

The selections chosen for the tests center about such topics as America, Americanization, American history, civic duties, government, citizenship, and naturalization. The active cooperation of the school superintendents made it possible for the committee to give the tests to several thousand children in the elementary grades and select those that were uniform in difficulty for the examinations to be conducted this fall. Many school superintendents and other school officials assisted the State department in developing plans for the administration of the law authorizing local school authorities to issue certificates of literacy.—*Bulletin of the University of the State of New York.*

TEACHERS' INSTITUTES IN WEST VIRGINIA.

Like many other States, West Virginia requires teachers to attend a teachers' institute unless attendance at a summer school is accepted in lieu of attendance at the regular institute. The State superintendent of schools fixes the date and outlines a general program for an annual five days' institute in each county in the State. These institutes for 1922 were held between the 24th day of July and the 4th day of September. A well-planned program was presented in each case, containing many new departures. As expert teacher was assigned to each county for regular daily work. This instructor demonstrated the best classroom methods of instruction by actually teaching before the institute. Special lecturers, physical directors, and music directors were provided, which not only made a full but a very interesting and instructive program. The slogans presented by the State department were Thoroughness, Teacher Training, and Standard Schools.

Each teacher received an official institute bulletin that contained the institute objectives, topics for discussion, general plans for the current school year, the reading-circle course, articles and notes of interest to teachers, and blank pages for note taking.

Entertainments, good music, and live lectures made the five days and evenings full of interest and enthusiasm for the teachers, who almost forgot that attendance was compulsory.—*J. C. Muerman.*

FIFTY THOUSAND CHILDREN IN GRAND SPELLING BEE.

Winners of county spelling contests in New York State competed for prizes at the State fair at Syracuse on September 12. Forty-six girls and eight boys, representing every county in the State but eight, took part in the competition. Among these were the daughter of a full-blooded Indian chief, a colored boy, and two girls only 10 years old. To select the 54 contestants more than 50,000 children were examined in county competitions.

State Commissioner of Education Frank P. Graves announced the words to be spelled. Four tests, three written and one oral, were necessary to eliminate all but the four prize winners, and one more written test was given to determine the standing of these four. Prizes in gold, sums of $20, $15, $10, and $5, were given by the State Fair Commission, which also paid the railroad fares and other expenses of the contestants.

EDUCATION WEEK AS ENGLISH OBSERVE IT

West Ham Beats All Previous Records—Able Addresses, Historical Pageant, Swimming Demonstrations, Open-Air Concerts, Exhibitions of School Work.

The program of the West Ham education week is in many respects the most ambitious of all that have so far come under our notice. Other towns have been pioneers—and remarkably successful pioneers—but West Ham has evidently determined to beat all records and to set a new standard of attainment in efforts to educate the public in the importance attaching to the work of the schools.

We notice that all the local churches are united in their desire to emphasize the fundamentally spiritual basis of education, and that two official services have been arranged at which the mayor and corporation will be present; that among the preachers will be Mr. Sainsbury, vice president of the National Union of Teachers; Prof. John Adams, and Principal Barker; that public meetings will be addressed by well-known men and women, including Lord Burnham and Mr. J. L. Paton, of the Manchester Grammar School. One picturesque feature of the education week is the pageant, which will illustrate the history of West Ham and in which a thousand children will take part. Demonstrations of the teaching of English by the dramatic method, swimming demonstrations, and an open-air concert by a choir of 3,000 children are other outstanding features of the week. One day all the elementary and secondary schools in the borough will be open to the general public, while in many schools evening meetings for the parents will be held. For these meetings an imposing list of speakers has been prepared. In addition, exhibitions of school work will be held at the town hall, Stratford, every day, and numbers of other activities will complete what is an exceptionally well-organized series of demonstrations.

Leaders of a National Movement.

Our readers know how heartily we support the movement for interesting parents in the work of the schools. In no other way can education be so successfully defended. * * * In seeking to serve education locally the educational committee and teachers of West Ham are doing a national work. We trust that other towns that have so far neglected this form of educational propaganda will copy this splendid example; that the day will soon come when Northampton, Reading, Eastbourne, West Ham, and other enterprising centers of education will no longer be exceptions, but the leaders of a really national movement. When that time comes—when every week in the year is education week for one locality or the other—then we may hope to see education occupying its rightful place in the national life.—*The Teachers' World, London, June 21, 1922.*

FOREIGNERS PREDOMINATE IN DETROIT SCHOOLS.

Nationality is an important factor in the educational problem of Detroit, for fewer than half of the public-school pupils are white children born in the United States. In 49 elementary schools, 2 intermediate schools, and 4 high schools other nationalities predominate. Since such large percentages of these nationalities fail in their work and must be taught over again, the resulting expense to the Detroit school system is much higher than it would be if the proportion of native born white children were greater.

The point at which most pupils fail is the first half of the fifth year in the elementary school. In the high school, mathematics causes the greatest percentage of failures; science is second, and English third. Fewest fail in the fine arts courses.

Connecticut pupils have met annually for the past four years for a speaking and spelling contest. In the 1922 contest, held at the State capitol at Hartford, 23 towns were represented.

PRINCIPAL ARTICLES IN THIS NUMBER.

BUREAU EVALUATES STUDENTS' PREPARATION

Professional Bureau of Pennsylvania Department of Public Instruction Examines Applicants for Admission to Professional Study and Evaluates Credentials.

To establish a uniform standard of preliminary education for persons intending to enter the practice of medicine, pharmacy, dentistry, optometry, veterinary medicine, osteopathy, chiropody, and public accountancy, the professional bureau of Pennsylvania's Department of Public Instruction evaluates the previous schooling of students who desire to prepare for these professions in Pennsylvania institutions. Applicants present evidence of having attended secondary schools, colleges, and professional schools not only in every one of the States, but in Canada, Mexico, Asia, South America, Central America, Africa, the Philippines, and Australia, as well as every country of Europe; therefore the bureau must be familiar with educational institutions all over the world so as to judge the value of the preparation of each applicant. In one medical college credentials have been evaluated for applicants from 47 States; in another, from every country in Europe.

Of students from foreign countries, Russia has furnished the greatest number of candidates for all the professions. Germany, Italy, and Poland send more medical students than any other country. Australia sends the greatest number of dental students; Russia and Italy of students of pharmacy.

The bureau issues certificates to applicants whose work satisfies its requirements and examines any who can not show credentials of their work, granting certificates to those who pass the examination. These examinations form an important part of the bureau's work. In the February and June examinations 1,298 applicants were examined in preprofessional work and 648 in professional.

Fees charged by the bureau for its services have not only covered its expenses for the past year and a half but have helped to pay for the maintenance of the bureau of medical education and licensure and of the dental council. These fees amounted to nearly $40,000 since October, 1920. Since that time the bureau has issued nearly 4,000 certificates of preliminary education and evaluated twice that number of certificates of professional study.

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SCHOOL LIFE

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OBJECTIVES IN ELEMENTARY RURAL-SCHOOL AGRICULTURE

Program Designed Specifically to Keep Boys on Farm Can Not Be Justified—No Danger of Disaster Through Failure of Food Supply Following Migration to Cities—Farm Production Increasing More Rapidly Than Population—Adequate Picture of Agriculture Is Required.

By EUSTACE E. WINDES,
Assistant in Rural Education, Bureau of Education.

Vocational guidance, appreciation of nature, adaptation to a rural environment, introduction to the essential technical knowledge and manipulative skills in the important agricultural vocations, and motivation of other subjects of the elementary school curriculum are the major objectives in rural elementary-school agriculture.

Past effort in elementary agriculture has not been directed, in many cases, toward definitely formulated ends. In so far as any definiteness of ends has been apparent, those of so educating as to give rural boys and girls a bias toward the farm and of educating in the application of science to agricultural production, have been dominant. A realization of either, or both of these objectives would mean simply that rural-life problems were intensified.

There is no escaping the fact that to increase the number of workers in agricultural vocations without providing compensatory markets would serve to increase competition within the agricultural group and make the struggle for existence keener where it is already acute. This fact has always been recognized not only by students of rural problems, but also by propagandists who preach without studying. The "Back to the farm" slogan has been justified because men observed the fact of an ever-increasing percentage of urban dwellers over rural dwellers and feared national disaster because of a failure of the home food supply.

(*Continued on page 108.*)

FROM THE VERY BEGINNING public education has been left mainly in the hands of the States. So far as schooling youth is concerned the policy has been justified, because no responsibility can be so effective as that of the local community alive to its task. I believe in the cooperation of the national authority to stimulate, encourage, and broaden the work of the local authorities. But it is the especial obligation of the Federal Government to devise means and effectively assist in the education of the newcomer from foreign lands, so that the level of American education may be made the highest that is humanly possible.—*President Harding.*

IMPROVEMENT IN METHODS OF COLLEGE TEACHING

Courses in Education for Undergraduates Who Expect to Become College Teachers—Short Intensive Courses by Specialists in Education—Voluntary Seminars, with Observation of Teaching and Suggestion—Consultation of Young Instructors with Experienced Professors.

By W. W. CHARTERS,
Professor of Education, Carnegie Institute of Technology.

[Read before the Department of Home Economics, Association of Land-Grant Colleges.]

I ask you to consider with me to-day the problem of training college teachers. In my presentation of the case I shall have little to say concerning general theories because I prefer to base my observations upon a few important studies that have been conducted here and there.

There are in general three lines along which improvement of methods of college teaching are proceeding. The first of these is the provision for undergraduate courses in education for those who expect to teach in college. Occasionally these courses are offered in the graduate school. A second method that is commonly used is a short intensive course for a week during the year during which a specialist in education discusses problems of college teaching with the staff and in consultation with them prepares a program for consideration during the year by the college faculty committee on instruction. The third method which I shall discuss at some length is the training of teachers on the job through weekly conferences and observation of their teaching.

As a basis for my discussion, which I can summarize in a short statement of methods at the end, I shall describe a project which we have been carrying on at Carnegie Institute of Technology for the past three years.

When I became connected wtih the institution I found that in the four divisions of engineering, industries, fine arts,

and the women's college, there were a number of teachers on the faculty who had not had any sort of specific and formal training in methods of teaching. We found also that while many of the experienced teachers had worked out excellent methods of teaching by themselves, the younger group of inexperienced teachers could be benefited by some sort of formal training. This led us to propose a voluntary seminar to last for a semester and meet once a week.

Little Published on College Teaching Methods.

We were at once faced with the problem of what to include within the course. I knew a good deal about elementary and high school methods but little had been collected or published about methods of college teaching. In this situation we fell back upon the idea of job analysis. The instructors who enrolled for the seminar were asked to make a list of their duties as teachers and to indicate those with which they had the greatest difficulty. As a result of this analysis during the first semester we obtained a list of 14 practical difficulties, such as the methods of grading papers and grading students; methods of apportioning the work to the time so that the material would not run out before the end of the hour or before the end of the semester; methods of getting the interest of students; and of getting them to work hard. It will be noted that these are very real and vital problems which the young instructor actually faced and upon which he was looking for aid.

Experience Has Produced Excellent Methods.

At this point I had a mild inspiration. If you have ever worked in a department of education you know that the instructors in subjects outside of education are likely to view you with suspicion. They are inclined to ask themselves subconsciously, "What does Mr. Charters know about teaching my subject since in all probability he has not had even an elementary course in it." The student instructors are likely to ask the same question which becomes a real obstacle in getting motivation. To obviate this difficulty I said to myself, "There are on this faculty a number of very excellent teachers. They have never had any formal courses in education but during their 5 or 10 or 15 or 20 years of experience they have worked out a number of excellent methods. They are men of ability and when they meet difficulties in teaching they solve them with intelligence. On the other hand there is nothing in the books about college teaching and my best line of procedure is to find out how the excellent teachers on the faculty handle these specific difficulties which the young instructors in my seminar are facing."

I therefore trained these young men and women to become interviewers. We selected 30 good teachers on the faculty and had each of them interviewed by one of the group to find out how they handled the 14 difficulties with which the young people were having trouble.

This proved to be an excellent suggestion for three reasons. In the first place possible criticism of the course was forestalled because the education department did not seek to dictate methods of teaching subjects, it merely collected and interpreted the best methods that were in use. In the second place we discovered a body of methods that was more than respectable; it was fine. Many of the methods used had not appeared in print and were unknown to the instructor. One might say that some of the instructors were unconscious of some of the important problems of teaching. It is sometimes claimed by those who do not know that all college teachers merely lecture and have no discussions; that they are formal and not practical. But among the people that were selected we found a great many who were using all the latest methods which are being described in educational literature. We found, for instance, that the project about which we have heard so much to-day was used by many instructors. The electrical engineering department was taking old machines, disconnecting them, and asking the students to put them together so that they would run. In the performance of this operation they learned a great deal about electricity by the project method.

Seasoned Professors Willing to Assist.

In the third place the young instructors were brought into close personal contact with the more experienced instructors. They found that the older teachers were very willing to be interviewed. The shortest interview was one hour, the median an hour and a half, and the longest five hours with the interviewer prostrated and the instructor still going strong. The members of the seminar told me over and over again that this opportunity to have a heart to heart talk with older instructors whom they would not otherwise have had the temerity to approach was the best single value in the course.

When the 30 replies to each difficulty were collected they were organized into a pamphlet which was mimeographed and used in the seminar. It was later handed down to succeeding groups as the contribution of the first group.

The second group provided as their contribution an analysis of the difficulties of getting students to think. These included such difficulties as locating problems, gathering data, finding and weighing hypotheses, methods of verification, intelligence in thinking, and teaching of scientific terminology.

One very interesting fact was revealed. I think it is correct. It appears that in the inductive sciences, such as chemistry and physics for example, there is less opportunity to train people in the processes of reasoning than there is in some of the less exact sciences. It seems peculiar that in these sciences that have been developed upon the basis of inductive reasoning this should be the case, and yet upon further consideration the reason is clear. In the complete act of thought the individual has to locate problems, guess at solutions, elaborate them, and verify them. In physics, for example, the technique of investigation is so refined and the equipment so elaborate that it is not possible for all tho principles to be developed inductively. As a consequence, the students are given the principles and are merely asked to verify them. They are only occasionally able to discover them. In sociology, on the other hand, which is one of the more indefinite subjects, it is possible to give a great deal more practice in reasoning. A student can collect the data, form hypotheses, elaborate them, and verify or discard them. Since the procedure is not so refined as in the exact sciences, it is more nearly within the student's ability, and he is therefore able to find more problems which will give him the opportunity to make intelligent guesses and pursue them to their final outcome.

In the third year the students had at hand the organizer reports of the two preceding groups and proceeded to an analysis of the difficulties encountered in shop and laboratory teaching. At the end of the semester they had gathered through the interviews a number of methods used on the campus.

Weekly Meetings Are Valuable.

I propose some such method for the heads of the departments in home economics. It is an excellent thing to have undergraduate courses given; it is valuable to provide intensive courses for a short period; but it is extremely valuable to have a weekly meeting with the young instructors who have had no experience in teaching. They should be gathered in a group of two, three, five, or more, as the case may be, and with them may be used the methods which I have described. A difficulty analysis can be made and this may furnish the topics for discussion one week after another until they have all been touched.

It is not necessary to depend entirely upon interviews. The literature of

(*Continued on page 118.*)

LESSONS ON THE CENTRALIZATION MOVEMENT FROM OKLAHOMA

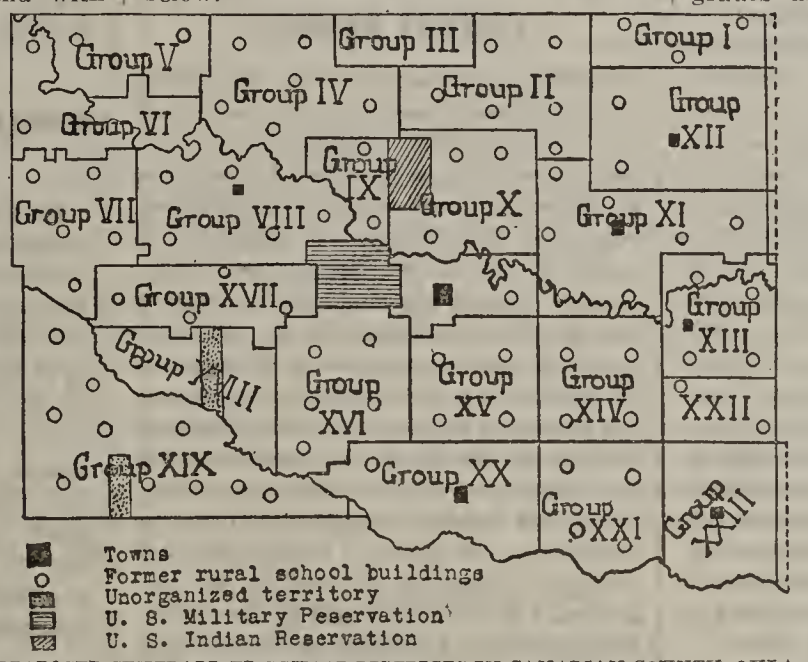
Plan of Consolidation to Embrace Entire County is Prepared Before Any Consolidation is Encouraged — People Inclined to Favor County-Wide Arrangements—Consolidation Not Recommended in All Cases—Centralization May Take Place in Three Ways.

By KATHERINE M. COOK,
Specialist in Rural Education, Bureau of Education.

States, like individuals, are never too old to learn. Oklahoma, the youngest State in the Union, contributes some valuable suggestions in methods of procedure in the promotion of the centralization movement among rural communities.

Oklahoma is one of those States in which the district is the unit of school organization. Centralization can take place only by a majority vote of each of the districts which are to make up the centralized unit and, under certain conditions, through annexation of territory. Like other States in which these conditions prevail there is grave danger that centralization will begin and end with the progressive districts; that enthusiasm in pushing the movement in such districts will result in the formation of districts with insufficient valuation for adequate support; that a few over-conservative and reactionary districts or persons will indefinitely delay the centralization program of a large group, and that the plan accepted will result in leaving out isolated strips of territory which can not later come into any centralization district.

In order to avoid these pitfalls to as great an extent as possible Oklahoma endeavors to promote the adoption of a sane county-wide plan before any schools are consolidated or centralized. For some years there were in the State two rural school supervisors. Recently the legislature cut the appropriation so that there is now but one. They devoted a great deal of their time, in fact for a few years almost exclusively, to assisting the county superintendents to arouse interest among the people and to materialize plans for centralizing the schools. One or both of the supervisors visited the county, assisted the superinteudent with a county-wide survey, investigating the topography, roads, size and valuation of districts, residence and age of children, school sites, present school facilities, etc. The county was then tentatively divided into centralized districts; and in making the division the effort was to consider financial ability, physical and topographical conditions, and children to be educated in the county as well as in the districts formed. After all possible desirable adjustments and harmonizations were made, maps of the county were prepared for further study and for general inspection and distribution. One of these maps prepared for one county is shown in the figure below.



PROPOSED CENTRALIZED SCHOOL DISTRICTS IN CANADIAN COUNTY, OKLA.
Group VI was consolidated in 1911 and Groups VII and XX in 1920. Group XXIII was made a union graded district in 1920 and consolidated in 1921.

As soon as the whole plan was ready for definite discussion it was placed before the people of the county. A systematic campaign of publicity was organized, the maps were shown on slides and charts, meetings were held in the schoolhouses and elsewhere, and the press and other interests enlisted to promote understanding and appreciation of the county-wide plan as well as to secure its approval by the people. Not all districts were urged to centralize at the time the campaign was made, but the plan as a whole was presented as a future policy for the county. The aim was to promote a general idea of consolidation on a county-wide scale. Particular individual consolidations would, it was believed, take care of themselves later if the big idea once got across.

Consolidated Districts Furnish Transportation.

In fact, consolidation, especially as the term is understood in Oklahoma terminology, was not always even advocated in carrying out the proposed policy. Centralization takes place in this State in three ways: First, by the formation of independent districts which include rural territory and furnish transportation; second, through consolidation; and third, through the formation of union graded districts. The State law recognizes four kinds of districts: Ungraded rural, union graded, consolidated, and independent. The first includes small rural schools, mostly one and two teacher schools; the second, such districts as desire to centralize and may look forward to consolidation in the future but which have not sufficient valuation or territory to make it feasible as a present policy; bad roads may also contribute to this condition. The schools of union graded districts are centralized for the upper grades and usually one or more high school grades. As a rule transportation is not furnished at district expense. In the third group are districts properly called consolidated. In these the schools are centralized on a larger scale, transportation is furnished at district expense in most cases, and high-school courses, usually full four years, are offered. Independent districts are those which have a fully accredited four-year high school located in an incorporated town. They may be the result of centralization or annexation, or both.

Union graded districts develop into consolidated districts. Consolidated districts located in villages grow into independent districts. Sometimes villages grow up around the consolidated school or become independent districts through increase in size after centralization takes place. The tendency of districts of both kinds to evolve into the next higher class is common. This is shown by the following figures from the State superintendent's biennial report:

Districts organized as consolidated or union graded which reported as independent districts:

Year.	Consolidated.	Union graded.	Total.
1919	46	4	50
1921	61	9	70
1922	78	10	88

The county centralization plan, then, while formulated to promote consolidation, does not necessarily advocate it for all districts or as an immediate policy. Sometimes any centralization is discouraged; again, it may be expedient to form union graded districts first, or certain annexations to consolidated districts already formed may be desirable. The aim of the campaign is that the people think in terms of a county wide plan, that the advantages of centralization be well understood, and that mistakes which commonly occur under laws such as those referred to are avoided in as many instances as possible.

County-Wide Plan Increases Objections.

It will be apparent to persons experienced in advocating centralization of rural schools that this procedure may result in increasing the number of objections raised. Community differences may wreck any plan however carefully worked out before its submission. This occurs whether the plan be county wide or one which embraces two, three, or more districts. On the other hand, excellent suggestions and arguments will be made by the people even after the plan reaches the public-meeting stage. Adjustment of boundaries which do not jeopardize the good of the whole can and should be made at the suggestion of the people. However, after its final acceptation by the school officials and by reasonable popular approval changes are discouraged and State and county officials promote and assist in the consummation of those centralizations only whose boundaries conform to the general plan. It has not apparently been difficult to convince the people of the desirability of proceeding on this county cooperative basis; at least, no insurmountable obstacles appear to have been encountered in the State, for the plan has been in successful operation for some time.

Not a Panacea for All Evils.

Natually, there are some objectionable features which this plan does not eliminate, nor does it offer a panacea for overcoming all the ills which beset county superintendents and other school officers who desire to encourage school centralization, but who realize that direction, as well as stimulation, of the movement is essential. That the movement for centralizing rural schools be a popular one and be stimulated as much as is consistent with the present and future welfare of rural children is a consummation devoutly to be wished. It is, however, true that consolidations are springing up in many instances without due foresight and consideration of the ultimate good.

Centralization alone does not insure good schools. It merely sets the stage so that good schools are possible. Sound administrative practice, adequate support, and good teaching are still of primary importance. If these are neglected mere stimulation of the movement will not result in educational returns on the investment. Even now some signs of reaction are apparent against the centralization movement in several instances in which consolidation has failed fully to realize its promise. There is constantly increasing need for intelligent direction of the movement over a territory larger than that covered by small groups of schools or communities; for the study and application of administrative policies adapted to the special needs of rural consolidated schools, and for renewed emphasis on the age-old question of securing high-grade instruction. These are among the important considerations which should engage the attention of rural people and education officials.

COUNTY SURVEY PRODUCES EXCELLENT RESULTS.

Currituck County, N. C., is making progress toward becoming a model county for rural schools. Approximately two years ago the county school board, alive to the educational needs of the children, requested the Bureau of Education to make a survey of the schools in the county. During the conduct of the survey the specialist assigned to the work assisted in the organization of a campaign of stimulation and information among the people of the county, which has been carried on since by the superintendent and interested citizens. Bonds have been voted and special tax placed on all the districts in the county. Buildings are in process of erection in two of the consolidated districts proposed by the survey. Plans are now maturing by which necessary money for the buildings needed in the other proposed consolidations will be secured. Other plans approved by the board and the superintendent will result in securing the supervisors recommended in the survey report; and reorganization on the 6–3–3 plan as suggested is gradually being put into operation. It is believed that within a few years the complete plan recommended by the Bureau of Education for furnishing modern school facilities to all the children of the county will be carried out.

PREVENTION OF BLINDNESS DEMANDS ATTENTION.

At its eighth annual meeting, held November 23, 1922, in the Russell Sage Foundation Building, New York, the National Committee for the Prevention of Blindness adopted the following resolution:

"Whereas there are on all sides evidences of the fact that the eyes of children in both elementary and secondary schools are not being properly safeguarded,

"Therefore be it hereby resolved, that a communication be sent to the United States Commissioner of Education, the National Education Association, and to the various State superintendents of schools calling their attention to the need for the following improvements:

"*a*. Adequate lighting, both natural and artificial, to avoid eye strain.

"*b*. A more careful examination of the eyes of pupils, to determine defects of vision and the presence of disease.

"*c*. The establishment of conservation of vision classes for children with such seriously defective vision that they can not be properly educated, as are normally sighted pupils.

"*d*. The training of all persons preparing to be teachers in the hygiene of the eye, with special reference to the conservation of vision."—*Winifred Hathaway, Secretary.*

MARKED REDUCTION IN PORTO RICO'S ILLITERACY.

Porto Rico has been making progress in education since it became a Territory of the United States. Health education and organized play have been introduced into the schools, school athletic leagues have been organized, and infant welfare stations established in various parts of the island. Illiteracy has been reduced among the population 10 years of age and older from 80 per cent to 55 per cent. Much remains to be done, however, for not more than half of the children of school age can be accommodated by the school facilities of the island.

To raise scholarship standards in the Kansas State Agricultural College a point system for grading the work of students has been adopted. Points are granted according to the rating the student receives, somewhat as in track athletics points are granted for first, second, or third place. Four letters are given, E, G, M, and P, counting 3, 2, 1, and 0, respectively. For graduation the total requirement in points is the same as the requirement in credits.

CLEVELAND MEETING OF SUPERINTENDENTS

Financial Problems Prominent Among Subjects to Be Discussed—Apparent Tendency to Retrenchment Causes Concern—Affiliated Organizations Meet.

Problems of finance and of the curriculum will be the main subjects discussed at the annual meeting of the Department of Superintendence of the National Education Association, which will be held at Cleveland, February 24 to March 2. In the study of financial problems which will take place on Tuesday morning, the 27th, it is planned to show the progress which has been made since the Chicago meeting. Some facts from the educational finance Inquiry will be presented, and the superintendents will discuss the tax problem in financing public education. What the schools do in relation to what they cost will be taken up and a symposium held on budget making and spending.

Will Consider Reorganization of Curriculum.

The curriculum will be the subject of discussion at the Wednesday morning meeting, and the first study will be on saving time through the curriculum. Reorganization of the curriculum will then be considered, first on the basis of projects, then on the basis of individual instruction, and lastly on the basis of the requirements of the platoon system.

English composition, its aims, methods, and measurement, will be considered at the first meeting of the National Society for the Study of Education. This discussion will be based on a paper by Prof. Earl Hudelson, published in the 1923 yearbook of the society. At the second meeting another paper from the yearbook, "The social studies," by Prof. Harold O. Rugg, will be taken up.

Kindergarten Supervisors Discuss Objectives.

Kindergarten objectives which may be measured in terms of the modern elementary school will be studied by the Council of Kindergarten Supervisors and Training Teachers at its afternoon session on Tuesday. Further discussion will be held on these objectives and how they may be built upon in the lower grades. New objectives in training teachers for the kindergartens of to-day will then be taken up by the council.

Whether high-school inspectors should oppose, encourage, or ignore the tendency in some communities toward financial retrenchment in school support will be discussed at a round-table conference of the National Association of High-School Inspectors and Supervisors. At the regular session committees will report on the determination of high-school levels of pupil attainment, on the number of tests to be undertaken and the method of attacking them, on the kind of tests to be used. Reports will be presented on school finance, on school planning, and on the cooperation of other organizations with the association.

Discuss Administration of Public Education.

The National Association of Secondary-School Principals will join the rural and elementary-school principals in a discussion on administering public education in the interests of the child and the State. At other sessions the secondary-school principals will give their opinions on such subjects as educational guidance, grouping of pupils according to tests, moral training, the place of the junior high school, overcrowded buildings, and secondary-school objectives. Three round-table sessions will be held to study the junior high school, the small high school, and the large high school.

How educational institutions can meet the present social demand for leaders of moral power will be considered at one of the sessions of the Department of Deans of Women which will meet Monday, Tuesday, and Wednesday. One of its meetings will be held in joint session with the Bureaus of Occupations. Promotion requirements will be the topic at the meeting of the National Council of Primary Education. Cleveland's teacher training school section will hold a two-day meeting in the Cleveland School of Education, Monday morning being devoted to a symposium of the distinctive features of the city training school, and the afternoon to an inspection of the Cleveland School of Education. On Tuesday practice teaching and costs of teacher training will be discussed.

Exhibit of Rural-School Progress.

The National Council of Education has arranged three sessions, to take place on Tuesday, Wednesday, and Thursday afternoons. An exhibit of progress in rural schools is to be made by the Department of Rural Education. Other associations which will meet during the week are the Department of Elementary School Principals, the Educational Research Association, the Department of Vocational Education and Practical Arts, the National Society of College Teachers of Education, and the National Council of State Departments of Education.

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WILL BROADCAST EDUCATIONAL INFORMATION

Radio Laboratory Near Arlington, Va., Will Cooperate with Bureau of Education—Messages Twice a Week—Comment Upon Service Is Requested.

To reach the general public as well as school workers with educational information and to spread it promptly, cheaply, and widely, the United States Bureau of Education sends out messages twice a week from NAA, the naval aircraft station at Radio, near Arlington, Va., on a wave length of 710 meters. The messages are sent on Monday and Thursday evenings from 6.45 to 7.

Readers of SCHOOL LIFE who hear any of the talks are urged to write to the Commissioner of Education and to comment upon the material presented and upon its form. Tell him whether you derived any benefit.

The first of the radio talks was given on December 7, the subject being the economic loss due to illiteracy. Later messages discussed the money value of education, visual aids to education, the necessity of education in a democracy, the work of the Bureau of Education in Alaska, and the shortage of school buildings. The Bureau of Education has started this service because it is the duty of the bureau to reach not only technical experts but also the general public, and it is the opinion of Dr. John J. Tigert, United States Commissioner of Education, that the public can be reached more quickly and directly by radio than in any other way.

Radio has the advantage of intimate contact between speaker and audience, and since the bureau's messages will be sent on a regular schedule, they will have the continuity necessary for informing the public on educational matters. Since public education can not progress any faster than the state of public opinion about education, the commissioner believes that the inauguration of radio is an important step in advance. Newspapers in California and Washington have requested permission to broadcast the bureau's messages to the Pacific Coast States, since the Anacostia radio reaches only to the Mississippi River.

Such subjects as the combating of illiteracy, the consolidation of rural schools, health work in the schols, and Americanization will probably be taken up in future messages.

RAISE OBJECTION TO RELIGIOUS TEACHING

Pupils, Parents, and Teachers of Trieste Object to Compulsory Instruction in Religion—Consider it Reimposition of a Form of Austrian Oppression.

From report of RICHARD G. MONGES, *American Vice Consul, Trieste, Italy.*

The public schools of Trieste and Venezia Giulia, scheduled to reopen on October 2, encountered a serious agitation at the outset, which developed into a strike on the part of the students, supported by their parents and countenanced to a large degree by the teachers. Committees from the students' association were received by the Sindaco of Trieste, and later by the governor, who professed himself to be personally favorable to their claims, and to have made representation several times on their behalf to the ministry of public instruction in Rome. In deference to the attitude of the authorities, the students decided to suspend agitation for several days, awaiting some decision from Rome, and the following day classes proceeded as usual.

Scholastic Program Retains Austrian Characteristics.

The strike is the outcome of a long period of discontent due to the fact that while the new Provinces have been largely assimilated by Italy, the scholastic program has remained Austrian.

This incident, unimportant in itself, has a political significance, and is the outcropping of the old problem, of the complete assimilation of the Province into the Italian Kingdom. Putting to one side such phases of the problem (as of local interest) as the varying age limits during which instruction, if given here and in the rest of Italy, the existence of certain classes of schools, largely for feminine instruction, which have no counterpart in the old Provinces, questions of examinations, grading, and the nonexistence of certain degrees and licenses in one or another of the schools, there remains the very pressing question of religious instruction in the schools.

Under the Austrian system, the teaching of religion was obligatory, whereas this is not the case under Italian school programs. Consequently, a great deal of trouble has been caused by the attempt on the part of Italian clergy, in the new Provinces, to reimpose this form of "Austrian oppression" upon the yielding and unformed consciousness of the children. Thus it is that in the Trentino the priest forms an integral part of the school, and in Istria, notably at Parenzo, all classes commence with prayer, as was done in Austria up to 30 years ago. In addition to the religious side of the question (about which it is so easy to create varying emotions), there is also the natural desire on the part of students and their parents to receive the same treatment from the Government that is accorded the scholars and parents of any other Italian community.

Claims Right to Refuse Religious Teaching.

The following is a resolution voted and made public by the local section of the Italian National Association, "Giordano Bruno:"

"The school committee reminds all those who have children that frequent the public schools that they will be in their rights in insisting that their children be permitted to absent themselves from classes in religious instruction. The committee recalls to all parents who would give their children a truly Italian education that they should declare themselves opposed to seeing the very worst ordinances of destroyed Austria restored, and that the people of Trieste demand the same program for their children that obtains throughout the rest of the Kingdom."

NORMAL SCHOOL AIDS RURAL-SCHOOL OFFICERS.

Rural-school extension work has been established by the Kansas State Normal School at Emporia as part of its regular extension program. This school has long been known for its experimental work with education achievement tests. It appears possible that the new extension division for extending the consolidation movement will have at least an equal effect in extending the name and fame of the institution. This division places at the disposal of rural people and school officers the services of several instructors in the rural department, an abundance of informational literature, and the possibility of securing musical and other attractions from the school. A manufacturing company has donated the use of a model transportation truck so that speakers and entertainers may be conveyed from the institution to the rural districts without undue expenditure of time and money. The Emporia institution is setting a lively pace which other extension and rural departments may well look to for suggestions and leadership in promoting better rural schools.—*K. M. Cook.*

NEW PLAN OF MEDICAL INSPECTION

Physicians Employed by Detroit Department of Health Now Work as Specialists—Racial Groups Show Marked Differences—Italians Have Best Teeth.

To study the prevalence of physical defects among school children, the Detroit department of health has reorganized the plan of school medical inspection. Formerly each physician assigned to the schools by the department of health took charge of a group of three or four schools and did all types of health work, including diagnosis of contagion, immunization, and examinations for physical defects. With 40 or more individuals reporting a single kind of work it was impossible to compare one school or district with another.

Under the new plan the work is specialized, one group of physicians doing diagnostic work, another all immunization work, and a third group all physical examination.

The examinations have been made by four teams of three men each, each team doing all examinations within its section of the city. The examination itself was specialized so that one man on a team examined heart and lungs, another vision and hearing, and the third nose, throat, etc. The result of this change has been more uniform reporting, so that results in one school or district are comparable with another.

During the school year 1921–22, these physicians examined 22,000 children of the first grade, 14,000 of the fifth grade, 10,000 from various grades who were recommended for examination because of being 15 per cent or more underweight, and 12,000 children from various grades who were recommended to the examiners by the nurse, the principal, or the teacher on account of some specific defect.

Of the 8,887 underweight children nearly three-fourths had one or more physical defects. The most common defect was enlarged or infected tonsils, more than half of the children having this trouble. Nearly one-fourth had defective teeth. Other defects found in less than one-tenth of the children in this group included faulty vision, mouth breathing, anemia, abnormal heart, abnormal lungs, enlarged thyroid, and defective hearing. Russian children had more eye defects than those of any other national group.

STOCKHOLM TRAINING COLLEGE FOR VOCATIONAL TEACHERS

Law Requiring Attendance in Continuation Schools Develops Need of New Type of Teachers—French View Favoring Artisans Not Prevalent in Sweden—New School Established—Aims and Courses.

By P. H. Pearson.

The Swedish education act of 1918 created a system of practical schools for adolescents in the age range 14–18. Like the British education act of the same year, it provides for part-time attendance by young wage earners. The Swedish boy or girl who has left school before reaching the age of 18 will, after 1924, be required to attend a continuation school for a minimum of 360 hours above and beyond the obligatory elementary period. After having completed the 360 hours, he may, according to the arrangements of the community in which he lives, be compelled to attend a local apprentice school for training in some craft of special importance in the local area.

Under this law a complex system of crafts schools is growing up in Sweden, notwithstanding the financial difficulties with which school authorities have to contend. As in England, protests against the expense involved have reached the central Government, but, unlike England, no reduction in local or State budgets that would retard the operation of the law has thus far been made.

Instruction Based on Regional Industries.

But in building up this system of schools the authorities are meeting obstacles of other kinds also. Fundamentally, each apprentice and crafts school must make the regional industry of its area the core and center of its instruction. About this nucleus related and general subjects are to be grouped. Hence study programs and organization as varied as Sweden's varied areas require. To meet these requirements the education authorities have prepared a dozen or more type programs, which, with only slight alterations, are expected to be adapted to local needs. These type programs center on such industries as agriculture, shipbuilding, the carpenter's trade, the fishing industry, metal working, engineering, home economics, and courses where older artisans may receive instruction in the latest developments in their respective trades. In the household course for girls a single-type program is expected to be suitable to different regional needs without much change.

But another problem which can not be solved in an educational office confronts the organizers. The crafts schools require a new class of teachers with skill of hand and an outlook and bent of mind that they do not acquire in any existing teacher-training institution. An official committee reporting on these matters showed that such teachers could not be recruited from any present class. About 40 per cent of those teaching in the present technical school were folk-school teachers, with little or no experience in the practice of an artisan's calling. Graduates from the higher technical institutions had studied the industrial lines from the side of theory and art, especially in manual work and sloyd, and were inclined to thrust irrelevant and impractical matters into the instruction. Again, persons engaged in industrial occupations and trades constituted 25 per cent of the teachers in the lower technical and trade schools. The experience with this class is that, while they have the necessary technical skill, they usually lack the educational insight necessary to judge the personal needs of a pupil.

Swedish View Opposes Workmen as Teachers.

Right here Sweden's experience differs from that of France. In the latter country a carpenter or a blacksmith has charge of the elementary instruction during the hours scheduled for his trade. If the school is to be sufficient in itself, the authorities hold, and its instruction separate and detached from the environs, workmen are out of place in the school workshop. But if the school is to prepare pupils for life's practical duties and foster respect for and interest in physical labor, no better can be done than to have the pupils instructed by real workmen in the use of actual and ordinary tools. A manual-training teacher steeped in the school courses does not handle the tools in the convincing way that the workman does. All the normal colleges of France give courses in work instruction, and the class teacher is therefore fairly capable in the management of school assignments of this kind. But the workman is preferred, not only on account of a different knack with the tools, but chiefly to help the pupils in the tansition from school to life. By studying with him in the schoolroom, the pupils receive a foretaste of the apprentice arrangement, so that he may better find his bearings later. This is the French view.

Though realizing the importance of the actual "touch with things" embodied in the workman teacher, the Swedish committee held that the larger outlook was also necessary. They felt, moreover, that the comprehensive system of practical schools now being established should have a center and rallying point in a central institution from which details of the new organization could be surveyed and where teachers could live themselves into the spirit of the new departure unhampered by either local pressure or by traditions. In view of these considerations, the Riksdag in 1920 made a preliminary appropriation of 45,000 crowns, which was shortly afterwards augmented by 80,000 crowns.

Necessary First to Prepare Text-Books.

In this way Sweden came to have a teachers' training college of a new type, which in its courses and other activities embodies the tested points of advancement now reached in Europe. This Central Institution for Vocational Teachers is located in Stockholm. Its chief aim is set up as a center for the work of training teachers of the crafts. To that end its first duty was to institute courses in teacher training to meet the needs of the new practical schools. Further duties came in sight immediately, namely, drafting outlines for textbooks as well as handbooks for teachers, conducting experiments with the view of finding and fashioning suitable instruction material and equipment, preparing models and drawings adapted to schools of different regional industries.

Aside from its function of guiding the instruction of teachers it was foreseen that guidance would have to be extended also to specific localities to help these in the work of constructing and organizing their respective schools. To that end a special bureau in connection with the institution answers questions that come in, submits plans and programs, directs organizers who seek the advice of architects or other experts, advises in regard to material, costs, plans, and literature.

The difficulty in assembling in one institution the equipment and material for

the work of training came in sight early. At first it appeared that teachers in agriculture, shipbuilding, etc., would of necessity have to receive their practical training at places where these industries were carried on. A tentative arrangement was made fully open to such alterations as later should seem wise, namely, to affiliate with the Central Institution at Stockholm, apprentice schools and crafts schools in Stockholm and elsewhere, which would furnish material for the practical work of the courses. The teaching staff and facilities of those institutions, as well as industrial plants, are to be utilized when expedient.

A report at hand covers the work of the institution during the year of its organization, 1921. Four groups of teacher-training courses of a continuation character were given. Group I, for teachers of apprentice and crafts schools, comprised subjects such as labor legislation, vocational hygiene and sanitation, patent regulations, and some 15 other topics. Group II, training of teachers of furniture making—machines, tools, material. Group III, for teachers of commerce—bookkeeping, national economy, and commercial law. Group IV instructed teachers of home economics—sewing, the use of tools, drawing of patterns, material, vocational hygiene, and vocational economics. Two groups of courses in educational science were given. The lecture series dealt with educational psychology, history of education, survey of teaching practice, lessons and exercises, illustrative lessons, methods and practices of certain schools.

The present organization of the institution is particularly adapted to a period of growth where all forms are open for the embodiment of features that experience and experiment shall judge desirable.

GIVES BROAD TRAINING IN TEXTILE INDUSTRY.

To give broad and comprehensive training for the textile industry is the aim of the Lowell (Mass.) Textile School. Courses covering one, two, and three years are offered in various branches pertaining to the textile industry, such as cotton yarns, designing, worsted yarns, weaving, finishing, dyeing, steam, electricity, etc. Individual courses may be taken, but more and more students now desire to combine several related courses to broaden the scope of their training.

Firms asking for graduates from this school generally require men who are broadly and thoroughly trained, and very few requests can be met by young men who have not completed a full course.

CONDUCTING A ONE-TEACHER SCHOOL

State Superintendent of Illinois Presents Plan for Reducing Number of Recitations—Individual Instruction for Older Pupils.

To allow opportunity for instruction and drill, one-teacher schools should abolish the practice of having every class recite daily in every subject, and instruction should be substituted for the mere testing of the pupil's knowledge, according to a bulletin entitled "Organizing and Teaching a One-Teacher School in Illinois," issued by F. G. Blair, superintendent of public instruction. When all the grades are present the classes are too numerous to give adequate time to any of them. This number has been reduced by alternating the studies of one year with those of the next, but even under this plan there are 27 to 38 classes to be taught. To give each of these classes a daily recitation period allows only 10 minutes for each one, and the shortness of this period allows the teacher time to do little else than test the pupils.

Beginners Require Daily Class Instruction.

To avoid the handicap of too many recitations, which is the great error of many one-teacher schools, the bulletin recommends that better use be made of textbooks from the third grade up. Pupils in the first and second grade require class instruction every day in every subject, but older pupils can work on an assigned lesson, solving problems with a certain amount of instruction at the beginning of a piece of work and with some discussion at the end of it.

By the use of directed study periods and individual instructions to help pupils in working out problems the number of class recitations may be reduced from 30 recitations a day to 16, giving longer class periods and allowing the teacher plenty of time to do real teaching in both recitation and study periods. On account of the wide difference in the ability of pupils, individual instruction gives the rapid workers the opportunity to do as much as they are able, while the slower ones can go more slowly without holding the others back. Two pupils in the same class may be far apart in the subject.

No Need for Changing Organization.

To use this plan in a one-teacher school, the organization need not be different from what has been adopted generally. The eight grades of pupils are grouped into four divisions. The school day is divided into four work periods, with three intermissions or recreation periods between. The whole school works on the same subject at the same time, spending the first period on reading, the second on arithmetic, the third on language, and the fourth on geography and history. The minor subjects, spelling, writing, physiology, civics, and nature study are placed at the end of periods assigned to major subjects.

Two suggested daily programs for individual instruction and directed study are presented in the bulletin, with suggestions for the division of time between directed study and recitations. Usually not more than four classes in a period need to recite, using 12 minutes to a class and allowing 20 or 25 minutes of each period for individual instruction and direction to the classes which do not recite.

Reports Show Progress in Each Subject.

To determine the standing of the different pupils it is suggested that a record be kept on which the amount of work completed in the various subjects is checked off. A certain pupil who has completed the whole amount of work in arithmetic planned for the present month may be a week behind in spelling. His progress in every subject is indicated on the card and he may be advised by the teacher to use some of his arithmetic time for spelling. This record should be posted on the walls of the class, says the bulletin, so that each pupil can see how he stands compared with the rest of the class as well as how far he has progressed in the work required for the grade. Suggestions are given for instruction in several subjects by the problem plan.

EUROPEAN CUSTOM OF SALUTING THE DEAD.

A custom is prevalent in Europe, which might well be recommended and encouraged for introduction among the school boys of the United States through the medium of the United States Bureau of Education. I refer to the custom of saluting the dead by raising the hat or cap when passing a funeral cortege in a public thoroughfare. This mark of respect and reverence is invariably noticed and always favorably commented upon by Americans in Europe. While this report may not be within the purview of the duties of a consul, I feel that the matter is worthy of attention.—*Leroy Webber, American Vice Consul in Charge, Palermo, Italy.*

HURRAH, IT IS NOT A LEDGE!

The Obstructions in the Road of Educational Progress Are Merely Bowlders Which Will Be Easily Pried Out When Everybody Bears on the Crowbar.

By Dorothy Canfield Fisher,
Member Vermont State Board of Education.

If there is any one process familiar to all Vermonters, it is tackling a rock which has long lain in a highroad, and been a bother and hindrance to all who passed. We have an intimate acquaintance with that process; first the rising heat of impatience at seeing it there, day after day, a stumbling block and a danger; then the resolution finally taken that something must be done about it; then the going out with pickax, shovel, and crowbar to attack it, everybody hoping it may only be a loose, big bowlder that can be rolled away, everybody fearing that it may be a ledge that is part of the solid rock.

First Efforts Accomplish Little.

There follows a time of work that doesn't seem to get you anywhere, as you pick and shovel the earth away from the sides of the rock. The more you dig the bigger it looks. The part that has been visible so long is only one corner. Perhaps it is a ledge that runs right down to China. You put the crowbar under one corner and heave with all your might. Nothing doing. You change tactics and try to reduce it by using the pick, and, although you sweat like a horse, you only succeed in chipping off a flake or two here and there. No; you'll never get anywhere that way.

You draw a long breath, and go back to digging and prying with the bar. You get a new place to slip the crowbar under, and pry with all your might. It seems as though it had stirred a little!

You fling off your hat and coat and go to it, every muscle cracking, and all of a sudden—hurrah!—it gives way. One end has distinctly moved, lifted. The whole obstruction is several inches further out of its hole. It's not a ledge! It can be moved! Now you know you can handle it.

Is there any more cheering moment than that!

Just such a cheering moment has come in the struggle to improve Vermont rural schools, and all Vermonters ought to know about it, so that they can give a hurrah, along with the workers in the field, over the first big result of the push for better schools.

At first, the more the question was investigated, the more discouraging things looked. Nobody had any idea that so many rural schools in Vermont were in such bad shape. The job was bigger and harder than had been thought. Last June, six months after the survey of rural schools began, we of the State department of education were frankly startled at the size of the obstacle over which Vermont teachers and children were forced painfully to clamber as they tried to climb up to an education. It was a big job. Would Vermonters put their backs into clearing out the road? Individual action here and there would not make much impression. It would take all the individual action possible, and concerted town action, too.

Well, after various small encouragements here and there, individual schools brought up to standard, private organizations taking an interest, the first big push has been made. One whole corner of the rock has come up with a jerk, furnishing the proof that Vermont energy and public spirit are keen enough and strong enough to roll away out of the road of progress the hateful old conditions which have so long been a stumbling block to our children's feet.

Every School Up to Standard.

The town of Hartford has gone over the top with a shout, all flags flying. There are seven rural schools in Hartford, and in the course of the last year every one has been brought up to standard; indeed, six out of the seven are not only standard but superior.

What does this mean? It means, first, the most important of all, that every one of the eight teachers is thoroughly well trained, competent, and decently paid. No pinch-penny, cheap economy there at the expense of children who can't help themselves. Next, it means that every building has been put in good shape, with adequate toilet facilities, with comfortable heating arrangements, with desks and seats to fit the children, with enough textbooks to go around (you will be shocked to know how seldom there are enough schoolbooks in Vermont rural schools), with sufficient blackboards, with smooth floors and tight windows, with some good reading matter, and good ordinary facilities for recess-time playground outdoor fun.

Thus every child in Hartford has a fair chance to get the education which every American child ought to have, and which so many Vermont country children do not have. After polishing off a splendid job of that sort Hartford people must be sleeping better nights, and looking at their children with pride and not with apologies.

If I were a Hartford woman, I would feel an inch taller. They have set a shining example for other towns of the State to follow. Will they do it? All over Vermont interest is rising in this great and vital question. In women's clubs, in parent-teacher associations, in organizations like the D. A. R., in country homes, in meetings of school directors, plans are being discussed to help rural schools. The town of Hartford has led the way and the rest of us will not be slow to follow.

Every local school board in Vermont ought to send one of its members to Hartford to look at those schools. Every woman's club ought to see them; every Vermont teacher ought to know about them. There ought to be a procession of Vermonters driving into Hartford to inspect their schools and to find out what a really good rural school can be when a really good Vermont community sets out to make school conditions right.—*Vermont Standard.*

Note.—Before the State school survey of Vermont was completed the State board of education was aware that the rural schools of the State were in a deplorable condition. They realized that something must be done and done quickly. So in June of 1921 (six months after the survey began), they devised a plan of standardization as a means of improving the 1,160 rural schools in the State. A rating card was issued. This card scores the schools under five main headings: (1) Buildings and grounds, 26 points; (2) equipment, 27 points; (3) teacher, 18 points; (4) pupils, 12 points; and (5) community, 17 points.

The commissioner of education is authorized to award a name plate bearing the words, "standard school" or "superior school" to schools that meet requirements. A standard school must score between 75 and 89 points, inclusive, and a superior school, 90 points or more.—*Edith A. Lathrop.*

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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JANUARY, 1923.

AN ACCIDENTAL OMISSION.

The excellent paper presented in the December number of SCHOOL LIFE on the "Junior college movement in Missouri" was previously read by the author, Dr. John Carleton Jones, before the National Association of State Universities. The line stating that fact, which should have been at the head of the article, was accidentally omitted.

FOR THE CAUSE OF RURAL EDUCATION.

This number of SCHOOL LIFE is devoted in large part to the interests of the children in the rural schools of the United States. Their welfare is the sole concern of one division of the Bureau of Education and should be, in my opinion, a consideration of primary importance in the administrative system of every State in the Union. The school term is shorter; the teachers receive a lower salary and are of lower standard, judged by academic and professional qualifications; buildings are less comfortable, convenient, and sanitary; tools to work with in the way of teaching materials more meager; instruction is less effective and general educational opportunities harder to get in rural than in city communities and schools. Yet the rural child is the ward of the State and must recruit its future citizenry as much as the city child. It is because of these conditions that we would devote ourselves anew during the coming year to an effort to secure for rural children educational facilities more nearly adequate and more favorably comparable to those now offered in cities. We would not detract in the smallest degree from what city children now have—we would add in every respect to their advantages in as large a measure as we can. But while doing this we would also, and simultaneously, devote ourselves with equal zeal to raising the measure of opportunity for rural children so that all may be on the same, or a more nearly equal plane educationally. It is not essential to serve city children less because we serve rural children more and better.

The Bureau of Education in this number of SCHOOL LIFE renews its devotion to the cause of rural education and again pledges itself in the future as in the past to do all in its power to the end that all American boys and girls have adequate educational opportunities regardless of whether they happen by chance to live on a thriving city street or in a remote, isolated rural community. The public school system is equally for all—never for the few—of America's children.

JNO. J. TIGERT.

AMERICAN EDUCATION WEEK HIGHLY SUCCESSFUL.

We are publishing in another column a letter from Capt. Garland W. Powell, director of Americanism for the American Legion. This letter speaks most enthusiastically about the accomplishments of American Education Week. We have also received letters from every section of the country telling of the many ways in which the program for American Education Week was observed. We wish that we had space here to detail more of the outstanding accomplishments of the week. We have neither time nor space to do this.

We want to take this opportunity to congratulate the many loyal workers and supporters of education, particularly our great throng of untiring teachers, who have united to make this week so highly successful. Likewise we wish to summarize as far as we are able to do so at this time the outstanding features of the week's campaign.

In addition to President Harding's proclamation, the governors of 42 States issued proclamations or statements. We did not attempt particularly to carry the campaign into the Territories, but Governor Bone, of Alaska, issued a proclamation and the week was satisfactorily observed there. Literally, hundreds of thousands of sermons, addresses, and speeches were made upon educational subjects during the week. The Bureau of Education made use of the Government broadcasting station at Anacostia, and in many States addresses were broadcast daily from the newspaper offices and commercial stations on the special topics assigned for the various days of the week. If there was a newspaper in the United States which did not take part in the campaign either by issuing a special educational edition, by editorial support, or by the publication of stories and articles, we have not heard of it.

It is a conservative estimate that fully one-half of our newspapers supported the campaign editorially.

We were very fortunate in securing the cooperation of the motion-picture producers, distributers, and exhibitors. The United States Bureau of Education began early to negotiate with the motion-picture industry to have educational material carried in the motion-picture houses throughout the United States during American Education Week. We were successful in our efforts and, so far as we know, this material was exhibited in every motion-picture theater in the country.

Last year it was estimated that the campaign reached 30,000,000 people. It is conservative to suppose that we reached more than 50,000,000 people in this campaign. Nearly 20,000,000 were reached in the motion-picture houses alone. How many were reached through the radio, the newspapers, and other agencies, it is difficult to ascertain.

Already we have learned of a number of instances where bond issues were put over and actual constructive results have come about as a culmination to the campaign.

Some may wonder why we had such a campaign. When we recall that education in the United States emanates from the people and is controlled by the people, and therefore no step forward can be made except as the result and with the approval of public sentiment, it is obviously of fundamental importance to familiarize the public generally—the ignorant man, the plain man on the street, as well as the educator and the educated man—with the needs of education. Steps forward, which are understood by educators but misunderstood by the public, precipitates reactions which are more detrimental than a lack of progress. We believe that the only progress in education which is worth while is a progress which keeps pace with public intelligence and public enlightenment.

JNO. J. TIGERT.

SALARIES OF RURAL SCHOOL TEACHERS.

An investigation recently made in the Bureau of Education showed that the children in the city schools are offered an average school term of 182 days, while the average term in rural schools is less than 137 days; that the average number of days attended by each pupil enrolled in the city schools is 143, while the average pupil enrolled in the rural school attends only 96 days.

Why does the city school hold nearly 79 per cent of its enrollment in average

daily attendance while the rural school, with a term more than two months shorter, has an average attendance of less than 71 per cent?

Bad weather, bad roads, and other physical conditions in the country may reduce the average daily attendance somewhat, but the chief reasons center in the school itself. Poor schoolhouses, badly lighted and poorly heated, inadequate classroom equipment and poorly paid teachers account for an average attendance of less than 50 per cent of enrollment in some parts of the country.

How often have we heard some country matron thus express herself: "I certainly shall not force my children to tramp through mud and slush to half freeze in that old schoolhouse and say their lessons to that teacher who doesn't know anything."

Why is it that the teacher "doesn't know anything?"

She is not paid to know very much. For four or five months she will receive the poor salary the district is able to pay. There is no prospect of an increase the next year—possibly a reduction. The other districts she knows about offer no better inducements. She has no incentive to make of herself a better teacher in that community. If, happily, she has ambition and energy, she may prepare herself for a better position with better pay in a village school or in the schools of a small city. In either event she would abandon her present charge to a less competent teacher.

A short time ago the rural-schools division of the Bureau of Education issued a circular on "Salaries of Teachers in Rural Schools in 1922." It was compiled from special reports made by about 43 per cent of the county superintendents of the United States, apportioning 126,633 teachers to designated salary groups. More than 55 per cent of these teachers, or 70,124, were in charge of one-teacher schools. In 6 States these teachers received a median salary between $300 and $400 a year; in 5 States the median salary was between $400 and $500; in 3 States between $500 and $600; in 5 States between $600 and $700; in 6 States between $700 and $800; in 11 States between $800 and $900; and in 6 States between $900 and $1,000. In 5 States only did the median salary of the teachers of one-room schools exceed $1,000.

The salaries enumerated are near the average salaries in the groups. Of course, there were salaries very much lower in all the States. Nineteen States had lowest salary groups of less than $300 a year in the one and two teacher schools.

That rural school circular contained a table showing the median salaries of 127,260 elementary teachers in city-school systems. It was shown that in 968 cities of 2,500 to 10,000 population the median salary was between $1,000 and $1,100; in 286 cities of 10,000 to 25,000, the median salary was between $1,200 and $1,300; in 141 cities of 25,000 to 100,000, the median salary was between $1,300 and $1,400; and in the 49 cities of over 100,000, the median salary was between $1,800 and $1,900.

No one will contend that the salaries paid city teachers are too high. The services of these teachers make the schools what they are. If our country schools are to be made comparable with the average urban schools then we must find money enough to pay living salaries to teachers, provide better schoolhouses and equipment, and lengthen the school term to nine months.

ALEXANDER SUMMERS.

Who's who in educational administration will appear in the first published list of members of the department of superintendence of the National Education Association, the first annual publication of that department. This will be distributed to members at the meeting at Cleveland in February. A feature of this publication will be an article on the status of the superintendent based on the data collected by a committee appointed at the Cleveland meeting in 1920.

OUR PROGRAM of admission and treatment of immigrants is very intimately related to the educational policy of the Republic. With illiteracy estimated at from two-tenths of 1 per cent to less than 2 per cent in 10 of the foremost nations of Europe, it rivets our attention to a serious problem when we are reminded of a 6 per cent illiteracy in the United States. The figures are based on the test which defines an illiterate as one having no schooling whatever. Remembering the wide freedom of our public schools, with compulsory attendance in many States in the Union, one is convinced that much of our excessive illiteracy comes to us from abroad, and the education of the immigrant becomes a requisite to his Americanization. It must be done if he is fittingly to exercise the duties as well as enjoy the privileges of American citizenship. Here is revealed the special field for Federal cooperation in furthering education.—*President Harding.*

A WEEK OF GREAT ACHIEVEMENT

Letter From Official of American Legion Expresses Gratification at Success of American Education Week — Interest in Education Stimulated Everywhere.

THE AMERICAN LEGION,
NATIONAL AMERICANISM COMMISSION,
Indianapolis, Ind., December 18, 1922.

Hon. JOHN J. TIGERT,
United States Commissioner of Education, Washington, D. C.

MY DEAR DR. TIGERT: I am advised by the American Legion Weekly that in their estimation American Education Week was one of the biggest things ever accomplished in this country.

The reports show that activities carried on during the week of December 3 to 9 stimulated interest in educational matters all over the country. Never before in the history of the United States has such a concentrated effort been made by all Americans to bring America where it rightfully belongs, namely, first in matters of education, as well as in other things.

Unfavorable local conditions were corrected in many communities, and where they could not be corrected immediately the people have started to work in order that those conditions can be corrected as soon as possible.

Patriotic, civic, religious, commercial, and other organizations have never before taken such an interest in educational matters. They have aroused their members to take a part and an interest in the great need and necessity for better education and educational facilities. These organizations in many instances have assured us of their continual cooperation at all times in our efforts for a bigger, greater, and better educated America.

American Education Week this year marked the beginning of a new era in matters of education.

I wish to thank the United States Bureau of Education and the National Education Association for their wonderful cooperation. The coordination of our efforts made possible the greatest educational campaign ever conducted in America. Your cooperation made possible the many accomplishments and the great success of this week. Please extend to all the deep appreciation of the legionnaires.

Faithfully yours,
GARLAND W. POWELL,
National Director, Americanism Commission.

OBJECTIVES IN RURAL-SCHOOL AGRICULTURE.

(*Continued from page 97.*)

Thomas Jefferson voiced the fear of decay through urbanization of the Nation in these words: "Generally speaking, the proportion which the aggregate of other classes of citizens bears in any state to that of its husbandmen is in the proportion of its unsound to its healthy parts and is a good enough barometer whereby to measure its degree of corruption." Again, he said, "Let our workshop remain in Europe * * * the mobs of the great cities add just so much to the support of pure government as sores do to the human body. * * * I consider the class of artificers as panderers of vice and the instruments by which the liberties of a country are generally overturned."

World Power Related to City Growth.

Jefferson has not been lacking for disciples to keep alive the fear of national decay through industrialization and urbanization. The fact is, however, that those who fear the growth of cities fear civilization. The natural evolution of all great world powers of to-day has been through a predominantly agricultural life to a predominantly industrial and commercial life, with a gradual increase in the ratio of city dwellers to country dwellers. There is, in fact, almost a perfect positive correlation between world power and the percentage of nonagricultural workers in the nations of to-day. In the United Kingdom the percentage of nonagricultural workers in the total of occupational workers is 87.6; in the United States it is 67.5; in Germany, 65.7; in France, 57.6; in Italy, 41.2.

It is problematical under the conditions to-day as regards world commerce how far a nation can go in the process of being urbanized without being endangered.

Production Increases More Rapidly Than Population.

In the United States, however, though our cities are growing by leaps and bounds and our population rapidly increasing, agricultural production is more than keeping pace with increase in population.

The total population as determined by the 1920 census is 2.7 times the population of 1870, while agricultural production in 1920 was more than three times the production in 1870. The following ratios are typical:

Quantity.	1870	1920
Sheep	1	1.2
Swine	1	2.1
Horses	1	2.7
Dairy cattle	1	2.8
All cattle	1	3
Mules	1	4.8
Tobacco	1	5+
Cotton	1	3.7+
Hay	1	3.3+
Corn	1	3+
Oats	1	3+
Wheat	1	3+

Marked Improvement in Quality.

In the case of live stock the increase in the number of live stock is no index of the increase of live-stock products. Dairy cattle are being rapidly improved and better fed so that multiplying numbers by 2.8 means multiplying production enormously. The same is true for poultry, swine, and beef cattle.

When we consider also that through cold storage and manufacturing processes much more complete utilization of agricultural raw materials is possible it must be evident from the standpoint of production, that agriculture is expanding faster than population. It is difficult to see any failure of rural life on this score.

There certainly is no immediate probability of under production. In 1921 campaigns were conducted in an attempt to limit production arbitrarily. Cotton farmers were agreeing to limit acreage as much as 33⅓ per cent. Corn growers were burning corn for fuel. Sheep growers found their products so nearly worthless that shipments would not pay freight charges. Fruit and vegetable growers were forced to leave their products to rot in the fields because of no market. Farmers were deliberately using no fertilizers and adopting less intensive methods. In some sections farmers returned to a part-time basis because markets were not available for their products that would pay the cost of production. Undoubtedly we have just experienced one of those cycles of overdevelopment of agriculture which have come periodically in our history.

One-Fourth of Land Area Cultivated.

We are far from that condition wherein we must seek high production per unit of area. Approximately 25 per cent only of the land area of the country is under cultivation. No one knows the limits of increased acre production. In the past 10 years acreage increased only 10 per cent in the Pacific Coast States while production increased approximately 100 per cent. So long as our problem is a problem of high production per man and not high production per unit of area; so long as farm machinery continues to be improved and our farmers continue its increased use; so long as agricultural science continues to function in increased acre returns; so long as the improvements of plants and animals continue, the ratio between agricultural workers and total population will probably be a continually widening ratio. So long as production keeps pace with total population increase and we are exporting surplus stocks of all the principal agricultural products as at present, we need not be concerned about keeping more people on the farm.

Agriculture No Longer Dominant Industry.

There was a time in our history when agriculture was our dominant basic occupation. All other enterprises developed as a fringe about agriculture. Then our national progress did depend upon agriculture and world markets in agricultural products.

That condition, however, is past. Our manufacturing and industrial interests have become dominant. Machines and processes applied in other extractive industries, utilizing our varied natural resources have changed our principal form of dependence. To-day agriculture contributes to and waits upon commerce and manufacturing rather than limiting commerce and manufacturing. Any future development of agriculture will grow out of a developing nation and be conditioned by national progress. The Nation is no longer dependent upon agriculture but master over it.

Agricultural Labor Increases in Effectiveness.

Because of increased effectiveness of agricultural labor, although the percentage of agricultural workers to total population is decreasing, production is more than keeping pace with domestic markets. The probability is that our rural problems grow out of overproduction and congestion in the agricultural occupations, rather than out of migration from country to city. Any effort, therefore, to keep a higher percentage of farm boys on the farm can not be justified.

Aside from the fact that there is no national need, it is not justifiable to seek consciously to give any boy or girl a bias toward any vocation because of any need, fancied or real, of developing that vocation. The nature of the boy or girl alone should determine his work in life. Our duty in education is to find out the aptitudes and limitations of boys and girls; to know the requirements, possibilities, and difficulties in specific vocations and advise only in the light of fitness of the boy or girl for the vocation

undertaken. We have a duty of presenting the panorama of life; making the child widely adaptable; helping him to free and intelligent choice of vocation; and, finally, specific training designed to fit him for effectiveness for the chosen vocation.

Country Boy Entitled to Free Choice.

It is hardly possible in the elementary school that the possibilities in life can be presented to children so that they can make an intelligent choice of a vocation. It is hardly possible for the teacher to have had the child sufficiently under observation that his aptitudes and limitations in specific directions may have been catalogued, so that he can be intelligently advised by the teacher. Consequently, a restricted program designed to prepare for a particular field is vicious. Conscious vocational education in the elementary school has small place. Hardly more than half of rural boys and girls will be farmers. Every rural boy and girl has the right to as free choice of life's work as has the city boy or girl. No American community will tolerate a conscious, class-restricted education when it knows what is being done.

Must Not Form Peasant Farming Class.

Free migration in response to individual opportunity has always been the outstanding characteristic of the American citizen. We would not have it different. Only through maintaining this open road may we avoid what is an apparent historical tendency in civilized States toward stratification of society into castes. Every old civilized State of Europe has its peasant farming class. Our escape, if we are to escape, must be through a program of education that will facilitate, not retard, free migration and easy adaptation to widely varying environmental conditions. So long as the road is open we may trust economic forces to balance vocational groups, avoid either congestion or depletion, and so long as there is a continual streaming of human materials from section to section in the great migration, complex sectionalism, provincialism, and castism will be reduced to a minimum and the melting pot kept boiling.

So it is that vocational guidance, rather than specific training, in the skills of the practice of agriculture should characterize instruction in elementary agriculture. Using the agricultural approach, we must lead the child to appreciate the possibilities in specific agricultural vocations and to understand the characteristic features of the dominant vocations of the world.

Appreciation of Nature.

To the average farm boy plants are either crops or weeds; animals are beasts of burden, game to be hunted or a nuisance; weather is good or bad for crops; skies indicate good or bad weather; topography reveals good farm land or worthless; and soil is dirt. Little enjoyment of nature is possible, because he knows little of the interrelations of life forms and sees physical nature only as related in a general way to crops. We should seek consciously to give an intimate understanding of the vital interrelationships of life forms, to the end that—

> "finding that of fifty seed,
> She [nature] often brings but one to bear"—

may not be cause for doubt; and though he sees "nature red in tooth and claw," he may understand that the result is the continual selection and perfecting of life forms, so that good is indeed the final goal of seeming ill.

The ability to see beauty and harmony in nature comes out of intimate knowledge. It is one of the chief sources of contentment and high manhood in rural life. Appeciation should be consciously sought through direct observation and guided interpretation and through an introduction to that which is good in nature literature.

Adaptation to a Rural Environment.

While our chief concern is laying such a foundation as will make rural children easily adaptable to a wide range of environmental conditions we must not overlook the fact that approximately one-half of all the children in rural elementary schools will live their lives in typical rural environments. It is also true that whatever the environment of the child may become in adult life he will be affected directly or indirectly by rural life problems. The factory worker, the business man, the professional man, the politician and statesman needs to have a very clear understanding and appreciation of rural life in order that he may react intelligently to proposed solutions of problems on a national scale. A better understanding of the conditions of living and needs of country life to-day on the part of urban dwellers is highly desirable. This is true not only that the former may get just treatment but that a sane national program may be planned and carried out which will react in the well-being of the whole national group.

The first consideration should be to lead rural children to understand their immediate environment and to lead from this to those more complex, artificial, and remote environments afforded by urban communities.

Introduction to Technical Agriculture Proper.

In teaching the subject matter proper of agriculture we are concerned more with unfolding the possibilities of agriculture as a vocation than with turning out a product skilled in the manipulative activities and master of the technical knowledge necessary to insure effective practice of agriculture. This demands that we present an adequate picture of what agriculture is at its worst and at its best. It demands a survey in the elementary school of national agriculture rather than extended training in the processes involved in farm enterprises of local importance. We are more concerned with using agricultural subject matter in such a way as to acquaint the child with present sources of information and safe procedure in solving actual problems than with complete or detailed mastery of the subject matter itself in its technical aspects. We are more concerned with teaching the means of securing the just rewards due because of production than we are the technique of production.

Group Action Supplements Individual Action.

Whether we like it or not in all respects the trend of our national life is toward supplementing individual action by group action. Individual competition no longer will suffice. Men contend in groups and not merely as individuals, and group action frequently permits economies impossible under individual action. Certain groups have related interests easily seen and these tend to become amalgamated so that organization of the Nation into enormously powerful combinations of vocational groups is proceeding. There is no alternative left other vocational groups whose interests are opposed to the interests of organized groups. They, too, must organize or be exploited. The most serious problems confronting the Nation to-day are problems growing out of this fact of vocational group organization. Unless the young are taught the proper relationship of group to group in our national life, we are surely riding to a fall. Unless those who are to become farmers are taught specifically the advantages of cooperation and organization; unless they are taught the means of securing legislation; unless they are trained to watch the legislative program of other groups and read aright the effect of that program upon their own group; unless they are taught the distributive machinery of the Nation and specialized service required in the distributive process they must continue to be exploited.

Herein lies the secret of the failure of our educational program to solve the rural-life problems. We have placed an undue emphasis upon production leaving the exceedingly complex and artificial distributive machinery practically to take care of itself. We have failed to teach the essential principles of cooperation and group action made necessary by our social organization. We have failed to teach group interrelationship, so that farmers have little ability to see the effect upon the farming group of other group programs. Those who have led in rural thought have failed to get across the necessity of farmers' organizations as a means of economy in distribution and self-preservation in the struggle for existence against other organized groups bent upon their exploitation. This explains why the farmer of the United States, although the most efficient agricultural worker of the world, has not bettered his lot even though he has bettered his practice. Uneconomic distribution and inability to compete against organizations have robbed him of a major portion of his profits. He has managed to live and to accumulate wealth. He has not been pauperized, but he has avoided it through drudgery and adopting a standard of living such as is unjust. His lot is little better than in pioneering days. He is entitled to more of the rewards of his toil than he has been able to get. Those who are responsible for his education should see to it that he be taught how to protect himself in the growing complexity of our social and economic organization and to make effective use of the economic machinery which the Nation affords.

Motivation of Other Subjects through Agriculture.

The language handicap is a very real handicap of rural children. In many cases, because rural education has never been very effective even in the form studies, they grow up under a bad language environment at home. They come to school with bad language habits fixed and they are taught more bad language habits in the schoolroom. They invariably have a narrow and limited vocabulary. They have spent more time in the elementary school learning to parse words and diagram sentences than in developing good language habits through practice of oral and written composition. In the rural high school, in many cases, no one except the English teacher assumes any responsibility for language. In the agricultural college the same undervaluation of language is apparent. Even a casual contact with the average graduate of our agricultural colleges furnishes evidence of the fact that in our system of rural and agricultural education the language handicap is very real.

English is furthermore the bane of the rural boy. He shirks what chance he has for training in effective usage.

Because of these conditions we find rural children in high school failing in science, in mathematics, in agriculture, in every department because they read slowly, painfully, with little comprehension and under protest only. Agriculture can be used very effectively to motivate language and such usage in the elementary school is legitimate. Language objectives should be constantly sought in teaching agriculture.

Elementary Graduates Usually Slow in Arithmetic.

Arithmetic, like language, is a form study of the elementary school upon which much time is spent with a failing to get compensatory results. Number combinations are slowly and inaccurately made and the fundamental processes slowly and laboriously performed by the usual product of the elementary school. Numerous opportunities occur in teaching agriculture to offer additional practice and training in arithmetical processes. These opportunities should be sought. Much more value comes out of judiciously selected practical problems in agriculture involving mathematical processes than out of the solving of mathematical puzzles. Considerable working with numbers and measures is, moreover, unavoidable in agriculture. It is desirable that the teacher should frequently teach arithmetic in its natural rôle of a tool and not as an unrelated subject. Such teaching of arithmetic at the agricultural period when arithmetic is naturally involved will enable the teacher to leave off many arithmetic lessons. Any reduction of the number of daily recitations with a corresponding lengthening of the recitation period is highly desirable in the usual elementary rural school.

Geography and Agriculture Closely Related.

Geography is intimately related to agriculture. Much of agriculture is applied geography. It is much better to teach climate as related to the agriculture of a region than to teach the mere physical principles underlying climate. In tracing the distribution of agricultural commodities, place, geography, transportation routes and methods, and human interdependencies by nations are involved. Geography taught through agriculture presents geography in such a way that the significance of geography to the child's own life is seen. Geography is motivated and a means of reducing the number of daily recitations is again introduced.

History has just as intimate contacts with agriculture. The history of developing civilization is largely the history of man's increasing use and improvement of plants and animals and tools. It is a better history to teach than the history of wars.

In the elementary school it is legitimate to seek the motivation of these subjects which have been formalized by teaching their applications to actual present life problems. For rural children this means motivation through using the agricultural approach. Through teaching the subject matter of these distinct subjects through agriculture it is possible and desirable that frequently the period devoted to one of these subjects will be disregarded and the time given to the agricultural period, where the subject matter is taught in its application to a real, present, felt life problem.

Realization of the objectives here listed demands vocational guidance leading to free choice of a vocation, a survey of agriculture so that the child may judge intelligently whether he is fitted for the vocation and whether he wants to enter it for life. Some conscious effort to present those factors of a rural environment which demand adaptation to if one is to be effective in the environment or is to understand the problems of the environment, a conscious effort to remove language and number handicaps through attention to language and arithmetical process, as in the teaching of agriculture, and the motivation of other elementary school subjects, as geography and history, through using an agricultural approach. Agriculture is to be used to educate boys and girls, not to exploit them for the sake of presenting a startling achievement to their fathers; not to keep them on the farm in larger numbers so that theoretically the Nation may enjoy a cheap food supply—practically that there may be a larger spread between producer and consumer of agricultural products.

"A PLACE FOR THE ADVANCEMENT OF LEARNING."

What has the Nation a right to expect your college to be? The dean of a great university tells me, "A place for the advancement of learning." Another dean, "A place for the diffusion of learning." Still others, "A training school for the Nation's service." "A place of opportunity for rich, generous living." "A place where men and women may be developed who are intellectually curious; who are forming the habit of honestly seeking after truth; who view learning as an enterprise," to use Dean Woodbridge's term, "who delight in intellectual intercourse.—*John Lee Tildsley in Bulletin of High Points.*

LAWS WHICH ENCOURAGE CONSOLIDATION BY STATE AID

By Edith A. Lathrop.

Many of the States, in addition to the regular and more or less fixed State school apportionments, make special appropriations for the purpose of stimulating educational progress. Usually these appropriations are not apportioned as are the regular State funds, but are awarded school districts that meet certain conditions or conform to certain standards that are outlined in the law. Some examples of this are: Appropriations to match Federal grants for vocational education under the Smith-Hughes Act; allowances for salaries of county superintendents or other supervisory officers; aid for Americanization; and for teacher training in high schools.

The term "State aid" as used in this discussion means, for 14 States, money appropriated or apportioned from funds other than the ordinary State distributive fund and designed to promote consolidation; in 5 States (Delaware, Maine, Tennessee, Vermont, and West Virginia) it means that appropriations for the encouragement of consolidation are deducted from the State distributive fund before the apportionment is made.

Nineteen States Aid Consolidation.

Nineteen States are encouraging consolidation by means of State aid as the term has just been defined. The conditions upon which this aid is granted, the maximum amount of money received by an individual school, how the money shall be expended by the school, and other details of the law are discussed in the following paragraphs for the 19 States:

Delaware.—The State board of education is required by law to transmit biennially to the governor and to the general assembly a State school budget. The law specifically states that this budget shall include an amount for the encouragement of consolidation of schools by State appropriations for new buildings and grounds.

The sources of income for this budget are a county property tax of 2½ mills which is paid into the State treasury, a personal graduated income tax, a tax of 2½ mills on corporate property, certain franchise taxes, and the income on the permanent school fund.

Georgia.—Beginning with the year 1920 special State aid, not to exceed $100,000, is set aside annually to aid in the establishment and maintenance of consolidated schools. When the county authorities combine smaller schools into a consolidated school with at least four teachers $500 of this fund is paid annually to the consolidated school. If, in addition, the local authorities provide for a standard county consolidated four-year high school, $1,000 more is appropriated. This latter amount is used to aid the local authorities in the payment of the salaries of the principal and at least one assistant high-school teacher.

Number of Rooms Determines Amount.

Iowa.—Consolidated schools maintaining suitable grounds, buildings, and equipment for teaching vocational subjects and employing teachers qualified to teach these subjects are awarded special State aid. Two-room schools receive $250 for equipment and the further sum of $200 annually; three-room schools, $350 for equipment and $500 annually; and four or more room schools, $500 for equipment and $750 annually.

Maine.—One hundred thousand dollars ($100,000) is reserved from the State school fund for equalization purposes. The law provides that a portion of this may be used for transportation. The State department of education is authority for the statement that a part of this $100,000 is reserved as a mobile fund and placed in the hands of the State superintendent to be used for the encouragement of progressive movements. The State superintendent may then, if he wishes, use this to promote consolidation.

Michigan.—As State aid to assist in the maintenance of rural agricultural schools, which are one type of consolidated schools, each of such schools is entitled to receive $400 a year for each vehicle used for the transportation of pupils. In addition each school is awarded $1,000 a year. In order to participate in this aid districts must provide transportation for all pupils who live more than one mile from the school; and must comply with certain prescribed standards as to site, buildings, equipment, number of teachers, and course of study.

For Transportation and Board, $4,000.

Minnesota.—The law provides that the State shall reimburse consolidated school districts for the transportation of pupils at rates to be determined by the State board of education, provided that no consolidated school district shall receive annually more than $4,000 for the transportation and board of pupils for each consolidated school in such district. In order to receive this aid the term must be at least eight months, the school well organized, and the buildings and equipment suitable.

The law further provides that the State shall pay 40 per cent of the cost of construction for school buildings in consolidated districts, but not to exceed $6,000 for each such school building constructed in a consolidated district.

Aid for Building and for Salaries.

Missouri.—Special State aid is awarded consolidated districts for the construction of high-school buildings, for the maintenance of high schools, and for supplementing the salaries of elementary teachers. The details of the law for these items follow:

The State pays one-fourth of the cost of the construction and equipment of a central high school in a consolidated district provided the amount does not exceed $2,000 for any one district. To be entitled to this building aid the site must contain at least 5 acres, and the building must contain a community assembly hall and be equipped with a modern heating and ventilating system.

When a consolidated district provides adequate buildings for school purposes, maintains an approved high school of at least the third class, and gives an approved course of at least one year in agriculture, the State grants special aid of $25 per year for each square mile or fraction thereof in area of said district. But no district shall receive more than $800 per year for the maintenance of such a high school.

Maximum for Salaries, $600.

When a consolidated school district has made the maximum levy provided by law and then finds that its funds are insufficient to maintain the elementary schools in the district for a period of eight months a year, paying the teachers a maximum salary of $40 per month, the State allows such district a sufficient amount to make up the deficit. The law provides that a salary of $45 per month may be paid by any such district to a teacher holding a second-grade certificate, and $50 a month to a teacher holding a first-grade certificate. But no district shall receive over $200 for any year for each elementary school, or over $600 for any year for all its elementary schools unless the district contains an incorporated village, town, or city. Any district making application for this aid must show that it has made a levy of 65 cents on the one hundred dollars ($100) valuation; and maintained an average

daily attendance of 15 or more pupils at each elementary school for which aid is sought. If a district receives this aid and then pays its teachers in excess of the amounts above specified it forfeits its right for any further such aid for a period of two years.

This condition applies to consolidated districts that have consolidated for high-school purposes but retain their one-teacher schools as elementary schools.

Comfortable Transportation Required.

Nebraska.—As in Iowa, Nebraska grants special State aid for consolidated schools maintaining suitable grounds, buildings, and equipment for teaching vocational subjects and employing teachers qualified to teach these subjects. In addition Nebraska adds to these requirements the comfortable transportation of pupils. Two-room schools receive $100 for equipment and the further sum of $150 annually; three-room schools receive $150 toward equipment and $200 annually; four or more room schools receive $350 for equipment and $300 annually.

North Dakota.—Consolidated schools meeting the requirements of State graded schools of the first class receive annually $400 State aid; those meeting the requirements of State graded schools of the second class receive $350; and those meeting requirements of State graded schools of the third class receive $300. The law provides that if the tax rate in any district is at least 4 mills and less than 7, each school shall receive double the amount named. If it is 7 mills or more each school shall receive treble the amount.

Must Have at Least Three Teachers.

Oklahoma.—A consolidated district that has been formed for a term of six scholastic months; has employed at least three teachers; has had an actual attendance during the said term of not fewer than 130 pupils residing within the district; has furnished free transportation; and has constructed and furnished a sultable building of not fewer than three rooms receives from the State building fund an amount not to exceed one-half the cost of the building, provided that in no case shall any district receive a sum exceeding $2,500.

A union graded district that has been formed for six scholastic months, has employed at least two teachers, has had an actual attendance during said term of not fewer than 40 pupils residing within the district, and has constructed a suitable bullding, receives from the State building fund an amount not to exceed one-half the cost of the building, provided that in no case shall any district receive a sum exceeding $1,250.

A union graded-school district is a district providing for a central school In which instruction is given above the sixth grade, to and includlng the regular high-school course.

Pennsylvania.—In order to aid in the establishment of local or joint consolidated schools, the Commonwealth pays annually to local or joint consolidated school districts and unions of school districts maintaining such schools an amount equal to one-half the sum which has been expended during the previous school year by such a school district for transporting pupils to and from consolidated schools, provided that no district shall receive more than $3,000 for any one year. This amount does not include sums paid for the repair of vehicles. The State also pays to each school district of the fourth class $200 annually for each school permanently closed by consolidation.

For Each "Department," $100.

Rhode Island.—When a town consolidates three or more ungraded schools, and establishes in lieu of these ungraded schools a graded school of two or more departments with an "average number belonging" of not less than 20 pupils for each department, the State pays to such a town $100 annually for each department toward the support thereof. This $100 may be applied to transportation.

South Carolina.—The "rural graded-school law" and the "centralized high-school law" have had great effect favorable to consolidation. Those laws are in substance as follows:

Not less than $187,000 is appropriated annually by the State for assisting rural school districts in the establishment, maintenance, and equipment of rural graded schools. Schools with two teachers receive $200 per year; those with three or more teachers under certain conditions, $300 per year; those with four teachers, $400 per year; and those with five teachers, $500 per year. In order to participate in this aid local districts must meet certain legal conditions relating to tax levy, length of term, enrollment, average daily attendance, buildings, sanitation, classification, and course of study. In addition, the law specifically states that the school must be provided with the minimum equipment prescribed by the State board of education. The law further states that the school trustees may use this money for transportation.

Centralized high schools in South Carolina, which are established by the eooperation of three or more adjoining districts, none of which contains an incorporated town of 500 inhabitants, receive State aid. High schools with two teachers receive not more than $900 annually; those with three teachers not more than $1,150; and those with four or more teachers not more than $1,400. In addition, an additional stipend of five dollars ($5) per month in granted to teachers in these schools who return for a second year's service, and a further additional stipend of five dollars ($5) per month for a third year's service. The apportionment to a centralized high school may be doubled at the discretion of the State board of education. In order to receive this aid there must be at least two teachers in the high-school department, an enrollment of at least 25 high-school pupils, and the local district must levy the tax specified by law and open its high school free to the pupils of the district.

Aid According to Classification.

South Dakota.—First-class State consolidated schools receive $400 State aid annually; second-class State consolidated schools receive $250; and State consolidated high schools $600. In order to receive this aid districts must comply with certain legal conditions regarding the size of the district, transportation of pupils, length of term, type of building, equipment, number of teachers, and course of study.

Tennessee.—One hundred thousand dollars ($100,000), or such a part thereof as may be necessary, is set aside annually from the State school fund for the purpose of encouraging and aiding consolidation and the supervision of teaching. This is distributed at the discretion of the State board of education.

Texas.—Special State aid ls granted from the rural-aid fund for the transportation of pupils to and from consolidated schools. The amount given by the State to each school equals one-half the amount spent for this purpose. The State department of education is authority for the statement that no school receives more than $500.

Payment for Transportation and Board.

Vermont.—One hundred thousand dollars ($100,000) of the State school fund is set aside for the transportation and board of pupils. The law specifically authorizes consolidation, and the fund for transportation and board encourages consolidation.

West Virginia.—Standard consolidated schools in West Virginia are classified as first and second elass. First-class consolidated schools receive State aid from the general school fund to the amount of four dollars ($4) per pupil, based on average daily attendance, but the total amount per school shall not exceed $800

for any one year. Second-class consolidated schools receive three dollars ($3) per pupil, based on average daily attendance, but the total amount per school shall not exceed $600 for any one year.

Wisconsin.—This State encourages consolidated schools through special appropriations for buildings and equipment, transportation of pupils, and instruction in high schools located in consolidated districts, as follows:

Favors Consolidation Embracing Township.

There is appropriated annually from the general fund of the State a sum not to exceed $10,000 for special State aid to partially defray the cost of erecting and equipping a school building in each consolidated school district formed by uniting the schools of two or more districts. Of this amount there is alloted to each such consolidated district one-half the cost of erecting and equipping its school building, but not to exceed $1,000 for a school of one department; $1,500 for a graded school or two departments; $2,000 for a graded school of three departments; $3.000 for a graded school of four or more departments in a consolidated district formed by uniting the schools of three or more districts; or $5,000 for a graded and high school in a consolidated district formed by uniting the schools of all the districts of a township.

Consolidated free high schools may receive State funds not to exceed one-half the amount expended for instruction in such schools. The amount paid by the State for any one school varies from $900 to $1,500, depending upon the number of teachers employed. No such State aid shall be apportioned to a high school after it has been in operation for four years unless the average daily attendance for the year is at least 15 pupils.

The school board in any consolidated district must provide transportation to and from such consolidated school for the entire school year for all children between the ages of 6 and 16 in the district who reside more than 2 miles from the consolidated school. The State reimburses the district for such transportation at the rate of from 10 to 20 cents per day for each pupil, depending upon the distance traveled.

Summary.

It is evident that the laws specifically make it clear that districts receiving State aid must put forth considerable local effort in order to qualify for the aid. This means that they must provide a reasonably good school to start with. The conditions imposed upon the districts relate in general to the length of term, building, equipment, qualifications of teachers, and local tax levy.

The laws of 15 of the 19 States designate how all or a part of the money paid by the State to the district shall be expended. In some of these 15 States the statutes specify that it shall be spent for more than one item. A summarization of these items shows that in 9 instances it must be spent for transportation, in 5 for buildings, in 4 for instruction and in 2 for the maintenance of industrial courses.

CHIEF STATE SCHOOL OFFICERS.

[Those marked with an asterisk (*) were recently chosen. Some of them have not yet entered on duty.]

State.	Name.	Title.	City.
Alabama	John W. Abercrombie	State superintendent of education	Montgomery.
Alaska	Lester D. Henderson	Commissioner of education	Juneau.
Arizona	*C. O. Case	State superintendent of public instruction.	Phoenix.
Arkansas	*A. B. Hill	State superintendent of public instruction.	Little Rock.
California	Will C. Wood	State superintendent of public instruction.	Sacramento.
Canal Zone	W. W. Andrew	Superintendent of schools	Balboa Heights.
Colorado	*Mrs. Mary C. C. Bradford	State superintendent of public instruction.	Denver.
Connecticut	A. B. Meredith	Commissioner of education	Hartford.
Delaware	H. V. Holloway	State superintendent of public instruction.	Dover.
District of Columbia.	F. W. Ballou	Superintendent of schools	Washington.
Florida	W. S. Cawthon	State superintendent of public instruction.	Tallahassee.
Georgia	*N. M. Ballard	State superintendent of schools	Atlanta.
Hawaii	Vaughan MacCaughey	Superintendent of public instruction	Honolulu.
Idaho	*Miss Elizabeth Russum	State superintendent of public instruction.	Boise.
Illinois	Francis G. Blair	State superintendent of public instruction.	Springfield.
Indiana	Benjamin J. Burris	State superintendent of public instruction.	Indianapolis.
Iowa	*Miss May E. Francis	Superintendent of public instruction	Des Moines.
Kansas	*J. W. Miley	State superintendent of public instruction.	Topeka.
Kentucky	George W. Colvin	State superintendent of public instruction.	Frankfort.
Louisiana	T. H. Harris	State superintendent of education	Baton Rouge.
Maine	Augustus O. Thomas	State superintendent of public schools.	Augusta
Maryland	Albert S. Cook	State superintendent of schools	Baltimore.
Massachusetts	Payson Smith	Commissioner of education	Boston.
Michigan	Thomas E. Johnson	Superintendent of public instruction	Lansing.
Minnesota	J. M. McConnell	Commissioner of education	St. Paul.
Mississippi	W. F. Bond	State superintendent of public education.	Jackson.
Missouri	*Charles A. Lee	State superintendent of public schools.	Jefferson City.
Montana	Miss May Trumper	State superintendent of public instruction.	Helena.
Nebraska	John M. Matzen	State superintendent of public instruction.	Lincoln.
Nevada	W. J. Hunting	State superintendent of public instruction.	Carson City.
New Hampshire	E. W. Butterfield	Commissioner of education	Concord.
New Jersey	John Enright	State commissioner of education	Trenton.
New Mexico	*Miss Isabel Eckles	State superintendent of public instruction.	Santa Fe.
New York	Frank P. Graves	State commissioner of education	Albany.
North Carolina	E. C. Brooks	State superintendent of public instruction.	Raleigh.
North Dakota	Miss Minnie Nielson	State superintendent of public instruction.	Bismarck.
Ohio	Vernon M. Riegel	Director of education	Columbus.
Oklahoma	*M. A. Nash	State superintendent of public instruction.	Oklahoma City.
Oregon	J. A. Churchill	State superintendent of public instruction.	Salem.
Pennsylvania	T. E. Finegan	Superintendent of public instruction	Harrisburg.
Philippine Islands	Luther B. Bewley	Director of education	Manila.
Porto Rico	Juan B. Huyke	Commissioner of education	San Juan.
Rhode Island	Walter E. Ranger	Commissioner of education	Providence.
South Carolina	*J. H. Hope	State superintendent of education	Columbia.
South Dakota	Fred L. Shaw	State superintendent of public instruction.	Pierro.
Tennessee	J. B. Brown	State superintendent of public instruction.	Nashville.
Texas	*S. M. N. Marrs	State superintendent of public instruction.	Austin.
Utah	C. N. Jensen	State superiutendent of public instruction.	Salt Lake City.
Vermont	Clarence H. Dempsey	Commissioner of education	Montpelier.
Virginia	Harris Hart	State superintendent of public instruction.	Richmond.
Washington	Mrs. Josephine C. Preston	State superintendent of public instruction.	Olympia.
West Virginia	George M. Ford	State superintendent of schools	Charleston.
Wisconsin	John C. Callahan	State superintendent of public schools.	Madison.
Wyoming	Mrs. Katherine A. Morton	State superintendent of public instruction.	Cheyenne.

LOS ANGELES TEACHERS ORGANIZE RESEARCH COUNCIL.

Scientific research to improve instruction is the aim of the High-School Research Council of Los Angeles, which has attracted 200 educators of the city, including junior and senior high-school principals and teachers, as well as psychologists and other persons interested in educational research. The council meets twice a month for scientific discussion of educational problems.

EFFECTIVE SURVEY OF OHIO COUNTY

Local Superintendents of Logan County Conduct Survey Under Direction of University Professor—State Bureaus Give Assistance—Tests Will Be Continued.

By C. C. McCracken, *Professor of School Administration, Ohio State University.*

A thorough survey of Logan County, Ohio, and of the city of Bellefontaine, was conducted by County Superintendent D. H. Sellers and R. J. Kiefer, superintendent of schools in Bellefontaine, under the direction of the writer. During the school year 1921–22 the survey started as a minor study suggested by Dr. McCracken, but was gradually extended as the school people and the patrons became aware of the possibilities of such careful and cooperative study.

City Asks to be Included.

At first, a graduate student in school administration acting as superintendent of one of the villages of the county was asked to make an age-grade census of the county as an ad interim project. Within a few weeks those in charge of the survey succeeded in interesting the State bureau of juvenile research, then under Doctor Goddard, in conducting a mental survey of the entire county. This bureau placed an efficient assistant in charge and he personally gave or supervised the giving of tests to all children in the county school district without cost to the county, except for local transportation. At this point, the city of Bellefontaine, which is not a part of the county school district, asked to be included, a request which was gladly granted. Many individual tests were given by the assistant, Mr. R. P. Rauch, and as a result a large number of the exceptional children have since been tested individually by competent testers.

Immediately following the mental testing came the desire for educational tests for checking against the mental. A thoroughly trained man in this field was sent to the county to acquaint the local superintendents, principals, and teachers with the routine of giving such tests. The Woody-McCall mixed fundamentals, the Monroe reading, rate, and comprehension, and the Ashbaugh spelling tests were given.

The results from these tests were tabulated and put into graphic form by graduate students in school administration.

To aid in further diagnosis of conditions affecting the pupils of the schools, forms were prepared to secure data regarding preparation, experience, tenure in present position, and professional reading and activities of teachers. These data brought sharply to the attention of the school authorities the need of greater preparation and of sufficient inducements to keep a teacher in service in a particular position for a longer time. Fifty-one and five-tenths per cent of the teachers in the county have had only one year of training beyond the high school, while this was true of 25.4 per cent of the teachers in the city. In the matter of certification, 41.3 per cent of the teachers in the county and 20 per cent in the city held one-year certificates, only three of which may ever be granted to a teacher in Ohio. On the other hand, 21.5 per cent of the teachers in the county and 63.7 per cent in the city held either life certificates or provisional certificates which will lead to life certification after 24 months' teaching experience. In regard to tenure in present position, 44.2 per cent of the county teachers and 41.8 per cent of the city reported 1921–22 as the first year in their present positions. The percentage who had spent more than four years in their present positions was practically negligible, while only 28 per cent in the county and 38.2 per cent in the city had held their present positions more than two years.

Health Betterment Program Introduced.

Other phases which have developed are studies of the compulsory attendance, school finances, extra-curricular activities, and health of pupils. Each of these has brought out many notable facts which have been reflected in the administration of the schools. Particularly, the county and city health authorities have introduced a program of health betterment and protection that is rapidly reaching each pupil.

Another interesting fact which has developed is that centralization and consolidation of schools in this county have advanced in a most peculiar manner. The highest point in Ohio lies almost at the geographical center of the county. East of a line drawn north and south through this point, the land is exceedingly rough, the roads being very hilly and not in good condition during the winter months. West of this line the county is nearly level and the roads and facilities for travel are good. In the east half the land is neither so fertile nor so valuable, while the west half is a rich agricultural region. In spite of these topographical and economic conditions the east half of the county is almost entirely centralized, while in the west half large noncentralized areas still remain. The tests, both mental and educational, indicated that better conditions were found corresponding to the length of time of centralization or of close supervision in the older villages. Consequently, the results of this survey are being used to further centralization of schools.

Local Officers Made Survey.

Another noteworthy fact in this survey is that the teachers and school officials of the county and city have made the problem of investigation their own rather than that of an outsider. Nor does the interest stop there, for the patrons of the schools are almost as thoroughly interested. The attempt has been to put on a program that was not so large as to defeat the real purpose of investigation, but rather one that could be easily understood and utilized for the general betterment of schools.

During 1922–23 the movement is to continue. The bureau of juvenile research will again test all the children of the county and city at a given hour on a given day. Certain educational tests will be given and further investigation will be continued in the other lines started last year. The printed report of the study will of necessity contain a summary of the investigation conducted during 1921–22 only, but the real benefits will be derived during the years to come.

NEW YORK LOANS SHOP LIBRARIES GRATUITOUSLY.

To meet the need for books in the various fields of vocational, part-time, and industrial education a traveling shop library has been prepared by the library extension division of the State of New York. The shop library is one of the collections of books which are lent by the library extension division to any place in New York State, preference being given to localities where it is difficult to provide good books for free circulation. Bookcases as far as they can be supplied are sent with the libraries.

Twenty-five books or fewer are sent to a school without any charge upon application of the school authorities, transportation being paid for by the State. For each additional 25 books a fee of 50 cents is charged. The books may be kept for a school year and then they may be renewed upon payment of a 50-cent fee. Certain books may be bought by the schools at half price, the other half being paid from the State library fund.

WHAT IS A CONSOLIDATED SCHOOL?

Difficult to Gather Accurate Data When Term Has Such Variety of Meanings—In One Sense Every Graded School is "Consolidated"—North Carolina Definition One of the Best.

By J. F. ABEL, *Assistant in Rural Education, Bureau of Education.*

Various Meanings of the Word "Consolidation."

What schools or districts may properly be classified under the term "consolidated"? There are many definitions of the term. Ten States have fixed its meaning by law, and it has been variously defined in numerous books and articles. Sometimes "consolidation" is used synonymously with "centralization." At other times each word is given a distinct meaning, and the difference between the two is clearly stated. There is no generally accepted usage of "consolidation," and while there are elements common to most of the definitions, they vary so much that it is extremely difficult to decide in many just what are consolidated schools and to gather accurate data on the subject.

The Bureau of Education recently collected 35 definitions of consolidation, consolidated schools, and consolidated school districts. These were taken from State laws and publications of State departments and State institutions with the intention of selecting only those that are in a sense official. They will be published verbatim in a rural-school leaflet, and a sketch of their general characteristics is given here.

The Consolidated School.

The simplest of the definitions relates to the consolidated *school* and has but the one idea, that of uniting smaller schools to form larger ones. There are no qualifications as to the ultimate purpose of the union other than to form a larger school, nor as to the size of the resultant school, the number of grades and teachers in it, nor the area and taxable wealth of the territory it serves. Examples are to be found in the report of the Virginia Education Commission—"School consolidation, i. e., the maintenance of one larger school in place of two or more small schools"—and in The Work of the Rural School, by J. D. Eggleston and Robert Bruère—"The term 'consolidated school' is used to mean the merging of two or more schools into one central school." Similar definitions are in bulletins published in Missouri in 1911, Tennessee in 1912, and Mississippi in 1917.

In the same way consolidated school *districts* are sometimes considered to be nothing more than those formed by uniting two or more districts into one. There are two legal definitions of this kind. The law of Washington reads:

"Any school district which has been formed by the consolidation of two or more school districts shall be designated as a consolidated school district."

That of Wisconsin is:

"If a majority of those of each district voting at the election vote in favor of consolidating the district schools in their respective school districts, the territory included constitutes a consolidated rural school district."

This type of district is included also in a broader designation made in the laws of Idaho, and in a recent classification of consolidated districts in New York.

These one-idea definitions of the consolidated school and the consolidated school district leave out all the elements pertaining to school improvement. They imply a gain in the mere fact of uniting, a thing that does not necessarily follow. A list of all the consolidated schools in the United States made under such a classification would include most of the city schools, certainly those of the older cities and mere combinations of one-teacher schools to form larger one-teacher schools. If accurate, it would require a careful study of the history of every established school to determine whether it was at any time a merging of two or more schools. That would be an impossible and unprofitable task. The advocates of consolidation are striving neither for great city schools nor larger one-teacher schools. They have another ideal and do not willingly accept either of these as typical of it. If the term consolidation is to connote always a finer type of educational opportunity, it must mean something more than uniting smaller units into larger ones.

Consolidation Not Dependent on Union.

Some of the definitions disregard the element of the union in the formation of the school or district. The Idaho law provides that "all school districts, whether they have been made up by uniting several districts or whether they constitute one large district, maintaining a central school and also schools in other parts of the district, are hereby defined to be a consolidated school district."

The Department of Education of Louisiana in 1909 defined consolidation as meaning "simply the assembling of many children in one school instead of dividing the children among a number of schools." By the revised school laws of 1921 of Missouri, all school districts in that State "outside of incorporated cities, towns, and villages which are governed by six directors shall be known as consolidated school districts." Any town or city school district or any district having 200 or more census children elects six directors.

Legally, a consolidated school in North Dakota is "one where at least two teachers are employed and at least 18 contiguous sections are served." In Minnesota any existing school district having an area of 12 sections and meeting certain requirements may be granted the rights and privileges of a consolidated school district. In these States the size of the district or school rather than the maner of its formation is the determining factor.

The Consolidated School a Better School.

The element of improved school facilities shown in the use of such words as "strong," "centralized," "graded," "better," "improved," "efficient," "larger," and "good" predominates in a majority of the definitions. The department of education in Alabama would form from small, weak, and poorly graded schools strong centralized schools, each properly located, housed, graded, and taught by several competent instructors. The University of North Carolina has set a similar standard for consolidated schools.

The proponents of consolidation in the State Agricultural College of Colorado include in their reports only those new schools formed by uniting districts or schools in a reorganization of the local school system as the result of an educational campaign for school improvement. They exclude some three or four hundred large schools located in the open country and in the small villages that were not formed in this way.

"A union of two or more school districts into one district for the purpose of having a better school," is the definition set by the superintendent of public instruction of Illinois. The law of Minnesota includes among consolidated districts those new ones formed by a union of districts or the annexation of one or more districts to an existing district that maintains State, graded, semigraded, or high schools.

The Central Missouri State Teachers' College adds to the element of union the

purpose "of having a better school for both elementary and high-school instruction." The recent survey of rural schools in New York includes in the types of consolidation those which have resulted in a much enlarged and much improved type of school and those maintaining a school of several teachers, usually with a high-school department.

A consolidated school in Pennsylvania is by law a public elementary school formed by uniting two or more public elementary schools that before the union were held in separate buildings and after the union are housed in one school plant and taught by two or more teachers. The University of Texas has included the maintenance of one larger school, with several teachers, at some point near the center of the area to be served as a part of its definition of consolidation.

The department of education in Washington has given the chief object of consolidation to be bringing the pupils of ungraded schools to a central point where a graded school may be maintained. The school law of West Virginia gives the district board of education authority "to consolidate two or more small schools into central graded schools to be known as consolidated schools." Any district in Wisconsin may unite its schools in a central State graded school, and after a central building is erected and the schools united the district is by law deemed a consolidated district.

The Department of Public Instruction of Nebraska in 1903 set the ideal to be "the discontinuance of the small schools within a given area, say a congressional township, and the maintenance of one graded school instead at some point near the center of the township." A special report made in 1919 by the State office defines a consolidated school as a well-graded school, under one board, in charge of two or more teachers, offering some high-school work and resulting from a union of two or more small schools.

One of the best expressions of the aim of consolidation is in a bulletin issued in 1911 by the superintendent of public instruction of North Carolina:

"The vital aim underlying the consolidation of the one-teacher schools and the public conveyance of pupils to an efficient central school is to give the country child educational advantages equal to those now enjoyed by the most favored city child in North Carolina. It is to provide for the country child a well-organized, well-equipped, and well-constructed country school, with children enough to make the work interesting and vital, with taxable property enough to make it financially efficient, with well-trained, experienced, and capable teachers to provide adequately for an effective division of labor, insuring proper gradation and classification of pupils, insuring a larger number of daily recitations for each pupil, and with longer time for each recitation, making practicable an enriched course of study 'abounding with the spirit and strength of country life,' and making it practicable to place within easy reach of every child in the township efficient high-school advantages. * * * Public transportation of pupils has come to be recognized as an indispensable adjunct to the most efficient type of rural school consolidation."

Definite Standards for Consolidation.

Besides indefinite statements that the consolidated school be an improved one, some classifications both in the laws on consolidation and the discussions of the subject set definite standards. District areas of 12 sections in Minnesota and of 18 in North Dakota have already been noted in another connection. The people who are promoting consolidation in Kansas interpret the term to mean "the joining of a number of school districts sufficient to give a valuation of at least $2,000,000, thus assuring the maintenance of a good school without an excessive taxation; a school system of 12 grades, with adequate means of transportation for all children who walked the country roads, and a good school organization."

A consolidated school in Mississippi with a territory of 25 square miles or more may issue bonds for buildings or other permanent improvements, levy taxes for maintaining school as long as desired after the county public-school term is out, and may add a high-school department with free tuition. The consolidated district in Oklahoma maintains only one school; the district must have an area of at least 25 square miles and a taxable valuation of not less than $200,000. An exception is made in the case of districts with a taxable valuation of $500,000 or more. They may be formed with less than 25 square miles of area. The department of public instruction in Tennessee in 1912 interpreted the ideal consolidated school to be one with not less than four teachers and serving an area of from 20 to 30 square miles.

Meanings That Include or Imply Transportation.

While transportation of pupils at public expense is usually not included in the term "consolidation," in a few cases it is embodied as a part of the definition of the word and in others is indicated *as desirable*. The legal term "consolidation" in Colorado includes the convayance of pupils to one consolidated school. The department of education in Mississippi applies the term "consolidated school" only to those that use transportation.

The Oklahoma consolidated district must furnish transportation to all pupils living 2 or more miles from the school. The legal definition of "consolidation" in Idaho has the proviso that the board of trustees may provide conveyance for pupils living in distant and remote parts of the district. The standard set in Kansas and North Carolina, already quoted, make transportation a necessary adjunct of consolidation. In Tennessee and Texas facilities for transporting children to and from schools are deemed a part of the ideal consolidation.

Uses of "Consolidation" and "Centralization."

Some confusion arises in uses of the words "centralization" and "consolidation." The State law of Pennsylvania for 1901 defines centralization as "a system of schools in a township providing for the abolishment of all subdistricts and the conveyance of pupils to one or more central schools." In almost exactly the same sense the word is now applied in Ohio to uniting the schools of a rural district or those of a township in which there are two or more districts. Consolidation of schools in Ohio is brought about by suspending temporarily or permanently any school or district that had an average daily attendance for the preceding year of less than 10 pupils.

In Oklahoma centralization is used as the inclusive term for the formation of both consolidated school districts and union graded districts. A centralized school in Colorado is formed by uniting two or more schools already in the same district. A centralization in the latter State may be complete within the district or partial in the sense either of territory or grades. The school report of Vermont for 1910 defines centralization as "the combination of all schools, so far as possible, into one central plant," and consolidation as "the combination of one or more small schools into one good school."

The Need for a Standard Definition.

It would seem advisable for school men and women who are interested in bettering the schools by consolidation and centralization to agree upon a definition for each of these words and to set standards by which elementary, junior high, and senior high schools may come under these classifications. More definite aims could be established and better data for proving the great advantage of the larger school unit over the smaller unit could be obtained. It may even be possible, with the help of a more nearly uniform terminology, to determine in time the approximate size of the most effective school unit.

NEW BOOKS IN EDUCATION

By JOHN D. WOLCOTT.

GATES, ARTHUR I. The psychology of reading and spelling, with special reference to disability. New York city, Teachers college, Columbia university, 1922. vii, 108 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 129.)

A study of methods of diagnosis and treatment for cases of disability or serious difficulty in reading or spelling among children otherwise competent and without discoverable physical defects.

GILMAN, ISABEL AMBLER. Alaska, the American northland. Yonkers-on-Hudson, N. Y., World book company, 1923. viii, 343 p. front., illus., maps. 12°. (Inter-American geographical readers.)

This volume is intended as a geographical reader for the intermediate grades. The narrative is in the form of a story of the adventures of a group of boys and girls and their elders during a journey from Seattle through the heart of Alaska and return. Among the institutions described are the native schools and reindeer service maintained in Alaska by the United States Bureau of education.

KNIGHT, FREDERIC BUTTERFIELD. Qualities related to success in teaching. New York city, Teachers college, Columbia university, 1922. x, 67 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 120.)

This thesis deals with the problems of isolating the significant and measurable qualities of effective teaching and the methods of measuring these qualities. The study is based on a rating of 153 high-school and elementary-school teachers which was obtained by having the teachers rate each other for teaching ability and other qualities.

LYNCH, ELLA FRANCES. Bookless lessons for the teacher-mother. New York, The Macmillan company, 1922. vii, 265 p. 12°.

Contains comprehensive directions for the fundamental training which the mother should give her child in the home before the time comes for him to attend school.

MARVIN, CLOYD HECK. Commercial education in secondary schools. New York, H. Holt and company, 1922. vii, 216 p. diagrs., tables. 12°.

Public secondary commercial education is now adjusting its work to meet current needs and is fixing new standards. This book undertakes to establish fundamental principles for the guidance of further progress in this subject. It defines and describes commercial education, discusses certain tendencies in its development, and studies the present status of commercial education in the public secondary schools. The content and organization of current curricula of secondary schools of commerce are analyzed, and principles of curriculum organization are established.

MILLER, HARRY LLOYD. Directing study; educating for mastery through creative thinking. New York [etc.] C. Scribner's sons [1922] ix, 377 p. diagrs. 12°.

The author suggests methods which are designed to teach pupils to use their minds in the original solution of problems. He regards the high-school age as most favorable for the development of this ability. The task of education, as he sees it, is the production of a people capable of thinking, and with a mental attitude which is tolerant, fearlessly honest, expectant of change, and creative.

MOORE, ERNEST C., *ed.* Minimum course of study. Reports of committees on minimum essentials in elementary education. New York, The Macmillan company, 1922. xv, 402 p. diagrs., tables. 12°.

Gives the findings of a series of committees, one dealing with each subject of the elementary curriculum, appointed to study and report upon methods of organizing and teaching these subjects, by a committee of school superintendents of nine cities of Southern California.

NATIONAL CONFERENCE ON WORKERS' EDUCATION IN THE UNITED STATES. 2d, New York, 1922. Workers education in the United States. Report of proceedings second National conference on workers' education in the United States. New York city, Workers' education bureau of America, 1922. 196 p. 8°. (Spencer Miller, jr., secretary, 465 West 23d street, New York)

Among the contributors of papers to this volume are Samuel Gompers, C. A. Beard, Albert Mansbridge, J. H. Maurer, Charles Stillman, Henry Linville, W. H. Kilpatrick, and Winthrop Talbot.

PENNSYLVANIA. UNIVERSITY. SCHOOLMEN'S WEEK. Ninth annual Schoolmen's week proceedings, April 20–22, 1922. Philadelphia, Press of the University of Pennsylvania, 1922. 346 p. 8°. (University of Pennsylvania bulletin, vol. xxiii, no. 1. September 23, 1922.) (Prof. Le Roy A. King, secretary, University of Pennsylvania.)

Among the noteworthy papers contained in this volumo are the following: The use and abuse of intelligence testing, by F. P. Graves. Distribution of authority and responsibility among State, county, and local officers—the best plan for Pennsylvania, by T. E. Finegan. What is intelligence and who has it? by Lightner Witmer. Group intelligence tests: Their value and limitations, by A. S. Otis. Sources for public revenue and suggestions for readjustments of Pennsylvania's State tax system, by C. L. King. The community as a local unit of rural school administration, by G. A. Works. Current practice in junior high schools in the light of fundamental aims, by A. J. Jones.

ROBINSON, SANFORD. John Bascom, prophet. New York and London, G. P. Putnam's sons, 1922. xi, 53 p. front. (port.). 12°.

An expansion of an address delivered by the writer at the annual meeting of the Alumni Association of Williams College, held at Williamstown in commencement week, 1922, and devoted to the consideration of John Bascom's life and work. The book depicts the services of Doctor Bascom as a leader of progressive thought.

WHEELER, OLIVE A. Bergson and education. Manchester, University press; London, New York, etc., Longmans, Green & co., 1922. 5 p. l., 131 p. 12°. (Publications of the University of Manchester. Educational series, no. X.)

The writer says that educational thought is now in a state of transition; new ideas are being discussed, and consequently new methods of teaching and new forms of school government are being tried on every hand. These progressive movements may be related and unified by applying the principles of Bergson's philosophy, which this book aims to put into usable form for this purpose.

WILLIAMS, JAMES MICKEL. Principles of social psychology as developed in a study of economical and social conflict. New York, A. A. Knopf, 1922, xii, 459 p. 8°.

Social psychology is defined by the author as the science of the motives of people living in social relations. This treatise gives particular attention to the conflict of various interests in economic, political, professional, and social relations. Book VII of the volume is entitled The conflict of interests in educational relations, and includes academic relations and public education.

JOURNEYS GIVE OPPORTUNITY FOR ACTIVE INSTRUCTION.

Educational trips to the seaside or the country lasting from one to two weeks are taken by groups of London school children in charge of teachers. These journeys are not intended as holidays nor as health-seeking trips for delicate children, but as opportunities for active educational work, on the general plan of the visits within the city to museums and art galleries. The expenses of these trips are paid for chiefly by the parents of the children who take part, but the London County Council contributes toward these expenses according to the home circumstances of the children. About 300 trips a year are taken, more than 10,000 children participating.

IMPROVEMENT IN COLLEGE TEACHING.

(Continued from page 98.)

educational psychology aud methods of teaching can be utilized. For instance, if the iustructors have difficulty in remembering names and faces and if their students have trouble iu memorizing the most important parts of the project, they can be traiued not only through the material obtained in interviews but also by reference to the laws of learning as described by Thorndike and others and adapted by the authors of text books on the methods of teaching. This is essentially the project method of teaching education and psychology. The members of the seminar will be brought in contact with 8 or 10 books which they would probably not otherwise read. In these books they will be referred to specific principles and methods aud when they get through they will have a practical acquaintance with much of the theory of psychology and methods of teaching.

Department Head Should Conduct Seminar.

The question arises as to whether or not this seminar can be conducted by the head of the department. My opinion is that on the whole if it is possible to get a member of the department of education to conduct the seminar it is desirable to do so. He knows the literature from which to select and is able to direct the young instructor to it somewhat better than cau the head of the department, unless she has had a great deal of training in educatiou. If, however, it is not possible to find exactly the right kind of person who commands the confidence of your group then the head of the department of home economics, after consultation with the department of education can secure references and other material and carry on the course herself.

The seminar ought to be followed by specific "training on the job" by visiting the classrooms of the young instructors and sympathetically watching them teach and suggesting iustructive methods of improvement. The art of teaching is learned most efficiently when training on the job is given. Indeed, every art is learned best in this way. For instance, in learning to be moral the mother and the pastor each has a part to play. The pastor on Sunday lays down the general principles and the mother during the week sees that they are applied. The pastor aione can not teach children to be honest. The daily coutact of the mother is absolutely essential. She is able to say to the boy, "This is honest; that is dishonest. You should do this; you should not do that." Without this supplementary assistance the pastor is powerless. In a siuilar way, the formal courses in home economics-teaching have a place. The weekly seminar brings the problems more nearly home to the young instructor, but the detailed criticism of specific methods actually used under the observation of the head of the department is necessary to make the training fully efficient.

Bad Form to Visit Another's Classes.

Unfortunately, college "ethics" is a handicap. It is cousidered to be rather bad form for instructors to visit each other's classes. It is true that in every other occupation people like to visit each other and watch the methods. One farmer will visit another in the fields to study his methods and get his opiuious. Busiuess men in situations that are not highly competitive gain experience from each other. But for some reason it is not the thing to do in college classes.

However, in a small, friendly, and compact body like the home economics departuent where everybody knows everyone else, the ice cau be easily brokeu. What is needed is some sort of faculty action which will eucourage the visiting of classes for the purpose of learning how to improve and, in the case of the head of the department, for the purpose of watching the young instructors in order to praise and criticize.

A third method of attack may be developed. It is perfectly clear to me, as I stated yesterday and have frequently reiterated, that in many cases people who fail in teaching are unsuccessful less because of lack of information than because of lack of qualities of personality. It is true that sometimes instructors dc not have enough information to perform their jobs properly, but it ofteu happens that instructors with an abundance of information fail because they lack certain persoual qualities. They may have no interest in students or they uay be irritable. Low standards of efficiency, laziness, and lack of interest in teaching may be the causes of failure. Perhaps they do not know the name aud understand the personality of each of their students or they may not be able to get aloug harmoniously with the students or with the faculty.

These personal qualities which are of great importance iu teaching can be improved by instruction. The usual method is to leave the development of personality to chance. The instructor comes upon the teaching force either with good personality or without it. It may grow in strength as time goes on or it may deteriorate; but if the qualities of personality necessary for the teaching job in college are aualyzed they can be spread before the young teacher who is just beginning. She can rate herself to see the qualities in which she is at average or below or above. Young teachers are very much interested iu this. They are delighted to analyze themselves in order to find out what they are like. They are able to see the points in which they are strong and this will give them coufidence. They are able also to discover their weak points and upon these one by one definite assignuents can be given by the head of the department. These assignments can be just as definite as are those which are given in an assignment in chemistry or history. Let us take for example such a weakness as lack of confidence. This can be built up to a very cousiderable degree in the young aud inexperienced teacher who is quaking in the presence of difficulties. She can be taught how to obtain quickly the quality of confidence by askiug her to perform certain tasks which will develop confidence. Many of us are working at about 50 per cent of our efficiency at a time when we could be using 75 or 90 per cent if this quality were properly developed.

To Cure Defects in Personality.

The best method of curing defects of personality is "training on the job." Through personal interview with older instructors who have developed these qualities in themselves methods can be obtained. The experience of the head of the department will yield methods aud these can be given to the young instructor in the form in which they will bo most efficient.

In summarizing this discussion I may state that there are at least five plans which may be followed in improving methods of college teaching. Formal courses with undergraduate or graduate credit may be given, intensive courses may be provided, once a week a semiuar may be held for as long as is necessary, visits to classes may be made for the purpose of praising and improving the quality of instruction, and direct training may be given in the developmeut of the personality of the instructor. The possibilities are great and the technique is not difficult. Time for giving this instruction may seem to be difficult to find but it is of so much importance that time must be found, either by the head of the departmeut or by some other member of the faculty who has unusual ability iu this direction. Since the chief business of a college is to teach students, no pains can wisely be spared in making the teaching as efficient as possible.

NEW YORK'S FIRST PUBLIC HIGH SCHOOL

Provincial Legislature Undertook to Maintain a School of Secondary Grade in 1732—Teacher Beset with Many Difficulties—Appropriations Cease in 1739.

No other State has centralized the control of educational administration so much as New York. Grants of funds, salaries of teachers, subjects of the curriculum, are some of the phases of State supervision. Precedence for this jurisdiction may be traced as far back as 1732, when the first public high school was established. As its existence is generally unknown even to educators and historians, a brief description may be of interest.

About 1730 a movement for establishing a secondary school, supported entirely by the Government, was initiated by a number of New York inhabitants, including James Alexander, Stephen De Lancey, Adolph Philipse, and members of the Morris family. Together with the mayor, recorder, and aldermen of New York City, they petitioned the assembly of the Province in 1732 to establish a free public school within the Province. The legislature granted the request by setting aside two appropriations "to encourage a public school for teaching of Latin, Greek, and mathematiks."

Curriculum Determined by Legislative Act.

The rector of Trinity Church, together with the justices of the supreme court, the mayor, recorder, and aldermen, all composed the board to administer the affairs of the school, and were known as "visitors." The purpose and curriculum as determined by the legislative act indicate clearly that the aim was to establish a secondary school. According to the statute, "learning is not only a very great accomplishment but the properest means to attain knowledge, improve the mind, morality, and good manners, and to make men better, wiser, and more useful to their country, as well as to themselves." To secure these ends the course of study was to include Latin, Greek, and "all parts of mathematics;" "geometry, algebra, geography, navigation, and merchants' bookkeeping."

For schoolmaster the city government suggested Alexander Malcolm, who was accordingly appointed by the provincial legislature. The incumbent, notwithstanding preparation received at the University of Aberdeen, had been unsuccessful in conducting a private school in the city; therefore the appointment as public schoolmaster was very acceptable to him. The lot of the public school teacher in New York City has improved considerably since Malcolm's day, as he then taught six days in the week, Sundays and holidays alone being excepted, and was expected to pay for the rent of the schoolroom out of his own salary.

The scholars were 20 in number, 10 from New York, 2 from Albany, and 1 each from the remaining counties. The mayor, recorder, and alderman selected the pupils of New York City from a number of applicants who were to be at least 14 years of age and were to have had previous instruction in reading and writing.

Political Wrangles Disturbed Teacher.

Schoolmaster Malcolm experienced frequent difficulties. He had to devote considerable time to the teaching of reading and writing English before his charges were able to take up the study of a foreign language. Teaching the slow-minded was not the least of his troubles, for contemporary political wrangles added to his worries. In the controversy over the freedom of the press between John Peter Zenger and Governor Cosby, the corporation sided with the former, and seized every opportunity to demonstrate its hostility toward the latter. This partisan feeling was expressed in an order compelling Malcolm to accept as one of the scholars of the city, Master John, son of Zenger. Another difficulty was encountered in grading pupils, as there was no stated time for the admission of new scholars. In a public letter Malcolm complains of the disadvantage of "scholars dropping into a school at different and uncertain times; the consequence of which is that a teacher can take charge of but a very few since one or two in the same form or lesson take up as much time as a dozen." To remedy this situation he suggested that beginners be admitted only in February and August.

The matter of salary also gave Malcolm concern, for payment from the common council was often several months overdue. His income from the Province through a special fund was even more unsatisfactory. Though he was allowed 40 pounds annually from this source it proved very unreliable, and for a long time Malcolm failed to receive his full allowance. In fact, when the act establishing the school expired in 1737, the sum of 111£ 2s. 6d. remained unpaid to the schoolmaster. He therefore petitioned the legislature to pay this deficiency. Thus we see the initiation of the practice of New York City school teachers appealing to the assembly for bettering their salaries. However, this early attempt met with failure, for the house coldly rejected the petition. In fact, the supporters of public education experienced difficulty in having the act for maintaining the school renewed by the legislature. Malcolm's income continued very uncertain and in April, 1739, he received his last payment from the city. In the following year Malcolm again sought from the assembly payment for the arrears in his salary and this time the house made tardy amends by allowing 111£ 2s. 6d. Strangely enough this plan of public education, conceived by the progressive minds of the day such as James Alexander (A. I.), was defeated by the apathy of the popular branch of the government, the Assembly itself. In Virginia Governor Berkeley expressed his opposition to popular education, but in New York, George Clarke, the chief executive of the Province, supported the movement and deplored the shortsighted policy of the assembly. However, this body would take no action and thus ended the attempt to establish a public high school in the latter English period.—*George W. Edwards, assistant professor of banking, Columbia University, in Bulletin of High Points.*

HIGH-SCHOOL EDUCATION INCREASES EARNINGS.

High-school education gives boys and girls a better chance to earn their living, according to reports from vocational bureaus in New York City. The employment department of the Washington Irving High School states that high-school graduates are offered from $2 to $5 more than nonhigh-school graduates for clerical positions and others of that type. Many applicants for positions fail to get them because of lack of a high-school education. The central employment bureau of the Y. W. C. A. finds that virtually all of the positions paying as much as $20 a week, which were denied to certain applicants, were denied because these applicants were not high-school graduates. The vocational service for juniors states that about 10 per cent of the positions available are not filled because the young people applying for them lack the necessary education and training. Graduates of commercial schools find that their training pays well, for the high school of commerce reports that after one year's work the average increase for graduates of commercial schools is from $5 to $10 a week.

HIGH SCHOOL BUILDINGS AND GROUNDS

Commission on Reorganization of Secondary Education Presents Excellent Report—School Plant Must Be Adapted to Local Needs—Must Consider Future Use.

Maximum safety, adequate and properly distributed lighting, and good ventilation must be the eternal watchwords in the building of schools, says the commission on the reorganization of secondary education, appointed by the National Education Association, in a report which has been published by the United States Bureau of Education as a bulletin entitled "High School Buildings and Grounds." Practical economy and architectural beauty must also be considered, and the development of successful secondary-school plants must be governed by adaptation to local needs and local educational policies, for school plants, like school curriculums, are indigenous and can not be successfully transplanted, says the report. A successful school plant in one community may prove to be an educational misfit in another. But there are certain universal principles applicable to all school buildings, and the commission believes that all communities may justly demand that their schools be in harmony with these principles.

Class Rooms on One Side of Corridor.

For safety, it is desirable to build the school on the "open plan," that is, with classrooms on only one side of a corridor and natural light on the other. This is more expensive than lining both sides of the corridor with classrooms, but a compromise between the two plans may be made. Fire-resistive construction, adequate number and proper location of stairways and exits, the elimination of basements, and the isolation of the mechanical plant are of the greatest importance to safety. Proper natural lighting of classrooms is carefully considered in the report.

To conserve school-building resources, planning must be based upon an understanding of use, not only in the present, but also in the future, when changes in the school's activities will require changes and expansions in the school plant. A building plan to be truly efficient and economical must be elastic in the highest degree. A well-developed plan reduces noninstructional space, such as corridors, stairways, offices, and rest rooms, to a minimum. The two-story plan is more economical than the one-story, in the opinion of the commission, because it presents fewer problems, but one-story buildings for small high schools are justified in climates where light construction is sufficient.

First Consideration for Health Provisions.

In planning the building, health provisions should receive first consideration, and the report takes up such arrangements as gymnasiums, playgrounds, swimming pools, and showers. The commission has studied the requirements for classrooms, laboratories, libraries, public speaking and music rooms, workshops, commercial rooms, home-economics rooms, lunch rooms, and noninstructional space, and has made recommendations for economical and efficient planning. Arrangements for the mechanical plant, including the boiler room, storage space for fuel and ashes, room for heating and ventilating apparatus, water heaters, and the necessary steam accessories, as well as artificial lighting, clocks, bells, fire alarms, telephone, vacuum cleaners, and motion-picture machines, are carefully taken up in this bulletin.

Problems in building a small high school and in planning annexes and other alterations on an old school are discussed, and a solution is given for a common problem in alteration. Floor plans are given to illustrate the problem and its solution. In giving this example, the commission remarks that every such problem must necessarily be an individual one, and that every solution is but a series of compromises.

PRINCIPAL ARTICLES IN THIS NUMBER.

ASSISTANCE TO AUSTRIAN INTELLECTUALS

Commission of League of Nations Makes Appeal for Help in Order to Ward Off Disappearance of High Culture in Highly Civilized Country.

From report of JOSEPH C. GREW, *American Minister, Berne, Switzerland.*

The commission on intellectual cooperation of the League of Nations has just addressed an appeal to the universities, academies, and institutions of learning of all countries in favor of Austrian intellectual workers and intellectual life in Austria.

This appeal is the result of a resolution taken by the commission at its first meeting, on August 1, 1922. The Council of the League of Nations, in its meeting of October 5, requested the commission to address an appeal to the universities and institutions of learning, inviting them to organize, as soon as possible, the relief work in favor of Austrian intellectuals, in order to ward off the disappearance of high culture in one of the most civilized countries of Europe.

The commission specified in this appeal some of the means which appear to it to be proper to remedy the situation, namely: Money remittances destined to support the institutions; exchange of professors and speakers, etc.

The appeal concludes by saying that any assistance to the "Austrian workers" constitutes an efficacious and practical act of intellectual cooperation.

MICHIGAN MOVES TO EQUALIZE TAXATION.

To gain equality of opportunity for Michigan school children, Superintendent of Public Instruction Thomas E. Johnson urges that the tax rate for school maintenance be adjusted so that it will be practically uniform throughout the State. It is stated that some districts pay in school taxes more than $30 per $1,000 of assessed valuation and many pay more than $20. The average for the State is about $7.70. It is hoped that more State aid will remedy this condition, and that this can be gained through some other form of tax, through provision for keeping the primary-school fund more than $10 per capita, and through the development of the district consolidation program.

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CITY SCHOOLS NUMBER.

SCHOOL LIFE

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RECENT PROGRESS IN CITY SCHOOL ADMINISTRATION

Organization of Boards of Education Becoming Thoroughly Businesslike—Membership by Wards Now Obsolete — Increasing Independence From City Officers — Superintendent Properly the Executive Officer—Influence of School Surveys.

By WALTER S. DEFFENBAUGH,

Chief of City Schools Division, Bureau of Education.

Measured in terms of generally accepted and well-tested theories, there has been gradual improvement in city school administration, especially in certain phases, such as improved school laws and the application of business principles and scientific management to educational problems. Boards of education have been reduced in size. Election by wards is practically obsolete. More boards of education have fiscal independence. Standing committees are being abolished. The superintendent of schools is becoming the chief executive officer of the school system. Courses of study are being prepared to provide for individual differences. School buildings are being adapted to the program of studies.

The school laws have been so changed that few cities now have boards of education of more than nine members. New York City and Detroit may be given as examples of the larger cities that have recently reduced the size of their school boards, New York City now having 7 members instead of 46, and Detroit 7 instead of 21.

The change from the large to the small board has come about because experience has proved that the large board is usually unwieldly. Some of the members are likely to be indifferent or to concern themselves with matters that do not belong to individual board members. In the small board business relating to the schools is usually discussed with more thoroughness, each member having an opportunity to express an opinion or to offer suggestions, while in a large board few can talk on a question. In the large board there is greater opportunity for "oratory." The man with ideas may, through inability to make a speech, be unable to present them, while if he sits at a table with other members and exchanges ideas in conversation his plans receive

(*Continued on page 142.*)

EVERY EDUCATED PERSON in the world is self-educated. You can not educate anybody but yourself. Nobody can educate you. Education is the discipline of your own power by yourself, the acquiring of knowledge by and for yourself.

That only is true education which is never finished. Ever learning, ever struggling toward the truth, ever struggling toward the best in character, ever fighting for the thing that is a little higher and a little better and a little more worth while—that is what the educated person is doing.—*Wallace Buttrick.*

AFTER FIFTY YEARS WITH THE LAND-GRANT COLLEGES

Cold Reception for Land-Grant College Idea in the Beginning—Early Students Required to Work with Hands—Four Years of College Life Too Short for Ultrapractical Work—Should be Devoted to Developing Ideals and Inculcating Fundamentals.

By WILLIAM H. JORDAN,

Former Director New York State Agricultural Experiment Station.

[Read before the Association of Land-Grant Colleges.]

It is proverbial that the age of three score years and ten is the age of conservatism. The progressive with a note of scorn in his voice styles the conservative a reactionary, an obstructive creature, generally regarded with suspicion, who along with the politician is often cast into the outer darkness of popular disapproval.

Again, when a speaker has the word "retired" after his name it generally indicates that he has stepped aside from life's activities and has perhaps lost touch with current thought and events so that his hearers are in grave danger of listening either to tedious reminiscences or a discussion of receding problems. If this happens at this time your charitable judgment is invoked.

The subject "After Fifty Years," indicates a review, statistical and otherwise, of the growth and accomplishments of the land-grant colleges, but nothing of the kind is proposed. The records of these institutions during a half century are known and read of all men. They are embodied in a great educational development, manifested in the enlightenment of agricultural and industrial thought and practice; they form an inspiring chapter in the history of the Great War; and they are generally accepted as evidence of a better understanding and fuller mastery of our physical and economic environment.

It may not be amiss, however, now that we are in a reminiscent mood, to glance at the conditions which attended the beginnings of these colleges in order that the younger members of this organization, swelling with pride as they count resources and students, may have some appreciation of what they owe to those pioneers upon whom was laid the trying and almost heart-

breaking burden of laying the foundations of these colleges and universities.

First of all, the land-grant college proposition was very coldly received in academic circles, although favored by a small minority of far-seeing educators who realize that the increasing volume of scientific knowledge should be brought to the aid of the industries. To be sure a few of the older colleges were willing to adopt this newborn offspring of Federal enactment, without doubt acting in good faith, though in one instance the motive which prompted this attitude apparently was expressed by a member of the faculty of a receptive institution when he remarked, "We can at least give the thing a decent burial."

Educational Tools Were Scanty.

It should not be forgotten, however, that the new institutions were at first almost wholly manned by graduates of existing colleges who entered upon their work with zeal and faithfulness, but with little needed experience in such a new field and with scanty educational tools other than the traditional. Whether or not this enforced selection of teaching material was an advantage in the subsequent careers of those early students is a question worthy of serious consideration.

Popular misconception of the real purposes of the land-grant act caused much criticism and hampered the new colleges in securing the needed support. In the arguments put forth for the acceptance of this act by the States, and subsequently for securing financial support, the practical agricultural side of the colleges was stressed and the people at large were not informed as to the broad purposes of these strangers in the educational field, and when their advertised curricula showed a large proportion of studies common to the classical colleges and when very few students were registered in agriculture and many more in the general and engineering courses, the cry went up that the faculties were composed of educational aristocrats, having no sympathy for the farmer, traitors to the agricultural cause, and therefore the new colleges were not fulfilling their proper function.

Seven Lamps, but Little Light.

Educational tools were largely lacking other than those in use by the classical colleges. Such scientific knowledge as could be made useful to agriculture in its possible applications had not been fashioned into teaching form. Rural architecture was in one instance taught by readings in Ruskin's "Seven Lamps of Architecture," and while the class profited much thereby its members remained a little hazy on the subject of a well-arranged set of farm buildings.

One plank in the new educational platform asserted that the hand and the brain must be mutually trained. Boys who had spent many days plowing and milking cows were supposed not to know how to perform these simple operations, or at least must not get weaned from manual labor, so it was decreed that students must work with the hands as well as study. The manual training of one freshman, and this is related from memory, began with clearing out the débris from the basement of a new building. Later he milked cows, a practice he had followed at both ends of the day for some years. In haying time he pitched hay, an operation in which he had previously blistered his hands many times. For all this he was paid at the rate of eight cents an hour plus the store of knowledge which he acquired. This young man was one of three agricultural students, and, while he did not desert, the general effect of such a mistaken policy was to antagonize, even disgust, other students.

Business Men Aided at Critical Time.

In those days the sessions of the legislature were anxious periods, it being feared that the very scanty desired appropriations could not be secured. It should never be forgotten that the support of professional and business men was a deciding influence in tiding some of the colleges over this critical period.

Out of such discouraging beginnings have developed colleges and universities firmly established in the respect and confidence of the people, whose incomes extend into the millions and whose students are numbered by thousands.

There is no occasion for apologies. Notwithstanding the fact that mistakes have been made, that the principles of sound pedagogics have been sometimes ignored and educational values sacrificed, evidently deeming it more important to avoid the assumed danger of educating young men away from agriculture than to consider their intellectual welfare, the aggregate result has been a notable achievement in education and a tribute to the faithful service of a great body of educators.

Problems Grow With Growth of Colleges.

But size and popularity are not sure signs of a wise educational policy nor do they provide an escape from insistent problems. In fact, as the colleges have increased in public approval and influence their relations have become more and more complex and their problems both external and internal have increased proportionately.

The increase in the number of young men and women, almost alarming in its proportions, who seek to become your students and ask for instruction along many lines, and the demand for more and more research effort, have doubtless rendered acute your financial problem. Many of our legislators have not yet acquired an adequate conception of what it means to equip colleges devoted to teaching applied science and to secure and hold able instructors and investigators against the attractive salaries now offered by manufacturing corporations and commercial houses.

There is one phase of the fiscal situation to which it is desired to call your attention emphatically, not to instruct, for I could not do that, but to exhort. Reference is made to the administration of institutional funds. In certain States budget regulations imposed by the legislatures have seriously invaded the autonomy of college and station administration through the transference of administrative authority to fiscal bureaus at the seat of government, partially reducing institutional boards and officials to the condition of rubber stamps. This is fiscal reform devoid of practical sense. It is, perhaps, a delicate matter for you to discuss at home in public, but when limitations are placed on the number in a faculty or research staff, irrespective of needs which may arise, when rigid salaries are established, often preventing the retention of desirable men or securing more men or better ones, when maintenance funds are closely segregated into special items without permission to transfer and no contingent fund is provided, when travel expenses can not be incurred except by permission of a State regulatory department, then the situation becomes obstructive, and somehow your constituencies should be made to understand the hardships imposed by such regulations and how they transgress the best interests of agricultural education and research. Perhaps this danger has not appeared to threaten some of you, but be warned, this particular reform(?) bug is likely to fly across your borders at any time.

No Objection to Sane Budget System.

It should be distinctly understood that no objection is raised against a sane budget system which clearly states the general directions in which appropriations shall be expended and provides for a full accounting of the expenditures.

(*Continued on page 138.*)

A REPRESENTATIVE CITY SCHOOL SYSTEM

Detroit, Mich., an Excellent Example of Progressiveness in Education—Schools Liberally Supported and Efficiently Conducted—Modern Aids to Instruction Freely Utilized.

By FRANK CODY, *Superintendent of Schools.*

Development of social consciousness is emphasized in the public-school system of Detroit, which trains the pupil to meet social conditions and to live as good citizens. The objectives of the elementary school have been classified as health, command of the fundamental processes, worthy home membership, vocational training, citizenship, worthy use of leisure, and ethical training. The underlying social idea is especially noticeable in the platoon schools, which comprise about one-third of the elementary schools of the city. More than 38,000 children of the first six grades are organized in 44 schools under this plan. The school day has been lengthened to six hours, half of which is spent in the ordinary classroom and the other half in special rooms arranged for such activities as physical training, music, art, and auditorium exercises. Thirty minutes a day are spent in the auditorium, and the social motive is apparent here, for the auditorium has the atmosphere not of a school but of an ordinary pubiic assembly. The school authorities believe that the pupil gets more valuable preparation for his future iife from this social activity than from any other period of the school day.

Socialized and Varied Curriculum.

Large intermediate schools offer a socialized and varied curriculum to adolescent children of the seventh, eighth, and ninth grades. On account of the large number of pupils in each grade, many courses can be given and the children can select the types of work that they prefer, so that the course is adjustable to their needs. Vocations are studied, and the children feel that the work they are doing is closeiy related to their immediate future, so they are interested in it, and remain in school longer than children in the ordinary upper-grade classes. The tenth, eleventh, and twelfth grades are given in senior high schools. This division of the 12-year course into three groups of six, three, and three grades, respectively, has not yet been extended ali over the school system, but it is spreading as rapidiy as reorganization is practicable.

The school system is organized under three heads—the supervisory council, the teachers' coliege, and the bureau of educational research—all three being coordinated by a director of instruction, normal training, and research. The supervisory council consists of nearly 50 members, whose duty is to supervise the six divisions of study, physicai education, ianguage instruction, exact sciences, sociai sciences, manual and vocational education, and fine arts. This council meets once a week to exchange knowledge and experience and to disseminate progressive ideas. At the call of principals the supervisors assist in the training of teachers.

Continues in Touch With Teaching Body.

The teachers' college is more than a school for training new teachers. Through its department of training teachers in service it keeps the teaching body in touch with the results of the iatest experiments in education. It cooperates with the board of supervisors in finding ont the problems of the schools, and through its department of research and experimentation it endeavors to solve them. The teachers throughout the system have shown remarkable interest in continuing their professional education, more than half of the elementary and intermediate school teachers and administrative officers as well as many from the high schools being registered for advanced work at the college. Credit is given to these teachers who make original studies that contribute to the soiving of the city's educational problems. The results of such studies are distributed over the teacher's name, and the work is credited toward promotion.

The salary schedule for teachers aims to give proper consideration for both professional training and merit. This schedule is based upon professional preparation, successfui experience, and reward for meritorious service. On the basis of the length and character of their professional training ali teachers, supervisors, and administrative heads are divided into five classes. An automatic annual advance is provided for within each of the classes according to length of service. The maximum salary is reached at the end of the eighth year of service, but after reaching the maximum in any of the first four classes, it is possible to advance further by additional preparation and study or by rendering exceptional service. Additional advances granted upon these conditions cease at the end of three years unless the same quality of merit still exists.

To collect data upon which supervisors can plan their activities and devise experiments to settle disputed points is the function of the bureau of educational research. This bureau studies various aspects of the school system, and collects statistics on such subjects as retardation and acceleration of pupils, the various nationalities represented in the schools, failures in different grades and subjects, standards of growth, and analysis of tho school budget. The bureau studies the platoon schools, checking programs, studying time allotments, building capacity, student hour costs, use of instructional space, and use of teacher's time.

Psychological Examination for Every Pupil.

Every child who enters the first grade is examined by the psychological clinic. Throughout the grades the clinic keeps in touch with the children, examining all overage and backward pupils as well as those who need individual attention or who seem to be capable of work in a rapid advancement class. Special classes are provided for children of various degrees of backwardness and for unusually bright children. A clearing room is maintained in each district so that pupils who are awaiting examination need not be kept in regular classes to the detriment of discipline in those classes. Incorrigible children are placed in special schools.

The psychological clinic also tests various groups of pupils in the intermediate and high schools for classification on the basis of mental ability, and tests special groups in different elementary schools at the request of principals. Group intelligence tests have been given by the clinic to new teachers and to applicants for clerical positions. The clinic has been training teachers to give group tests.

Circulate Educational Films and Slides.

To form a background for classroom and auditorium work, educational films and slides on subjects related to geography, civics, nature study, elementary science, and English are circulated through elementary, intermediate, and high schools. Churches and parent-teacher associations also borrow these slides and films.

As a part of health instruction the schools carry on a constant campaign to educate school children in the principles and practice of accident prevention and thus save lives and property.

A vocational bureau studies the problems of the employment of boys and girls, assisting many of them to find places. It gathers information concerning Detroit occupations, prepares this information for the use of counselors and teachers, and assists them in working out an adequate program of educational and vocational counseling. The bureau also makes arrangements for visits to industrial plants by teachers and classes.

Vocational education is an important part of the school's work. Among the experiments of the past year was the introduction of book repair in the manual-training classes of the elementary schools. An investigation of the educational needs of production workers in the automobile industry was made. Two of the 10 high schools in the city train specifically for vocational work. The other eight offer vocational as well as general courses.

Rapidly Establishing Libraries.

Libraries have been established in 41 schools, as well as in the teachers' college and in the office of the board of education. Nine high schools, three intermediate schools, and 29 platoon schools now have libraries, and others will soon be equipped with them.

Each school has a music teacher who teaches voice culture, ear training, sight reading, and appreciation of music; every platoon school has also a music room and equipment. Fifteen operettas were produced in the platoon schools during the past year, besides several in the high schools. All the high schools and five elementary schools have orchestras; the technical high school has a full symphony orchestra. Most of the high schools have a teacher for the piano and one for the violin.

As a step toward the appreciation of art the children are shown stereopticon slides and small pictures reproducing masterpieces of sculpture, painting, and architecture. They are taught to recognize and name these great works, to know the names and nationalities of the artists, and where the originals are kept. This work has been carried on with 10,000 children from 80 schools. The Detroit Institute of Arts lends pictures in groups to the schools, explanatory talks being given upon request. Exhibits have been sent to 42 schools, reaching more than 44,000 children. Classes also visit the institute.

Pictures and Objects for Classroom Use.

To allow wider use of museum exhibits by schools a children's museum has been established. This museum loans collections of pictures and objects to teachers for classroom use and holds exhibits of special interest to children. It sends out more than 100 exhibits a week, and every high school, 135 grade schools, and many schools not in the public-school system have borrowed collections.

To take care of children with physical defects the system provides classes for the anemic, the deaf, the crippled, the blind and those in danger of becoming blind, and children with speech defects. Five open-air schools and two hospital schools are maintained, as well as four open-window rooms for convalescent and undernourished children, and a room for cardiopathic children. A special school cares for crippled children.

The city maintains a junior college, with more than 1,100 students, and a college of medicine and surgery, with nearly 200 students. Evening schools, summer schools, and continuation classes for working boys and girls are also a part of the school system.

For the year ending June 30, 1922, the total cost of the schools, including instruction, operation, maintenance, business administration, educational administration, and supervision, amounted to $12,887,394.99. The cost per capita of membership in the elementary schools from the kindergarten to the sixth grade, inclusive, was $70; of special schools, $97.99; of intermediate schools—that is, the seventh, eighth, and ninth grades—$110.54; the tenth, eleventh, and twelfth grades of high schools, exclusive of the technical high school, the continuation school, and the high school of commerce, $162.92. Evening schools cost per capita $13.61, and summer schools $13.50. The cost per capita of membership in the junior college was $159.76, of the teachers' college $212.12, and of the college of medicine and surgery $556.95.

Students Pay Part of Cost.

Students of the junior college, the teachers' college, and the college of medicine and surgery pay a part of the cost of their instruction. Junior college students whether residents of Detroit or not pay $5 a semester for regular day work and $3 a semester for evening or summer work. If they are not residents of the city they pay in addition $75 a semester for regular day work, $15 for each subject each term for evening work, and $30 a session for summer work. Nonresident students taking 10 hours of work or less pay $5 for each semester hour.

In the teachers' college residents of the city pay $7.50 a semester for regular daywork and nonresidents pay $15. Evening or summer courses cost $3 to residents and $5 to nonresidents. The fee in the college of medicine and surgery is $50 a year for residents and $200 a year for nonresidents. In the elementary, intermediate, and high-school grades tuition is charged only to nonresidents.

WHAT EDUCATION MEANS TO A FOREIGN-BORN STUDENT

I have been asked to tell you what education means to me. It means so much to me that it is rather difficult to put it all in mere words. It means more to me and to a certain group of whom I am a member than it does to most of you. To most of you education is a matter of course, something to be taken for granted, something your parents and their parents and their parents before them have always been blessed (or bothered) with. To us (those American citizens either foreign born themselves or born of foreign parents) education means infinitely more.

For generations we have been denied education, and so it has always been to us a hope, a dream, an ideal. Every year thousands and thousands of immigrants cross the ocean to come to America, their hearts filled with great hopes of political, social, educational blessings that have never been theirs. Many immigrants lose a number of their hopes, for many of their hopes can never be realized; but the one hope, the one dream, that has always withstood the test of time and hardship, has been that of education. America has never failed here. Always has she provided schools, where not only her citizens, but also her immigrants, might be instructed. Poor, rich, young, old, she welcomes to her schools; and poor, rich, young, old, come and are satisfied.

That is why education means so much to me—because it is the realization of a hope, a dream, an ideal, that for generations back my ancestors have prayed for and were denied.—*From a talk by Bessie S. Grossman, a pupil of the West Philadelphia Girls High School, to her classmates.*

To assist superintendents or principals in establishing mental clinics and organizing special classes for backward pupils, the New York State education department maintains a bureau of mental hygiene and diagnosis. This bureau also examines individual children who are retarded or who appear to be mentally deficient, and furnishes information as to the services of other State agencies performing mental examinations and as to the facilities offered by the system of clinics of the State commission for mental defectives and the State hospital commission.

EDUCATION IN HOLLAND

Little Communication Heretofore on Educational Matters—Closer Contact Desired—Condition Sedulously Avoided in America Has Arisen in Holland—Splitting Up the Schools on Sectarian Lines Causes Deplorable Waste.

By P. A. DIELS,
Headmaster at Amsterdam.

It was, I think, in the year 1888 when my parents received an unexpected visit of some relations of theirs who had emigrated to America some 20 years before. If I rightly remember, they had settled in Nebraska or Dakota and though they had not lost their Dutch character and could still speak our language rather well, it was clear that those 20 years had had a powerful influence upon them; indeed there were times that they did not feel quite at home in the old country; they had been "Americanized." I was still a small boy at that time, but yet I remember quite well the astonishment of my father and mother at the story of their experiences in America. They brought with them their little daughter or granddaughter, and though we, Dutch boys and girls, could not understand her, we got on remarkably well. How? I do not know any more, but it seems that children have an international code of games by which they can make themselves at home anywhere. After some months the "Americans," as we called them, returned to their country and we heard no more of them. There must be, of course, some descendants of that family branch still living somewhere in your country, but we have completely lost touch with them.

Dutch Teaching Difficulties Unknown in America.

This incident of so many years ago came to my mind when I received that most kind letter of the editor inviting me to contribute to this periodical. We in Holland have not much communication about educational matters with America. In matters of commerce, etc., there is a constant interchange of goods and ideas between the two countries, but I think that most Dutch teachers know more about your Wall Street than about your school organization; and, on the other hand, you American teachers will know something about our dikes, our tulips, our painters, our dear enemy, the water, but our educational system and our teaching difficulties will be quite unknown to you. Yet we are related to each other; some of the oldest American families are of Dutch origin; the Dutch were among the first to settle in the New World, and it should be but natural that a constant intercourse of ideas between our countries existed. Unfortunately this is not so, at least not so in the world of education.

When I was a young man studying at college and later on when I continued my studies in education, we heard a good deal about the German, less of the French, still less of the English and—nothing of the American education. Later on, the name of John Dewey was mentioned now and then, and, of course, your Stanley Hall was often cited, though not always understood. At present American tests for measuring the mind are the rage in a small society of earnest students of psychology, but what I should like to call your more practical work, your syllabuses, your school regulations, etc., are terra incognita for most of us.

And thus you see why I thought of my now lost American relations: not only the individuals but the countries, too, have lost that most valuable contact between each other, and I venture to say this is the more unfortunate for us, as Holland by its delicate position in the affairs of the world and its delicate geographical position in Europe must needs try to maintain its century-old culture. Any assistance is welcome to us, and now you can conjecture why we want to know how you American teachers organize your education.

Not Proud of All Dutch Influence.

The other day I read that most interesting work of Mr. H. L. Mencken's—"The American Language"—and, being a good Dutch patriot, was proud and struck by the influence, be it ever so small, of our language on yours. But a few days later Mr. William D. Cutter, M. D., of New York University, sent me a report about the battle for free schools, and when I read that the rate bill was "doubtless an inheritance of Holland" I was interested to note another Dutch influence, but I am sorry to say my proudness had gone.

Dutch Schools Have Not Followed Cubberley.

Prof. E. P. Cubberley in his "History of Education" (by the way, a valuable book for us and for you), says that most of the opposition against the free public schools came from clerical quarters, but that the question was now settled. "Our people mean to keep the public-school system united as one State school system." When I read this I heard a familiar sound, but unfortunately our school system has gone just the other way about.

These are only a few examples picked at random. Relationship exists, and though we are at a great distance and speak a different language and live in quite other circumstances, it will be good for us to know more about each other. This first letter is meant to be an introductory one. I have felt the necessity to introduce Holland and myself, and you will allow me to postpone more extensive information till later on. One more personal observation: I saw in the same work of Mr. Mencken's (which I mentioned above) that your American language differs in idiom and spelling so much already from the English that the time has come to consider it a language apart. I beg to apologize for any errors and hope you will bear in mind that he who writes this is not an Anglo-Saxon born.

Every Denomination May Maintain a School.

Religion, politics, and education are at present hopelessly mixed up in our country. The American free school, I read in your publications, is a nonsectarian, tax-supported, State-controlled school. No public funds may be used for the support of sectarian schools. Professor Cubberley in his History of Education says that with the 49 denominations and 171 different sects which the World Almanac listed for 1917 in the United States of America division of funds must lead to inefficiency and educational chaos. We Dutch teachers feel the bitter truth of this statement in our country. With us every denomination, every sect, every party, every union has at present got the right (since 1920) to establish and maintain a school after their own heart and desire, all the expenses being paid for by the State. I have an idea that your free school is a public school; with us a *vrije* (free school) is a nonpublic school, because

the State has no right to interfere or control the syllabus or the results of it.

This aim was finally reached in 1920, when the fight of long standing between the two groups of political parties—the Roman Catholics and the Calvinists on the one hand and the liberals, the radicals, and the Socialists on the other—was euded by a "compromis" in which the public school and the sectarian school acquired equal rights on public money. I really feel incompetent to explain to American readers the intricate fabric of political cries and programs, and, moreover, we Dutch educationalists feel a deeply rooted aversion against that most fatal mixture of politics and education. But the result of the compromise is that nowadays in every town and village of Holland schools of a different character are to be fouud. Not seldom does a village with a population of say 100 school children boast of two or three schools. Inefficiency, which Professor Cubberley feared, has set in, for it is a matter of fact that three schools with 30 children each are far more inefficient than one school with a population of 90 pupils. The expenses rose to an enormous height without giving those favorable results which should be the issue of such a big expenditure. But religion, politics, and education have always strongly appealed to the Dutch. Our nation is most ridiculously split up in so many parties, sects, etc., that it requires a man with no bad memory to distinguish them all. Aud this splitting up leads to a most deplorable waste of energy and capital, which in education is nothing short of a crime.

Public and Sectarian Schools Divide Funds.

That education law of 1920 to which I referred above prescribed, as I said, equality of rights regarding the division of public funds between the public schools and the sectarian schools, and was the work of our first minister for education, Doctor de Visser, a very able clergyman and powerful orator, who had for long years defended the rights of the sectarian schools. But the economic conditious of Holland altering so much in consequence of the world's crisis, it became necessary to economize on all public orgaus, aud thus on education too. Already within two years, in 1922, the same minister had to propose a change in the law of 1920, the most important feature of which was to augmeut the number of pupils per teacher considerably. A strong opposition set in, petitions and mass meetings were held—all was in vain. It is clear that the system of the education law, being a political agreement, could not be changed, and so the only way to economize was on the organization of education.

I can not but feel that education in Holland, also in consequence of the state of things outlined above, is not what it should be. We recognize the importance of seeing "verder dan ovre neus lang is" (farther than the length of our noses); in other words, in these times of transition we turn to other countries to study their methods of education. For long years Dutch teaching has been uuder strong German influeuces—the neighborhood of the country, the similarity of language, the German industrial and commercial successes, the thoroughness of their investigations in science did much in strengthening these influences. I need meution here only one name—Herbart, whose philosophy and methods of teaching set for a long time the example to Dutch education. Of late Dutch experts began to doubt of much pedagogica "made in Germany," and the World War has done a good deal toward makiug that doubt more acute. That is why we should like to know about American teaching and school organization. Among the problems which face us in Holland at the present moment, the following are the most important: Manual training, open-air schools, physical training, the relation between elementary and secondary schools, the "eenheidsschool" (one kind of school for children of different classes of society), and the teaching of history. Moreover, we should like to know your syllabuses for the different branches of tuition.

Other Articles Will Follow This.

It is my purpose at the kind invitation of SCHOOL LIFE to give you now and then some reports about things educational in Holland. Every individual has his calling and so has every nation, the old as well as the young. I have no right to point out to you what calling America has on this earth of ours, but the way of the world's events show clearly that a new culture and a new spirit must be born if we wish to save mankind from the sore evils to which they are daily surrendering themselves more and more. Therefore, a better understanding among the nations is one of the first requirements, and the foundation stone of this ideal is education of the young to which we all have given our lives and our souls.

For the first time in South Caroiina a woman has been elected as couuty superintendeut of education. Miss Kate V. Wofford will take up the duties of the superintendency of Laurens County on July 1.

CITY SCHOOL BOARDS ARE INDEPENDENT

New York Cities Not Under Uniform Law—Some Collect Their Own Taxes, but Others Are Seriously Hampered.

In 49 of the 60 cities in New York the boards of education virtually have financial independence, says Dr. Frauk P. Graves, commissioner of education, in a bulletin of the University of the State of New York. Sixteen of the third-class cities are in school districts not coterminous with the city, and the boards of education there prepare their own budgets and collect their taxes through their own officers, without interference by the city. Seven other cities have boards of education with independent power to determine the amount to be expended, and levy and collect school taxes on a separate roll.

There are 26 cities where the school taxes are levied and collected with the city taxes, but the boards of education have either primary or ultimate control over the amounts to be expended for school purposes. In these 49 cities with financial independeuce the schools are successfully maintained to the satisfaction of the taxpayers of the districts, and the educational welfare of the children is fully promoted and protected, and it seems only reasonable that the same independence of action upon the part of school authorities should be permitted in all cities of the State.

In the other 11 cities—Albany, Binghamton, Buffalo, New York, Niagara Falls, Poughkeepsie, Rochester, Schenectady, Syracuse, Troy, and Yonkers—the problem of financing and administering our school systems becomes acute because the city officials in many instances have seriously embarrassed the school authorities in the expeuditure of school funds.

"Get dad in" is the slogan of the Georgia parent-teacher associations, the members believing that the work needs the strength, weight, and influence of father as well as the untiring inspiration of mother. One organization of Columbus, Ga., recently held the most successful and enthusiastic meeting of its history when it had a "Dad's night," with decoratious and refreshments, a spelliug bee with prizes, and speeches by the fathers. At this meeting the associatiou enrolled the men 100 per cent.

CLEVELAND MEETING OF DEPARTMENT OF SUPERINTENDENCE

Many Affiliated Organizations Join in Meeting—Superintendents Discuss Citizenship, Finance, Curriculum, and Training for Industries—Nationalized Schools versus State System—Report on Consolidated Schools.

To discuss the relation between education and citizenship, to study the making of a school curriculum, and to consider what progress has been made in solving financial problems in education, the department of superintendence of the National Education Association will meet at Cleveland, February 25–March 2. The opening address on Sunday will be delivered by E. B. Bryan, president Ohio University, Athens, Ohio.

Administering education in the interests of children and the State will be the subject of an address by John J. Tigert, United States Commissioner of Education, at the Monday morning session. What constitutes American citizenship will be taken up by Alvin Owsley, national commander of the American Legion. Henry Turner Bailey, head of the Cleveland School of Art, will speak on the use of leisure time, and George E. Vincent, president of the Rockefeller Foundation, will discuss health and the schools.

Seven-minute talks by a number of city superintendents will be given on Monday afternoon, telling something of their various experiences in administering education. Among the superintendents will be Frank Cody, of Detroit; Randall J. Condon, of Cincinnati; and E. C. Hartwell, of Buffalo, N. Y.

Increasing Demands Present Urgent Question.

A constructive program for the National Education Association will be suggested on Monday evening by William B. Owen, president of the association. How to meet the increasing demands for public education is an urgent question, and the solving of this problem will be discussed by Marion Le Roy Burton, president of the University of Michigan. Another subject taken up at this meeting will be the essential characteristics of a business executive.

Progress in solving financial problems in education will be shown at the Tuesday morning session, when George D. Strayer, professor of educational administration, Teachers' College, Columbia University, will speak on the cost and fiscal administration of schools, and Robert M. Haig, also of Columbia University, will discuss the tax problem in financing public education. Herbert F. Weet, superintendent of schools, Rochester, N. Y., and H. B. Bruner, superintendent of schools, Okmulgee, Okla., will tell what the schools do in relation to what they cost. A symposium on budget making and spending will be held, problems of the county being presented by A. L. Harman, superintendent of Montgomery County, Ala., problems of the city by Arthur B. Moehlman, of the Detroit schools, and problems of the State by Thomas E. Finegan, State superintendent of public instruction in Pennsylvania.

A joint session of the department of superintendence with the affiliated organizations representing secondary education, elementary education, and rural education will be held on Tuesday evening. Superintendent Jesse H. Newlon, of Denver, will preside.

Various Aspects of Curriculum Making.

The curriculum and its development will be the subject of discussion at the Wednesday morning meeting. Principles and types of curricular development will be described by Otis Caldwell, principal of the Lincoln School, New York City. Keeping the curriculum alive will be the next topic, taken up by Amalia Bengston, county superintendent, Olivia, Minn. Ernest Horn, professor of elementary education, University of Iowa, will discuss who makes the curriculum and how it is made. How modern business may aid in reconstructing the curriculum will be considered by Charles H. Judd, director of the school of education, University of Chicago. William McAndrew, associate superintendent of schools, New York City, will speak on the human element in curriculum making.

Training for the industries will be the first subject considered at the closing session of the department on Thursday evening. International education will be taken up by Gregory Mason, of the Outlook, and immigrant education will be the subject of an address by Edward A. Steiner, of Grinnell, Iowa.

Education under a nationalized system and under the State plan will be discussed on Thursday morning at a round table of superintendents of cities of 30,000 to 100,000 population. The contention that a unified, universally educated, efficient nation demands a national system of public schools will be contrasted with the idea that the spirit of democracy as well as the Constitution requires that education be left to the States. In a study of higher teaching efficiency the superintendents will take up the training of teachers before entering the profession and their further training and development afterwards. Other subjects considered at this round table will be the year-round school, with its greater conservation of opportunities to youth, and business methods as applied to educational organization and administration.

Will Describe Year's Educational Progress.

A year's progress in education will be described by Dr. John J. Tigert, United States Commissioner of Education, at the Tuesday afternoon meeting of the National Council of Education. Need of professional leadership in education will be considered by J. H. Beveridge, president of the department of superintendence, Omaha, Nebr. The final report of the committee on reorganization of the seventh, eighth, and ninth grades will be presented by J. M. Glass of the Pennsylvania State department of education.

At the second session of the council a report on the teaching of democracy will be presented by the chairman, A. Duncan Yocum, of the University of Pennsylvania. Other committees will report on the continuity of education, the status of American woman teachers, and American teachers' colleges. State levies and other State funds for the support of elementary and secondary education will be the subject of an open forum. At the last session of the council committees will report on character education, vocational education, thrift education, and health problems.

Rural Department to Discuss County Superintendence.

Problems and progress of the office of county superintendent will be the chief concern of the department of rural education, which will meet in four general sessions, besides a joint session with the Department of Superintendence. Facts and future of the county superintendency will be the general topic for the opening session on Tuesday afternoon. Superintendent C. G. Cooper, of Baltimore County, Md., will discuss the practical workings of the county unit, and Miss Charl O. Williams will analyze the next step in professionalizing the office of county superintendent. Other speakers will be Lee L. Driver, director of rural education, Pennsylvania, and Miss Ade-

laide M. Ayer, State rural supervisor of Montana. Rural-school administration and the county unit will be considered by T. H. Harris, State superintendent of education, Louisiana, Benjamin J. Burris, State superintendent of education, Indiana, and other speakers.

Comparative instruction in one-teacher and consolidated schools will be the subject of a committee report by John M. Foote, State rural agent, Baton Rouge, La., and a general discussion of this topic will follow. At the closing session of this department Owen R. Lovejoy, of the National Child Labor Committee, will make an address on rural child welfare, and Thomas Jesse Jones, of the Phelps-Stokes Fund, will speak on educational opportunities for negro children.

The distinctive functions of the city training school will be studied at the first meeting of the city training school section, the discussion being led by E. C. Hartwell, superintendent of schools, Buffalo, N. Y. Other topics taken up at the various meetings of this section will be the improvement of practice teaching, correlation between success in high school, in normal school, and in teaching, and cost problems in teacher training. The program will include a visit to the Cleveland Training School.

Kindergarten objectives which may be measured in terms of the modern elementary school and how these objectives may be built upon in the lower grades will be studied by the council of kindergarten supervisors and training teachers on Wednesday evening.

High-School Men Talk of Tests.

Guidance for the adolescent will be the subject of the first paper presented for the consideration of the National Association of Secondary School Principals. This will be by Edward Rynearson, principal of the Fifth Avenue High School, Pittsburgh, Pa. Homogeneous grouping of high-school pupils by intelligence tests, criteria for judging the success of moral training in the secondary school, and curricular and extra-curricular aspects of sex-social training in high schools will be among the other subjects taken up by this association.

Policy and organization of schools of education will be the general topic at the first session of the National Society of College Teachers of Education. Relations between the university school of education and the State teachers' college will be discussed at this meeting. Objectives in the professional education of teachers will be taken up at the second session, and at this time the speakers will discuss curricula for the education of teachers for elementary and for secondary schools. Professional education and research in university schools of education will be considered by W. C. Bagley, of Teachers' College, Columbia University, W. W. Charters, of the Carnegie Institute of Technology, B. R. Buckingham, of Ohio State University, and William P. Burris, University of Cincinnati.

Among the other associations which will meet during the week are the National Association of High-School Inspectors and Supervisors, the National Academy of Visual Instruction, the Department of Classroom Teachers, the National Society of Primary Education, the National Council of Administrative Women in Education, American Association of Teachers' Colleges, and the National Conference on Educational Method.

A conference on the work-study-play or platoon plan of school organization, called by the United States Bureau of Education, will be held on Tuesday afternoon and evening.

An exhibit on consolidation and rural-school improvement will be shown, occupying the long corridors adjacent to the lounge in the public auditorium. A building exhibit, in charge of R. J. Condon, superintendent of city schools, Cincinnati, will feature junior and senior high schools. It will be placed in the Chamber of Commerce Hall. Commercial exhibits will be shown in the exhibit hall of the public auditorium. Cleveland schools will display exhibit materials and will welcome visitors. Other educational exhibits will include outlines for school budgets and information for visitors to schools in near-by cities.

RHODE ISLAND FORBIDS HIGH SCHOOL FRATERNITIES.

In the list of States forbidding high-school fraternities, published in the December issue of SCHOOL LIFE, the name of Rhode Island should have appeared.

The Rhode Island statute declares: "No society, secret or otherwise, no fraternity or sorority, and no club to membership in which less than the entire student body shall be eligible shall be formed in any public school or among the pupils of the public schools."—*Elwood T. Wyman.*

When the University of Chicago develops its school of technology, it should establish not only an undergraduate course, but also a graduate institute where scientific knowledge may be applied to the industrial arts, according to Dr. Harry Pratt Judson, the president of the university.

INDIVIDUAL ATTENTION OF ENTIRE FACULTY

Twelve Students in Alaskan College Occupy the Time of Six Professors—Pioneer Work Surrounded by Difficulty.

The Alaska Agricultural College and School of Mines, which opened for its first year of regular work in September, bids fair to be a flourishing institution in less time than even its most optimistic supporters have predicted. President Bunnell and his faculty of 6 professors are now offering 5 courses to 12 regular students. Six additional students are enrolled in the first short mining course, which began on November 6. A second course, 10 weeks in length, will begin February 1, 1923, and is expected to attract more students than found time to take advantage of the first course.

The following courses are offered to regular full-year students: Mining engineering, agriculture, general science, and home economics. Eight students are enrolled in the mining engineering course. The remaining four students are distributed over the other three courses.

Contrary to expectations, it was found necessary to offer senior work during the first year of the operation of the school. One student is enrolled in the senior class and will go down in history as the first graduate of Alaska's first college. This student had three years of work in agriculture at Cornell University. It is nothing to the discredit of Cornell to quote him as stating that he is receiving and expects to receive more education in the Alaska Agricultural College and School of Mines in one year than it would be possible for him to acquire at Cornell in two years. Not every student is fortunate enough to be able to command the individual attention of an entire college faculty.

A visit to the college convinces one that launching a pioneer educational institution in a new country with limited funds is by no means an easy undertaking. Those who have been taught to administer or to teach by "rule of thumb" would be sadly out of place here. President and professor alike must literally roll up their sleeves and tackle certain phases of the work. This is being done with results that make the college a success even in the first days of its existence.—*Alaska School Bulletin.*

LINES OF PROGRESS IN TEACHER TRAINING

Main Avenue to Educational Efficiency Lies in Adequate Training—Teacher-Training Institutions Striving for Improvement.

By NINA C. VANDEWALKER.

"A trained teacher for every child" is one of the current slogans in the campaign for educational improvement. In this campaign the emphasis has been placed mainly upon externals, the need of better buildings and equipment, and little has been said about the more fundamental need, that of better trained teachers. Education itself is a process whose results are the children's development. The direction of that process is the function of the teacher. Better buildings and equipment are needed, but only as means by which she can perform her function more effectively. The effective use of these or any other educational agencies on the part of the teacher implies an acquaintance with the principles of modern psychology and the application of these to problems of class-room procedure. This requires training, and without teachers thus trained there can be no real progress for the individual child or for the Nation as a whole.

Trained Teachers Proportionately Few.

The ideal of a trained teacher for every child is still far, very far, from realization, however, for the number of such teachers is proportionally very small. The author of "The Nation and the Schools" considers the lack of trained teachers to be one of the two "weakest links in the chain of American education," the other being the total inadequacy of the rural-school system. The justification for this judgment as to teacher training was based on data concerning the education of the 600,000 teachers who constituted the public-school teaching force in 1918. Of this number 30,000 had no education and 200,000 had less than four years; but two years of work beyond that grade; and 200,000 had less than four years; but half of the entire 600,000 had had any real professional training. The proportion of those who had had adequate training was not stated. It is evident, therefore, that not less than half of the children in the elementary schools are taught by inadequately trained or untrained teachers.

In view of the awakening to the need of better schools it would seem reasonable to assume that such a lack in the qualifications of teachers would be one of the first things to be remedied. There is little evidence that such is the case, however. One hears about marked progress in the rural-school field, of the construction of new junior high schools by the score, of the progress of vocational education, and occasionally of salary increases, but very little about the building of new normal schools or of larger appropriations for existing ones. And yet the main avenue to a higher educational efficiency—the short cut, rather—lies in the adequate training of teachers. One of the greatest handicaps to educational progress now recognized as necessary to the welfare of the Nation is the failure to recognize the necessity for such training.

Larger Service by Teacher-Training Institutions.

The need for better-trained teachers is keenly felt within the teaching profession, however, and the teacher-training institutions are making many changes in the scope and character of their work in order to render a larger service, in spite of the indifference of the public and the lack of adequate financial support. The lengthening of the course so that the training may be more adequate is one of these. The customary normal-school course is two years in length. A number of institutions—from 15 to 20—have had four-year courses also for some time, for which they are authorized to grant degrees. Within the past half dozen years the normal schools in a number of other States have been raised to the college rank. These institutions are now designated as normal colleges or teachers' colleges. This lengthening will contribute materially to the effectiveness of the training.

A second line in which teacher training has improved is the adoption of the principle of special training for different types of work. In the early normal schools there was no occasion for differentiation, as the elementary schools were not yet organized upon the graded plan. The adoption of that plan made it necessary for normal schools to differentiate their work at least to the extent of adapting it to the primary grades on the one hand and the grammar grades on the other. The work of the modern elementary school is now differentiated into three types: (1) The kindergarten and first and second grades; (2) the grades from the third to the sixth; and (3) the junior high school. In consequence, the modern teacher-training institution organizes its courses upon this basis. Such an organization is now found in 83 of the State-supported teacher-training schools. Since the conditions in the rural schools differ materially from those in the city, a number of the teacher-training schools have organized courses for these also.

The adjustment of courses to the children's age is one form of specialization, but specialization of another kind is needed also. The modern elementary curriculum includes many "special subjects"—physical education and health, fine and industrial art, music, home economics, nature study, and others. Most of these are either taught or supervised by experts in their respective lines. Where did these experts get their training? Mostly in private institutions of some kind. But why should not the institutions that train the teachers for the public schools train the special teachers and supervisors for these schools also? They are already doing so in some States. In several some one institution has been authorized to prepare specialists in a given line. In one State each of the several normal schools has been assigned a different specialty so that there would be no duplication. In a few instances one institution has several special lines. Many give courses in one or more special subjects during their summer session for the benefit of teachers in service. It is in these sessions that the teacher-training institutions have a great opportunity for improving the teachers' professional preparation. The attendance of such teachers during the past summer was reported to be record breaking. In one State one-half of the teaching force attended summer sessions in their own State institutions.

Study Is Still Incomplete.

The facts given in this article were obtained in part from a study of the catalogues of 83 State-supported teacher-training institutions in 29 States—Arizona, California, Colorado, Connecticut, Florida, Illinois, Iowa, Kansas, Massachusetts, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, New Mexico, New York, North Dakota, Ohio, Pennsylvania, Rhode Island, South Carolina, South Dakota, Texas, Utah, Virginia, Washington, and Wisconsin. The catalogues were secured for the purpose of making a study of the kindergarten or kindergarten-primary courses which they give. This study is still incomplete, but the information which the catalogues furnish on the work and prospects of teacher-training institutions in general is deserving of publication because of the promise it gives of a larger proportion of trained teachers for the children of the future.

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FEBRUARY, 1923.

FINANCIAL INDEPENDENCE FOR CITY BOARDS OF EDUCATION.

This issue of SCHOOL LIFE, devoted in part to city schools, contains several articles regarding the administration of city school systems. One of the points emphasized is that of the fiscal independence of city boards of education, which is now regarded by authorities on school administration as necessary if the schools are to be efficiently managed. The administrative machinery of a school system that is a department of the municipal government is heavy running and without sufficient motive power, because of the divided responsibility between the school board and the city officials, the council appropriating as much or as little as it pleases for the maintenance of the schools. In some instances the city officials think that since they appropriate the funds it is necessary for them to dictate regarding the administration of these funds. For this reason friction between the school board and the mayor or city council sometimes results, or else the school board humbly submits to the assumed prerogatives of the officials.

The city board of education should be independent of all other boards, because the schools are important enough to demand the attention of a board directly responsible to the people and because experience has demonstrated that an adequate public-school system can best be developed by a board having authority to levy its own taxes or to determine the amount to be appropriated, and after the appropriation has been made to spend the funds without interference.

If the school department is independent of the city government the school issue may be presented squarely to the people as a separate issue and not be overshadowed by other issues of less importance.

The efficient administration of a city school system demands one body of men, not two or more, to manage its affairs.

W. S. DEFFENBAUGH,

BUREAU OF EDUCATION'S AID TO CITY SCHOOLS.

To assist cities in their school problems, such as selecting boards of education, managing finances, and arranging curricula and programs, the city school division of the United States Bureau of Education collects information from many city school systems and arranges it so that it can be used by many other cities. At the request of city authorities the specialists of this division often make a survey of a school system or of a particular phase of a system, such as the methods of instruction, courses of study, school buildings, teachers' salaries, school costs, or school population. The results of these surveys, with recommendations for improving conditions, are usually published by the bureau, so that not only the schools surveyed may receive the benefit, but also any other school system having the same kind of problems.

During the past year the division made several surveys. One was a general survey of the public schools of Shreveport and Caddo Parish, La., and was made under the direction of the chief of the division, assisted by C. A. Ives, of the Louisiana State Department of Education, and Dr. F. B. Dresslar and Dr. Thomas Alexander, of Peabody College for Teachers, Nashville, Tenn. The report, covering 200 typewritten pages, was submitted to the Caddo Parish board of education and later published in full in all the daily papers of Shreveport. In the opinion of the State superintendent of public instruction the survey will be helpful not only to Shreveport and Caddo Parish but to the entire State.

Advice in school-building campaigns has been sought by many cities. For the past three years the division has made an average of one school-building survey every six or seven weeks. The school-building surveys show boards of education where schools may be located most advantageously in order to take care of present congestion and provide for future growth, what the cost would be, and how the schools may be adapted to a modern program of studies including work and study and play.

A conference to discuss the technical aspects of the work-study-play or platoon plan of school organization will be held on February 27 in Cleveland. A similar conference was held last year, superintendents attending from 47 cities in 19 States. Several bulletins on this type of school organization are in preparation in the division.

A report on a project on highways, demonstrated with a fifth-grade class in the schools of Washington, is now in preparation. Another bulletin which will soon be issued is a study of administration of municipal and school playgrounds. Two chapters for the Commissioner's biennial survey of education in the United States, one on city schools and one on secondary education, are the work of this division.

What teacher-training institutions are doing to prepare kindergartners is the subject of a study now being made in the division. Other work on kindergartens includes sending of a circular to 175 kindergartens on kindergarten-primary supervision and the preparation of a circular on kindergarten legislation. During the past year circulars were prepared on such subjects as the housing and equipment of kindergartens and a curriculum for the kindergarten and primary grades.

Two sets of lantern slides illustrating kindergarten equipment and methods have been in constant circulation, 11 States being served during the year. In cooperation with the International Kindergarten Union, the bureau's kindergarten specialists are preparing a motion-picture film for which 16 cities will each contribute one section showing typical kindergarten activities. These sections will be coordinated into one film, which will be available for general distribution.

SUGGESTIONS CONCERNING KINDERGARTEN LEGISLATION.

Laws relating to the kindergarten have been included in the legislative programs of many States during the past five years. Most of these have been efforts to improve existing laws, since all but four of the States—Arkansas, Georgia, Maryland, and Mississippi—have enacted laws to make the establishment of kindergartens possible. In order to improve a given law, however, one needs to know what would constitute a good law for a given State. This is not easy to determine, since a law that is good in one State because it meets certain conditions is not necessarily a good law in another in which the conditions are different.

Because the Bureau of Education receives many inquiries concerning kindergarten laws, it has prepared a leaflet entitled "Suggestions Concerning Kindergarten Legislation," in which all these points and several others are discussed. It will be sent to anyone interested in the subject upon application. The Bureau of Education can also furnish typewritten copies of the laws of most of the States, a leaflet of statistics showing the status of the kindergarten in each of the States, propaganda leaflets, and other material. Additional information will be furnished upon request.—*N. C. V.*

THE KINDERGARTEN AND RETARDATION

Investigations Made in Four Localities Indicate the Kindergarten Training Tends to Improve the Progress of Pupils Through the Grades.

By JULIA WADE ABBOT.

One of the problems of the elementary school is the reduction in the number of failures. The largest number of failures is in the first grade. In the average city approximately one-fourth of the children in the first grade have to repeat their first year of school work. The school has failed to provide conditions that will meet the needs of children in the beginning of school life, because it has neglected to take into consideration the preschool life of the child. An effort to make a better adjustment to school conditions has been made by a number of agencies in New York City. This experiment is described in a pamphlet entitled "Examination of Pre-School Age Children," and is issued by the health service of the New York County Chapter, American Red Cross. The purpose of this experiment is given in the words of Dr. Ira S. Wile, chairman of the committee on education of the Civic Club of New York. "If schools are to become the real centers for the activities relating to the conservation of childhood, it is patent that the time of entrance into the school system presents the strategic period for effective accomplishments. * * * The physical and mental examinations of every school child at the time of his registration is an essential for a completely humanized system of education."

School Entrance a Matter of Hygiene.

On the problem of school entrance, Dr. Arnold Gesell, of Yale University, says: "The problems of preschool hygiene and of school entrance are inseparable and both in turn inseparable from the kindergarten. The whole matter of school entrance is, in the last analysis, one of hygiene. It should be conditioned primarily by standards of health and development, and should be regulated by a policy of medical oversight and educational observation. Instead of unceremoniously and haphazardly admitting 3,000,000 children and failing one-fourth of our first graders at the end of the school year, we should gradually reorganize the kindergarten and the primary school in such a way that the school beginner will be under systematic, purposeful observation. This means a gradual relaxation of our present zeal to teach him and the substitution of a much more wholesome solicitude—namely, one to safeguard his health and to understand his psychology."

Not only is the kindergarten becoming recognized as an important factor in the control of school entrance, but two recent studies show that the kindergarten tends to reduce retardation in the grades. In nine of the public schools in Louisville, Ky., a study has been made of the effect of kindergarten training in the primary and upper grades. Mr. R. J. Bell, principal of the F. T. Salisbury School, makes this report:

Kindergarten Children Do Better in Grades.

"The records compiled represent 3,064 nonkindergarten children and 1,497 kindergarten-trained children from nine of the Louisville, Ky., public schools. * * * The percentage of failure among kindergarten is in all schools very much lower than among nonkindergarten children. * * * It is also shown that the per cent of retardation in all of the schools is much lower among the kindergarten group than it is in the nonkindergarten group, while the reverse condition prevails with regard to acceleration. In consideration of initiative and responsiveness the results obtained in each case are favorable to the kindergarten group, except in the case of school No. 2, where the kindergarten children are 1.1 per cent lower in responsiveness than the nonkindergarten children. It seems clearly demonstrated in the foregoing that kindergarten training seems to reduce failure, retardation, and withdrawal and at the same time to increase the possibilities of promotion, acceleration, initiative, and responsiveness. The effects of kindergarten training as shown by the investigation described prove conclusively that the broader the experience gotten early in life the more certain is the child to remain interested and active in his school work, and the more capable he will be in the inauguration of problems of his own. He is less liable to fail of promotion and is more likely to remain one of a group of accelerated or normal children. He will respond more readily to situations confronting the class and individual child and will manifest greater initiative in the creation of situations or the elucidation of conditions."

In a survey of the New Bedford schools, Dr. F. E. Spaulding, of Yale University, has published a study of the influence of kindergarten training on advancement through the grades. He states that 49.4 per cent of the pupils reaching sixth grade within strictly normal age had entered school in the kindergarten. Of the children who were retarded one year or more only 17.6 per cent had started in the kindergarten. Doctor Spaulding says, "Comparatively late entrance unquestionably handicaps New Bedford children from the very start; a study of the figures indicates that this handicap averages approximately a year. And the handicap continues throughout the school life of the children, with all its serious effects on the extent of their education and their continuance in school into the higher grades and the high school." Doctor Spaulding not only considers the kindergarten a means of reducing retardation, but also stresses the importance of kindergarten training for foreign children. He says, "Assuming that all children whose native tongue is English speak the language well on entering school, over 60 per cent of the New Bedford children begin their school careers with serious language handicaps, such as the children of communities largely English speaking do not suffer. The kindergarten is the best place to begin the removal of these language handicaps. Probably more can be accomplished in this during a kindergarten year than in any subsequent year. This initial achievement gives the child of foreign parentage something like a fair start." Doctor Spaulding recommends that the kindergarten age be lowered to four and one-half years or four years, and that systematic efforts be made to enroll all children in kindergartens as a preparation for entering first grade.

Forty-six teachers of Wallingford (Conn.) schools, more than half of the teaching force, are studying history and principles of education in a course given in the town by the extension division of Yale University.

TO PRESERVE CHILDREN.

TAKE one large, grassy field, one-half dozen children, two or three small dogs, a pinch of brook and some pebbles. Mix the children and dogs well together and put them in the field, stirring constantly. Pour the brook over the pebbles. Sprinkle the field with flowers. Spread over all a deep, blue sky, and bake in the hot sun. When brown, remove and set away to cool in a bathtub.—*Michigan Public Health Bulletin.*

CAMP ROOSEVELT, BOY BUILDER

Summer Camp Under Auspices of Chicago Board of Education Does Excellent Work—American Red Cross and Young Men's Christian Association Cooperate.

By Lillian Emertsen.

To so direct and train the boys of this country as to develop them into the very best kind of American citizens is a problem to which the best minds in the country are devoted. There are many fine theories advanced for the development and training of boys, but few of these plans get down to a practical working basis.

To Improve Leisure Vacation Time.

The action of the Chicago public schools in founding a great outdoor educational training encampment for boys is the first step for the improvement of the leisure vacation time. This camp is operated under the auspices of the board of education, the United States Government lending assistance by detailing officers and lending necessary camping equipment. Chicago educators are behind this movement, and the conduct of the summer schools of the camp is very largely in the hands of these teachers.

While the camp is maintained under the auspices of the Chicago board of education, it is in no sense of the word a local institution. Boys are attracted from all over the United States. Many boys from the southern cities attend this camp for the summer, and an interesting thing about it is that after one summer they usually continue to come in succeeding summers, until they have grown into manhood and taken their places in the business and professional world.

Army Officer Directs Physical Activities.

In July, 1919, Maj. F. L. Beals, United States Army, professor of military science and tactics and supervisor of physical education in the Chicago public high schools, was engaged by the Chicago board of education to develop its system of physical education in the high schools. Through the coordination of an intelligent system of physical education and military training remarkable results have been obtained, but most remarkable of all is the development of the summer camp under Major Beals's guidance and direction. He is a firm believer in cooperation, and by cooperating with local and national organizations has been able to secure in turn their cooperation in his work in the schools and in this summer camp.

Red Cross Maintains Hospital.

The most conspicuous of these organizations is the American Red Cross, which maintains three or four physicians and nurses at the camp hospital during the entire season. These doctors and nurses assume the responsibility for the care of minor injuries and ailments, of which there are always a few in every camp. Their biggest work, however, is in conducting classes in first aid, swimming, and life saving. Every boy in camp is required to take these courses.

Another national organization contributing largely to the morale, comfort, and welfare of the personnel of the camp is the Y. M. C. A. This organization keeps 9 or 10 secretaries at camp during the entire summer, and aside from ministering to the material welfare of individuals these secretaries assist in athletics and swimming. That their organization is complete for rendering service is indicated by the fact that they operate the post office, which is a regularly established summer post office of the United States.

These two great national organizations have been enabled through Camp Roosevelt to render a very definite and invaluable service to more than 6,000 individuals from all over the United States during the past four summers.

The teachers in the summer school, which is one of the best organized and conducted summer schools in the country, are enabled to gain a closer contact and exert a stronger influence over boys by being with them in camp than they can throughout the entire school year in the city. This provides for boys a pleasant outing under ideal circumstances and insures the imbibing of the very best principles of citizenship and manhood.

Business and Professional Men Assist.

This institution has been strengthened by the active interest of some of Chicago's leading business and professional men, who have formed an organization known as the Camp Roosevelt Association. They have insured the successful financing of the institution as well as the moral support and backing of the entire community.

The camp is ideally located on Silver Lake, near La Porte, Ind., a distance of 65 miles from Chicago on the New York Central lines. Ample classroom, housing, and mess facilities, completely equipped workshops, and 250 acres of private ground adjoining the camp site afford boys every facility for study, comfort, and natural research.

TRADE SCHOOL FOR RETARDED GIRLS

Individual Instruction Without Routine Offered to a Hundred Girls in New York City — Suitable Equipment Provided—Work in Home-Like Atmosphere.

To find out and develop the individual abilities of girls who are not making progress in the regular high schools and trade schools of New York City, a trade extension school will soon be opened. About 100 girls 15 or 16 years old will be admitted, and these will be selected by the supervisor of ungraded classes and assigned to the school for experimental work. No routine will be followed, but the teachers will work with each girl to find out her special aptitudes. Then the principal will decide whether the girl will benefit by remaining in the school. At first simple tasks will be given in the field chosen and then more difficult work in the same line. Each girl will be specializing in her type of work, so that her interest will be held as it would not be in an ordinary school where the work would be more general.

Through the help of various persons interested in trade schools, a house in a good neighborhood has been leased for three years without cost to the city, and it has been fitted up so that the school work will be done in an attractive, homelike atmosphere. Equipment has been installed for work in home economics, and the girls will be trained to take care of their own homes. Use of the sewing machine will be taught in the course of the instruction in sewing, and such branches as hemstitching will be included.

In the basement is a dining room seating 30 persons, so that relays of girls can eat their lunches in comfort. The kitchen has a coal range, and it is expected that teams of girls will cook and serve hot drinks at lunch time. Adjoining the kitchen is a laundry, where the girls may wash and iron the housekeeping linen. The house is provided with four bathrooms with hot water. At the back of the building is a large court, which may be used for physical training and recreation.

Lack of dormitory space forced the Pennsylvania State College to refuse admission to 149 qualified girls at the beginning of this school year.

PREPARATION OF TEACHERS FOR RURAL SCHOOLS

Professional Training More Generally Required for Certification—Lower Standard Permitted for Rural Than for City Teachers—Demand for Trained Teachers Should Be Created.

By KATHERINE M. COOK,
Chief of Rural Education Division, Bureau of Education.

Rapid strides are making toward "professionalizing" the vocation of teaching. Each biennium a review of legislation passed shows some tangible addition to the recognition of professional training as a qualification leading to certification. With equal certainty, if not rapidity, the number of States setting up some sort of professional prerequisite for securing any grade of certificate is growing. In spite of this advance, however, and in spite of the ever-growing spread of the belief in equality of educational opportunity as between urban and rural children, advocates of a minimum professional prerequisite for all teaching certificates continue to meet visionless school trustees, county superintendents, and even normal school or college presidents, who offer the time-worn excuse that "prepared teachers do not have to go into the country schools," and, therefore, that setting up professional requirements for rural teachers is wasted effort.

Not Turning Out Enough Prepared Teachers.

The statement that prepared teachers do not need to go into the country schools is unfortunately true, as all the educational world knows. Teachers' colleges, normal schools, and other teacher-preparing institutions are not turning out enough prepared teachers to go around, and graduates of such institutions readily find positions in towns and cities where salaries are higher and social attractions more enticing than in the country. Does this condition excuse the State for neglecting its responsibility to country children? That salaries are too low to be attractive is the fault in part of the country people, but it is by no means wholly their fault. It is more often due to antediluvian systems of financing the State schools. That standards are so low that prepared teachers do not need to go into the rural schools is the fault of the State, and its teacher-preparing institutions must share in it.

This lack of appreciation of responsibility is true in States in which the teacher-preparing institutions fail to provide adequately for training teachers to teach in rural schools. It is true in States in which the laws establishing requirements for teaching certificates fail to give due consideration to certificating teachers for rural schools, and set up lower standards than those demanded for urban schools. It is true in a moral sense at least where the difficulty is due to the fact that rural people do not understand the importance of securing professionally trained teachers and consequently are satisfied with those of lower standard.

Preparation for Rural Schools Neglected.

It is not surprising to find the quality of instruction very poor in rural schools in those States whose teachers' colleges and normal schools do not offer strong courses in the organization, teaching, and curriculum of rural schools. It is not surprising to find it in those States in which such institutions make little or no provision for practice and observation work in rural schools for teachers in training. When these conditions prevail, even teachers who have had partial or complete training show very little improvement in teaching over those who have not. Teachers must have ideals and standards of good school practice gained through systematic observation. They must have opportunity for abundant practice in applying the principles of teaching which they have studied in courses on theory and method before they go into a school to take full responsibility for a group of children. Unless the teacher-preparing institutions instill such ideals and provide such opportunity, teachers must continue to learn their work by experience and experiment at the expense of the children placed in their charge. This is exactly the thing the normal schools were established to avoid

In at least 34 of the States of the Union 50 per cent or more of the total population is rural. Other things being equal the State institutions probably derive approximately half their support from the agricultural wealth of these States and should render approximately half their services to the rural population. Yet even the most casual observation shows that a very small percentage, in some instances only a fraction of 1 per cent, of a total output of State teacher-preparing institutions really go into the rural schools.

Not Enough "Kick" in Certification Laws.

No person who believes in democracy would say that city children need better teachers than rural children, yet this is exactly the official dictum of those States which set up or permit one standard for rural teachers and another for city teachers. Lower entrance requirements to courses leading to certification for teaching in rural schools on the part of the teacher-preparing institutions, and lower standards for certificates to teach in rural schools are common. Certification laws will not serve their real purpose unless there is enough "kick" in them to insure so far as is humanly possible teachers of ability for all, not a selected few, of the States' children. Teacher-preparing institutions will not earn their keep from the farm population until they serve rural children as efficiently and as effectively according to their needs as they serve city children.

Inform Farmers of Value of Training.

Again, it is the business of the State teacher-preparing institutions not only to fill the demand already created for trained teachers but to help create such a demand where it does not exist. It may be true that when adequate preparation is provided for prospective rural teachers in State institutions the graduates in the field will so effectively make good that the demand will take care of itself. But such a process of informing the farmer concerning methods of supplying educational advantages to his children is a slow one. Knowledge which is more or less technical in its nature is not rapidly acquired by large groups of people, farm populations for example, unless means are taken to spread this knowledge by those to whom this specific duty is assigned by the State. State institutions created to serve the State should not sit supinely and wait for farmers to come to them for prepared teachers. Agricultural colleges take the knowledge of farming to the farmer; why should not teachers' colleges and normal schools inform him concerning the value of professionally prepared teachers for his children? If normal schools are turning out teachers who give a superior grade of instruction, why should not the farmer be informed of it; and why should he be satisfied with an inferior teacher when his taxes go to support the institution established to create a superior one?

The remedy is threefold. First, A certification law which sets up equivalent standards for rural and city teachers

and minimum professional prerequisites for all teaching certificates. Such a law should be accompanied by administrative provisions which make it possible for all districts to pay at least a minimum salary fixed with recognition of the accompanying requirements. Second. The establishment of courses in State teacher-preparing institutions which adequately prepare teachers for work in rural schools. This presupposes abundant provision for observation and practice work for teachers in training under conditions which normally exist in rural schools. It presupposes also that the State institutions be expected to prepare a reasonable percentage of their total output for work in rural schools. Third. Teacher-preparing institutions must assume part of the responsibility for informing rural people of the value of securing prepared teachers for their children. City systems employ professional officers as superintendents; rural systems, as a rule, do not. In city systems the teachers are selected or nominated by this professional officer; in the country teachers are selected by laymen. An organized effort is necessary to acquaint rural people with all the facts and conditions involved in good schools and teacher-preparing institutions must assume some of the responsibility for spreading this information.

SUMMER INSTRUCTION FOR SCHOOL NURSES.

Ethics of school nursing, methods of teaching hygiene, and other phases of the work of a school nurse are discussed in a four-week summer course at the State normal school at Hyannis, Mass., given jointly by the State department of education and the State department of hygiene. The classes held during the past year included among the students not only regular school nurses, but supervisors and prospective school nurses, and the course has been planned on general lines, so as to be suited to these varied types of students. Residents of Massachusetts need pay no charges except for board and lodging, but outsiders pay a tuition fee of $10 for the course. Many of the students lower the expense of board and lodging by living in tents on a cooperative plan and having their meals at the school cafeteria. Classes are held six days a week.

To extend the work of the Iowa child welfare research station of the University of Iowa, the Laura Spelman Rockefeller Foundation memorial of New York City will give $7,500 annually for three years.

COMFORTABLE HOME FOR CITY TEACHERS

Teachers of Winchester, Va., Obtain Satisfactory Room and Board at Low Rate — Enjoy Advantages Not Found Elsewhere.

Last year on account of the scarcity of suitable boarding houses in which the teachers of the Handley schools of Winchester, Va., could secure accommodations, the city school board of the Handley Foundation decided to rent a furnished dwelling and establish a home, or club, for their teachers.

The only available building was a house which accommodated 12 roomers and about 21 table boarders. The club is conducted in just the same manner as a well-regulated private residence, the entire supervision and management being under the direction of the manager. The teachers boarding and rooming in the club pay the entire expense of its maintenance and operation, the school board being at no expense whatever. On account of the small size of the house and the inefficient heating plant, the overhead expenses are very much heavier than if we had a larger and more suitable building; notwithstanding this fact, the operation for the last nine months has demonstrated that the teachers can be housed and boarded at the club at a lower cost than at other boarding houses, and at the same time the girls have the advantages of the home as though they were one large family.

The average for board has been between $25 and $27 a month, and board and room together between $38 and $40 a month. From my observation, I think the teachers in the club are pleased with the arrangement, and they realize that they are afforded privileges they would not have at a private or public boarding house. It is hoped that we can get a larger and more suitable building in the coming year, in which case we will be able to reduce the overhead expense very materially, as the present force can take care of more people.

I buy all the supplies and everything needed in connection with the club to the very best advantage possible, and it is generally conceded that the table is as good as the average boarding house or better. In case of a temporary vacancy at a table, a guest is invited to dine with us; as vacancies occur quite frequently, the girls have the opportunity of meeting the people of the town and of entertaining their friends. They also understand that at any time one, or more than one, or all of them, desire to entertain—at a tea, party, dance, etc.—they have the privilege of using the house as though it were their own, and the assistance of the manager in any way possible, the expense, of course, being borne individually. In other words, we are one big family, and I believe the girls feel that the club is as nearly a home as it is possible for a substitute to be. The teachers this year are all attractive young girls, and we have spent a very pleasant winter.—*Lillie B. Maphis, manager, in Virginia Journal of Education.*

TEN UNIVERSITIES HAVE BUSINESS RESEARCH BUREAUS.

Bureaus of business research have been established since 1918 in 10 higher institutions, mostly in connection with schools of commerce, according to Commercial Education Circular No. 10, issued by the United States Bureau of Education. These bureaus are at Harvard University, New York University, Brown University, Northwestern University, Carnegie Institute of Technology, and the State universities of Illinois, Nebraska, North Carolina, and Washington. Courses in business research with special reference to psychological problems have been established in the University of Indiana's school of commerce and finance. In cooperation with a Los Angeles bank the college of commerce and business administration of the University of Southern California has appointed a committee of research and publications, the work of which is correlated with the department of statistics. Other colleges that have taken some steps toward establishment of bureaus of business research are the municipal university of Akron, Ohio State University, Georgia School of Technology, and the University of Cincinnati.

To honor the fifty-ninth anniversary of the death of Stephen Collins Foster, the schools of Pennsylvania, the State in which he was born, held exercises on January 13. Programs included many of Foster's songs, such as "My Old Kentucky Home," "Old Black Joe," and "The Old Folks at Home."

More than 800 persons attend the adult elementary school classes in Schenectady, N. Y., which are conducted both in the afternoons and evenings. Twenty-six of these classes are held in nine of the public schools.

MODEL PLATOON SCHOOL DEVELOPED BY AKRON TEACHERS COLLEGE

Work-Study-Play Plan Will Be Extended in Public Schools of Akron, Ohio—Experiments Making to Adapt the Plan Fully to Local Conditions—Objections Are Stated and Necessary Modifications Shown—Program of Special Activities.

By W. J. BANKES,
Dean, Teachers College, University of Akron.

Much interest has been taken in the last three or four years in that form of school organization known as the "Platoon." The work-study-play schools have been organized on various plans with about the same idea back of all. Changes in school organization must be made to meet certain changing conditions. Formerly, with the sparse population and poor transportation facilities, boys and girls were compelled to assist in doing practically all kinds of work. Then the curriculum with its three r's served the needs.

Boys and girls must be given opportunity in school for activities lost in the home. Business men demand careful training in the old three r's. There is a growing demand for physical training, music, art, and shop work in the schools. The old type school can not meet all these demands without increasing the cost of schooling to alarming proportions. Some sort of school organization must meet these demands and at the same time keep the running expenses of the schools within reasonable bounds.

Standard Organization in Detroit Schools.

William Wirt was the pioneer in attempting some such organization. Detroit in the past few years has developed the platoon idea and made it the standard organization of that city. Pittsburgh recently followed Detroit in making the platoon plan the standard. In 1920 Akron saw the introduction of the platoon school at the East Building. This was begun on the plan of Detroit after the author of this article had visited the platoon schools there. To-day about one-third of the Akron elementary schools are under the platoon plan. Our idea of the model platoon school has grown out of observation of the platoon schools in Akron.

In June, 1922, the Mason School was set aside by the board of education as the observation school of Teachers College. The plan is to make this a model platoon school. In connection with Teachers College, it is used for those who are preparing to teach in the elementary schools. No practice teaching is done in this school. Regular teachers have charge of the work. Observation classes visit them regularly. Not all model conditions exist but improvements will be made as the needs arise.

Some of the objections to the platoon plan, as begun in Akron, which seem to us worthy of attention are:

Does Not Require Longer School Day.

(1) Too long school day. It is true we cling to traditions and it may be traditional that school should begin at 8.30 and close at 3.30. However, this length of day need not be changed to adopt the plan.

(2) The longer school day made relief teachers necessary. Relief teachers must change to many grades and a varied program. This made it difficult to have the work of a certain subject under the same teacher every day. Unless the teachers who acted as relief teachers could adjust to all these conditions the work became more or less irksome.

(3) Although it was not as expensive as the traditional plan, the cost of the platoon school was challenged. This suggested a further reduction by shortening the day and omitting the relief teachers.

(4) Those who were strongly in favor of departmental work in the seventh and eighth grades insisted that home room teachers for these grades suffered in that their work was not completely departmentalized. This article shows how this is cared for in the model platoon school.

Primary Pupils Separated From Upper Grades.

(5) Another objection was that primary and upper-grade pupils mingled together too closely in the change of classes from room to room. This is cared for in the organization of the primary platoon as separate from the upper-grade platoon.

With these objections in mind, the model platoon school has been organized. This school has an enrollment of about 1,000 pupils, besides the kindergarten and open-air schools, which are not included in the platoon organization. The building is equipped with an excellent auditorium, a divided gymnasium, domestic science and shop rooms, and classrooms sufficient to care for the special-room and home-room activities. The day begins for the pupil at 8.30 and closes at 3.20, with one and a half hours for lunch time. The forenoon has six half-hour periods and the afternoon four 35-minute periods. The school is organized into 30 groups, making it necessary to have 15 home rooms. Each home room takes care of two groups in the formal subjects. One group is doing special platoon work while the other group is in the home room. All the pupils change at the middle of half-day sessions. The rooms are so assigned that the primary pupils do not come in contact with the large pupils. Besides the 15 home rooms, there are three science rooms, 3 literature rooms, 1 music room, 1 art room, 1 music and art room for primary platoon, 1 playroom for primary platoon, 1 auditorium, a divided gymnasium, a library, a manual-training shop, and domestic-science rooms for cooking and sewing.

Primary Group Has Its Own Teachers.

The first 10 groups, or primary platoon, are practically independent of the upper 20 groups. Primary teachers are assigned to these 10 groups both for home-room and special-room teaching. The time for classroom change is the same for all 30 groups.

In the home rooms the formal subjects are taught, viz., reading, writing, arithmetic, formal language, hygiene, and history. Half the pupil's day is devoted to these subjects. The seventh and eighth grades are departmentalized further by dividing the work so that four teachers by interchange of pupils among four home rooms teach the various home-room subjects under the following groups: (1) Arithmetic, (2) language, (3) history, (4) hygiene, spelling, and writing.

Work Done in Special Rooms.

The science rooms are devoted to nature study in the first three grades, geography and community history in the next four grades, and every-day science in the eighth grade. In the literature rooms the supplementary reading as a basis for literary interpretation, study of poems, and appreciation of the finest literary productions and authors suitable to the grades are taught. Regular periods are assigned for library work. All special rooms are arranged to give the proper setting. The art room is arranged as an art room and the music

room as a music room. In the gymnasium girls and boys work together in formal exercises the first 10 minutes of the period. Then they are separated for the rest of the period for free play and games. The auditorium is in constant use with two teachers, a man and a woman, in charge. The auditorium serves as a clearing house for the whole school in that it coordinates with all other work. The following outline of work is done in the auditorium:

Dramatization.—Stories learned in the literature and reading classes are used. Pupils are permitted to dramatize without having stories memorized. Not finished work, but opportunity for individual expression is the principal aim.

Literary societies.—The auditorium takes charge of literary society work. All upper-grade pupils take part in parliamentary practice, entertainment, debating, etc.

Visual education.—One day per week is given to motion pictures and stereopticon views. These are correlated with geography, history, science, art, and citizenship.

Music appreciation.—This work is done with victrola and occasional musical performances by adults who are invited in to render some of the great musical productions. There is no music teaching. Appreciation of music is the aim.

Vocational guidance.—Upper-grade boys and girls discuss various vocational activities. Talks by business and professional men introduce different phases of professions and vocations.

Propaganda.—Safety first, fire prevention, courtesy, thrift, school spirit, community campaigns, and announcements are worked out by pupil discussions, short plays, and short talks by the teacher.

Hygiene.—As a subject this is not taught in the auditorium, but original plays by the children illustrating its various phases are used. Discussions of cleanliness, use of toothbrush, drinking milk, etc., occupy part of the time.

Special programs.—Programs for local celebrations of patriotic occasions, holidays, birthdays of famous men and women, and community entertainments are worked out in the auditorium.

All these auditorium activities are planned by the teacher, but left as much as possible to the pupils' initiative. Care is taken that auditorium work will not be a repetition of work done in other rooms.

The number of teachers used are as follows: 15 home room, 3 literature, 3 science, 2 gymnasium, 1 playroom, 2 auditorium, 1 art, 1 music, 1 combination of music and art, 1 library, 1 manual training, 1 domestic science, making a total of 32 teachers. This is decidedly fewer than would be required by the old-type organization if the special subjects were taught. Thirty groups would require 30 teachers, with no special teachers. This is also a saving of four teachers over the Detroit plan for 30 groups, which means a saving of more than 10 per cent in teachers' salaries. This is saved by keeping the length of day the same as in the old-type school.

The following daily schedule for a week shows the distribution of time and arrangement of recitations for activities outside the home room. Half the time is spent in the home room, as previously stated in this article.

Program of special activities.

The numbers given in the following program indicate *Group*. For instance, from 8.30 to 9 groups 8 and 10 are in the auditorium, groups 20 and 24 are in the gymnasium, group 2 is in the literature room, etc. *A*, indicates art. *M*, indicates music.

MONDAY.

Special activity.	Room.	8.30–9. I	9–9.30. II	9.30–10. III	10–10.30. IV	10.30–11. V	11–11.30. VI	1–1.35. VII	1.35–2.10. VIII	2.10–2.45. IX	2.45–3.20. X
Auditorium	140	8–10	16–18	4–6	7–9	15–17	3–5	24–26	12–14	11–13	23–25
Gymnasium	113	20–24	10	16–18	19–23	9	15–17	12–14	22–28	21–27	11–13
Literature (primary)	105	2	6	10	1	5	9	4	8	7	3
Literature (intermediate)	125	14	12	.....	13	11	.....	16	18	17	15
Literature (advanced)	117	30	28	24	29	27	23	.....	26	25	.....
Science (primary)	109	4	2	8	3	1	7	10	6	5	9
Science (intermediate)	122	12	14	20	11	13	19	18	16	15	17
Science (advanced)	118	28	30	26	27	29	25	22	24	23	21
Art	120	26	26	28	25	25	27	30	30	29	29
Art and music	107	6–A	4–A	12–A	5–A	3–A	11–A	8–A	10–A	9–A	7–A
Music	123	18	20	14	17	19	13	.....	.....	.....	.....
Manual training	14	22	22	22	21	21	21	20	20	19	19
Domestic science	213 / 247	22	22	22	21	21	21	20	20	19	19
Library	102	16	24	30	15	23	29	28	2	1	27
Auxiliary gymnasium	110	1–B	8	2	.....	7	1	6	4	3	5

TUESDAY.

Auditorium	140	8–10	16–18	4–6	7–9	15–17	3–5	.....	12–14	11–13	.....
Gymnasium	113	20	10	16–18	19	9	15–17	12–14	22	21	11–13
Literature (primary)	105	2	6	10	1	5	9	4	8	7	3
Literature (intermediate)	125	14	12	.....	13	11	.....	16	18	17	15
Literature (advanced)	117	30	28	22	29	27	21	20	26	25	19
Science (primary)	109	4	2	8	3	1	7	10	6	5	9
Science (intermediate)	122	12	14	20	11	13	19	18	16	15	17
Science (advanced)	118	28	30	.....	27	29	.....	22	24	23	21
Art	120	22	14	21	21	13	24	20	19	23	
Art and music	107	16–A	.....	12–M	15–A	1	11–M	8–M	2–A	1–A	7–M
Music	123	18	20	28	17	19	27	26	.....	.....	25
Manual training	14	26	26	26	23	23	23	30	30	27	27
Domestic science	213 / 247	24	24	24	25	25	25	28	28	29	29
Library	102	6	4	30	5	3	29	.....	10	9	.....
Auxiliary gymnasium	110	.....	8	2	.....	7	1	6	4	3	5

WEDNESDAY.

Auditorium	140	8–10	16–20–22	4–6	7–9	15–19–21	3–5	24–26	12–14	11–13	23–25
Gymnasium	113	24–26	10	16	23–25	9	15	12–14	22–30	21–29	11–13
Literature (primary)	105	2	6	10	1	5	9	4	8	7	3
Literature (intermediate)	125	14	12	22	13	11	21	16	18	17	15
Literature (advanced)	117	.....	.....	24	19	.....	23	20	26	25	19
Science (primary)	109	4	2	8	3	1	7	10	6	5	9
Science (intermediate)	122	12	14	20	11	13	19	18	16	15	17
Science (advanced)	118	16	.....	26	15	.....	25	22	24	23	21
Art	120	20	18	18	.....	17	17	28	28	27	27
Art and music	107	6–M	4–M	.....	5–M	3–M	.....	.....	12–A	1–A	.....
Music	123	22	24	14	21	23	13	30	10	9	29
Manual training	14	30	30	30	27	27	27	.....	Spicer.	Spicer.	.....
Domestic science	213 / 247	28	28	28	29	29	29	.....	Spicer.	Spicer.	.....
Library	102	18	26	12	17	25	11	8	20	19	7
Auxiliary gymnasium	110	1, B	8	2	1–B	7	1	6	4	3	5

THURSDAY.

Auditorium	140	8–10	16–18	4–6	7–9	15–17	3–5	28–30	12–14	11–13	27–29
Gymnasium	113	24–26	10	16–18	23–25	9	15–17	12–14	28–30	27–29	11–13
Literature (primary)	105	2	6	10	1	5	9	4	8	7	3
Literature (intermediate)	125	14	12	22	13	11	21	16	18	17	15
Literature (advanced)	117	30	28	24	29	27	23	20	26	25	19
Science (primary)	109	4	2	8	3	1	7	10	6	5	9
Science (intermediate)	122	12	14	20	11	13	19	18	.....	.....	.....
Science (advanced)	118	28	30	26	27	29	25	.....	24	23	.....
Art	120	22	26	14	21	25	13	.....	16	15	17
Art and music	107	6–M	4–M	12–M	5–M	3–M	11–M	8–M	2–M	1–M	7–M
Music	123	16	24	30	15	23	29	26	10	9	25
Manual training	14	20	20	.....	19	19	.....	22	22	21	21
Domestic science	213 / 247	20	20	.....	19	19	.....	22	22	21	21
Library	102	18	22	28	17	21	27	24	20	19	23
Auxiliary gymnasium	110	.....	8	2	1–B	7	1	6	4	3	5

FRIDAY.

Special activity.	Room.	8.30–9. I	9–9.30. II	9.30–10. III	10–10.30. IV	10.30–11. V	11–11.30. VI	1–1.35. VII	1.35–2.10. VIII	2.10–2.45. IX	2.45–3.20. X
Auditorium	140	8–10	20–22	4–6	7–9	19–21	3–5	28–30	12–14	11–13	27–29
Gymnasium	113	20–26	10	16	19–25	9	15	12–14	28–30	27–29	11–13
Literature (primary)	105	2	6	10	1	5	9	4	8	7	3
Literature (intermediate)	125	14	12	22	13	11	21	16	18	17	15
Literature (advanced)	117	30	28	24	29	27	23	20	.....	.....	.....
Science (primary)	109	4	2	8	3	1	7	10	6	5	9
Science (intermediate)	122	12	14	20	11	13	19	18	16	15	17
Science (advanced)	118	28	30	26	27	29	25	22	.....	.....	21
Art	120	24	24	30	23	23	29	.....	20	19	19
Art and music	107	6–A	4–A	12–A	5–A	3–A	11–A	8–A	10–A	9–A	7–A
Music	123	22	16	28	21	15	27	.....	2	1	.....
Manual training	14	18	18	18	17	17	17	26	26	23	23
Domestic science	213 247	18	18	18	17	17	17	24	24	25	25
Library	102	16	26	14	15	25	13	.....	22	21	.....
Auxiliary gymnasium	110	1–B	8	2	.....	7	1	6	4	3	5

The division of work and coordination of activities in the various rooms are here briefly illustrated in the subject of language in the second grade:

HOME ROOM.

Use of period and question mark.
Use of comma in series.
Telling and asking sentences.
Copy work.
Quotations.
Picture study—
  a. Oral discussion.
  b. Written story.
Dramatization in connection with reading.

LITERATURE ROOM.

Story telling.
Poems.
Dramatization.
Picture readings.
Supplementary readers as basis for literary interpretation.

PLAYROOM.

Language games.

Details of correlation and division of labor for all subjects and grades are being worked out by Principal O. C. Hatton and his corps of teachers. One of the great advantages of the platoon organization is that it not only forces cooperation of the teachers, but it gives the principal opportunity to direct coordination of the work so that it may be done better, with careful division of labor for the various teachers.

Meets Demands of Modern Curriculum.

The platoon school meets the demands of the modern curriculum.

(1) The three r's receive more attention than in the old-type school.

(2) The cultural subjects receive special attention. In the literature rooms appreciation of worth-while literary productions is stressed. Art and music receive careful attention.

(3) The demands for physical education are met in the gymnasium and playroom. The physical activities of all pupils are carefully supervised and directed.

(4) The demands for scientific instruction are satisfied in the science rooms.

(5) In the auditorium the civic and social activities prepare for more complete living and the self-control and self-direction learned in the platoon organization train for practical life.

(6) Shop work for both boys and girls gives the prevocational slant to the curriculum.

(7) Visual education in the auditorium by use of moving pictures and slides is recognized by educators generally as a valuable addition to educational method.

Minimizes Equipment and Reduces Cost.

The platoon school uses all the building all the time, and thus cares for a greater number of pupils. It minimizes equipment because of special rooms and lessens the cost of supplies. Where free textbooks are used it reduces the number of texts needed since one set of books in a special room will serve several groups. It makes it possible to have real science rooms, art rooms, music rooms, etc. It makes supervision easier since fewer teachers are responsible for results in any one subject. It teaches pupils definiteness because a certain period is the only time to do a certain work. The effect of instruction is decidedly better. No pupils must have the poorest teacher all the time. Each teacher becomes a specialist in her line. Each pupil is placed under careful supervision in play time as well as work time. The platoon type of organization arouses a many-sided interest and provides a variety of activities for self-expression, self-control, and self-direction, all of which contribute to the development of worthwhile character. Properly directed, the platoon school epitomizes socialized education.

Those who attempt to carry out the platoon plan without previous experience by contact or careful observation should note carefully the following:

(1) Care of wraps. Pupils should leave their wraps, when entering the building, in the rooms where they will be at dismissal time and then go to the rooms where their first recitation is held. By this plan no change of class groups takes place until the end of the first period.

(2) Tendency to believe first-grade pupils should not be in the platoon organization. The socialized idea of the platoon school argues strongly for its use with first graders. Variety is needed with small pupils. Activity is instinctive with first graders.

Adjustable Seats Should Be Provided.

(3) Seating in special rooms. In primary platoon, seating is easy. If different size pupils go to same room for recitation adjustable seats are advantageous.

(4) Auditorium and gymnasium. These should be in the platoon school. Large rooms may be fitted to take their places.

(5) Recess time. Gymnasium periods take the place of recesses. However, groups should have short periods to visit toilets. The best plan is to have these periods just before and after the general shifts at the middle of the half-day so that these periods may be supervised from the home rooms.

(6) Teachers are likely to assume responsibility for all the education and training of certain groups. This is likely to happen with home room teachers who feel they are responsible for the group the entire day because they are longer in the home room than anywhere else. Each teacher must realize that she is responsible for the work only to which she is assigned. There is division of responsibility in the platoon school as in departmental work in high school or college.

Must See Whole System at Work.

(7) Coordination and division of work. The principal must have a clear philosophy of education so that he will be able to see the whole system at work. He must see the points of division and the points of correlation in the various subjects. If the correlation is to be successfully worked out it must be under the direction of one. The principal is the logical one. Teachers, no matter how willing, usually fail to see the other departments of work as they see their own.

(8) The platoon school, to succeed best, must be socialized. Old military forms of discipline and complete teacher domination of groups should not be found in the platoon school. The platoon school is strong because it is the pupil's school. It develops character by developing self-assertion, self-direction, and self-control.

AFTER FIFTY YEARS IN LAND-GRANT COLLEGES.

(*Continued from page 122.*)

The discussion of internal problems will be devoted almost entirely to one question: Are the rapidly changing social and economic conditions developing new problems in agricultural education, or, at least, intensifying the need of more attention to certain of its phases? This discussion is entered upon with a full appreciation of the fact that it may be considered an instance of unusual temerity.

New Social and Economic Conditions.

It is hardly necessary to assert that the farmer is living in a new social and economic environment as compared with the late sixties and early seventies, the period when the land-grant colleges were being organized and their early courses of study developed. New social and business conditions now react upon agriculture.

Fifty years ago the western hegira was hardly under way. Since that time there has occurred a nation-wide redistribution of population and production, bringing in its train new social and economic problems. Regional competition in production and marketing had not developed in those earlier days. Then the marketing of agricultural products was a comparatively simple matter. The term, "collective buying and selling" had not been heard. Farmers had not been summoned to court for alleged violation of a Sherman Act.

Agricultural organizations were local and seemed to have little influence and no clear function beyond serving as a medium for exchanging individual opinions on questions of farm practice. Industries were not so fully segregated in large centers, draining, as they have, the rural communities of their young life, thereby creating unfortunate social conditions, for the farm was then more self-dependent industrially than it is now and employment was more widely distributed.

Farmer Was a Conservative Element.

The farmer had not then found an influential place in national politics, for he was recognized chiefly in political campaigns. He was not counted as an easy mark for revolutionary propaganda, but was reckoned as a conservative element in the body politic. He had not been accused of "seeing red" and of upsetting the political "kettle of fish" or of becoming dangerous to social and economic stability because of financial hardships.

In short, the great social and economic problems, somewhat disturbing in their intensity, which are now involved in the comfort and prosperity of the agricultural people, had not appeared over the horizon. The new colleges took little account of the problems of human relations and their agricultural instruction and outside activities were so far as possible centered around the effort to make "two blades of grass grow where one grew before."

Farmers Organized to Influence Legislation.

The great change that has taken place in 50 years is forcibly illustrated by the fact that a million and a half of farmers are now organized in support of the efforts of their accredited representatives to secure desired national legislation, efforts so successful as to make us anxious that they shall be wisely directed. Not less than six agricultural organizations have invaded the city of Washington to watch legislation and the administration of agricultural affairs. The farm bloc, whatever that term may mean, is said to have dictated to Congress and strongly influenced the action of the President.

Whatever may be said of the influence exerted in the alleged interest of the farmer, the following legislation has been accomplished: An emergency tariff act increasing the duties on agricultural products; the packer act, bringing meat packers under Federal control; the futures act, taxing contracts for future delivery of grain; amending the farm loan law and the farm credits act authorizing the War Finance Corporation to issue its own bonds for one and a half million dollars and to lend one million dollars for financing agricultural experts. These measures are cited to illustrate the important ways in which agriculture is now asking for, and securing, national legislation in its behalf.

Agricultural Adventuring With Great Problems.

In the several States with varying success farmers are organizing for buying and selling and for the betterment of their social and educational conditions. Surely, agriculture is adventuring in the domain of great problems, and its followers may not be expected to recede from their purpose to promote and defend their fundamental interests, and their fundamental interests are fully as closely related to their social environment and to financial and market conditions as to technical methods. The extra blade of grass must be sold at a profit or it is useless to produce it.

In view of the magnitude of these efforts and their inevitable far-reaching influence we may well be solicitous concerning the wisdom with which they shall be directed. Will they avoid becoming a selfish class struggle? Will they divide justly between the rights of the farmer and the rights of other classes? Will the movements supported by agricultural sentiment be constructive in accordance with sound social and economic principles, and will farmers hold a steady and well-balanced mind at those times when seasonal conditions cause discouragement or bad markets arouse feeling of resentment, often irrational, against what is asserted to be the oppression of financial and commercial interests, or the alleged sins of party government?

Affirmative Answer Only in Wise Leadership.

If we may trust the lessons of past experience, our only assurance of an affirmative answer to these questions is to be found in wise leadership. Viscount Bryce, that clear-visioned student of human affairs, in his opening address at Williamstown, stressed the question of leadership. His attitude was to warn us against an "idolatrous belief in the automatic virtue and unlimited excellence of a democracy." Joseph Conrad does not appear to be entirely rational when he asserts that "the mass of the people are saner and sounder than those who assume to guide them," and that in certain great essentials "the people in the mass are always better than their leaders."

The ambitious efforts of the farming people, democratic in character, need leadership not only in high places, but in community life, in order that the general mind may support wise policies. It should be something more than leadership moved by political expediency; it should be the leadership of unselfishness actuated by a high resolve to promote the welfare of the rural people; a well equipped leadership, rising in the centers of its influence to the level of agricultural statesmanship.

A Democracy Educating Itself.

Not long since a newly elected university president, referring in his inaugural address to State colleges and universities, characterized them as "a democracy educating itself." To what extent is democracy using the institutions it is supporting to prepare leaders for the agricultural class, especially in those social and business relations so rapidly coming to the front? Are the colleges being adjusted to the new demands? A consideration of this question requires that we agree upon what the agricultural college should accomplish for its students in preparing them for future leadership.

There appears to be no uncertainty in the mind of Secretary Hughes as to one thing college education should accom-

plish. In his address before the National Education Association he declared that democracy "needs men trained to think, whose mental muscles are hard with toil." He specified "better mental discipline" as a requisite in the trying times of to-day, and suggests the classics and mathematics as the educational tools best adapted to that end. There can be no exceptions in the application of these general truths. The value of disciplined minds is not reserved to the professional classes. Such minds are a saving factor in all human activities and relations.

Mental Discipline Requires Stern Mental Effort.

When it comes to a selection of the educational tools best suited to mental discipline differences of opinion will appear. We may accept as a general principle, however, that those studies have disciplinary value in the measure that they require mind concentration, hard mental effort and that their selection would be within the range of such subjects as language, mathematics, philosophy, social and economic relations and the fundamental sciences pure and applied, having especial reference of course to those subjects directly important to the agricultural people. It is true that many psychologists, perhaps all, reject the idea of general mental discipline from an exercise of the mind in a single direction. They assert that mental toil in mathematics, for instance, gives discipline only in that field or in such fields as are covered by mathematical lines and has no general reaction on the mind. If the psychologists are right, the advice of the distinguished statesman still holds, and there is every reason why specific and severe mental toil should now be imposed in those subjects related to agriculture such as the principles of government, the sociology of rural life, the economics of agricultural production and distribution, the organization and methods of finance and general business relations, not neglecting the idealism of individual and community life. If history teaches us anything as to the basis on which the civic and economic structure of a democracy may safely be reared and maintained, such knowledge should have become the definite possession of the college graduate. It is unfortunate if this knowledge is not imparted or if under the guise of academic freedom the student is so instructed that he comes to regard the affairs of the world as all wrong and must be radically reformed before anything is right, or if he is left intellectually stranded in a maze of theory and speculation. It is especially important that such instruction, or any instruction for that matter, shall be something more than popular dilution. Extension teaching is out of place in the college classroom.

The mention of finance brings to mind what on good authority is said to have happened during the war in one of our richest agricultural States, 63 per cent of the population of which is rural. Under the impulse of war-time prosperity the people of the State bought land out of reason and also invested in bad securities to the extent of not less than $200,000,000. Now the Government is irrationally blamed for the resulting financial distress.

This raises the query whether the agricultural graduates of that State or any State who go back to mingle with their communities have been given a clear vision in matters of finance, the banking system, and the relation of the farmer to it, some knowledge of farm credits, and what constitute the differences between good and unsafe securities. It is to be hoped they have. But if not, is not such instruction good business discipline and do not existing conditions call for it?

Protect Intellectual Rights of Agricultural Student.

It is difficult to agree with the opinion said to have been uttered by a university president that a study of practical poultry keeping is as disciplinary as any other subject. On the contrary, I now contend that to absorb the time of a mentally capable undergraduate to any considerable extent with corn judging, cattle judging, judging at fairs, pruning trees, picking and packing fruit, and butter and cheese making is cheating him out of his intellectual rights and privileges and is to that extent a failure to give him the best possible college preparation for an efficient service in agricultural affairs. Such exercises belong to the apprenticeship of practice and not to the period which should be devoted to mind culture and to teaching "such branches of learning as are related to agriculture and the mechanic arts, not excluding other scientific and classical subjects." If the ultrapractical is excluded from the curriculum, more time could be given to a study of subjects which have a much higher disciplinary, or even practical value, especially those human and economic relations with which the rural people are now so intimately concerned. Do not fail to note the phrase "mentally and morally fit." It is used advisedly. Many young men enter college who are lacking in the "intellectual and moral impulses" which alone justify their presence in the college classroom. Why should the Nation and State waste their resources on such poor material? Can it be avoided? This is a problem for the future.

But it is urged, "Perhaps your point of view is all right for leaders in research, teaching, and public service. What about the young man who plans to engage in practical agriculture?" The answer is that the great need of the farmer to-day is to understand how his social and business environment and the facts and forces of the physical world react on his welfare, and the four years of college life are more than needed to accomplish this. The larger vision is not attained when so much time is given to small and relatively unimportant details.

Listen to the opinions of those whom we may regard as qualified to speak:

Professor Roberts, the first professor of agriculture at Cornell University, a man of practical wisdom, whom we called a philosopher, once said, "I have about concluded that if I had a son to prepare for a farmer's life, I would give him a stiff general training and let him learn farm practice by practicing it."

Mr. Schwab, whose experiences with men entitle his opinions to great respect, has stated that he desires young men to enter his shops with a knowledge of language, mathematics, and history, and he will see to it that they learn their trade.

Liberal Studies Afford Wider Horizon.

In an article lately appearing in the Independent, a well-known Wisconsin dairyman is quoted as saying "I did not take the agricultural course, but a general one. . . . My horizon has a wider sweep than that confined within the limits of a stanchion. I have specialized in fundamental principles." The author of this article, who was a student in a prominent agricultural college, falls in with the unmistakable trend of thought at the present time and argues for a more liberal course of study for agricultural students.

Men engaged in extension work have frequently deplored to me their lack of a knowledge of fundamentals. It is significant that in another field of vocational education, the engineering, the trend of opinion on the part of many leading teachers is strongly toward giving a larger proportion of attention to the principles underlying engineering education.

It is hoped that what has been said will not be regarded as antagonistic to vocational education, but rather as the expression of a conviction that the four years of college life are set apart for developing high ideals, intellectual vision, and imparting fundamental knowledge, a period not to be invaded by the simple details of practice.

Your attention is called briefly to one more consideration. We are in the flood tide of commercialism. Our educational agencies from the high school, with instruction in typewriting, to the university, with a course in salesmanship, are attempting to develop money-earning capacity. It can not be successfully denied that the idealism so essential to the best interests of community and national life is more or less overshadowed in school and college education by the attention given to industrial and commercial aims. How is it with the colleges of agriculture? Are they in spirit and influence distinctly idealistic or are they so dominated by considerations of vocational efficiency as to exclude the exaltation of moral and spiritual attainments? A democracy may well insist that those of its number who dictate the policies of its higher education shall give full recognition to those personal and civic virtues which are the only basis of good government and social order.

Your charitable consideration is asked if this discussion has dealt with the obvious or with policies and conditions already attained. However this may be, let us hold fast to the truth, exemplified by all human experience, that the great essential in the education which best fits a man for an efficient life service, whatever the field in which the service is rendered, is the cultivation of the intellectual and spiritual faculties.

BRAZILIAN STUDENTS OF ECONOMICS ADDRESS AMERICANS.

Students of the Academia de Commercio at Rio de Janeiro, Brazil, have transmitted through Dr. Francisco Figueira de Mello, director of that institution, and the American commercial attaché, W. L. Schurz, a message to their American colleagues as an evidence of cordial and friendly solidarity.

"At the time when our beloved country commemorates the first centenary of its political independence," say the students, "we feel a just pride in greeting our colleagues who are also devoted to the study of such a vast science as economics, preponderating factor in tho greatness of a country. We are convinced that the ties of mutual friendship between Brazil and all American countries shall ever grow stronger and become indestructible for the glory of this continent.

"To our colleagues, students of commerce, we express our most sincere hopes that we be always inspired by the pure sentiment of an unbreakable American brotherhood."

PART-TIME CLASSES FOR FARM BOYS

North Carolina Department of Education Making Vigorous Effort to Reach and Instruct Country Boys Who Have Left School.

To reach farm boys in North Carolina who are more than 14 years old the State department of education is extending its part-time teaching of agriculture and related subjects. At the time of the 1920 census more than half of the 111,939 farm boys between the ages of 14 and 20 were not in school. Of those who were in school only 1 in 55 was attending the vocational agricultural schools. To help part-time teachers in their work, increase the number of boys receiving instruction, and improve the quality of the instruction, the State department of education has issued a special "part-time number" of its agricultural education bulletin, giving suggestions as to organization of classes, courses of study, etc.

It is suggested by this bulletin that teachers first try to organize a class of boys between 14 and 25 years, before undertaking work with older men, dividing the students into two groups if necessary, one of boys and one of adults. Boys who are attending schools where agriculture is not taught may be glad to join the part-time agriculture classes. Since various types of students will come to the school, the number of meetings a week must be arranged to suit the convenience of the class.

Some boys wish to take other subjects beside agriculture, and usually arrangements can be made with the high-school principal for the teaching of subjects as English, arithmetic, and community civics. Others will find that a course consisting of agriculture and farm shop work will use all the time they can spare. All part-time instruction should be organized on the unit course basis, says the bulletin, individual courses being given on hogs, poultry, dairy, cattle, cotton, corn, fertilizers, etc., instead of being united into a general course. Ten lessons is the minimum length for one course, and each lesson should last at least 90 minutes. Each part-time student is required to carry on practical work and to use an account book. Teachers are urged to seek assistance from the State experts and to use visual aids in teaching. A list of charts and slides available for use in teaching vocational agriculture is published in the bulletin.

ADDITIONS TO COLLEGE ACCREDITED LISTS IN 1922.

Association of Colleges and Preparatory Schools of the Middle States and Maryland.

George Washington University, Washington, D. C.
Hood College, Frederick, Md.
Mount St. Mary's College, Emmitsburg, Md.
Western Maryland College, Westminster, Md.
Mount St. Mary's College, Plainfield, N. J.
Niagara University, Niagara Falls, N. Y.
Geneva College, Beaver Falls, Pa.
Grove City College, Grove City, Pa.
Juniata College, Huntingdon, Pa.
Lebanon Valley College, Annville, Pa.
Lincoln University, Lincoln University, Pa.
Moravian College, Bethlehem, Pa.
St. Joseph's College, Philadelphia, Pa.
Thiel College, Greenville, Pa.
Wilson College, Chambersburg, Pa.

Association of Colleges and Secondary Schools of the Southern States.

Alabama Polytechnic Institute, Auburn, Ala.
Birmingham-Southern College, Birmingham, Ala.
Howard College, Birmingham, Ala.
Spring Hill College, Spring Hill, Ala.
Mississippi College, Clinton, Miss.
Salem College, Winston-Salem, N. C.
Maryville College, Maryville, Tenn.
Texas Christian University, Fort Worth, Tex.

Association of American Universities.

[Subject to correction.]

University of Arkansas, Fayetteville, Ark.
University of Southern California, Los Angeles, Calif.
Illinois College, Jacksonville, Ill.
North-Western College, Naperville, Ill.
Wheaton College, Norton, Mass.
Park College, Parkville, Mo.
Alfred University, Alfred, N. Y.
Davidson College, Davidson, N. C.
University of Utah, Salt Lake City, Utah.
College of William and Mary, Williamsburg, Va.

The private library of the late Capt. W. Gordon McCabe, of Richmond, has been given as a memorial to the University of Virginia. It is composed of 8,000 volumes and many rare pamphlets. Among them is a complete set of the Literary Messenger and a notable collection of Latin and Greek classics. Several hundred volumes with inscriptions by Robert Browning, Matthew Arnold, Lord Tennyson, and others are included.

NEW BOOKS IN EDUCATION

By JOHN D. WOLCOTT.

AFRICAN EDUCATION COMMISSION. Education in Africa; a study of west, south, and equatorial Africa by the African education commission, uuder the auspices of the Phelps-Stokes fund and foreign mission societies of North America and Europe; report prepared by Thomas Jesse Jones, chairman of the commission. New York, Phelps-Stokes fund [1922] xxviii, 323 p. incl. front., lllus. (maps) plates. 8°.

The African education commission spent nearly a year in 1920–21 in traveling through a great part of Africa and thoroughly studying the educatioual status of the natives. The results of the eommission's investigations are given in thls report. General considerations regarding Africa and education—the characteristics of the people aud their environment, are given first place in the volume. The problems of organization of education and its adaptation to Africans and of education of the masses and of native leadership are also discussed. The greater part of the report describes in detail the economic and sociological background and the systems of education maintained by the Government and by missions in each of the principal regions visited by the commission.

GENERAL EDUCATION BOARD. Public education in Indiana; report of the Indiana education survey commission. Prepared under the direction of the commission by the General education board. New York, General education board, 1923. x, 304 p. front., plates, diagrs., tables. 8°.

While recognizing the many excellent features of the Indiana school system, the survey calls attention to various scrious deficiencies, and discusses methods by which they may be remedied. The report finds that Indiana rural schools are in the main poorly organized and incompetently managed and that teacher training is inadequate and school expenditurcs insufficient, while under the present organization full value can not be obtained for what ls expended. The survey was authorized by a resolution passed by the Geueral Assembly of Indiana in 1921.

JORDAN, DAVID STARR. The days of a man, being memories of a naturalist, teacher, and minor prophet of democracy. Yonkers-on-Hudson, N. Y., World book company, 1922. 2 v. fronts., ports., plates. 8°.

This autobiography of Doctor Jordan is the record of a long and active career in various capacities both in the Unlted States and in foreign lands. The volumes present the author's views on educational theory and practice, based on his experience as teacher, professor, and unlversity president, and recount hls achievements as an adminlstrator. Statements are also given of his work as a scientist, and of hls services in social, political, and internatioual affairs, and in the peace movement, extending to the year 1921.

MCCULLOUGH, JAMES F. Looking to our foundations. Geneva, Ill., The Economic press, 1922. ix, 374 p. 12°.

The writer opposes centraliziug the administration of publlc schools, and also condemus centralized control of other public interests.

MONROE, WALTER SCOTT. An introduction to the theory of educational measurements. Boston, New York [etc.] Houghton Mifflin company [1923] xxiii, 364 p. diagrs., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

This book was prepared primarily for use in iustructing college students, but it ls also adapted for reading by superintendents of schools aud principals who direct the use of educational tests ln our public schools. It is au advauced textbook dcaling with the fundameutal theory lying back of the construction, usc, and interpretation of educational tests. The historical beginnings of standardized objective tests are first outliued, followed by a treatment of the nature and process, uses in the work of the school, and construction of educational tests. Directions are also given for making a critical study of an educational test, aud for the lmprovement of examinations, whicli are not completely to be replaced by tests. The fiual two chapters glve the elcmeuts of statistical method.

NATIONAL EDUCATION ASSOCIATION. Addresses and proceedings of the sixtieth annual meeting held at Boston, Mass., July 3–8, 1922. Volume LX. Washington, D. C., National education association, 1922. xv, 1511 p. 8°.

This volume of proceedings is the largest ever issued by the association. Two new dcpartments—Immigrant education and elementary school prlnclpals—are added, and the proceedings of some of the older departments are given in full. The reports of officers and other material relating directly to the activities of the associatiou fill considerable space at the front of the book.

ODUM, HOWARD W., *ed.* Public welfare in the United States; with a supplement, Child welfare, ed. by James H. S. Bossard. Philadelphia, The Amerlcan academy of political and social science, 1923. vi, 282 p. 8°. (The Auuals of the American academy of political and social science, vol. CV, no. 194, January, 1923)

The newer conception of protection and development for the sake of the public welfare has recently dlsplaced the older idea of charities and corrections. One result of thls movement ls the establishment of State and city departments of public welfare, which are suppiemented by numerous private and voluntary agencies. This volume is composed of a series of papers orgauized iuto groups bearing upon varlous phases of the problems of departments of public welfare. They discuss the principles and history of the subject, the contributions of voluntary agencies, State and municipal systems of publlc welfare, and professional training and vocational work in this connectiou. Some papers iu the volume which directly concern educators are those on public welfare and public educatlon—hlstorical analogies and present correlations, by S. P. Capen; organized citizen effort ln behalf of public education, by H. W. Nudd; The universities and trainlng for publlc leadership and social work, by J. E. Hagerty.

PARKER, SAMUEL CHESTER. Types of elementary teaching and learning, including practical technique and scientific evidence. Boston, New York [etc.] Glnn and company [1923] xvi, 585 p. illus. 12°.

Some years ago Professor Parker produced a volume entitled General methods of teaching ln elementary schools. The present book gives the special application of the general principles discussed in the former work. The material is organized accordiug to a perspective vlew of types of learning. First come the "four clementary skills" ln handwriting, spelling, reading, and arithmetic, respectively; next the four thoughtful processes—understanding social life, problem-solving, skillful silent reading, and commuulcating ideas; finally, recreational and moral behavior, including habits of harmless enjoyment and civic-moral ideals and efficiency. Much of the scientific evidence that has been developed is presented to justify and interpret the progressive methods set forth.

SWIFT, FLETCHER HARPER. Studies in public school finance: The West—California and Colorado. Minneapolis, The University of Minnesota, 1922. xiv, 221 p. diagrs., tables (partly folded) 8°. (Research publications of the Universlty of Minnesota, Education series, no. 1)

In view of the coustant extenslon of our publlc-school system and its rapidly mounting cost, studies of publle-school finance are now demanded, since uearly every State ueeds a thorough revlsion of its school-finance laws, methods, and polleies. The chlef purpose of these studies of school finance is the revelation of prlnciples through the comparison of a number of varying types. The present study by Professor Swift of conditions in two western States—California and Colorado—is to be followed by three additional volumes, also to be published by the Universlty of Minnesota, examinlng systems of school finance in selected States of the East, Middle West, and South, respectively.

THOMAS, LEAH C., *and* GOLDTHWAIT, JOEL E. Body mechanics and health. Boston, New York [etc.] Houghton Mifflin company [1922] 112 p. front., illus. 12°.

Thls manual outlines for the physical education of children in schools a type of work deslgned to develop an efficient body by training in habits of good posture, and by teaching the fundamental principles of correct use of the body at work or at play.

RECENT PROGRESS IN CITY SCHOOLS.

(*Continued from page 121.*)

much more consideration. Responsibility can be better placed in a board of 5 members than in one of 15.

An equal or even greater improvement in the administration of city schools has been the substitution of election at large for election by wards. In 1902, 25 of 57 cities elected or appointed board members by wards or districts. Now there are among these same 57 cities only 9 in which this method obtains.

Election at large has usually resulted in the improvement of the schools because of the elimination of petty ward politics. In cities where boards are elected by wards, they have been known to nominate teachers for their respective districts, each member by "senatorial courtesy" being accorded the final word in the management of his ward. It has been found that a better class of men are elected at large, that the board members are more inclined to pull together in the interests of the whole city, and that there is less "log rolling." So rapidly have cities substituted the election of boards of education at large for election by wards that it is safe to predict that within the next few years election by appointment at large will be universal.

Independence of Schools From City Authorities.

City school administration has attained such importance, and the schools have so expanded their activities that a board of education directly responsible to the people is required. It is the general opinion of students of school administration that city school boards should be entirely independent of the city officials, since education is a State and not a municipal function, and since experience has proved that an adequate city school system can be developed best by a school board not dependent upon city officials for school funds. In practice the tendency has been to divorce school and city finances. Since 1902 the city council has lost ground in having authority to pass upon the estimates of the school board, this plan having been abandoned in 11 of 52 cities reporting in 1902. In 5 of the 11 cities the school board now makes up its budget without having to submit it to any other body for revision or approval; in 3 a board of estimate passes on the school budget; in 2, the mayor; and in 1 the superintendent.

Most States now have general education laws governing their city schools, which is much better than the plan of having separate laws for each city. Doctor Finegan, when deputy commissioner of education of the State of New York, said regarding special legislation for cities: "There is no force to the suggestion that conditions in the several cities of a State are so varied that separate laws are required for the proper regulation and management of the schools in such cities. The fact that in many States there are separate laws to govern the schoool affairs in each city in the State is a distinct weakness in the general plan of school administration in cities. Experience shows that the mere fact that the laws governing the schools of a city are local statutes invites interference from local municipal authorities. The administration of school systems in cities would be greatly strengthened by uniform laws regarding the cities either as a whole or by distinct classes."

Standing Committees Cause Internal Trouble.

Though the size of school boards has been reduced by legal enactment one of the evils of the large board remains in many cities, namely a large number of standing committees. These hang on a sort of vermiform appendix with no useful function and often cause internal trouble. In not a few cities there are as many standing committees as there are board members, it not being uncommon for each member to hold a chairmanship, which is about the only excuse for the existence of many of the committees, since there is nothing in particular for them to do, or else they take upon themselves duties that belong to the professional experts employed by the school board.

A board of five or seven members can discuss and pass upon the recommendations of the superintendent without the assistance of a committee. Whenever items of business are parceled out to different committees, there is usually little discussion by the entire board, some members being entirely ignorant of what the others are doing. If the board acts as a whole, responsibility is placed on each member and not on an elusive committee; all business, not part of it, is covered by the entire board and all members must be intimately familiar with all the business, finance, buildings, etc.; this arrangement insures better correlation and more harmonious expenditures, expedites business, and avoids shifting responsibility. One argument sometimes advanced in favor of committees is that they can meet and go over the work assigned them without having it discussed openly in board meeting. This argument that a school business should be transacted through committees so as not to attract the attention of the public is not valid in a democracy. The school board represents the people, who should be kept informed of the disposition of all school matters that affect the general public. There are times, it is true, when it is necessary for the board or a special committee to discuss in private matters in which only individuals are interested.

Boards of education have been slow to abolish standing committees or to reduce the number of such committees, but many boards in both the smaller and the larger cities are abolishing all standing committees, or have reduced the number, usually to two or three, thus tending to make the administrative machinery simpler and lighter running.

Superintendent the Executive Officer.

Notwithstanding the fact that many school boards legislate according to the recommendation of their various committees and sometimes execute through them, there has been a general recognition of the superintendent as an executive officer of the board of education, charged with the nomination of teachers, the recommendation of text-books, and the preparation of course of study, but the policy of making him the one administrative officer has not been generally adopted, though this is the tendency. Business experience proves that a corporation can not prosper with more than one executive officer. There is the board of directors of the corporation which decides upon policies recommended by the manager, to whom all other employees are subordinate.

The same principle applies in the administration of a school system. The board of education should legislate and the superintendent execute in all matters affecting the school. He should be the one executive. All other employees of the board should be subordinate to the superintendent, reporting to the board through him. By this arrangement responsibility is definitely fixed. The superintendent stands or falls as he can or as he can not carry out the plans adopted by the school board.

Business Affairs Have Educational Aspect.

One reason why so many boards of education have two or more independent executives, such as the superintendent of schools and the business manager, is that they have been slow to realize that every matter that comes before them for legislation affects the child. The purchase of supplies and the erection of school buildings are educational matters. An educator must, therefore, have general supervision of these. It is true that he may not, and in most cases does not, have a knowledge of the details of purchasing supplies or of erecting school buildings; yet this is no valid reason why a business manager or a superin-

tendent of buildings should be independent executive officers. It would be just as logical and as practical for the teacher of French, say, in the high school to be independent of the superintendent who may not know a word of that language, or for the principal of a school to be independent. He knows, or should know, more about his particular school than the superintendent, whose business it is to look after the larger phases of administration, to act as the coordinator, as the man to get things done, making every other person in the school system responsible for some definite thing. Though not all boards of education have made the superintendent the one administrative head. many of them have within the past few years accorded him many of the prerogatives that belong to an executive officer. They have made the office a more dignified one, calling for men with executive as well as with teaching ability.

For this reason a new type of superintendent has come to the front. Instead of the mere pedagog out of touch with the world and full of self-complacency, there is the practical, scientific administrator who is able to show what the schools are accomplishing. He can show the public how the school funds have been expended. He has developed school accounting "so as to indicate with definiteness the purpose for which all money is spent on terms of the particular service secured, and also with respect to the particular division, school, or subject taught."

The new type of superintendent has also learned to show what children have achieved. He is using more definite measurements. His annual reports are no longer abstract treatises on education, or mere political documents. The frankness with which many superintendents set forth conditions in their schools is an indication of the change for the better that has come about in school administration. For instance, the whole situation regarding progress of pupils through the grades, school attendance, achievement of pupils measured by well-known standards are presented and recommendations made on the basis of fact.

The Survey in School Administration.

In this connection mention should be made of the improvement in school administration through the influence of the school survey. Though the immediate results in the cities where surveys have been made have not always been all that could be desired, they have, on the whole, been helpful to school administrators. They have at least shown a method of attacking educational problems, and they have aroused greater interest in school administration, especially in the approach from the fact side.

As a result of the surveys, more superintendents are surveying their own schools, which is evidenced by the better type of school report. If the outside survey has accomplished nothing more than to cause schoolmen to study their own schools it has been worth while. Whether surveys from persons outside the school system will continue is a question. One thing is certain: There will be more self-surveys. Superintendents surveying their own schools may call in some one as a consulting specialist to help them interpret the facts. As bureaus of research are organized, surveys by outsiders will no doubt become fewer. The establishment of such bureaus in many of the large cities of the country marks the beginning of a new era in school administration, from the fact that educational problems are being diagnosed before a remedy is prescribed. Heretofore remedies have been prescribed before diagnosis—the practice of the quack doctor. The conclusions already reached by these bureaus have been significant, and will no doubt be far-reaching in their influence.

Other Movements.

That there should be a more careful study made of city school systems is evident when the broadened scope of education is considered. A few years ago the course of study was simple, inflexible, designed only for the supposedly average child. Probably the most significant development in educational administration in recent years has been marked by the introduction of courses of study to meet individual weaknesses and strengths in pupils. The aim is to give every child a fair show, to make education more democratic. In the larger cities the child who has ability in manual and technical lines now has the same opportunity as the child who is book-minded, as the child who is preparing for the college classical course.

Not only have the schools made provision for all the children of all the people, but for all the people. This is seen in the opening of night schools and lecture courses for adults and in the using of the school plant for community purposes.

These changes in the courses of study and in the greater use of the school plant have made necessary a new type of school building which now has school shops, home economic rooms, a gymnasium, an auditorium, specially equipped for special classes, dental and medical offices. The improvement in school architecture may be counted on as one of the advancements made in city school administration.

DISTRICT BEGINS ITS SECOND CENTURY

Centennial Celebration Includes Pageant Showing School Scenes of Early Days—Teacher Boarded Around and Received $17.50 a Year.

In connection with the observance of American Education Week, a school district in East Rochester, N. Y., celebrated its one hundredth anniversary, says a bulletin of the University of the State of New York. This school district, which now has 40 teachers and more than 1,200 pupils, was founded at a meeting at the home of one of the citizens in the town of Perinton, on December 4, 1822. The identity of the district has been maintained ever since, and the record of every school meeting is complete.

The first public money received was $17.51, which was turned over to the teacher for his yearly salary. The teacher boarded around, spending a week in each family for each child from that family in school. The sum of $20 was raised by tax to fit up the room for the school. Wood was furnished by each family, according to the number of children in school. The acceptance and measurement of the wood was left to the teacher. If it were not delivered by the first of January following, an assessment was made against the family at the rate of 65 cents a cord.

For the first three-quarters of the century the school was typical of the "little red schoolhouse," but in the past 25 years it has been growing. The centennial celebration included a pageant showing the first school meeting and school scenes in the early days and at present, both children and adults taking part. Children of foreign-born residents took part in the pageant, wearing the native costumes of their parents.

"God never intended an achievement without great effort. There is no reward without great labor." These words of President Harding are the text for the new year in 20 schools of New York City, as suggested in a letter to all principals and teachers in the two districts supervised by Dr. Edward W. Stitt. The pupils who stood highest in each class in these districts received a copy of the superintendent's letter to boys and girls. Both letters were printed in school shops and are examples of fine typography.

LAND-GRANT COLLEGES FOR NEGROES

Conference in Tuskegee, Ala., to Discuss Their Problems—Cooperation Between Colleges for White and for Colored Students—Technical Training Advocated.

Problems of cooperation between white and colored land-grant colleges, higher standards of training in the different curricula, and better adaptation of the colored land-grant college programs to existing needs were discussed at the southern conference on education in colored land-grant colleges, held at Tuskegee Normal and Industrial Institute, Tuskegee, Ala., January 15 and 16, under the chairmanship of Dr. John J. Tigert, United States Commissioner of Education.

Philosophy of Race Relationships.

The philosophy underlying satisfactory race relationships was the subject of an address by W. D. Weatherford, president Southern College of Young Men's Christian Associations. A report of progress in negro land-grant colleges was presented by H. O. Sargent, Federal Board for Vocational Education. Fundamentals of the program of education in the South, especially of negro education, were discussed by Dr. John J. Tigert, United States Commissioner of Education. Doctor Tigert commended the work of advancing negro education that has been done by such institutions as Tuskegee, under the leadership of Booker T. Washington and of Dr. Robert R. Moton, principal of the institute. President J. M. Gandy, of Virginia Normal and Industrial Institute, outlined the needs of negro land-grant colleges.

Vocational Opportunities for Negroes.

Possibilities of agricultural extension work for negroes were pointed out by Dr. A. C. True, director of the States Relations Service, United States Department of Agriculture. The importance of technical training was taken up by E. T. Franks, Federal Board for Vocational Education, and opportunities in vocational agriculture were discussed by Dr. C. H. Lane, also of the Federal board. Miss Adelaide S. Baylor, chief of the home economics education service, Federal Board for Vocational Education, described the opportunities in the field of home economics for negro women, emphasizing the importance of home making. Addresses were made also by the Hon. George M. Colvin, State superintendent of education, Kentucky, and by Mr. Charles W. Pugsley, Assistant Secretary of Agriculture. The program was under the direction of Dr. Walton C. John, of the United States Bureau of Education, who was the executive secretary of the conference.

During the conference the United States Department of Agriculture and the Federal Board for Vocational Education carried on related conferences with the aim of strengthening the work of negro land-grant colleges.

This conference is the third of a series which was begun about three years ago as a result of a general survey of the 17 negro land-grant colleges by the specialist in land-grant college statistics of the United States Bureau of Education.

PROVIDES FOR WEEK-DAY RELIGIOUS INSTRUCTION.

To develop greater interest in moral and religious principles of conduct, the schools of three Wisconsin cities excuse the children of the fourth, fifth, and sixth grades for an hour a week to attend classes conducted by the church authorities of their various faiths. The plan was first worked out in the city of Appleton, under the religion department of Lawrence College, and five special schools are maintained there to instruct the children in religious principles. Seven Protestant denominations cooperate in directing one of these schools, and the other four are directed by the Catholic, Lutheran, Christian Science, and Jewish churches.

PRINCIPAL ARTICLES IN THIS NUMBER.

USE OF HEIGHT AND WEIGHT TABLES

Inculcation of Health Habits Clearly Results in Important Gain in Weight—Experiments at Somerville and Malden, Mass., Prove It—Work Neither Medical Nor Technical.

The benefit of health training is demonstrable by growth records. This is not the place to go into a discussion of the right use and wrong use of standard weight tables. But at all events it is clear that growth is a normal process for the healthy child; and when we found in Somerville, Mass., that in a group of children receiving health training for the year only one pupil out of a class of 39 failed to make an average growth gain, whereas in two control grades of the same size, where health training was not carried on, 9 and 16 children, respectively, failed to make a normal growth gain, it seemed clear that the adoption of health habits had produced the desired effect.

The results of our present studies in Malden, Mass., are not yet available for publication. We do know, however, that of 247 children who were below average weight for their age and height and received health training, 118 were nearer the normal at Easter than in November. In a control group, where other conditions were the same, but where no health training was carried out, there were 141 children below average weight, and of these only 37 improved their condition in the time mentioned. In other words, among underweight children receiving health training 118 made a definite gain toward normal weight for their height and age, while 129 stood still or lost. In a similar group which did not receive health teaching 37 made a gain while 104 stood still or lost.

The work carried out with these pupils was nonmedical and untechnical. It involved the work of a well-trained teacher who first enlisted the interest of the child in the positive factors of health, such as growth, strength, and beauty, and then trained the children in the important health habits through classroom teaching, the keeping of habit records, the making of scrapbooks, and the carrying out of other projects by the children, and occasional talks with some of the children about their own particular needs.—*The Nation's Health.*

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SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education*, JOHN JAMES TIGERT

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Educational Situation in the National Capital

Awakened Public Interest the Outstanding Development. Schoolhouse Construction Woefully in Arrears. Passage of Pending Bills Will Help. Congress the Local Legislative Body. Citizens of District Do Not Enjoy Right of Suffrage

By F. W. BALLOU

Superintendent of Public Schools

THE OUTSTANDING DEVELOPMENT during the past few years in the educational situation in the District of Columbia has been the awakening of public interest in the support of an adequate constructive program. This development is the result of a systematic effort on the part of the Board of Education and the Superintendent of Schools to develop a systematic program of education for the District and to secure local public approval therefor.

The citizens of the District of Columbia are organized into a large number of local citizens' associations. Each section of the District has its own local body which interests itself in the public welfare. Moreover, there are other civic bodies representing general interests of the District, such as the Federation of Citizens' Associations, Board of Trade, Chamber of Commerce, Rotary Club, Lions' Club, Civitan Club, Kiwanis Club, and others. The Board of Education has held a meeting with the representatives of these local associations each year for the past three years during the first week of December, when Congress convenes. These meetings have been attended by a hundred or more such representatives. At this meeting the Board of Education has presented its constructive educational program for the year, and has invited criticism and comment, and has sought the support of the organizations represented by the delegates at those meetings. The constructive program so presented has uniformly met with the approval and indorsement of the local associations. Indeed, at the most recent meeting, the delegates assembled voted to constitute a special committee of five representatives who should become a committee to further the legislation in Congress affecting the school system. This committee has concerned itself not only

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> EDUCATION is not only a moral renovator and a multiplier of intellectual power but it is also the most prolific parent of material riches. It has a right, therefore, not only to be included in the grand inventory of a nation's resources but to be placed at the very head of that inventory. It is not only the most honest and honorable, but the surest means of amassing property. A trespasser or a knave may forcibly or fraudulently appropriate the earnings of others to himself, but education has the prerogative of originating or generating property more certainly and more rapidly than it was ever accumulated by force or fraud. It has more than the quality of an ordinary mercantile commodity, from which the possessor realizes but a single profit as it passes through his hands; it rather resembles fixed capital, yielding constant and high revenues. As it enjoys an immunity from common casualties, it incurs no cost for insurance or defense.—*Horace Mann.*

Reorganization of Education in the Departments

Proposal to Create Department of Education and Welfare a Development of Paramount Importance. Existing Organization Grew Without Unified Plan. Men of Highest Type to Be Selected for Appointment as Assistant Secretaries

By JNO. J. TIGERT

United States Commissioner of Education

IT IS not only a conspicuous honor but a most gratifying privilege that has been conferred upon me by the officers of the Department of Superintendence to occupy a place on the program at the opening of this meeting, which promises to mark a new epoch of progress in education. The President assigned to me the duty of making some observations at this time upon some of the outstanding things which I have observed in my official visits over the country and which bear upon the welfare of the children and the State; but there has transpired within the past few days a matter of transcendent and paramount importance which will have perhaps a far-reaching effect upon the educational welfare of all the children in the Nation, and it seems wise to devote my entire attention at this time to this significant development in the Federal program. I refer to the reorganization of the executive departments of the Government recently put before the Congress by the President of the United States, and which will be taken up by the Congress which will convene in December. I feel that I am called upon to do this particularly because the proposed reorganization will have a more significant effect upon education than upon any other of the manifold interests involved. In presenting this matter I do so with the consent and approval of the President of the United States, but without the slightest desire to inject political or Federal authority upon this body with a view to influencing its probable action or attitude with reference to the proposed reorganization. I desire to bring to this body, representing as it does those who are administering education in the United States, with all the courtesy that is due to such a body, such information as I have with reference to the administration's program, particularly as it pertains to education.

Read before the Department of Superintendence, Cleveland, Ohio.

It is a matter of common knowledge that the executive departments of the Federal Government have not been organized and developed according to a logical plan, but that these departments have been established and have grown for more than a hundred years according to the exigencies and political demands of the successive administrations. From the time of George Washington to the present, opportunism and expediency have largely created and evolved the various departments, establishments, and bureaus of the Federal Government and no concerted plan has been followed. One who begins to look upon the arrangement of activities in the Federal Government finds all kinds of anomalous things which appear inexplicable and almost laughable. It almost seems that some one must have written down the names of the various departments, establishments, and bureaus and drawn them by chance from a hat, without regard to function or relationship. In no activity does this appear more conspicuously than in education. One may be surprised to find the Bureau of Public Roads in the Department of Agriculture, or the Patent Office in the Department of the Interior, and other similar anomalies, but he is bewildered to find that the educational activities of the Federal Government are carried on by some thirty-odd bureaus, organizations, and agencies scattered through the Departments of Interior, Treasury, War, Labor, Justice, Agriculture, and various independent establishments.

Departments Organized Heterogeneously

The lack of unity and proper relationship of activities in the executive branch of the Government has long been a matter of concern to the present administration. President Harding, appreciating the importance of the matter, committed himself during the campaign for the presidency, in his inaugural address, and in his first message to the 67th Congress, to a reorganization of the executive departments, laying particular stress upon the need of establishing a department to promote citizenship and general welfare, including education. The President pointed to the inefficiency and uneconomic character of the present organization of the executive departments and stressed the need of a new department to concern itself with the public welfare, including such matters as education, health, social service, and care of those men who have suffered in military service for their country. In the President's own words: "The present system magnifies cost and fritters energy."

For many years before he dreamed of being President of the United States or even Senator, Warren G. Harding had pondered this matter of a more adequate provision by our Government for developing and conserving its citizenship. This is not remarkable when one considers that he came of a family which long devoted itself to social service and welfare. The Hardings come of a sturdy old New England stock, and the best ideals of that stock have been preserved among them. The President's father is still practicing medicine at Marion, Ohio, at the advanced age of four score years; his mother was a woman of strong and deeply religious nature; his only brother is a leading physician in Columbus, Ohio; one of his sisters is a teacher by profession, and teaches English in the Marion High School; another sister was for many years a missionary to India, where she took part in the establishment of numerous missions, schools and dispensaries, and has long dedicated herself to social service. Since her brother's election she has been a member of the Women's Bureau of the Capital City. It was of Carolyn and her brother Warren—the last and first born of her children—that the mother said before she passed away: "These are consecrated for service to God and humanity."

President Interested in Education

Coming of a family of this character, it is no strange circumstance that the President should have interested himself in a more effective service by the Federal Government for education, health, social uplift, care of soldiers, and all that pertains to public welfare. Many perplexing problems of a domestic and international character have occupied the President during the two years of his administration which have elapsed, but this reorganization would have received attention early in the administration had it not been for the difficulties encountered in securing the necessary accord among the various executive departments involved. The President feels deep regret in the delay which has occurred and attributes it solely, to use his own words employed in his letter of transmittal, to the "difficulty which has been encountered in reconciling the views of the various persons charged with the responsibility of administering the executive branch of the Government."

I shall not take time to enter in detail into a discussion of the reorganization of those executive departments which do not affect education, but the general outline of the reorganization plan recommended by the President and the Cabinet is summarized as follows:

I. The coordination of the Military and Naval Establishments under a single Cabinet officer as the Department of National Defense.

II. The transfer of all nonmilitary functions from the War and Navy Departments to civilian departments, chiefly Interior and Commerce.

III. The elimination of all nonfiscal functions from the Treasury Department.

IV. The establishment of one new department, the Department of Education and Welfare.

V. The change of the name of the Post Office Department to Department of Communications.

Merge Independent Establishments

VI. The attachment to the several departments of all independent establishments except those which perform quasi-judicial functions or act as service agencies for all departments.

In his letter of transmittal to Mr. Walter F. Brown, Chairman of the Joint Committee of the Senate and House on the Reorganization of Government Departments, the President says: "The changes, with few exceptions, notably that of coordinating all agencies of national defense, have the sanction of the Cabinet. In a few instances, which I believe are of minor importance, the principle of major purpose has not been followed to the letter, in order to avoid controversies which might jeopardize reorganization as a whole."

The administration's general reorganization program was presented in the United States Senate by Senator Reed Smoot, of Utah, a member of the Joint Committee on Reorganization, on Tuesday, February 13, with the request that the reorganization plan, together with the President's communication, be printed as a public document. It was accordingly printed in the Congressional Record of February 16. Those interested in studying further the general reorganization program may find it there. We will confine ourselves in the rest of our discussion purely to that part of the reorganization which affects education.

Will Comprise Four Activities

The program of reorganization proposes the creation of a new executive department in the Government to be known as the Department of Education and Welfare, with a Secretary of Education and Welfare and executive offices. Under this department are to be four separate general activities, each of which functions under an Assistant Secretary. These four are Education, Public Health, Social Service, and Veteran Relief. It is proposed that all educational activities now being carried on by the Federal Government be merged into a division of the

(*Continued on page 160.*)

Superintendents in Convention at Cleveland

Great Variety of Topics Discussed. Development of Efficient Citizenship Repeatedly Emphasized as Prime Purpose of Public Education. School Curricula, Teacher Training, and Finance Prominent in Proceedings

THAT SCHOOL SUPERINTENDENTS have a complex problem that can only be met by intensive study of each aspect of it was the impression made by the wide range of subjects considered at the annual meeting of the Department of Superintendence of the National Education Association, held at Cleveland, February 25 to March 2. The cost and fiscal administration of the schools, the results gained from the money spent, the curriculum, the physical welfare of pupils, the preparation of children and of immigrants for citizenship, the planning and construction of school buildings of the best possible kind, the combating of adult illiteracy, and the training of teachers to continue the work of education are some of the diverse problems which the superintendent must meet.

Interest rose higher and higher as the week went on, and it culminated in a wave of feeling when the last speaker, Edward A. Steiner, of Grinnell College, in a plea that the public school develop a large and generous attitude toward the immigrant, brought the superintendents to their feet, an unusual tribute to a remarkable speech.

Educational Issues Presented

How the school day may be most profitably employed, what distribution of the tax dollar is justified, what economies are to be effected that will warant increasing the educational load with the addition of adult education and public welfare were questions suggested to the visiting educators by R. G. Jones, superintendent of schools, Cleveland, in his address of welcome. Out of the superintendents' deliberations, he said, the public hopes to gain a clearer notion of what constitutes a proper educational program for the first 12 school years, a definition of the boundaries between fundamentals and cultural adjuncts and between special and general education. In short the public is eager to know the program of education that will lay the foundation for a citizenry with an inclination to do a day's work capably, to employ leisure time profitably, and to enjoy life fully.

That education is preparation for citizenship was emphasized frequently during the meeting. When Alvin W. Owsley, national commander of the American Legion, at the opening meeting said that the success of popular sovereignty is dependent upon the popular intelligence, that an intelligent and informed voting population is a necessity in this country, and that the American public schools are established to educate the people for their duties as citizens, it was evident that his words carried weight with his hearers.

Education Chief Business of Democracy

The close relationship between education and citizenship was further emphasized by Newton D. Baker, president of the Cleveland Chamber of Commerce, who said that education is the chief business of a democracy; and that the function of educational institutions is to send out boys and girls who are proved in character, competently trained in mind, and free from prejudice of race, of religion, of geographical section, and of political commitment. This preparation is necessary, he said, for the next generation will have a task in democracy that has never been set before any people in the history of the world.

Mr. Baker told of Gilbert Murray's suggestion that a committee be formed for intellectual cooperation between nations, as the first step toward world unity. This idea was in sympathy with that of Professor Steiner, who said that the races of the world will be united only through broad cultural education. These ideas were received by the superintendents with great favor.

Right Use of Leisure Time

Another high point in the week was the speech of Henry Turner Bailey, head of the Cleveland School of Art. Dean Bailey said that every pupil in every school may discover his pathway to successful life through the right use of leisure time. Character is determined partly by what a man does for a living, he said, but more largely by what he does outside of work hours. Education for the right use of leisure time is one of the primary functions of the public schools; and nature study, drawing and design, vocal and instrumental music, poetry, and supplementary reading—in short, the so-called fads of education—are of supreme importance in developing character.

Reorganization of Educational Activities

To bring about the best results in the schools educators are resolutely facing the tasks of organization, of finance, and of administration. John J. Tigert, United States Commissioner of Education, described the program planned by President Harding for the reorganization of the educational activities of the Federal Government, which are now carried on by about 30 organizations scattered through the departments of the Interior, Treasury, War, Labor, Justice, Agriculture, and various independent establishments. He explained the organization of the proposed Department of Education and Welfare, with four separate activities—education, public health, social service, and veteran relief—each in charge of an assistant secretary.

The tendency to look facts in the face was evident on all sides. The superintendents did not "view with alarm" the unfavorable conditions that they had to meet, nor did they "point with pride" to their achievements, but they stated facts exactly as they found them.

Separate Financing of Schools

This tendency was especially evident in the session devoted to financial problems in education. Separate financing of schools was urged by George D. Strayer, professor of educational administration, Columbia University, after a study of financial conditions in 377 cities in various parts of the United States. The result showed conclusively that separate financing does not result in extravagance. There is practically no difference, he said, in the total expenditure for all school purposes per pupil in average daily attendance between the cities in which schools are separately financed and those in which the school budget is determined by the general municipal authority. The cities in which the

boards of education are in complete control of the finances of the school system, including the right to levy taxes, show a larger tax rate, a larger expenditure per pupil in average daily attendance for general control, for maintenance of plant, for fixed charges, capital outlay and debt service than do the cities in which the board is dependent upon general municipal authority. In the latter cities there is a larger bonded indebtedness per capita and a larger expenditure for instructional service.

To Train Coming Citizens

That the purpose of a public-school curriculum is to serve as a guide to train coming citizens to promote the general welfare was the conclusion of William McAndrew, associate superintendent of schools, New York City, after he had questioned the "twelve apostles of education" as he called the superintendents of schools in 12 cities representing all parts of the country. The answers from these men showed remarkable unanimity in their understanding of the curriculum as a guide to citizenship training. The human element in the curriculum was Doctor McAndrew's special interest, and he defined the human element as the regard for a more perfect union, for justice, for domestic tranquillity, for common defense, and for the general welfare.

Many courses of study are deficient in this human element, and the 12 representative superintendents gave as some of the reasons for this deficiency the influence of the traditional, undemocratic purposes of education, the lack of civic purpose in supervision, and low political ideals in certain school boards.

Here are the answers of nationally known educators quoted by Doctor McAndrew in response to the question, "What should a school curriculum be?"

Character of School Curriculum

A. H. Wild, dean of Teachers' College, Boston: An outline of daily school occupations tending to supply the community with the most valuable citizens we know how to train.

Payson Smith, Massachusetts State commissioner of education: The curriculum aims for the public benefit, not to enable boys to make money or get ahead.

Thomas Finegan, Pennsylvania superintendent of public instruction: A course conducive of the spirit of loyalty to the common State and Nation.

William L. Ettinger, New York city superintendent: A recipe for the Nation's morale, civic welfare, patriotic fiber.

Frank Cody, Detroit superintendent: A plan for training for social efficiency in a democracy.

Frank W. Ballou, Washington superintendent: A system to fit for service in society.

Randall J. Condon, Cincinnati superintendent: A plan by which children may happily be prepared for efficient service.

John H. Beveridge, Omaha, president of the department of superintendence: A guide for training citizens.

Principles of Curriculum Development

That pupils should be given work in which they can attain a large measure of success was strongly urged by Otis W. Caldwell, principal of Lincoln School, New York City, speaking of principles and types of curricular development. When a college examiner recently stated that a college-entrance examination in physics should not permit more than 60 per cent of those taking it to pass, he was supporting and promoting one of the most serious situations in modern education, said Doctor Caldwell. Education is designed to help people in common life, he added, and educators should make efforts to prepare school courses that are linked closely with the problems of everyday life. He told of some sample arithmetic questions asked of a large number of pupils in schools of 30 cities, and said that the results showed that the pupils could do correctly less than half of the work involved.

For a maximum expenditure of $852 the public school will instruct for six years any normal child entrusted to its care, said Herbert S. Weet, superintendent of schools, Rochester, N. Y., telling what the schools do in relation to what they cost. The school will lay a common foundation including the tools of language and number, a trained mind and a sound body to use in life's activities, a moral nature appealed to and thereby stimulated and made intelligent for the great social and civic obligations, the aesthetic life awakened, the universal craving for the use of the human hand gratified and its indispensable contribution to the arts and industries of life recognized. It is an ideal and yet there is not a single one of its elements with which any one of us would be willing to dispense in the education of our own children. It touches simply the latent possibilities of a human being. For the public school to allow any one of these to remain latent is to deprive the individual and to ignore the ultimately great needs of our national life.

Industry Knows Cost of Illiteracy

These vitally important things that must enter into the proper education of each child, and the large number of children for whom provision must be made are seldom, if ever, thought of except in the most vague and general way when school costs are discussed.

Initiative and sense of responsibility should be encouraged in prospective teachers during their training course, according to Ambrose L. Suhrie, dean of the Cleveland School of Education. It is absurd to prescribe their whole course for them, to tell them just what to do all through the course, and then expect them to become independent thinkers as soon as they receive their diplomas—to attain suddenly the power of initiative and the ability and willingness to carry the responsibility for the independent conduct and management of classroom activities. Every member of the student body should be treated as though she were already in the teaching service, and should be given practice in initiating plans for the solution of certain educational and social problems. Responsibility for the inside administration of the school and for the conduct of much of its class work and other activities should be placed upon the collective group.

Dean Suhrie went on to say that better methods of selecting students for admission to teacher-training institutions must be found, adding that almost nothing has been done to interpret to teachers and administrative officers in the high schools the significance of certain personal qualities in students who would become teachers. The intelligence quotient does not tell the whole story.

True Purposes of Business Education

Modern tendencies in education for business will be discussed at the second commercial education dinner conference to be held by the United States Bureau of Education in conjunction with the Eastern Commercial Teachers' Association, at Providence, R. I., March 29, 1923. The aim of these conferences is to see more clearly the true purpose of business education, and to develop scientifically the subject matter for this type of education and the methods of teaching it. Among the speakers will be Richard D. Allen, director of research and guidance, Providence public schools; F. G. Nichols, graduate school of education, Harvard University; Wm. M. Davidson, superintendent of city schools, Pittsburgh, Pa.; and J. L. Harman, president, Bowling Green University, Bowling Green, Ky. Glen Levin Swiggett, of the United States Bureau of Education, will be chairman of the conference.

Instruction in kindness to animals is required by law in the schools of Connecticut.

Education in Accident Prevention

Prevention of Accidents Depends on Formation of Habits of Care and Common Sense. Safety Instruction in 276 Cities

By MARY NOEL ARROWSMITH

Assistant Secretary, Education Section, National Safety Council

EACH year 76,000 people are killed in the United States by accident, of whom 25 per cent, or 19,000, are children under 15 years of age. For every death there are 26 serious injuries—nearly 2,000,000 people hurt and maimed and crippled. It is not a pleasant picture, and it is a shameful one when we realize that this waste of life and limb is wholly unnecessary. It can be changed, if we will. The reason for this appalling loss is largely psychological, for we as a Nation have not learned to think in terms of conservation as applied to human life. The secret of preventing accident lies in teaching the children of the country to form habits in accordance with the ordinary laws of safety and common sense. With this in view the education section of the National Safety Council has been working since 1919 toward the development of education in accident prevention in the public and parochial schools of the country. The plan of making safety instruction an integral part of all regular curriculum subjects was worked out and its practicability demonstrated by Dr. E. George Payne, of New York University, at that time principal of the Harris Teachers' College in St. Louis. Other cities felt the need and developed similar work along the lines followed by St. Louis, notably Detroit, Cleveland, Cincinnati, Louisville, Milwaukee and several others, and achieved remarkable results in the reduction of the death rate of school children.

Coordination With Other Subjects

Briefly the plan is this. The various phases of safety in the home, in the school, at play and on the streets are used as themes for study and discussion in each of the conventional school subjects. For example, English class work offers an unlimited field for work in accident prevention through reading, composition, speeches, debates, etc. Drawing has an equally extensive scope for safety-teaching through posters, construction, sand-table models, scrapbooks, bulletin boards, etc., and an arithmetic class can use accident statistics for their city, state or county as a basis for graphs and problems, learning meanwhile the value of keeping accurate public record of accidents so that the extent of the accident situation may be known. Civics can include the study of municipal and governmental agencies for the protection of citizens such as the police, fire, and health departments. Safety may be emphasized in geography through the study of United States Coast Guard, the fighting of forest fires, and protection from floods. Science may deal with poisons and their antidotes. This scheme involves no extra study periods, and instead of being a drag on the teacher it makes her work easier because the accident theme stimulates the children's interest by relating their school work to their every-day experience.

Reports From School Superintendents

This, then, is the plan endorsed and adopted by the National Safety Council. In November, 1922, the education section of the council sent out to school superintendents in cities of ten thousand and over a questionnaire regarding the teaching of safety in their schools. This questionnaire met with unusual response, and a realization on the part of educators that this problem is a vital one for the schools to consider and act on. The following outline is an analysis of the answers received:

1. Schools with safety teaching:
   - (*a*) Introduced as a part of the curriculum 142
   - (*b*) As a special subject 37
   - (*c*) Both as a special subject and as a part of the curriculum 40
   - (*d*) Instruction in safety incidental 57

   Total 276
2. Schools without safety teaching 17
3. Reply without information on this point 3

   Total answers to date 296
4. Interest of child in school work stimulated by the use of the safety motive:
   - (*a*) Affirmative answers 136
   - (*b*) Negative answers 10
   - (*c*) No answer 133
5. Cities having children's safety organizations in at least some of the schools 82

The plans of the education section involve a clearing house for the exchange of material and information as to methods of safety instruction between schools. This will be carried on largely by traveling exhibits and safety films showing methods of safety teaching. We feel very strongly that the best way to develop education in accident prevention is to make available for all schools which are interested plans and methods found successful by other schools.

The Statistical Bulletin of the Metropolitan Life Insurance Co. for November, 1922, makes a report which is most encouraging to those interested in the development of safety instruction. It says:

Automobiles Injure Fewer Boys

"In view of the great and growing seriousness of the automobile situation as a whole, it is particularly gratifying to be able to report on one phase of the hazard which is actually declining. It appears from an analysis of the automobile fatalities among those insured in the industrial department of the Metropolitan Life Insurance Co., that the rate has actually declined since 1919 among school boys and young men. From 1911 until 1919 there was a steadily increasing rise in every age group. The two years following 1919 have shown this change in the situation—a decline apparently concentrated in the ages between 5 and 15 and to a lesser degree up to age 25. On the other hand, the rate among children under 5 and at the ages over 25 is increasing. The rate of increase is most marked among those over 65.

"Does this mean that the propaganda carried on in the schools and through the public press has actually borne fruit? It is among the boys of school age that a very large proportion of the automobile fatalities occurs. If, as the figures indicate, the influence of the police, safety and school authorities has taught caution in the play habits of these boys, then a real step forward has been taken."

It is most significant that the period of reduction in automobile accidents to boys of school age should correspond to the campaign for education in accident prevention which began in 1919. A long step forward has indeed been taken and it is not too much to hope that the needless loss of life among American children will be cut down to a minimum in the course of the next 10 years.

To encourage ice skating among school boys, the Milwaukee school authorities have been holding skating contests for boys from the fifth to the twelfth grades. At the final meet on January 27, a team was chosen to represent Milwaukee in an intercity meet held at Cleveland in February, when school boys from New York, Cleveland, Chicago, Detroit, and Milwaukee competed.

To Promote Rural School Consolidation

National Conference Proposes Means of Improvement. Consolidation Regarded Key to Progress of Rural Education.

By J. F. ABEL

TWENTY-THREE STATES were represented at the first National Conference on Consolidation of Rural Schools called by the commissioner of education and held in the Public Auditorium at Cleveland, Ohio. Those in attendance included State commissioners of education, rural school workers from State departments, professors of rural education in State teachers' colleges, county superintendents, helping teachers, and representatives of Federal bureaus, all of whom are directly interested in or actively at work consolidating schools.

The conference was opened by Commissioner Tigert with an expression of his great interest in the rural schools, and his desire to leave nothing undone that would help to make them the best schools possible.

Training of Administrators and Teachers.

Mrs. Katherine M. Cook, of the Bureau of Education, presided during the discussion of the first topic, "The training of administrators and teachers for consolidated schools." Supt. J. T. McKee of Colbert County, Ala., spoke on the need of good teachers from the administrator's standpoint.

Declaring that in Iowa nature had set the stage for consolidation and the rural sections of the State would soon have nothing but consolidated schools, Prof. Macy Campbell of the State Teachers' College at Cedar Falls, stated that while a mediocre man could be made into a fair city superintendent, he could not be trained to be a successful superintendent of consolidated schools. The college selects only strong students for training as administrators of consolidation. It can make such selection because the consolidated schools of Iowa are now paying better salaries than the town schools. "Consolidated schools are successful in proportion to the kind of leadership they have," said Professor Campbell.

The State Teachers' College course is arranged especially for superintendents and principals of consolidated schools, leads to a bachelor of arts degree with a major in rural education, and is designed to turn out professional school organizers who can act as coordinators between the school and the rural life it serves.

Dr. Fanny Dunn, of Columbia University, suggested that trained teachers are just as necessary to the success of consolidated schools as the trained superintendent.

Adequate Unit of Support.

Prof. M. L. Smith, director of school consolidation of the State normal school at Emporia, Kans., was chairman for the second topic, "How shall we determine what constitutes an adequate unit of support and a reasonable unit of territory for a consolidated school?" For the most part the speakers on this topic were content to tell of the consolidated schools in their respective States and made no attempt to set up ideal standards.

"If any one knows a school law more complicated than that of Kansas, I'd like to be told of it," said Professor Smith, and hearty calls from the audience indicated that school men from Illinois, Pennsylvania, North Carolina, and other States believed their laws to be fully as cumbersome as those of Kansas. The speaker described the differences in natural conditions between east, middle, and west Kansas, and gave some of the outstanding facts of consolidation in the State. The policy of the normal school, he said, is not to urge the movement too rapidly.

George Morris, rural school supervisor of Ohio, welcomed the conference to his State, and outlined the progress that consolidation has made in Ohio. The State department favors the larger unit of 12 grades with at least 75 children in high school, a building with auditorium and gymnasium, courses in agricultural and prevocational work, and a district with an assessed valuation of two and one-half to three millions of dollars.

Difficult to Standardize Schools.

After stating that 12 counties of Indiana were practically consolidated and that 40 more counties had some consolidated schools, State School Supervisor E. E. Ramsey said, "I am afraid of any attempt to standardize the consolidated schools, either by size or grade, because of the two variable factors—unequal density of population and unequal distribution of wealth." Mr. Ramsey considered the time that children are on the road to and from school to be a nonvariable factor and set one hour as a maximum. He condemned the present township system of Indiana and recommended for the State the county unit. He recommended also a much wider use of the State's fine system of trolley lines in connection with school transportation.

J. T. Calhoun, State rural school supervisor of Mississippi, advises consolidation in his State wherever $75,000 in taxable wealth and 200 children can be found in an area of 25 square miles. Some counties are entirely consolidated. Consolidated schools are being formed at the rate of about 100 a year. The limit of travel time for children is set at one and one-half hours.

Uniform Terminology a Desideratum.

Lee L. Driver, director of the bureau of rural education of Pennsylvania, presided for the discussion of the third topic, "How shall we arrive at a uniform terminology or at least at a general understanding of terms used in the study of centralization in all the States?"

"You can have consolidated schools anywhere," said Mr. Driver, and he told of the work in Pennsylvania, a work whose whole aim is to secure better rural schools without setting any limitations on what shall be known as a consolidated school. W. S. Dakin, regional supervisor of Connecticut, suggested that it would be impossible in Connecticut to determine what schools had been formed as a result of unions, and that data might well be obtained for the schools according to the number of rooms in each.

Large Areas Still Unsettled.

Mr. George A. Selke, inspector of rural and consolidated schools for Minnesota, in reviewing the situation in his State, told of the areas still under process of settlement and of what is accomplished by avoiding decentralization as new areas are developed. He gave as an example one large district with 8 consolidated schools and 77 one-room schools.

Louisiana is under the parish unit system; if any school is eliminated and a larger one established, it is termed consolidation according to Mr. Leo M. Favrot, State agent for rural schools. Mr. Favrot described also the grade limitation or partial consolidation plan that is frequently used in the State.

One Definition Not Approved.

U. J. Hoffman, assistant State superintendent of Illinois, spoke of the 127 consolidated schools of that State and offered the suggestion that the term "consolidated" be applied to those schools formed by uniting public and private schools, a suggestion that was not favored by the conference.

The meeting closed with a motion, unanimously carried, that the chairman of the afternoon representing the Bureau of Education name a committee of five to consider the possibility of ways and means of arriving at more uniformity in the use of terms to be applied in making studies of consolidation, and report to a similar conference to be held in 1924.

For the Eradication of Illiteracy

Efforts in Kentucky and Other States Described in Recent Publication. Lack of Opportunity Only Hindrance to Learning Substantial Success Achieved

KENTUCKY has been crusading to eradicate illiteracy since 1911, when the first "moonlight school" was opened for adults. How this work was begun and continued, giving thousands of men and women their first chance for education, is told in "Moonlight Schools," a recent book by Cora Wilson Stewart, who was county superintendent of schools in Rowan County, where the first of these schools was opened. When the school authorities planned to invite adults to come to school in the evening, they realized the difficulties of coming to school at night over the bad roads, the high hills, and the unbridged streams, so they decided to hold the sessions on nights when the moon was shining.

The day-school teachers of the various districts volunteered to do the work of teaching the evening schools, and canvassed their districts to find out who needed schooling and to encourage them to attend. On the opening night more than 1,200 persons from 18 to 86 years of age came to the schools, many of them to receive their first lesson in reading and writing. Nearly one-third of the county was enrolled; farmers and their wives, sons, and daughters, storekeepers, ministers, and laymen. It was soon evident that these people were easy to teach; it had been only lack of opportunity that had kept them from learning.

Few Illiterates Are Left

At the close of the first campaign the county had only 23 illiterates. Of these, 17 were physically incapacitated and 2 had just moved into the county; only 4 remained who could not be induced to learn. The next year the superintendent and teachers who had conducted the first moonlight schools held a teachers' institute to instruct others who wished to do work of this kind in Rowan and adjoining counties. Twenty-five other counties soon had moonlight schools, and large numbers of students were continuing their education past the mere reading and writing stage. To spread this work systematically through the State, the legislature passed a bill providing for an illiteracy commission whose work was "to study the condition of adult illiteracy in our State and to give men and women their freedom from this bondage." The governor issued a proclamation against illiteracy. Prominent men and women toured the country at their own expense, urging the establishment of moonlight schools.

Special Attention to Drafted Men

At the time of the first draft registration, in June, 1917, it was learned that 30,000 men had signed their registration cards by mark. The illiteracy commission began a movement to instruct these men, so that they might be able to read and write before going to camp. Special sessions were called in the moonlight schools, which had been closed for the summer. The teachers returned at once from their vacations and taught for the rest of the summer. Special textbooks were written for the future soldiers. When the boys finally went to camp they had pledged themselves to continue their lessons there. Many of the moonlight-school teachers were drafted and were sent to camp with their pupils.

As the work continued, county illiteracy agents were appointed to aid and supervise the moonlight-school teachers. These agents are men and women of professional training, many of them college graduates. They have been virtually volunteers, since their salaries have been only about enough to pay their traveling expenses.

Moonlight Schools in Prisons

To reach hundreds of illiterates, extensions of the moonlight schools were established in the jails and in the State reformatory and penitentiary. An added incentive to learn was given the prisoners by a resolution which was passed by the State prison board requiring that an inmate be able to read and write before his application for parole would be considered.

The crusade against illiteracy extended rapidly to other States. Moonlight schools were organized in Bradley County, Tenn., to teach the mountaineers; in Spartanburg County, S. C., to teach the people in mill villages, and in Grant County, Wash., to teach some German farmers to read and write English. Alabama followed Kentucky in making its campaign against illiteracy a Statewide affair. Other States soon began campaigning, and thousands of illiterates were taught in schools similar to the moonlight schools. These were called by various names, such as the "lay-by schools" of South Carolina, the "adult schools" of Alabama, and the "schools for grown-ups" of Georgia.

Exhibit of Rural School Consolidation

Progress of rural-school consolidation and centralization in Colorado, Kansas, and Ohio was shown by an exhibit which was studied by hundreds of educators at the Cleveland meeting of the department of superintendence. A territory 17 miles long and about 1 rod wide served by the Fremont School in the Royal Gorge, was represented as part of the Colorado exhibit. This exhibit was prepared by Prof. C. G. Sargent, of Colorado State Agricultural College. Areas much larger than those usually served by consolidated schools were shown in the Kansas exhibit, prepared by Prof. M. L. Smith, of the Kansas State Normal School.

Eight counties were represented in the Ohio exhibit, showing the progress that has been made since 1914, when a law providing for county supervision went into effect. These exhibits were prepared by the county superintendents of Cuyahoga, Crawford, Lorain, Mahoning, Preble, Pickaway, Scioto, and Wood counties. Arrangements for the entire exhibit, which occupied more than 200 feet of a corridor in the public auditorium, were in charge of County Superintendent A. G. Yawberg, Cuyahoga County, Ohio.

Newly Arrived Russians Teach Countrymen

The influx of professional classes from Russia has in many instances put new life into Russian organizations in the United States. A notable example is that of the Russian Mutual Aid Society, "Nauka" (Enlightenment) which has nine branches in or near New York. This oldest Russian society in America has been managed during its 17 years of life by workingmen. For a time it was strongly influenced by the Russian clergy. At one period it was almost disrupted by political and partisan strife. Nonpartisanship finally won and "Nauka" resumed its program of mutual aid and education. Its schools did not make good progress, however, owing to lack of trained teachers. This need is now being supplied by newly-arrived Russians who have joined "Nauka's" teaching staff.—*The Interpreter.*

To provide schoolrooms for 12,000 more pupils next September, the voters of Cleveland have approved a $5,000,000 bond issue which was requested by the board of education.

Building Exhibit Emphasizes Interior Plans

Special Attention to Junior and Senior High Schools. Constant Effort to Reduce Halls and Stairways

AS A CONTRIBUTION to the advancement of educational ideals, an exhibit of the best work of the past five years in planning junior and senior high schools was prepared by Randall J. Condon, superintendent of schools, Cincinnati, Ohio, and shown during the Cleveland meeting of the department of superintendence, National Education Association. Seventy-five cities in 21 States were represented by the plans and elevations of one or more schools. Whereas architecture was emphasized in last year's exhibit at Chicago, interior plans and costs of construction were emphasized in this one, and each representation was accompanied by a table showing the cost of building construction per cubic foot and per pupil accommodated, as well as the percentage of the total floor space devoted to offices, corridors, and general administration; to study rooms and auditoriums; to physical education rooms and play rooms; to shops and laboratories; and to classrooms.

Beauty Consistent with Economy.

Comparison of costs of construction with the amount of available floor space in various types of buildings showed that skillful planning of many schools had reduced to a minimum the amount of space used for corridors, staircases, and general administration rooms, thereby allowing more space for instruction, and reducing the average cost of the instructional space. Study of costs of different buildings showed also that economy may be practiced without sacrifice of beauty of architecture.

Various arrangements of such educational features as the kindergarten, the manual-training room, the gymnasium, and the auditorium were shown. By placing these rooms in such a way as to eliminate some of the corridors and staircases often considered necessary, many architects have succeeded in planning buildings that give the best service possible for the amount of money the community spends upon them.

Some Conspicuously Good Buildings.

The East High School, of Cincinnati, which was selected by the American Institute of Architects for exhibition at Paris and London, was represented exactly as it was shown at these two European cities last year. Cincinnati's exhibit included also the Cheviot Elementary School, a one-story building of colonial design, showing a satisfactory treatment of the kindergarten and of the grounds, the Hartwell Elementary and High School, the Western Hills High School, and the Harriet Beecher Stowe School which has been planned to give many advantages to Negro children.

A plan was shown for the proposed Roosevelt group of schools at Detroit, which will include the teachers' college and several other units. Atlanta, Ga., showed a building program for high schools, three junior high schools, two senior high schools, and a junior-senior high school for colored pupils, the cost of these buildings to be about two and a half million dollars. The new buildings of the National Kindergarten and Elementary College were shown. The plans and elevation of the Lincoln School of Columbia University were also included. Among the cities whose junior or senior high schools were represented were Rochester, N. Y.; Atlantic City, N. J.; Birmingham, Ala.; Mason City, Mich.; Bethlehem, Pa.; and Worcester, Mass.

Indian Schools Need Teachers of Agriculture

To fill a vacancy at the Albuquerque Indian School and other vacancies as they occur, the United States Civil Service Commission announces an open competitive examination for the position of teacher of agriculture. The examination will be held throughout the country on April 4, and will consist of question on the theory and practice of agriculture and on plant pathology and economic entomology. The applicant will also be rated on education and experience. Thorough knowledge of irrigation methods is required, and each applicant must have completed at least two years of study in agriculture in a college or university of recognized standing. The salary at Albuquerque is $1,240 a year. Quarters, light, and heat are furnished free. Full information and application blanks may be obtained from the United States Civil Service Commisson, Washngton, D. C., or the secretary of the board of United States civil service examiners at the post office or customhouse in any city.

Of more than 7,000 mentally defective children in Scotland, only 3,200 are under instruction in special schools and institutions. Nearly 1,500 of these are in schools and classes under the Glasgow educational authorities, who are instituting a special course of training for teachers of children of this type.

Conferences of Business Men and Teachers

Meeting Held in New York and in Columbus. Fundamental Operations and Practices of Business Are Discussed

ORGANIZATION and conduct of American business, including production, marketing, and office management, were discussed at the third regional conference of business men and high-school teachers, held by the United States Bureau of Education at New York, March 2 and 3. These conferences have aimed to correlate standardized business experience with the teaching of business subjects in the high school, including the social studies. Representatives of business organizations and of Federal, State, and city departments of government discussed what service they could render to high-school teachers of business subjects and showed how their organizations promote and serve business. Fundamental operations and practices of business were described by representatives of various corporations, and methods of solving business problems were discussed. Among the speakers were William Mather Lewis, of the United States Chamber of Commerce, and Lee Galloway, of the Merchants' Association of New York City. Glen Levin Swiggett, of the United States Bureau of Education, was chairman of the conference.

A similar conference took place in Columbus, March 9 and 10. Among the speakers were Col. Edward Orton, jr., president of the Columbus Chamber of Commerce, Eugene S. Gregg, of the United States Bureau of Foreign and Domestic Commerce.

Champion Spellers' Contest at State Fair

To create interest in spelling, the Wyoming State Department of Education held spelling contests in the various counties. The champion speller of each county was selected through tests managed by the county superintendents, and at the State fair in September the winners of 21 county contests competed for the State championship. The list of words to be used in the State contest was sent from the office of the State department of education to every elementary and rural teacher so that every school might have equal opportunity to prepare for the contest. Gold, silver, and bronze medals were awarded for the first, second, and third prizes.

District System a Cause of Backwardness

Survey Commission Reports that Oklahoma Schools Must Have Larger Unit of Organization. System of Taxation Is Defective. Other Findings of Commission

EXISTING defects in Oklahoma's educational system are caused mainly by its adherence to the district system, says the report of a committee appointed by the United States Commissioner of Education, which made a month's study of educational conditions in the State. It is the opinion of this committee that the district as a unit of taxation, organization, and administration must be abolished if equality of educational opportunity is ever to be gained, even approximately, for the control of education is now divided among more than 5,000 rural school districts and nearly 300 independent districts, varying in size, wealth, and desire to support schools. Other causes of Oklahoma's backwardness in education, as it appeared in the course of the survey, are a defective system of taxation, a system of school finance which makes it impossible to provide adequate school funds, and an unscientific method of apportioning the State funds which ignores both the ability and the effort of the local units.

That the county be established as the local school unit, with taxing and bonding powers, is strongly urged, with the expectation of equalizing local rates of taxation within the counties. Removal of all limitations on State and local taxation, fair apportionment of school moneys according to the amount spent on education by the local units, and lengthening of the school year are also recommended.

Responsibility is too Much Divided.

Vital and effective leadership is a necessity for a successful educational policy, and to attain this leadership the report urges that the State Department of Education be enlarged and strengthened. Conditions are now unfavorable to the exercise of good leadership, for educational affairs are in the hands of a large number of unrelated boards and offices, so that responsibility is divided. It will be necessary not only to establish a strong staff and to pay the officials adequately, but also to take their suggestions for improvement of the schools, says the report. In the past, the State has failed to accept progressive recommendations made by its State, county, and city superintendents.

Oklahoma's progress in higher education has been remarkable during the past 15 years, but if the demands for higher education are to be met adequately in the future the State must provide still more generously. To allow the presidents and faculties of the various higher institutions to plan for the development of their work they should be given long tenure. Since the university, the agricultural and mechanical college, the college for women, and the privately controlled colleges prepare teachers for the secondary schools, it is recommended that the teachers' colleges discontinue their courses in secondary training for the present and train only elementary teachers. Recommendations are made for the improvement of the home-economics, engineering, and medical courses in the various higher institutions. A change in the location of the colored agricultural and normal university is urged, to a place nearer to the main centers of the colored population and nearer to a railroad.

Rural Education Especially Important

The problem of developing adequate educational facilities for the rural population is an important one in any State, and it is especially important in a State like Oklahoma, where 75 per cent of the population is classed as rural. Schools were visited in 46 of the 77 counties. The members of the survey staff visited rural schools in 40 counties, and found great difference between the various counties. Some counties were rich and progressive enough to have an accredited high school within 6 miles of every child in the county and others were unable to give secondary education to the greater part of the children eligible for it.

In visiting about 1,000 rural school buildings in 40 counties representing all localities, all types of building, and all financial and industrial conditions of the State, the survey staff found a great lack of knowledge of sanitary requirements, of rules for good lighting, and of other points in school building. Often it would cost no more to comply with good usage, and the committee urges that school boards and superintendents seek advice from specialists in school building; the State department should employ specialists to give this service.

The fundamental weakness of the rural schools is the lack of skilled teaching, says the report. In 90 per cent of the rural schools the instruction was found to be poor, and it is the committee's opinion that this inferiority is caused by lack of professional supervision and of preparation for the work the teachers are trying to do. The State has established six colleges for training teachers, but in none of them has any adequate attention been given to the supply of teachers for rural schools. A constantly increasing percentage of the students should be prepared for teaching in rural schools.

Appoint County Superintendents

To give skilled supervision to the large numbers of untrained and inexperienced teachers in the rural districts, the county superintendents should be appointed according to professional qualifications and should not be elected, as they are now. The county superintendent's salary should be not less than that paid to the superintendent of schools in a first-class city.

The people of Oklahoma are to be commended for the progress they have made in consolidating schools in the face of serious financial obstacles, says the report. The growing number of centralized schools indicates that the State authorities should give special attention to the needs of these schools and this direction will be possible when the State department of education has been strengthened.

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Commercial Work to Alternate With College

Beginning with next year's entering class, all business training students in the Municipal University of Akron will be put upon the cooperative basis. During the first year of their five-year course, they will be employed in production and will attend college and work in alternate two-week periods. After the first year, they will be placed in commercial positions and their part-time work will be so arranged that they will spend a part of each day in college and the remainder at work. The latter arrangement will avoid the disadvantages of lack of continuity both on the job and in the school.

In its broadest sense, education is training which enables one to utilize the experiences of himself and others in solving the problems of every-day life. Therefore, any method which increases the useful, practical experience of a student gives him a larger fund from which to draw in the solving of his daily problems. The cooperative method also gives the student a contact with life as it actually is and not as it is portrayed in books.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN
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MARCH, 1923

The American School Superintendent

LAY VISITORS to meetings of the department of superintendence are struck by the high level of ability which marks the proceedings, but even more by the tremendous earnestness and sincerity and the businesslike directness which is noticeable everywhere. It may or may not be true that "the best thinking done on public education is done in that body," as one of its members recently declared, but none will deny that in the combination of zeal, enterprise, and intellect no other body of men which this country has produced can surpass them.

There is reason for it. No mere pedagogue, living in a realm above the affairs of everyday life, can fill the rôle of superintendent of schools in America. Your modern superintendent must do his full share of deep thinking on occasion, but, besides being a well-trained scholar, he must be a man of affairs, capable of administering important property interests, and an acknowledged leader of men. How well the members of the profession measure up to the highest standards required may be seen by anyone who cares to attend their annual conventions.

The conspicuous success of American public schools is due to no other cause half so much as to the system of superintendence which has grown up since Nathan Bishop, of Providence, showed the way in 1839. American school boards have learned to employ men of the highest competence and to be guided by their advice. Rarely having arbitrary powers the judgment of the superintendent is normally the directing force in the schools under his supervision as fully as if he were in fact the dictator. The boards are satisfied to have it so, and they deliberately seek men of power who are able thus to lead them.

The financial rewards of the profession are not as great as in some other professions, perhaps, but they are not to be despised, nevertheless. Many superintendents are better paid than United States Senators, and some of them could not accept a Cabinet position without sacrifice. Such prizes for conspicuous success are drawing more and more men of the finest type into the business of teaching, as the increased attendance in the teachers colleges as well as the high character of the membership of the Department of Superintendence clearly proves.

The influence of the superintendents is shown no more happily than in the contented and loyal attitude of the American teaching body as compared with the teachers of some other English-speaking countries. The superintendents almost invariably have reached their positions after experience as teachers or principals, and they are in full sympathy with the feelings and aspirations of the teachers under them. The teachers are accustomed to regard the superintendents as their friends and protectors, and deservedly so; and since the relations of the teachers are always with the superintendents rather than with the school boards, conflicts like those which in recent years have so marred the conduct of the schools of other countries have been practically unknown in America.

Accustomed as we are to the wholesome atmosphere of our schools, we are prone to overlook the fact that the reason for it lies in the activities of the American school superintendent.

"The Spring Meeting" at Cleveland

MAKING a brief and sufficient report of a meeting of the Department of Superintendence is like making a satisfactory photograph of the Grand Canyon of the Colorado—it can not be done. The immensity of the subject makes it impossible.

Notwithstanding the fact that the number of organizations affiliated with the Department of Superintendence has been cut down from 55 to 14, the official program showed that 56 regular meetings were scheduled between Sunday afternoon, February 25, and Thursday evening, March 1, inclusive. Approximately 400 addresses, papers, and committee reports were delivered by about 300 persons. Nearly a hundred speakers were heard more than once. Dr. Charles H. Judd, of the University of Chicago, and Dr. William C. Bagley, of teachers' college, Columbia University, were most in demand, and each of them appeared on the program five times. Doctor Judd read two formal papers and Doctor Bagley three.

It is naturally out of the question to report adequately a meeting of such extent in the limits of SCHOOL LIFE. We present in this number sketches of some of its features written by members of the staff of the Bureau of Education, and we shall print from time to time a few of the papers in full. That is all we can do. With a wealth of material of the highest type, supplied by the courtesy of the authors and of the officers of the National Education Association, we can not give ourselves and our readers the satisfaction of publishing more than a small part of it. We realize this with a sense of personal loss.

No better volume of educational literature is produced in the United States than the full proceedings of the National Education Association, and the papers presented at "the spring meeting" contribute at least their full share to its excellence.

Federal Council for Citizenship Training

TO MAKE constructive suggestions as to how the Federal officers may cooperate to secure more effective citizenship training, both in their own work and in cooperation with all other public and private agencies throughout the country, the President has created the "Federal Council for Citizenship Training."

The order creating this council resulted from a recommendation made by the Conference on Training for Citizenship and National Defense, held under the auspices of the War Department in November, 1922. It is composed of representatives of 10 executive departments and of the Federal Board of Vocational Education and the Veterans' Bureau, and by the President's order the facilities of all Federal offices are available as far as practicable to further the work of the council.

The council has elected as its officers, Dr. John J. Tigert, Commissioner of Education, chairman; Dr. A. C. True, Director States Relations Service, vice chairman; Dr. C. R. Mann, War Department, secretary. The methods of procedure are now under consideration.

To discuss athletics for girls with a view to formulating definite standards of achievement, the National Amateur Athletic Federation will meet in Washington, April 6 and 7. Mrs. Herbert Hoover, president of the organization, has called this conference.

No one will therefore doubt that one boy sharpens the genius of another boy more than any one else can.—*Comenius.*

Discuss Work-Study-Play Plan

Conference of Superintendents Who Have Had Experience with That Form of School Organization. Conduces to Economy and Efficiency. Especial Attention to Activities in Auditorium. Beneficial Effects Upon Pupils.

THAT the work-study-play or platoon plan of school organization is adapted to any type of city was agreed by representatives of cities of all sizes at the second annual conference on this plan called by the United States Commissioner of Education at Cleveland, February 27. Economy in use of the building under this plan was emphasized by W. J. Bankes, dean, teachers' college, University of Akron, who said that the platoon school uses all the building all the time and thus cares for a greater number of pupils than the traditional school. Dean Bankes found that the cost of supplies is lessened and that fewer textbooks and less equipment are needed, since the special rooms with their books and equipment serve several groups of pupils.

Capacity Increased One Half.

Increase in the capacity of the school from 33 to 50 per cent is insured by the introduction of the work-study-play plan, according to F. D. Boynton, superintendent of schools, Ithaca, N. Y. How 200 children who had been obliged to attend part-time sessions were given the advantage of a full-time program when the platoon system was installed in a Wilmington (Del.) school was told by David A. Ward, superintendent of schools. Mr. Ward said that a comparatively small expenditure was required to remodel the school for this purpose.

Initiative is developed in children under the work-study-play plan, said W. W. Borden, superintendent of schools, South Bend, Ind. He found that children and teachers are happier and more interested in their work than in the ordinary type of school. As parents realize more and more that the school work is more attractive when organized in this way, the plan is spreading, and 54 platoon schools have now been organized in Detroit. The establishment of these schools was discussed by Rose Phillips, supervisor of Detroit's platoon schools.

Affects Preparation of Teachers.

Since the platoon schools have become so numerous, it has become necessary for the normal schools and other teacher-training institutions to give special preparation that will meet the needs of the new type of school. Ben. G. Graham, superintendent of schools, New Castle, Pa., and W. F. Kennedy, principal, McKelvey School, Pittsburgh, agreed that the normal schools should prepare their students to conduct auditorium programs and other activities that are a necessary part of the work-study-play organization.

Cooperation with Playground Associations.

Some results and possibilities of the plan were pointed out at a dinner held on the same day. John J. Tigert, United States Commissioner of Education, introduced the speakers. Cooperation between the schools and the Playground and Recreation Association of America was urged by William A. Wirt, superintendent of schools, Gary, Ind. Better play facilities for the children would be gained by such a joining of forces, said Superintendent Wirt.

Parents in Detroit are in favor of the plan, said Frank Cody, superintendent of schools in that city. The educational advantages of the platoon schools are widely recognized, and Detroit people are glad to see the plan extended.

That junior high schools should be organized on the work-study-play plan, both for educational advantage and economy of operation, was urged by John G. Rossman, supervisor of secondary education, Fort Smith, Ark., at the evening session. The educational advantage of the auditorium period was pointed out by several speakers.

Pupils Conduct Auditorium Exercises.

How the girls of Washington Irving High School, New York City, use the principle of self-activity in their auditorium work was described by William McAndrew, associate superintendent of schools. The auditorium work gives the pupils self-confidence, said Doctor McAndrew, and prepares them for situations they must meet in the future. The students make school announcements, read the Bible aloud, and take over other activities that in the traditional school belong to the principal. He urged the necessity for careful rehearsal of all auditorium activities, so as not to lose the interest of the audience by a slipshod performance. Doctor McAndrew suggested that neighboring schools exchange productions, so that a carefully prepared dramatization will reach a greater number of auditors. The girls are encouraged to suggest the programs, and their ideas are put in practice under the guidance of the teachers.

General information, current events, information on vocations for upper-grade children, music, visual instruction, dramatization, and debates are on the auditorium programs in the Franklin School, Port Arthur, Tex., according to Leonard Power, principal. Every child in the school has a 42-minute auditorium period every school day, and the work is graded, so that each of the six auditorium groups into which the 3,000 children are divided may have a suitable program.

Socializing Influence is Noticeable.

That the work-study-play plan increases the socializing influence of the school was maintained by Grace Somerwill, principal, First Street School, Warren, Ohio. This socializing effect may be especially noted in children whose home training has been neglected, said the speaker. This idea was further developed by Elsa Ueland, president of Carson College, Philadelphia, who told how a school for orphan girls was operated successfully on the work-study-play plan. These girls received great advantage from the manual-training work, which prepared them to earn a living when they left the school, and from the opportunity for play which they especially needed on account of their lack of home life.

The educators attending the conference requested the United States Commissioner of Education to appoint a committee of three to study the possibilities of auditorium work. This committee will report at a conference to be called in 1924. An exhibit showing the various activities of platoon schools in Detroit, Akron, Mount Vernon, and other cities was examined by hundreds of persons. Among the buildings pictured was a 24-section school in Detroit, built especially for use under the work-study-play plan. The secretary of the conference was Alice Barrows, of the United States Bureau of Education.

Marked Gain Follows Special Diet and Mild Exercise

To demonstrate to the parents of 20,000 undernourished school children of New York City that their children can be restored to robust health through proper feeding and exercise, Dr. Royal S. Copeland, city health commissioner, formed a special nutrition class. Twenty-nine of the pupils gained a total of 27 pounds during the first week of the course of selected diet and mild exercise. The class appeared at the annual health exhibit held in January during "Health Week."

Marked Interest in Kindergarten Education

Objectives in Kindergarten Education Considered by Council of Kindergarten Supervisors and Training Teachers.

By NINA C. VANDEWALKER

THE INTEREST in the progress of kindergarten education was shown by the large attendance at the program of the Council of Kindergarten Supervisors and Training Teachers at the Hotel Cleveland, Cleveland, Ohio, Wednesday afternoon, February 28.

The objectives of kindergarten education and their relation to the objectives in the work to follow constituted the underlying thought of the program. The importance of the kindergarten to a complete system of elementary education was emphasized by the speakers at the luncheon which preceded the regular program, and which was attended by over 500 people, representing all phases of educational work. The significance of the kindergarten to the school as a whole was further emphasized by the speakers on the regular program. The topics and speakers in this program were as follows:

"Kindergarten objectives which may be measured in terms of the modern elementary schools," Mary E. Pennell, assistant superintendent of schools, Kansas City, Mo.

"How these objectives may be built upon in the lower grades," Margaret C. Holmes, assistant director of kindergartens, New York City.

"New objectives in training teachers for the kindergarten of to-day," Edna Dean Baker, president, National Kindergarten and Elementary College, Chicago, Ill.

Begins Training for Social Efficiency.

The general purpose of these addresses was to show that the objectives of kindergarten education were identical with those of general education in the larger sense; and that the specific objectives of the kindergarten serve as a basis for the objectives of the work in the lower grades. Miss Pennell, the first speaker, interpreted the general objectives of all education as "social efficiency." In such efficiency right attitudes and habits constitute the most fundamental factor. It is because these attitudes and habits are formed in the early years that the kindergarten is essential to the best school work. It is during these years that children's developing interests and activities need directing in such a way that the habits and attitudes that make for social efficiency may be the result.

The second speaker, Miss Holmes, dwelt upon the need of maintaining the same objectives during the early primary years, but enlarging these to meet the newer needs that arise from the children's progressive development. She dwelt in particular upon the need of meeting the child's physical needs since the period from 6 to 8 years is one of rapid physical development. She showed that the mastery of the tools of knowledge is a means of increasing children's social efficiency since the ability to read enlarges their range of knowledge. Acquiring this mastery should be recognized as a means and not considered as an end in itself however, and should not obscure the larger objectives for this period—the further development of right attitudes and habits, acquiring an appreciation of the best things, and gaining skill in the arts of expression. Miss Holmes commented on the fact that the carying out of these larger objectives necessitated an equipment for the first and second grades corresponding in some degree to that of the kindergarten and a corresponding degree of informality in the character of the work to be done.

Study the Individual Student.

The last speaker, Miss Baker, showed in a most interesting way how their same objectives apply—or should apply—to the training of kindergarten and primary teachers. She showed the need of social efficiency on the part of the prospective teacher, and the need on the part of the training teacher of making a careful study of each student to note the points in which she needs further development in order to gain the efficiency in question. She then traced in considerable detail the several objectives which the training teacher must have in mind as growing out of present day conceptions of education. These were too detailed to be given here, but they aided in rounding out the program of the meeting in a significant way. The general effect of the consideration of educational objectives beginning with the kindergarten and ending with the teacher-training school was to give those present a new sense of the unity of education in its larger interpretation; and in that unity they could not fail to recognize the kindergarten as an organic part in the unity in question.

One man in every three of the United States Marine Corps is enrolled in the Marine Corps Institute, more than 6,000 now taking courses provided by the institute.

To Seek Physically Perfect Boys

Contest in New York High Schools to Determine City's Physically Best Boy. Valuable Prizes Presented to Winners

IN connection with the observance of "Health Week," January 22–27, a contest was held to select the high-school boy with the best physical equipment in the city of New York. Four boys were selected to represent each high school, and in each borough the boy rated first, second, and third received a gold, a silver, and a bronze prize, respectively. The boy who won the city prize had a gold bar added to his borough prize, and the school he represented received a silver trophy to be held for a year.

The boys were judged by a scale totaling 100 points, including three groups, physical examination, posture, and motor tests. The physical examination rating was given for freedom from remediable defects of vision, hearing, breathing, nutrition, hernia, and skin, and counted 30 points. Posture while standing, marching, and stretching counted 30 points. The motor tests included chinning, standing broad jump, throwing basketball goals, and strength of grip, and counted 40 points. It was required that each contestant be certified by the principal of his school as satisfactory in scholarship, personal hygiene, and character.

Nation-Wide Tests of High-School Students

Intelligence of high-school students will be made the subject of a nation-wide survey, according to plans made by the National Association of High-School Inspectors and Supervisors at their annual meeting, held in connection with the meeting of the department of superintendence at Cleveland, February 26 and 27. Committees appointed at the 1922 meeting made preliminary reports on the determination of high-school levels of pupil attainment, on the number and kinds of tests to be used, and on the method of attack. One session was devoted to discussion of these reports. At the second session a round-table conference was held to discuss the tendency in some communities toward financial retrenchment in school support.

Study of the Constitution of the United States is to be made compulsory in the schools of New Jersey, according to a bill passed by the assembly.

Rural School Administrators Convene

Meeting in Conjunction With Department of Superintendence. Lively Discussion over Method of Selecting County Superintendents. County Unit of Organization Generally Favored

By KATHERINE M. COOK
Chief Rural School Division, Bureau of Education

THE DEPARTMENT of Rural Education of the National Education Association held its meetings in conjunction with the Department of Superintendence, Cleveland, Ohio, Tuesday afternoon, and Thursday morning, afternoon, and evening. Beside the general meetings of the department, sectional meetings were held of four groups, namely: State superintendents and supervisors of rural schools; county superintendents and rural supervisors, persons engaged in preparation of teachers, and village and consolidated school principals. The vocational directors and rural extension workers met this year with the department of vocational education and practical arts. Not only were the meetings unusually well attended but the subjects discussed were of exceptional interest and moment.

Informal Discussions Specially Fruitful

A wide diversity of interests was represented by the topics presented in the several programs. General administrative organization, professional supervision, and school consolidation were among the most important program topics. Added interest was given to the whole program, especially the general sessions, because of the unusual time available for discussion. This was due in part to the fact that several important speakers were unable to be present, to the courtesy of President C. G. Sargent, and to the fact that a particularly alert body of county superintendents and other rural workers were in attendance. The interest aroused by the discussions, the large number of participants, and the quality of the points brought out through the discussions were ample proof of the desirability of a program which allows even more time than was at the disposal of the chairman for this purpose at the Cleveland meeting.

The first general program, held on Tuesday afternoon, was devoted to the report of the National Education Association committee on county superintendents' problems offered by Mr. Lee Driver, director of rural education, Pennsylvania State Department of Education. Mr. Driver's report was based on replies to questionnaires sent to county superintendents. About 10 county superintendents in each State were selected to answer the inquiries by the respective State superintendents. The report covered such problems as "Unit of administration," "Relationship to school boards," "Method of selection of superintendents," "Supervisors and teachers."

Agree on Efficacy of County Unit.

Apparently there is almost complete unanimity of opinion among county superintendents and with a few exceptions among State superintendents concerning the efficacy of the county as the unit of administration, and concerning the advantages of the appointive method of selecting a superintendent as opposed to election by popular vote. This particular section of Mr. Driver's report precipitated lively discussion. State Superintendent Blair of Illinois rose to question this part of the committee's report. He explained at some length that 90 per cent of the Illinois superintendents were in favor of election by the people and questioned the findings of the committee as representative of the opinion of county superintendents in Illinois, if not in other parts of the country. The discussion was soon in full swing. Superintendents from all parts of the house rose, asking for the privilege of the floor. The chairman remarked that it seemed as if he were presiding over a session of a State legislature. Several superintendents were present who had served under both systems. These added spice to the discussion by relating humorous incidents from their own experience to justify their conclusions regarding the advantages of the appointive method of selection. At the close of the discussion an expression of the sentiment of the superintendents present was requested with the result that only two votes were registered in favor of the elective method. That the subject was still of much interest to the group in attendance and they had still much to say in regard to it, was proved by the renewal of the discussion at the Thursday morning session when County Superintendent Coon of North Carolina gave an interesting and humorous account of the movement for consolidating schools in his county. Much of his success he attributed to the county unit plan of organization in North Carolina.

Ample Supervision in Maryland.

State Superintendent Cook, of Maryland, speaking on the topic "Two decades under the county board of education," outlined for the meeting a plan providing ample supervision for the rural schools of Maryland as enacted into law by the recent legislature. Mr. Cook told of the fact that the plan contemplated a supervisor for every 40 rural school teachers, and that salaries of rural supervisors and superintendents ranged from about $2,040 to $4,140 per year. He also explained the fact that the duties of county superintendents were carefully set forth in the law and requested that if any person present knew of legitimate duties defined for city superintendents not included for county superintendents under the terms of the Maryland law that he make it known. The speaker's contention, in short, was to the effect that provision in Maryland for supervising rural schools was equal in efficiency to that usually made for supervising city schools.

Tuesday evening the rural department held a joint meeting with the department of superintendence and it was addressed by Aaron Sapiro, of the Farmers' Cooperative Association. This address was one of the most eloquent of any given during the Cleveland meeting. Mr. Sapiro stressed the value of farmers' organizations and insisted on the necessity of such organizations for the marketing of farm products. He cited as examples of success the California Citrus Fruit Growers' Association and the Burley Tobacco Growers' Association of Kentucky. He insisted that farmers should not only make more money but should spend it intelligently. In fact, the only purpose for making money is that it be spent intelligently. The speaker also emphasized the necessity of better living for farmers and better schools for farm children, and said that only educated farmers can organize effectively. Therefore, economic welfare and education are inseparable.

Discuss Rural School Supervision.

If the amount of discussion and the pertinence of the questions raised are just criteria, after the county unit of organization the next most important topic on the program was that of rural school supervision. Two large sections

were devoted to the discussion of this subject from the point of view of State supervisors and from that of local supervisors. Superintendents and supervisors were immensely interested in the details of supervision—that is, how to supervise rural schools, as presented by the various speakers; the relative merits of the two systems, l. e., territorial or sectional versus the special grade or subject plan, were set forth by the different speakers. Practically all of the speakers spoke of the necessity of some definite plan of organization for the purpose of supervision and emphasized the fact that the chief purpose of supervision is to help teachers to grow professionally and to improve and maintain a high standard of classroom instruction. The need of effective internal organization for both one-teacher and consolidated schools; community cooperation and an appreciative understanding between supervisors, teachers, and patrons were also emphasized. Questions from the various superintendents present concerning such details of supervision as length and number of visits, organization of teachers for the administration of supervision, supervision by groups versus individual supervision, and the like, were numerous and pertinent. A moving-picture film prepared by the Bureau of Education showing rural-school supervision as practiced in several States was shown to all sections.

Farm the Best Home.

The general session on Thursday afternoon was devoted chiefly to the subject of consolidation. Prof. Macy Campbell, of Cedar Falls, Iowa, discussing the subject of the afternoon, spoke of the advantages of farm life to the individual and to the Nation. The speaker said that comparing the life of the people in rural and urban communities he was convinced that the farm offered the best home for the family, was the chief source of national wealth and that the farm family was the foundation of our civilized society. The consolidated school conserves farm life and consequently conserves the best life of the Nation. Only through efficient education can the Nation keep the best and highest type of home for the conservation of civilization and national life.

John M. Foote, State rural school agent of Louisiana and president elect of the rural department, gave the report of the committee on "Comparative instruction in one-teacher and consolidated rural schools." This report states that comparisons between the two types of schools have usually been based on administrative conditions. This study was planned in the hope of securing information comparing the two types of school on the quality and results of instruction.

Comparisons are based on results of standard tests in reading, arithmetic, language, spelling, and handwriting. Twenty States are represented in the study, nearly 11,000 pupils in consolidated schools and 4,700 pupils in one-teacher schools. Some conclusions of the study are summarized in the report as follows:

Compares Two Types of Schools.

1. Pupils in a one-teacher school are younger by 0.14 of a year than are those in the consolidated school.

2. The holding power of the consolidated school is superior to that of the one-teacher school in the upper grades.

3. There is a significant difference in the grade-achievement in favor of the consolidated school.

4. When converted into terms of yearly progress the grade-achievement differences range from 18 to 40 per cent with a general median difference of 27 per cent.

5. The subject-achievement differences range from 10 to 44 per cent with a general median of 27.3 per cent. The greatest difference is in rate of handwriting and smallest is in the fundamentals of arithmetic. Comprehension of reading ranks third.

6. The grade-achievement differences tend to increase from grade to grade. The differences in the three upper grades are distinctly larger than are those of the three lower grades.

7. The age-achievement differences are in favor of the consolidated school and tend to confirm the differences found in grade-achievement.

The sessions ended with the first annual dinner for county superintendents and other rural school specialists, Thursday night. Though held on the last night of the meeting the banquet was exceptionally well attended. Mr. C. G. Sargent, president of the department, presiding as toastmaster, introduced the speakers. The general topic "The millenium in rural education" was responded to by Dr. John J. Tigert, commissioner of education, County Superintendent A. L. Harman, of Montgomery, Ala., State Rural School Inspector U. J. Hoffman of Springfield, Ill., County Superintendent T. S. Davis, of Altoona, Pa. At the close of the speaking the audience remained to see a moving picture film prepared by the Bureau of Education, showing rural school consolidation in the United States.

No tuition fees are charged at Creighton University, Omaha, Nebr., except for premedical courses .

Unemployed British Children A Problem

Three Hundred Thousand Young People Neither Working Nor in School. Minister of Labor Proposes Educational Centers

By FRED TAIT

THE MINISTRY OF LABOR has recently issued a circular drawing the attention of local education authorities to the large number of children who have left school during the years of industrial depression who have been unable to find employment. It is estimated that there are 300,000 of these children between the ages of 14 and 18, who are simply running wild, wasting time, developing lazy habits and degenerating into unemployables.

Had the Government not abandoned the continuation schools under the act of 1918 the problem would not have arisen, for these children would now have been attending part-time schools, which would have been compulsory. The scheme propounded by the Minister of Labor is that in each local education area centers should be opened at which recreation and instruction will be combined. All children between the ages of 14 and 18 who are unemployed will be admitted. There will be organized games, handicrafts and lectures. For the girls courses in cookery and domestic science will be provided and for the boys woodwork and drawing. In addition lessons in various subjects will be given. The motive is not so much education as to keep the children interested, keep them off the streets, and prevent them degenerating into "street corner boys." The centers will be open for five half days each week.

Local and State Authorities Cooperate

The local authorities will provide the building, but the State will pay three quarters of the cost of maintenance. Unfortunately the centers must be voluntary, for the Minister of Labor can only compel children in receipt of unemployed benefit to attend, and most of the children have never worked and so have not yet come under the national insurance acts. However, a number of large towns including Aberdeen, Edinburgh, Manchester, Plymouth, Barrow, and Dumbarton have already promised to put the scheme into operation, and London, Newcastle, Cardiff and others have it under consideration.

The scheme is interesting and its results are bound to be beneficial both to the child and the State. If it is successful it may result in the continuation schools proper being established.

Arkansas Schools Require More Money

State-Wide Survey Discloses Defects in Financial System Wealth Sufficient to Justify Greater Expenditures. Teachers Need Better Preparation

THAT public sentiment must be aroused to avoid a fiscal breakdown in the public-school system of Arkansas, or even to maintain present standards, is the opinion of the State honorary educational commission, which was appointed in 1921 by Gov. T. C. McRae to study educational conditions in the State. At the beginning of its work this commission requested Dr. John J. Tigert, United States Commissioner of Education, to conduct a survey of Arkansas schools and to recommend means for improvement. A report of this survey was made in October, 1922, and copies widely circulated throughout the State. After six weeks of consideration the educational commission formulated its conclusions and presented them to the governor.

Material Wealth Depends on Education

These conclusions state that the increase of material wealth of Arkansas depends primarily upon a greatly improved public-school system; that there is sufficient wealth in Arkansas now to provide for increased facilitles without serious burden to the citizens; and that public sentiment for improvement of the public-school system is constantly growing, so that the people will follow the leadership of the governor, the State superintendent, and the legislature, in their efforts to improve the schools.

Increased revenue, better teacher-training facilities, and strong educational leadership are the primary needs of the public-school system, according to the commission. To supply additional revenue, the report urges that further taxes be collected on corporations and on inheritances, and that a State serverance tax and a State income tax be created. A change in the method of apportioning State school funds is recommended, so as to abolish the present unfair method of basing this apportionment upon the school census. Other suggestions include the establishment of a State equalization fund and of a State educational budget commission.

Ten-Year Program Recommended

Setting up as a minimum standard the average educational achievement of the United States, a 10-year program of improvement should be undertaken, including a building program for all State educational institutions. Facilities and opportunities for education in the various parts of the State should be equalized, and school-tax burdens evenly distributed, says the report. A minimum school year of 160 days, enforcement of the compulsory attendance law, and simplification of the present school laws are also urged.

New Normal Schools Required

To improve the quality of teaching the commission believes that the State board of education should be empowered and required to establish a scale of educational and professional requirements for all positions in the public schools, which may be modified from time to time and a corresponding salary scale in which salaries paid shall vary with the professional preparation and educational experience of the teacher, as well as with the class of certificate held. To provide for further professional preparation it will be necessary not only to expand the normal school but to establish several new normal schools. The report recommends also the organization of strong normal departments in the four district agricultural schools for the training of rural teachers, and commends a plan to conduct summer normals at these schools.

State Superintendent Should be Appointed

The superintendent of public instruction should be appointed by a State board of education, consisting of nonprofessional representatives of the people, says the report. This board should be at the head of an enlarged and strengthened department of education, which would be responsible for the program of improvements. The State system of education should provide specifically for the definition of functions and responsibilities of the component parts of the system, for coordination of its various activities, and for determination of the minimum standards which shall prevail from time to time. It should provide for adequate financial support, for the preparation of an annual budget, for the selection, training, and certification of personnel, and for continued study and advocacy of needed educational reform.

Since approximately 72 per cent of the people of Arkansas live on farms, the education of rural children is of special importance. For this reason the commission urges that the State board of education direct a program for consolidating rural schools and establishing rural high schools. Establishment of at least 60 high schools offering special courses in agriculture and home-making is recommended, to be built in the course of the 10-year program, 6 schools a year. The 500 high schools now existing should be lmproved at the same time, for the report states that more than 300 of these schools enroll an average of fewer than 16 pupils and have inadequate teaching staffs and meager equipment.

Other recommendations of the commission concern urban and village schools, public schools for negroes, and district agricultural schools.

North Central Association Meets in Chicago

Materials of instruction in secondary schools will be discussed by the North Central Association of Colleges and Secondary Schools, which will hold its twenty-eighth annual meeting at Chicago, March 15, 16, and 17. Accrediting of commercial schools by the association will also be considered, reports on both of these subjects being presented by the commission on unit courses and curricula. Revision of college standards will be the subject of a report by the commission on institutions of higher education, which will also present the list of accredited higher instltutions. The commission on secondary schools will present the list of accredited schools. A joint committee representing the three commissions has been appointed to study junior and senior high schools and junior colleges, and this committee will present its report at one of the sessions.

London Establishes Juvenile Unemployment Centers

To instruct London boys and girls who are temporarily out of employment on account of the long-continued depresslon in trade, the London County Council, at the suggestion of the Ministry of Labor, is establishing "Juvenile Unemployment Centers." About 5,000 students, mostly between the ages of 16 and 18, will be provided for at these centers, where industrial, commercial, and domestlc courses will be given, each student attending 15 hours a week. In all of the courses general education and physical training will be given. The total cost of these classes for a term of 13 weeks is estimated at about £18,000, of which the Ministry of Labor will pay three-fourths and the local education authorities the remainder.

Reorganization of Education in the Departments

(*Continued from page 146.*)

Department of Education and Welfare, which functions under the Assistant Secretary for Education, and to these it is proposed to add a division devoting itself entirely to physical education, there being no such activity now carried on in the Federal Government. In the Division of Public Health, which will function under the Assistant Secretary for Public Health, will be coordinated all those activities now being carried on by the Federal Government in this field. Likewise, all activities pertaining to Social Service now being carried on will be transferred to the Division of Social Service, and the Veterans' Bureau, which is now an independent establishment, together with the Bureau of Pensions, now in the Department of the Interior, will be transferred to the Division of Veteran Relief under the proposed Department of Education and Welfare.

Will Unite Educational Activities

It is desirable to set out more specifically what is comprehended in the Division of Education of the new department. This Division of Education will take over the present Bureau of Education now in the Department of the Interior; the education of Indians, which is now being carried on by the Indian Bureau in the Department of the Interior; Howard University, which is now in the Department of the Interior; the Columbia Institution for the Deaf, and the Smithsonian Institution, which are both now independent of any department. The latter includes the National Museum, the National Gallery of Art, the International Exchange Service, the Bureau of American Ethnology, the Astrophysical Observatory, the National Zoological Park, and the International Catalogue of Scientific Literature. A new bureau, devoting itself entirely to the promotion of physical education, will be created as a new departure. The Federal Board for Vocational Education, which now exists as an independent board functioning under three Cabinet officers, the Commissioner of Education, and three appointees of the President, will be transferred to the proposed new department, including the work of rehabilitating those disabled in industry.

Division of Public Health

Under the Division of Public Health it is proposed to include the Public Health Service, which is at present administered in the Treasury Department; quarantine and sanitation; hospitalization, which includes the National Home for Disabled Volunteer Soldiers, now an independent establishment; the Soldiers' Home, now administered by the War Department; St. Elizabeths Hospital, and the Freedmen's Hospital, both now administered by the Department of the Interior. A Bureau of Research will complete the activities of the Division of Public Health.

Concentrate Social Service Bureaus

To the Division of Social Service it is proposed to transfer part of the work of the Women's Bureau and part of the work of the Children's Bureau, both of which are now administered in the Department of Labor, and the Superintendent of Prisons, now administered in the Department of Justice.

To these four divisions will be attached a solicitor, as is the case in all the executive departments.

This, roughly, is the composition of the proposed new Department of Education and Welfare.

The need of a more unified, economical and efficient governmental program for promoting education and welfare scarcely requires any argument. We are all aware of the startling revelations which came at the time of the war with reference to the educational, physical, and social limitations of the young men who were called upon to serve their country in this emergency, but it may not be generally known that after a careful selection of men deemed capable of bearing arms in defense of their country had been made and the best known methods of preparation pursued, we had left in the United States at the time of the signing of the armistice 200,000 men who were detained in the several cantonments of the country because they had been rejected as being mentally and physically incapable of mobilization in the American Army.

Efficiency and Economy the Aim

Likewise, it hardly requires argument to convince reasonable men that the unification of the above mentioned activities of the Government will not only increase the efficiency of these respective organizations, but will result in great economy in their administration. The many bureaus, organizations, and establishments which are now carrying on these activities are expending annually a sum of slightly more than $700,000,000. During the war and since the war we have talked so glibly in terms of billions that it is easy to minimize this enormous sum of money. It has been calculated that if 700,000,000 silver dollars were shipped in freight cars of a capacity of 40 tons each, it would take 628 cars or 16 train loads of 40 cars each to carry these dollars, making a continuous train over 6 miles long. If the number of silver dollars which are now being expended by the Federal Government in these various activities were placed edge to edge as closely together as possible they would extend 16,609 miles, or two-thirds the distance around the globe at its equator. Certainly the expenditure of such a vast sum of money calls for careful organization, administration, and coordination if there is to be anything like a high degree of efficiency and reasonable economy.

In the selection of the four Assistant Secretaries who are to head up the activities of the four divisions under the proposed Department of Education and Welfare, the administration is determined that only questions of professional qualification, experience, and ability shall be considered. It is the desire of the President that the educational affairs shall be directed by the most highly competent, best trained, and most progressive educator available in the entire nation. In each of the subdivisions of the Division of Education—general, physical, and vocational—it is again desired that competency and efficiency shall be considered in making the selection of those who are to head up these respective activities.

Greatest Educational System Conceivable

The administration is deeply desirous that education shall have the opportunity to progress, untrammeled, to the limits of the most sanguine expectations. It contemplates offering all assistance and cooperation possible under our present form of government to the States and those administering education in the States, to the end that the educational system in the United States of America may be the best and greatest educational system conceivable. It is hardly necessary to say that the Federal Government does not contemplate exercising the functions of attempting to direct, administer, or in any other way interfere with the present development of education in the States. It has no thought to take from the States any of their rights, or to meddle or interfere with the localities which are now working out their own educational salvation. It only proposes to do everything that is humanly possible to serve, inform, and help those who are engaged in the responsibilities of educational administration. Of course, it should be understood that those educational activities which are now administered by the Federal Government will continue to be so administered under the proposed new department, namely the administration of education for the Indians, men disabled in war, and others who are peculiarly under the charge of the Federal Government.

The proposed new Department of Education and Welfare will offer the following advantages: First, it will provide great economy in the expenditure of money; second, by proper supervision, correlation of effort, and avoidance of reduplication and wasted effort, it will promote a high degree of efficiency; third, it will provide for the addition of important activities pertaining to education and welfare which are not now carried on by the Federal Government; fourth, it will place at the Cabinet table a spokesman for education and correlated matters, whose voice will be heard together with the spokesmen of agriculture, commerce, and labor; fifth, the immediate head of the Division of Education will be a professional educator and will not necessarily be changed in successive administrations as would be the case if he sat in the Cabinet. Other advantages might be mentioned, but these are the most outstanding and obvious improvements to be noted over the present system of administration.

Expert Advice Was Sought

In planning this reorganization the administration has sought advice from those who were professionally qualified to make suggestions. Many of the leading educators have been called into conference, and no doubt when this plan comes before the Congress for discussion and adoption there will be opportunity for such criticism and further suggestions as those interested in education may care to offer. The President is recognized by all as a man who is exceedingly eager to secure suggestions and advice from experts in any and all matters coming under his purview. To quote one of his phrases, he desires at all times the product of "the best minds." His interest in the matter of public welfare, and particularly better citizenship, was displayed recently in the creation by Executive order of a Federal Council on Citizenship Training, composed of representatives from each and all of the executive departments of the Government, in which objectives may be defined, suggestions made, and policies formulated so as to enhance in every possible manner the efforts and activities which are being carried on throughout the country for the improvement in standards of citizenship.

More than 100,000 Pennsylvania public-school children who were neither absent nor tardy during the past school year received honor attendance certificates signed by the State superintendent of public instruction.

Red Cross Establishes Health Stations

Undernourished Children Taught in Proper Methods of Living
Dental Examinations and Advice. Emphasis on Preschool Work
Education Gives Best Results

To improve the health of school children by instruction in proper feeding, in care of the teeth, and in general hygiene, the New York County Chapter of the American Red Cross established four child health stations and six public-school dental hygiene clinics and maintained them for periods ranging from a few months to more than two years. These stations and clinics were placed in neighborhoods where the need seemed greatest and where opportunity was found for cooperation with other organizations.

Each station presented an individual problem on account of neighborhood conditions, so that the procedure was not the same in all. At one station, located in a public school, the city health department had begun a demonstration designed to give as complete a health service as practicable to all the children of a typical public school. The departments of health and education invited the Red Cross and teachers' college of Columbia University to work with them in this demonstration. The health department provided a physician for each morning of the school year and a full-time nurse.

Teachers College sent students from its departments of nutrition, public health nursing, and household arts education, who conducted classes in nutrition and visited the homes of undernourished children. Two full-time trained nutrition workers from the Red Cross organized the classes of undernourished children and supervised the students' practice teaching. The Red Cross also equipped and maintained a half-day clinic for dental operations and a full-time one for dental hygiene. The work in this school is still going on.

In general the work of the stations and clinics was educational and preventive rather than remedial. Dental operative work was usually limited to children of preschool age and to the undernourished children in the Red Cross classes. The main work of the dental hygiene clinics was to clean the children's teeth and to give instruction in their proper care. Nearly 7,000 toothbrushes were sold at cost and nearly 600 were given free in special cases. Many dental examinations were given which resulted in parents taking the children to their own dentists for treatment.

The nutrition workers acted on the belief that results would best be obtained by education rather than by any system of actual feeding. For this reason food was not served in nutrition classes except incidentally to illustrate a particular nutrition lesson. Classes for the undernourished were instructed in proper methods of feeding and in the improvement of health habits, especially as to the need of sufficient rest. As the work continued, this kind of instruction was given to ordinary classes in school as well as to classes of undernourished children.

Believing that malnutrition should be prevented rather than cured, and that nutrition work should be begun as early as possible, the Red Cross established clinics for children of preschool age in connection with the health stations, and later, when the classes for undernourished children of school age were held in public-school buildings, the stations were chiefly devoted to nutrition work with the younger children and their parents.

Most of the activities will be continued by public or private agencies, since financial conditions have prevented their continuance by the Red Cross. Four of the dental clinics have been taken over by the city department of health. In the period from October, 1920, to July, 1922, more than 20,000 children had their teeth cleaned at the clinics, and more than 1,200 were enrolled in the various nutrition classes.

Mexico Discontinues Exchanges of Students and Professors

On account of the great differences in courses of study, methods of teaching, etc., that exist between the universities of Mexico and those of other countries, Mexico's Secretary of Public Instruction will sanction no more exchanges of students and professors until it is possible for Mexican authorities to give the time and money necessary for adapting educational conditions in that country to those of other countries. An exception will be made in favor of the Mexican-American Scholarship Foundation, and $15,000 will be applied to exchanges with the United States under its auspices during the coming year.

Cleveland Meeting Expresses its Sense

Resolutions Adopted by Department of Superintendence. Commend School Week. Acknowledge Recognition of Educational Needs. Urge Equal Opportunity for All.

WE SINCERELY COMMEND the action of the President of the United States in calling upon the people of the whole country, by special proclamation last December, to set aside a week to be observed throughout all the States and Territories as American Education Week. We likewise commend the governors of the several States and Territories and the mayors of all cities who promptly supplemented the President's proclamation by similar appeals. By this Nation-wide observance of American Education Week the people of the entire country have been aroused to a new recognition of the fact that the destiny of America rests upon the adequate and proper education of all the children of all the people.

Grave Education Needs Recognized.

2. We gratefully acknowledge the enlarged support that has been granted education by State and Territorial legislatures, boards of education, and by a responsive public, which have generously recognized grave educational needs. We earnestly urge the legislatures now in session, in whose hands rests the control of the public schools, to provide for a continuance of the educational advance to the end that there may be an American school good enough for every American child. We believe that money expended for education is the best investment and rejoice that every attempt at reaction against a proper and adequate provision of funds for public-school purposes, whether made by a single individual or by a backward-looking group, is met in every State and Territory in the Union by a wall of men and women who place the child above the dollar. As administrators of public education, responsible for this investment, we dedicate ourselves anew to the task of directing education with wise economy and exact accounting to the end that the schools may become ever better instruments in the production of an improved citizenry.

Model System for Capital City.

3. We note with satisfaction and heartily indorse the expressed intention of Congress to make the school system of Washington the model school system of the country. We pledge to Congress our hearty support of this proposed legislation and of such appropriation of funds as may be necessary to provide in the Nation's capital a system of public education which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service. To this end we urge the immediate passage of the teachers' salary bill now pending before Congress.

Urge Department of Education.

4. We recognize that a Department of Education is necessary in order that the educational activities of our National Government shall be efficiently and economically administered. We believe that national sanction and national leadership can be provided only in the person of a Secretary of Education in the President's Cabinet. Federal aid for the purpose of stimulating the several States to remove illiteracy, Americanize the foreign born, prepare teachers, develop adequate programs of physical and health education, and equalize educational opportunities, is in accord with our long-established practice and is demanded by the present crisis in education. We therefore reaffirm our allegiance to the Towner-Sterling bill.

5. The welfare of the Nation demands that boys and girls living in the country shall have educational advantages commensurate with those enjoyed by children living in the cities. We indorse the movement which contemplates placing a competent and professionally trained county superintendent of schools, directing a professionally trained body of teachers genuinely interested in country life, in every county in every State and Territory of the Republic. To this end we urge that the burden of raising funds in locality, State, and Nation, shall be so justly and equitably distributed between the stronger and weaker taxing units as to make the opportunity of the boy or girl in a rural school equal to that of the child in the most favored city school system in the land.

Classroom Teachers Maintain High Ideals.

6. We commend the devotion and zeal of the classroom teachers of America who have caught the spirit of the new educational advance and given themselves without reserve to the task of maintaining the ideals and standards of our American system of public education, and who have dedicated themselves to the high purpose of translating the increased funds provided for education into a worthy and upright citizenry, whose faith in the high ideals and the best traditions of America, and whose recognition of the principle of obedience to established law, shall guarantee the security and well-being of the Republic.

7. We record our grateful appreciation of the exceptional hospitality of the people of the city of Cleveland; of the untiring efforts of the local committee; and of the cooperation of the chamber of commerce and the public press. We especially thank the members of the board of education, the officers, teachers, and children of the public schools, and the presidents and faculties of Cleveland's colleges and universities—all of whom have helped to make this convention one of the most successful in the history of the Department.

Respectfully submitted by

RESOLUTION COMMITTEE,
WM. M. DAVIDSON, *Chairman.*

Coast Guard Needs High-School Graduates

An exceptional opportunity for young men who have the equivalent of a high-school education is offered in the competitive examination to be held commencing April 16, 1923, for the appointment of cadets and cadet engineers in the United States Coast Guard.

Cadets are trained to become line officers, and the age limits for appointment are 18 to 24 years. Cadet engineers are trained to become engineer officers, and the age limits for appointment are 20 to 25 years.

The opportunity for appointment is particularly favorable, as there are an unusually large number of vacancies, all of which will be filled this year, if possible. Further particulars may be had by writing to the Commandant, United States Coast Guard, Washington, D. C.

HEALTH HABITS are matters of greatest importance.
Eat only plain wholesome food
At regular meal times.
Let fried foods alone.
Take plenty of water between meals.
Habits once acquired are hard to change; practice good ones.
Have a toothbrush for use after meals.
Avoid close, poorly ventilated rooms.
Be clean in body and mind.
Insist on fresh air for work, play, sleep.
Take regular out-door exercise.
Safety first should be your motto to prevent sickness.

—*Hazel Wedgwood.*

Status of the School Superintendent

Comprehensive Report by Committee of Department of Superintendence. Best-Trained Men Usually in Largest Cities. Salaries and Social Conditions

TO determine what measures should be taken to improve the professional status of the city superintendent of schools, a committee of the department of superintendence, National Education Association, has made a study of the status of the superintendent. This study has been printed in the first yearbook of the department of superintendence, and is the first of a series of studies of fundamental problems, the solution of which will be important to all members of the profession. The results of these studies will be published in future yearbooks.

The committee sent a questionnaire to all the city superintendents listed by the United States Bureau of Education in the Educational Directory for 1920, and received returns from 1,181 superintendends. The information was tabulated by geographical regions and by groups of cities according to size. In studying the status of the superintendent, the committee covered such points as the training of the superintendent, his education as compared with that required in other professions, his economic and social status, his tenure of office and his authorities and duties.

More Professional Training Desired

Since the superintendent's work is largely professional leadership in which superior knowledge and skill as well as personality are important factors, the report recommends that a larger amount of professional training be required of him. That superintendents are making an effort to improve their professional status is indicated by the fact that most of them are college graduates, and that they have used their college training as the basis for further professional study, according to the answers received. In general the superintendents with the most training are found in the largest cities. This may be because the larger cities demand more training as a requisite for appointment or it may result from the feeling on the part of the superintendent that he needs more training to deal successfully with his larger responsibilities, says the report.

Comparisons are made between the education required of a superintendent and that required of an army officer, a lawyer, an engineer, and a physician. One of the most powerful influences in raising the standards of these professions is to be found in the leadership of the colleges and universities, in the opinion of the committee, and in the same way the graduate schools of education are raising the standards of professional preparation for the superintendent of schools.

Superintendents Attend Summer Schools

Attendance at college summer schools is an important factor in the preparation of superintendents, fifty-eight per cent reporting that they have attended summer courses, more than twice as many as have had continuous graduate work. This is because of the greater availability of summer schools as a means of professional improvement. It is a common practice for superintendents to spend four sessions at summer school in order to satisfy the requirements for the Master's degree, says the report.

In studying the educational experience of the superintendents, the committee found that about 42 per cent of those reporting had taught in rural schools, while only about 16 per cent had taught in graded schools. Teaching gives a background for the instructional side of the superintendent's work, but the principalship gives more direct preparation for supervision of instruction, and it leads in the direction of school administration. Experience as principal of a high school seems to be the most important factor in direct preparation for the superintendency, for fifty-eight per cent of the superintendents reported that they had entered the superintendency from the high-school principalship.

The typical superintendent has been engaged in educational work for approximately 20 years. The amount of experience that the superintendent has had differs with the size of the city, superintendents in the larger cities having had more experience, and the committee concludes that total educational experience will unquestionably be a large factor in gaining promotion from the superintendency in a smaller city to that of a larger one.

Level of Salaries Too Low

The median salary for city superintendents is $3,390. This is about the same as the median salary received by college professors, but it is considerably less than the salaries received by men in the professions of law, medicine, engineering, and the Army. To attract capable men to the profession and to justify the demand for additional professional preparation, an increase in the general level of salaries is urged, salaries to be determined on the basis of training, experience, and length of service.

Believing that shortness of tenure retards the development of the profession and hinders the progress of education in the city which keeps its superintendent for a short time only, the committee recommends that superintendents should contract for an initial term of at least three years, after which the term would probably be five.

The superintendent should be regarded not only as professional leader of the supervisory and instructional staff, but as the executive officer of the board of education in advancing the educational interests of the community, according to the recommendations.

Should Direct All Educational Activities

To produce the most favorable conditions for the superintendent's work, all the educational activities of the city should be centered in the office of the superintendent of schools, says the report. The administrative work of the superintendent should be based upon principles of business administration, with certain authority delegated to competent subordinates. The superintendent should have power to initiate and execute the appointment of assistant superintendents, business managers, principals, teachers, and all other employees whose work is vital in the development of an educational program. He should also have the privilege of recommendation for transfer and dismissal of these educational workers, according to the committee. The budget should be prepared under the direction of the superintendent for presentation to the board of education.

Power to initiate new policies and to make rules governing routine matters should belong to the superintendent. His leadership in the supervision of instruction should be based upon a first-hand knowledge of conditions in the schools. Officials having charge of such matters as the continuous school census, the enforcement of compulsory attendance laws, the purchase and distribution of textbooks and instructional supplies, and the care of school buildings and grounds should be responsible to the superintendent, in the opinion of the committee.

Municipalities in New Jersey may set apart the public lands to be used as playgrounds by the public schools, according to a bill passed by the assembly.

Physical Education Essential to Moral Development

Conference at Cleveland Considers Aspects of Physical Education. Teachers of Regular Subjects Must Conduct the Exercises.

THAT PHYSICAL EDUCATION is necessary for moral and intellectual development was agreed at the conference on physical education which met at Cleveland, March 1, under the auspices of the United States Bureau of Education and the National Council of State Departments of Education. John J. Tigert, United States Commissioner of Education, presided over the conference. Successful efforts to improve sanitary conditions in Maine schools were described by A. O. Thomas, State superintendent of public schools, Maine. Since 62 per cent of the population of Maine live in rural districts, Doctor Thomas emphasized the health problems of rural schools. The State authorities aid the schools in carrying out the health program, paying 50 per cent of the cost of supplying nurses and physical directors, he said.

Physical education must take its place in the curriculum of the rural school, said Melville Stewart, assistant supervisor of rural schools, West Virginia. The teacher of regular subjects must be depended on to carry on physical education, and the teacher-training institutions must fit their students for this work, if it is to be successful, said Mr. Stewart. Teachers now in service should study in institutes and summer schools to prepare for this important branch of instruction. Creation of a sentiment among pupils and patrons in favor of better health conditions and better health habits is an important part of the teacher's program, in the opinion of the speaker, and public opinion thus influenced will have more influence than laws in improving rural health conditions.

Physical Education of National Significance.

President Harding is in sympathy with the program to establish physical education in the schools, according to E. Dana Caulkins, of the National Physical Education Service, who told how representatives of the 25 national organizations visited the White House last spring and were assured by the President of his interest in their plans. Mr. Caulkins considered it significant that the United States Commissioner of Education, in planning the program for American Education Week, suggested that one day of this week be devoted to a demonstration of physical education. Reports indicate that many hundreds of schools followed this suggestion. Another event of national importance was the man-power conference called by the War Department last November, showing the need for universal extension of physical education, said the speaker.

Close correlation exists between health of pupils and the physical education that they receive in the schools, according to Harris Hart, State superintendent of public instruction, Virginia, whose paper was presented by Miss Pauline Williamson. Mr. Hart urged that doctors and nurses should cooperate with teachers in their efforts to overcome the physical defects of pupils by following up the cases reported by the teachers.

This conference was held in conjunction with the fourteenth congress of the American School Hygiene Association, which held two regular sessions on March 2. Physical welfare of children was the subject of a joint conference of this association with the department of superintendence, National Educational Association, on February 28, under the chairmanship of Frank W. Ballou, superintendent of schools, Washington, D. C.

Other Cities Adopt Work-Study-Play Plan

Fifty-four cities in 22 States now have the work-study-play or platoon plan in operation in one or more schools. In the October number of SCHOOL LIFE a list of 43 cities using this plan was printed. The 11 cities that have been added since then are: Asbury Park, N. J.; Braddock, Pa.; Durham, N. C.; Hazleton, Pa.; New Britain, Conn.; Portage, Pa.; Port Arthur, Tex.; Reading, Mass.; Saginaw, Mich.; South Bend, Ind.; Swarthmore, Pa.

Honorable character, conduct, health, and interest in school social activities, as well as scholarship will be taken into account in awarding the Rebecca Elsberg scholarship prizes of $150 each, which will be awarded to two graduates of the public elementary schools in the borough of Manhattan, New York City. One boy and one girl will be chosen from the elementary-school graduates to receive one of these prizes at the end of the present term and semiannually thereafter.

To assist in improving college and university accounting and to offer increased cooperation to State authorities in making school surveys, the general education board announces the creation of two new departments, a division of college and university accounting and a division of school surveys.

Alabama Conference on Highway Engineering

Need of Scientifically Trained Men for Carrying Out Program of Road Construction. Affects School Consolidation

IN view of the recent act of the Legislature of Alabama, which voted a $25,000,000 bond issue for the purpose of financing the new State highway program, a conference was called at the Alabama Polytechnic Institute, Auburn, Ala., February 21–23, 1923, inclusive, to discuss ways and means of carrying out the new highway program. The conference was called by the Alabama Polytechnic Institute in cooperation with the highway educational board.

Those in attendance were Gov. W. W. Brandon and staff; former Governor Henderson; W. S. Keller, State highway engineer; Senator John A. Rogers; the Alabama State Highway Commission; Dr. John W. Abercrombie, superintendent of education of Alabama; leading county judges; engineering educators; members of the Georgia State Highway Department, and representatives from Tennessee. The highway education board was represented by Mr. Thomas H. MacDonald, chief of the United States Bureau of Public Roads.

Need Scientifically Trained Men

The governor emphasized the importance of the relation of the institute to the development of the State. Mr. Keller outlined the particular problems which the State Highway Commission faces in carrying out the building of improved highways. He emphasized the need for scientifically trained men in carrying out this program. Attention was called to the inferior work and the waste of funds caused by the employment of men who are not acquainted with modern developments in highway engineering. Mr. MacDonald stressed the importance of higher ideals of Government service and gave considerable attention to the urgent necessity for the proper supervision and inspection of roads and their continued maintenance.

Doctor Abercrombie stated the case for the schools, and declared that consolidation of schools in Alabama wait on improved highways. Prof. C. A. Baughman called attention to the importance of research in engineering education. Dr. W. C. John, secretary of the highway education board, discussed the question of the place of the trained engineer in carrying out State and national policies of development.

New Books in Education

BY JOHN D. WOLCOTT, *Librarian, Bureau of Education.*

ADAMS, JOHN. Modern developments in educational practice. 2d impression. London, University of London press, ltd., 1922. vi, 302 p. 12°.

This book discusses the following topics: What underlies the new teaching; the child, the school, and the world; standards and mental tests; scales of attainment; the psychology of the class; the knell of class teaching; the Dalton plan; the Gary contribution; the play way; the project method; psychoanalysis in education; free discipline.

BARNARD, H. C. The French tradition in education—Ramus to Mme. Necker de Saussure. Cambridge, University press, 1922. viii, 319 p. front. (port.) ports. 12°.

Some aspects of the history of education in France are here depicted which are asserted to be new to readers in English. The volume deals primarily with the education of children and adolescents up to the end of secondary school age. The material consists of a series of sketches of the careers of certain prominent educationists and educational institutions during the centuries following the Renaissance down to the French revolution. Some of the topics treated are Huguenot education, Bossuet and the "Grand Dauphin," the Oratorian schools, and a plan of national education by La Chalotais.

HETHERINGTON, CLARK W. School program in physical education. Prepared as a subcommittee report to the Commission on revision of elementary education, National education association. Yonkers-on-Hudson, N. Y., World book company, 1922. xi, 132 p. 12°.

This report begins with a concise review of the rise of physical education in the public schools, proceeds to a critical analysis of the attempts that have been made to adapt European methods of physical education to American schools, and then passes to a constructive scientific presentation of the problems, objectives, and principles involved in the organization of a school program.

HOKE, ELMER RHODES. The measurement of achievement in shorthand. Baltimore, The Johns Hopkins press, 1922. vii, 118 p. tables, diagrs., fold. charts. 8°. (The Johns Hopkins university. Studies in education, ed. by E. F. Buchner, no. 6.)

The purpose of this investigation is to construct tests for Gregg shorthand which will be free from the objections to the traditional type of examination, and at the same time accomplish other desirable results.

MOEHLMAN, ARTHUR B. A survey of the needs of the Michigan State normal schools. Prepared at the request of the State board of education. [Lansing, Mich.] Department of public instruction, 1922. 250 p. diagrs., maps, tables. 8°.

Mr. Moehlman is director of statistics and reference for the Detroit public schools. The survey was conducted largely by the questionnaire method, but two trips of inspection were also made. The report gives the detailed results of the investigation, together with a summary of findings and recommendations.

MONROE, WALTER S. Written examinations and their improvement. Urbana, University of Illinois, 1922. 71 p. forms. 8°. (University of Illinois. Bureau of educational research, College of education. Bulletin no. 9.)

This study summarizes both the criticisms made against written examinations, and the considerations alleged in their support. Some suggestions are also given for the improvement of written examinations by the application of certain principles of test construction. The examinations are to be improved in two ways—by improving the questions, and by introducing better methods of grading the papers.

MOREHOUSE, FRANCIS AND GRAHAM, SYBIL FLEMING. American problems; a textbook in social progress. Boston, New York [etc.] Ginn and company [1923] xii, 567, xxx p. illus. 12°.

A demand exists for a textbook in the "problems of democracy" uniting the essentials of the more important social sciences in one course to be given to students in the final year of the high school. Since this is a new idea, no agreement has yet been reached on the exact content of the year's work in this subject. This book is based on several years' experience in teaching unified social science in the high school of the University of Minnesota, and is submitted as a basis for the possible construction of a future revised text when the subject becomes more stabilized. Among the topics treated are training for citizenship, and problems of rural life.

SMITH, C. ALPHONSO, *ed.* Essays on current themes. Boston, New York [etc.] Ginn and company [1923] vi, 467 p. 8°.

This collection of essays has a twofold purpose: first, to widen the student's range of interests; and, second, to furnish him with up-to-date material for speaking and writing. The essays included are divided into six groups, one of which is entitled "Education and ethics." All material comprised in the book is appropriate for use in training for intelligent and progressive citizenship.

U. S. BUREAU OF EDUCATION. Public education in Oklahoma; a report of a survey of public education in the State of Oklahoma, made at the request of the Oklahoma State educational survey commission, under the direction of the United States Commissioner of education. Washington, December 11, 1922. x, 420 p. tables, diagrs., maps. 8°.

Gives the results of a comprehensive survey of the operation of all varieties of public education in Oklahoma, together with a summary of conclusions and recommendations.

UNIVERSITY HIGH SCHOOL, UNIVERSITY OF CHICAGO. Studies in secondary education. I. By Henry C. Morrison, William C. Reavis [and] others Chicago, Ill., The University of Chicago, 1923. 150 p. tables, diagrs. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal. no. 204, January, 1923.)

Comprises a series of studies dealing with the major lines of experimentation in the laboratory schools, and with various problems of administration and instruction developed in the University high school of the University of Chicago.

UPDEGRAFF, HARLAN, *and* KING, LEROY A. A survey of the fiscal policies of the State of Pennsylvania in the field of education. A report to the Citizens' committee on the finances of Pennsylvania to Hon. Gifford Pinchot. December, 1922. viii, 207 p. tables, diagrs. 8.°

Reprinted from Part II.

This study takes up the finances of the public schools, normal school, higher educational institutions, and State department of public instruction, and discusses their relative needs. A summary of findings and recommendations precedes the detailed results of the investigation. It is found that Pennsylvania was a low-cost education state for forty years previous to 1921, but since that year the State has been advancing educationally. An account is given of the "ability and effort plan" in the allotment of State aid for schools.

WILLMANN, OTTO. The science of education in its sociological and historical aspects. Authorized translation from the fourth German edition, by Felix M. Kirsch. Vol. II. Beatty, Pa., Archabbey press, 1922. xx, 505 p. 8.°

Volume I of this translation, issued in 1921, contains the Introduction and Part I—The historical types of education. The present volume contains the remaining four parts of the work, dealing with the motives and aims, the content, the process, and the system of education. The author treats the subject of education in its sociological aspects, and deduces fundamental principles from the test of permanent value afforded by the history of education. The point of view is conservative, giving the chief place in the curriculum to philology, mathematics, and philosophy. The other important elements in the content of education are also discussed. Additional topics are the organization of studies in programs and courses, methods of teaching, educational institutions, and finally the place of culture and education in the sum total of life's duties.

Educational Situation in National Capital

(Continued from page 145.)

with legislation as such, but with the appropriations bill which deals with the schools. The people of the District of Columbia stand squarely back of the comprehensive educational program which has been developed by the school authorities.

The efforts of the school authorities have been exerted to secure increased appropriations for the maintenance and extension of the educational activities of the school system and for legislation necessary to conduct a more efficient educational program.

Like most American cities, Washington constructed no school buildings during the period of the war. Moreover, appropriations for school buildings preceding the period of the war were not sufficient to take care of increased enrollment. Furthermore, Washington experienced an unprecedented increase in population, including school population. Most of this increase in population has become permanent. The accumulated shortage of schoolhouse accommodations up to the period of the war, the absence of any schoolhouse construction during that period, and the unprecedented increase in population during and following the period of the war, have resulted in a situation which can only be met by increased appropriations for school buildings. The Board of Education and the citizens of Washington are united in a campaign for better schoolhouse accommodations.

Three legislative measures for the improvement of the educational situation in the District of Columbia have likewise been introduced into Congress.

Present Compulsory Law Inadequate.

A bill (S. 2040, H. R. 72) to provide an up-to-date and adequate compulsory attendance law has been introduced. The present law is totally inadequate. This bill also includes provision for the taking of a school census of all children in the District between the ages of 3 and 18 years. At present there is no enumeration of school children.

A bill (S. 2860, H. R. 9543) for providing free textbooks and educational supplies for elementary and high-school pupils has been introduced into Congress. At present the annual appropriations bill provides free textbooks and educational supplies for elementary school pupils. High-school pupils purchase their books and supplies. This bill would legalize what is now being done annually in the appropriations bill and would extend like advantages to high-school pupils.

New Salary Law is Needed.

A bill (S. 3136, H. R. 10390) to provide a new salary schedule for the teachers of the District of Columbia has been introduced, which is considered the most important school legislation that has been introduced into Congress for many years. The present legal salary schedule for the District of Columbia was passed in 1906. Certain modifications of that schedule have been authorized in appropriations acts, but have never been established by law. The salaries of teachers and officers in the District of Columbia are far below the salaries paid corresponding teachers and officers in other cities comparable in size with Washington.

A joint committee of Congress, of which Senator Arthur Capper of Kansas is chairman, has been studying the school needs of the District of Columbia for nearly two years. The committee has secured the assistance of several educational leaders to assist them in their work. The committee's report is looked forward to by the people of the District of Columbia with the confident expectation that it will recommend more adequate financial support for public education and the enactment of necessary legislation to make the schools of the District of Columbia model schools of the Nation. The committee has frequently expressed itself as of the opinion that the schools of the Nation's Capital should exemplify the best.

The Present Situation.

New building to accommodate 1,500 pupils will be opened in March.

The appropriations for schoolhouse accommodations during the past few years have been as follows:

1920–21	$2,339,000
1921–22	989,000
1922–23	2,036,000
1923–24 (bill still pending)	1,460,000

When all of the buildings covered in these appropriations shall have been put into use, they will only have provided the accommodations necessary for taking care of the annual increase of enrollment in the schools and will have done little toward relieving the accumulated shortage in schoolhouse accommodations as a result of the pre-war and the war period.

While no detailed discussion can be presented in this brief article, the following tabulation will indicate the need for additional schoolhouse accommodations in both elementary and high schools:

The accumulated shortage as of November 1 each year.

ELEMENTARY SCHOOLS.

Purpose for which needed.	Classrooms needed.		
	Nov. 1, 1920.	Nov. 1, 1921.	Nov. 1, 1922.
1. To eliminate portables	73	71	[1] 61
2. To eliminate rented quarters	41	33	28
3. To eliminate undesirable rooms	21	39	34
4. To reduce oversize classes	57	57	57
5. To eliminate part-time classes:			
Grades I and II	150	152	137
Above Grade II	18	19	19
6. To abandon buildings recommended for immediate abandonment in 1908, but still in use	16	16	16
7. To abandon buildings recommended for early abandonment in 1908 but still in use	91	91	91
8. To abandon other buildings now unfit for present use	21	21	21
	488	499	464

[1] 17 one-room portable schools in use in high schools.

HIGH SCHOOLS.

Normal capacity of all high-school buildings.	Enrollment Nov. 1.			Excess over capacity Nov. 1, 1922.
	1920	1921	1922	
7,350	8,984	10,331	11,682	4,468

The Nation's Capital.

The people of the Nation's Capital have no voice in their local government. The District of Columbia is governed by a board of three commissioners appointed by the President. There are no local municipal officers elected by the people. Citizens of the District of Columbia have no voice in the administration of their local affairs. Some of the residents of the District retain their voting privileges in their home States.

All legislation governing the affairs of the District is passed by Congress, which thereby becomes the local legislative body. The money necessary for the operation of municipal affairs, including the schools, is appropriated by Congress. Sixty per cent of that money is raised by taxation on the citizens of the District and 40 per cent is appropriated from the National Treasury out of moneys raised, as are other moneys, for the support of the National Government.

The people of the Nation's Capital, therefore, are helpless in bringing about any improvement in their local affairs, except as that improvement is secured through the Congress of the United States. The Representatives and Senators from the various States are the Representatives and Senators for the people of the District of Columbia, even though

the people of the District, for the most part, have had no direct or indirect part in selecting them. The people of the District of Columbia must therefore look to the people of the Nation for the support of the legislation and for the appropriations necessary to make the Nation's Capital a city of which we may all be proud, and especially for a school system which shall exemplify to the Nation the best in administration, supervision, business management, and teaching service.

Well-Planned Community Work for Foreigners

To teach good citizenship to Mexicans and other foreigners, the "Friendly House" is maintained by the Americanization committee of Phoenix, Ariz., as an evening school and community house. Besides the standardized Americanization courses in English, writing, and arithmetic, classes are conducted in sewing, cooking, basketry, wireless telegraphy, and toy making. Three evenings a week are devoted to the classes and the other three to recreation of a kind that imparts lessons in good citizenship. Among the recreation activities have been Boy Scout work, games, musical programs, a Christmas party, and a Fourth of July party. At the Fourth of July party the Mexican pupils presented a play in English. Relatives and friends of the pupils attend the recreation evenings, thus spreading the Americanizing influence of the school.

With the help of the Carnegie Library, the committee installed a circulating library in the school, and the pupils have learned to use the books, to take care of them, and to return them in good condition. During the year ending October 1, 1922, the school enrolled 275 pupils, including men and women, girls and boys. The largest number of pupils attending for class work in any one evening was 67 and the smallest number 32.

Kansas Graduates True to Their Training

Engineering graduates of Kansas State College are virtually unanimous in following the profession for which they have prepared, according to reports from the class of 1922. Of 60 graduates in the various branches of engineering, including architecture, 59 are employed in these branches. The other one, a graduate in agricultural engineering, is farming. Of the 60 graduates, 28 were electrical engineers, 16 mechanical engineers, 9 civil engineers, 4 architects, and 3 agricultural engineers.

Recent Educational Events in Czechoslovakia

Reorganization of Comenius Institut of Pedagogy. National Association Maintains Kindergartens. Workers' Associations for Physical Education

By EMANUEL V. LIPPERT

THE Comenius Czechoslovak Institut of Pedagogy has been reorganized. It will be managed in future by a council of curators, of which the Czechoslovak Ministry of Education nominates 7 members and those members select 5 others, making 12 members in all of the curatorium. At the first meeting of the new curatorium, Dr. Ant. Uhlir, professor and member of Parliament, was chosen president of the institut. He began his work on December 5, 1922.

The purposes of the institut are: (1) To collect and to care for historical monuments, records, memorials, documents, and books relating to old schools in the countries of the Czechoslovak Republic, and especially old editions of writings of John Amos Comenius and other great educational writers; (2) to collect examples of educational literature referring to the schools of foreign countries; (3) to support professional studies of pedagogy and to help all who are taking interest in education in the Czechoslovak Republic and who are making surveys of important educational currents; (4) to cultivate public interest in the problems of education and of schools of all kinds by spreading educational knowledge and in such manner as to promote the development of education throughout the Republic; (5) to maintain regular contact with similar institutions in foreign countries; (6) to arrange educational exhibitions and lectures, and to issue reports and other publications about the state of schools and education.

Doctor Uhlir with other members of the institut has aready begun the publication of a monthly called "Věstnik Čs. Pedagogickeho Ústavu Jana Amosa Komenskeho," the first number of which appeared on January 15, 1923.

The institut has three departments: (1) Presidial department, which manages the whole institut; (2) pedagogical library, which is the greatest in the Republic and contains a collection of new pedagogical books published in America and presented by Czechoslovaks in the United States; (3) pedagogical museum, containing many interesting objects. Till now the institut has had only seven rooms, but after February 1, 1923, it will have new rooms for the library and for the reading room in another house of the same street.

Kindergartens in Germanized Towns.

The Czech National Association, "Ústřední Matice Skolská" founded in the year 1922 eight new kindergarten schools in the Germanized towns, for the towns are not required by law to establish such schools for small children.

Educational Provisions for Workers.

The Fourth Congress of Social-Democrat teachers and professors was held in Prague on January 5, 6, and 7, 1923. The Congress has established Workers' Associations for Physical Education with 80,000 members, a Night Workers' Secondary School and Workers' Academy. The Academy arranges courses and lectures for workers at many places throughout the Republic.

New Legislation Proposed.

The Czechslovak Ministry of Education has prepared an order for effectuating the new "Small education act." The ministry will present to the Parliament, among other bills, bills

(1) For the unification of all education acts concerning Bohemia, Moravia, Silesia, and Slovakia. The State is now giving subventions to the denominational schools whose teachers are appointed by the churches.

(2) Concerning kindergartens.

(3) Concerning continuation trade schools.

(4) Concerning the protection of historical monuments and nature reservations.

(5) Concerning the common use of churches, and other bills to arrange the relations between the Republic and the churches.

That every Londoner may improve his knowledge of his job as well as his general education the London County Council aims to provide evening classes in a wide range of subjects. Two hundred and fifty technical and other institutes are offering evening courses covering virtually all commercial, trade, and technical subjects. Special attention is given this year to the development of commercial education. Classes in art, music, science, literature, and home economics are also offered. Last year 160,000 students attended the evening classes.

Training for Citizenship and Defense

Conference Held Under Auspices of War Department. Frank and Full Discussion of Difficulties Encountered

TO consider how Federal and non-Federal agencies can cooperate to realize more fully the provisions of the national defense act as amended in June, 1920, a conference on training for citizenship and for national defense was held by Secretary of War John W. Weeks at the War Department, November 16, 17, and 18, 1922, the report of which has just been issued. In carrying out the provisions of the national defense act the War Department has met many perplexing problems in training the civillan components of the Army of the United States. Since the solution of these problems involves cooperation of numerous civilian agencies, the conference was called for the purpose of frank and free discussion of the difficulties that have been encountered in the past two years. One hundred seventeen citizens representing the public-school system, the universities, the land-grant colleges, various welfare organizations, the National Guard, and the Reserve Officers' Association attended.

Federal Government Must Cooperate

National strength is the underlying topic of this conference, said the Secretary of War, at the opening session. Although the Federal Government is charged with the responsibility for national defense, it has no jurisdiction over the physical, moral, and mental education of our youth, he said; therefore it must cooperate and assist those who directly influence education. Gen. John J. Pershing urged the extension of education to a greater number of boys and girls than now receive it. He spoke of the large number of men whose minds were awakened by the schooling they received in the Army so that they continued their studies after the war.

The specific problems before the conference with regard to training for citizenship and training for national defense were taken up by Brig. Gen. William Lassiter, who said that the two kinds of training must supplement and assist each other. He classified the four qualities involved in good citizenship as physique, skill, education, and attitude and described the general plan of our national defense.

A committee on citizenship training, a committee on reserve officers' training corps, and a committee on citizens' military training camps were appointed. State laws on physical culture were discussed by the committee on citizenship training, which was under the chairmanship of Dr. C. R. Mann. Among the other subjects discussed were the community service movement, army training for citizenship, and the Federal Board for Vocational Education. This conference was later broken into four subconferences dealing respectively with physical education, technical education, development of attitudes, and the older boy problem.

The committee on reserve officers' training camps, under the chairmanship of Col. William M. Cruikshank, discussed the mission of these camps and how it should be accomplished. Whether there should be any consolidation of the camps of the reserve officers' training corps and the citizens' military training camps was also discussed at this meeting. Similar questions were taken up with regard to citizens' military camps by the committee appointed to consider this subject. The reports from these committees were presented at the final meeting of the conference.

Teachers of Akron, Ohio, voted to forego their scheduled increases in salary so as to prevent further increase in the pay roll, which had already been increased by $18,000 for new teachers' salaries.

PRINCIPAL ARTICLES IN THIS NUMBER

To Promote International Good Will

American School Citizenship League Offers Money Prizes for Essays. For Students in Normal and High Schools

A WORLD essay contest, open to students in normal schools, teachers' colleges, and senior students in secondary schools of all countries, is announced by the American School Citizenship League, the contest being similar to those which have been held annually by the league for several years. Contestants are divided into two groups, one consisting of students in normal schools and teachers' colleges, and the other of seniors in secondary schools. The subject for the first group is "A World Educational Association to Promote International Good Will," and for the second group, "The Achievements of Civilization and How to Organize Them for World Comity." Prizes of $75, $50, and $25, known as the Seabury prizes, are offered for the best three essays in each group. The contest closes June 1.

Each essay must be accompanied by a topical outline and a bibliography with brief notes on each book. Essays must not exceed 5,000 words. Judges have been appointed in various countries to choose the essays that are to be translated into English and submitted to the United States judges. Further information may be obtained from the secretary of the league, Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

American Colleges in Near East Reopen

Six of the American colleges in the Near East which were closed on account of the war and its consequences have reopened, and have almost recovered their attendance of 1913–14, in spite of great increase in the cost of operating them. Several colleges have as yet been unable to reopen, according to a report from the American consul general at Constantinople.

Believing that girls as well as boys should know the principles of gardening, poultry raising, etc., so that they will be able to take part in the outside life at home, Kern County Union High School has formed a girls' agriculture class, with eight members. In the course of study are included botany, practical gardening, poultry, and domestic animals.

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SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION
Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

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Recent Developments In Medical Education

Half the Schools of Medicine Discontinued in 18 Years. Few Students Without Proper Qualifications Now Remain. Improvements in Past 20 Years Almost Sensational. Problems Created By the Complex Medical Training Now Provided

By N. P. COLWELL, M. D.
Secretary Council on Medical Education and Hospitals of the American Medical Association, Chicago

FOLLOWING the close of the Civil War, the number of medical schools in the United States rapidly increased, until in 1906 there were 162 in the United States—more than in all the rest of the world. The educational standards, however, were considerably lower than those in other leading countries, so that the evident need was for "fewer but better medical schools." Two of the important objects to work for in the campaign for improvement, therefore, were (*a*) the general adoption of higher standards for admission, and (*b*) the merging of medical schools in cities where two or more existed. During the past 18 years the number of medical schools has been reduced by just one-half—from 162 to 81, about two-thirds of the reduction being due to mergers. The medical schools which became extinct, with a few exceptions, were low-grade institutions.

The number of colleges enforcing higher entrance requirements during the 18 years increased from 2 to 74, and the entrance requirements of medical schools of the United States are now equal to those in medical schools abroad.

The merging of medical schools resulted in a decrease in the number of medical students. The oversupply of medical schools in 1904 meant also an oversupply of medical students. The total number was reduced from 28,142 in 1904 to 14,052, the lowest number, in 1919, but since that year the number increased to 14,088 in 1920, 14,872 in 1921, and 16,140 in 1922. The reduction in the number of students was of those having lower educational qualifications, while the number of those in the higher standard medical schools increased from 1,761 in 1904 to 15,477 in 1921.

The developments in medical schools during the past 20 years have been so extensive as to be almost sensational. The

A more extended treatment of this subject, by Doctor Colwell, will appear in Bureau of Education Bulletin, 1923, No. 18.

(Continued on page 180.)

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> OF ALL the men we meet with, nine parts of ten are what they are, good or evil, useful or not, by their education. It is that which makes the great difference in mankind. The little or almost insensible impressions on our tender infancies have very important and lasting consequences; and there it is, as in the fountains of some rivers, where a gentle application of the hand turns the flexible waters into channels that make them take quite contrary courses; and by this little direction given them at first in the source they receive different tendencies and arrive at last at very remote and distant places.—*John Locke.*

Fiscal Administration and Cost of Schools

Some Facts from the Educational Finance Inquiry. Increased Costs Must Be Properly Interpreted to Reach Intelligent Conclusions. Great Variation in Expenditures. State Support Only Way to Secure Complete Equalization of Opportunity

By GEORGE D. STRAYER
Professor of Educational Administration, Teachers College of Columbia University, New York City

ANY INQUIRY concerning the financing of education must consider the increased cost of our public-school system. That public education is costing more now than it did 10 years ago is commonly accepted. In the year 1910 the current expenses for public education in the United States amounted to $390,500,000. In 1920 we spent $970,930,000 for the current expenses of our public schools. These aggregate figures must, however, be interpreted, if one would reach an intelligent conclusion concerning the support of our schools. During the period under consideration there was a very great change in the purchasing power of the dollar. There was, as well, an increase of 30 per cent in the number of days of schooling provided. To these two factors must be added the further fact of a very large increase in attendance in the upper part of the school system, where costs are necessarily high.

While we have spent many more dollars we have not in anything like the same proportion increased the support devoted to the quality of the facilities or service furnished. It appears from data which are available for the years 1921 and 1922 that the amount of money spent for education has continued to increase during this period. It is, on this account, increasingly important that we inquire concerning school costs and with respect to the fiscal administration of our public-school system.

No less interesting than the aggregate figures are the comparisons which have been instituted among the several communities within a single State. In the State of New York, where an intensive study has been made, for the year 1920–21 in one community the current expense per pupil in average daily attendance in elementary schools was $26. In another community within the same State the current expense per

Read before the general meeting of the department of superintendence, Cleveland, Ohio.

pupil in average daily attendance in elementary schools was $272. In like manner the current expense per pupil in average daily attendance in high schools ranged from $52 to $1,132. In kindergartens the current expense per pupil varied from $21 to $113. The smallest cost per pupil in both elementary and high schools and the highest cost, as well, were found in the rural or small village school districts. The variations in cost among the larger cities were relatively small. These variations increased progressively as the size of the community decreased.

Poor Districts Pay High Taxes

The property tax furnishes almost all of the revenue for schools in the State of New York. The variations in the equalized assessed value of property per capita is as great as that shown for school expenditures. While in the main the wealthier communities spend the larger amount per pupil, it often happens that poor school districts have the higher tax rates. The scheme of aid provided by the State of New York equalizes neither the support provided for education, nor the burden of taxation borne by the several communities. It is the purpose of State aid to equalize both the opportunity for education and the burden of taxation through the redistribution of revenues collected by the State to the several communities. It has been proposed, as well, that the State provide funds in order to reward those communities which show unusual effort by maintaining their schools at a higher level or by undertaking unusual activities. The evidence from the State of New York or from any other State will, I am sure, show that it is impossible to accomplish both of these purposes by any scheme of distribution that may be proposed. If opportunity and burden are to be equalized, the State must levy a tax upon the property or incomes of all of the people, or in some other manner secure revenues by a system of taxation which bears with equal weight upon all. If these funds are distributed in order to reward the effort made by progressive communities, rather than to equalize the burden of taxation to be borne, it must follow that the poorer and less progressive communities contribute to the development of the better program of education in the more progressive communities.

State Support Essential to Equalization

The more one familiarizes himself with the systems of State aid operating in the United States, the more certainly he is driven to the conclusion that the result that we seek to achieve within the State with respect to the equalization of educational opportunities can be brought about only by providing for State support. We have been moving in this direction. In many of the States the part of the total cost of maintaining schools borne by the State has been steadily increasing during the past decade. In one State, Delaware, complete State support has been instituted. In Maryland the State seeks to equalize opportunity by providing such funds as are necessary in support of a minimum standard school system after the county has levied a 67-cent tax based upon assessments which are equalized throughout the State. We shall make more rapid progress in the direction of providing an equalized educational opportunity for all of the children of a State when we accept as fundamental the principle of State support.

Variety in Accounting Causes Difficulty

In our inquiry in the State of New York we have found the greatest variety with respect to budgetary procedure and school accounting. Even in many of the urban communities it is not feasible upon the basis of the accounting found to determine the costs of elementary schools, of high schools, or of other parts of divisions of the school system. It was necessary in order to separate the cost of elementary education from high-school education to devise a formula which would permit the allocation of certain of the major items of the budget among these and other divisions of the school system. Careful investigations were undertaken in those communities in which accurate accounts were kept. After trying various methods of allocation it was found that the expenditures for the salaries of teachers in any division of the school system as related to the total expenditure for salaries of teachers by the school system gave the best measure for the allocation of other charges. If, for example, elementary school salaries were 70 per cent of the total expenditure for salaries, then it was found that approximately 70 per cent of the expenditures for fuel, for textbooks and supplies, for janitorial service, and the like, were chargeable against the elementary schools. In carrying through this investigation 35 cities were used. The cost calculated by means of the formula as compared with the bookkeeping costs recorded were too high in 17 cities, too low in 17 cities, and in one city the allocated cost and the calculated cost were identical. The average variation of the calculated costs from the true costs was only one-ninth of 1 per cent.

Adequate Accounting is Demanded

As satisfactory as this method of allocating cost has been in handling the figures for some hundreds of cities and villages within the State of New York, it is not defensible within a single school system. More adequate accounting should be undertaken in most of our school systems. It seems reasonable to propose that such accounting be undertaken immediately in our cities. The administration of schools in the smaller villages and rural areas by lay boards of education without adequate professional administrative service precludes the possibility of accurate accounting for these areas. Only as larger units of administration are organized can we hope to develop adequate accounting throughout the State.

Budgetary Procedure of Great Importance

The situation in the State of New York with respect to budgetary procedure is even less satisfactory than in the field of accounting. Few school systems base their estimates of expenditures upon accurately determined costs for the years immediately preceding. In many cases the merest guesses are made with respect to the funds that may be available for the period under consideration. Sound budgetary procedure requires not only accurate estimates of cost, but also estimates of income and a statement of the work program to be followed. It is of the greatest importance that budgetary procedure be improved, that boards of education adopt budgets which limit their appropriations to their income, and that they confine their expenditures to the appropriations voted. With such procedure established the electorate of the several communities involved may be expected to show greater interest in the problem of financing education and to act more intelligently with respect to the support of their schools.

School Boards in Unfortunate Position

The fiscal administration of schools is made more difficult in a number of the cities of the State of New York by virtue of the fact that the board of education is required to present its estimates to a reviewing body which has control over the amount of money to be spent for public education. This places the board of education and their executive officers in the unfortunate position of developing a budget without any assurance that it will be accepted by the general municipal authority. The work program which has been adopted may have to be thrown overboard if the reviewing authority fails to furnish the money.

An inquiry has been instituted concerning the effect of the separate financing of city-school systems. Data were secured from 377 cities located in all parts of the United States. The investigation shows conclusively that the sep-

(Continued on page 190.)

Principles and Types of Curricular Development

Relations Between School Subjects and Affairs of Life. Newspaper Use of Biological Subjects. Modification of Mathematical Instruction. Use of Experiences Involving the Senses

By OTIS W. CALDWELL
Director Lincoln School, Teachers College, Columbia University

THIS PAPER deals with efforts to improve the school subjects of study, as they are being changed to meet modern conceptions of education. Two types of curricular improvement will first be outlined; then a discussion will be presented of certain principles which need to be kept in mind in developing or using new types of curricular content. The types presented are illustrative rather than complete in their support of the principles later to be discussed.

At a meeting held in connection with the department of superintendence one year ago a preliminary report was made of an investigation to determine what use the public is now making of subject matter related to one of the school subjects of study. This investigation has been completed and a monograph based upon it has just been printed. So much has been said regarding the need that education shall fit people better to engage in affairs in which common life is concerned, that it seemed wise to initiate a series of investigations to determine relations that do now exist between school subjects and the situations which arise in affairs out of school. The subject of this investigation was chosen in order to determine to what extent and in what ways biology is used; and at the same time to see to what extent such methods of investigation may contribute to curricular reorganization in this and other subjects. The investigation deals with the extent and nature of use of biological material in the public press. That is, what kinds of biological information is the citizen now reading? In what ways is this information related to school work in biology? Do the public press articles make any valid suggestions as to needed changes in content or method of the school subject? Do such articles provide significant biological situations or needs which are available for use in school instruction, either as introductory, foundational, or concluding applications related to the topics of school instruction. The so-called "case system" or use of specific occurrence with its problem and the methods and principles by which it is met has been found to be a valuable means of beginning studies of units of work in law and medicine and to some extent has been used in general education.

Read before the department of superintendence, Cleveland, Ohio.

Classify Biological Articles in Newspapers

The briefest summary must serve our immediate purpose. Seventeen full months' issues of representative daily newspapers were secured, making a total of 492 different papers and approximately 14,000 pages. These papers ordinarily reach several millions of readers. Each of the pages was examined, and all biological articles, other than those which were paid advertisements or regularly recurring commercial stock reports, were collected and classified. Mere biological allusions were omitted, thus limiting the collection to articles clearly biological, and of news or editorial value. A total of 3,061 such articles were thus secured, these having an average column length per article of over 8 inches.

Careful study of all articles resulted in a classification consisting of eight main divisions, each main division having secondary and tertiary subdivisions. Thus "Health biology," which includes 897 of the 3,061 articles, is represented by articles classified under eight subheadings: Biology of infectious diseases, hygiene and sanitation, health education, noninfectious diseases, dietetics, drugs, first aid, and physiology. The subdivision "Infectious diseases" is itself represented by 19 further subdivisions. The other main divisions besides health, in the decreasing order of their numerical importance, are animals, plants, food, organizations of producers, general nature, evolution, and fictitious biology.

Four Groups of Outstanding Importance

A study of the tabulated number and length of articles shows the outstanding importance of the first four groups—health, animals, plants, and food. The average length of articles upon general nature and evolution is slightly greater than that of the first four groups, but the total number of such articles is relatively quite small. Fictitious, or make-believe, or spurious biology is surprisingly small, since but 14 of the 3,061 articles belong to this group. Furthermore, the average length of fictitious articles is less than one-half the average length of all articles. This is a remarkably creditable change from a few decades ago, when so many fictitious articles appeared in the newspapers. If this study is representative, one may now read 200 newspaper articles based upon biological information and in so doing would probably encounter but one fictitious article.

Summary of Results of Investigation

There is not time, and it is not appropriate in this connection to present statements of details concerning the contents of articles under the different biological headings. A few statements in summary of the results of the investigation will show the significance of this type of study.

Of the 492 issues of newspapers studied no issue was without one or more biological articles.

The articles found are of the same general types in all parts of the country, with local variations readily accounted for by special local situations.

The proportion of biological material to the number of pages issued monthly by different papers does not vary greatly, thus indicating a fairly well-recognized need and use of newspaper copy from this field.

Health Articles Cause Improved Health

Health biology, which appears in largest quantity, thus relates interestingly to recent conclusions reached by national educational committees to the effect that health is the first aim of education. The largest proportion and greatest length of health articles appear in communities in which, from other sources, it is known that greatest effort is being made to conserve and improve human health. Whether improved health and greater interest cause the larger number of health articles, or whether the improvement in health is brought about by greater publicity can not now be decided.

Biology pertaining to health, animal life, plant life, and food are easily the dominant biological interests of the public, so far as this investigation presents dependable data.

A surprisingly small amount of fictitious biology appears in the papers studied, thus showing a most wholesome re-

spect for biological truth. This does not mean that erroneous statements do not appear. For example, it was stated that the germ causing yellow fever has not been discovered. It has been discovered, but the writer of the erroneous statement was not so informed. He did not willfully deal in fiction.

Newspapers Are Generally Accurate

Newspapers are more nearly up to date in biological accuracy than are many textbooks, since their articles are "news," preferably direct from the producer to the consumer. At the best, textbooks can not entirely keep up to date, and many of them do not make earnest endeavor to do so. A biological textbook which is one or two decades old carries more fiction than do most of our leading newspapers.

Since the advocacy of social and industrial controls, depending upon modern biology and the types of biological information which appear in the representative press are so widespread and constant, should not the school courses in biology include the topics found as legitimate ones for school use if, as we say, education is designed to help people in common life?

Finally, if these topics are those of common occurrence, should not some or many of them, or others in similar articles, be used as significant situations in presentation of topics in instruction in biology?

Other Investigations Must Be Made

This investigation provides sufficient guidance for a substantial advance in defining course content. Other investigations are needed to determine whether the public press presents the biological material which the people should have; whether courses of study in schools are in any way responsible for whatever appears in the articles dealing with biology; whether the press or the public desires to use biological material other than that which is used; whether professional biologists believe the public is securing the kinds of biological information which biologists think or can prove would be good for the public.

For a second type of effort in curricular improvement, let us turn to one of our older, more nearly standardized subjects—mathematics. Teachers in colleges, high schools, and elementary schools are in general agreement that reorganization is needed. There have recently been many investigations and reports of committees which have recommended extensive modifications of present practice in mathematical instruction. The final report of the National Committee on Mathematical Requirements enumerates the outstanding reasons for a reorganization of courses in mathematics.

Among many important conditions stated by this report are the following:

That much of the content of the usually required courses makes little contribution to the pupil or adult needs of modern life.

That the organization of these materials and instruction by use of them are not based upon modern psychology of learning.

Special Attention to Elementary Grades

The report emphasizes the need for giving especial attention to the elementary grades and to grades seven, eight, and nine. Several groups of workers are attempting to provide better curricular materials and accompanying methods. I shall outline the procedure of one of these groups.

Fifteen hypotheses or guiding principles were first formulated. These are based upon investigations, results of surveys, and the best guidance available in the philosophy of education. Six of these principles are:

Mathematics, in the elementary and junior high-school grades, should be primarily a tool for the quantitative thinking which children and adults need to do.

Each year should give the most intrinsically valuable mathematical information and training which the pupil is capable of receiving at that time, with little consideration of the needs of subsequent courses.

The preceding aim necessitates the inclusion in junior high school grades of certain elements of arithmetic, intuitive geometry, algebra, trigonometry, and statistics, although these are not to be rigidly classified under the traditional divisions as named.

Part of Mathematics in Civilization

Manipulation of mathematical symbols as an end should be omitted, and attention should be directed toward a better appreciation of the part that mathematics has occupied and is now occupying in the progress of civilization.

There should be a marked increase in the accuracy of computation with integers, fractions, and per cents.

Following the formulation of the above principles, an inventory test was given to a large number of children who were just entering the seventh grades in 30 cities. The purpose of this inventory was to furnish more complete information than previously existed regarding the mathematical knowledge that such children possess at the end of the sixth grade, or which the seventh-grade teacher may reasonably expect as his foundation for work. The test consists of 125 very simple elements. The content of courses of study and the opinions of textbook writers were used as the two bases in the construction of the test. The nature of a few elements in the test are cited, together with the degree of mastery of each which pupils were found to possess.

One-third of Replies Incorrect

Write .25 as a common fraction. The per cent of correct responses was 69.4.

Does 4896 divided by 10 equal 4,896, 48.96, 489.6, or 4896? (Draw a circle around the right number.) Again almost one-third of the pupils fail.

Write 1/5 as a decimal fraction. Almost one-half are in error.

What is the average of 4, 6, 8, and 10? Two-thirds fail to average these numbers correctly.

Theodore Roosevelt was born October 27, 1859, and died January 6, 1918. His age was ——— years ——— months and ——— days. Only 17.3 per cent of the pupils made the correct age calculations.

It was found that there is very little in this inventory which beginning seventh-grade pupils can do with anything like 100 per cent efficiency. Those points which are answered with high success are such as: One dozen equals 12 things; 1 minute equals 60 seconds; drawing a circle, when the pupils see the word "circle." These elements are given extensive practice in the home, in the grocery store; that is, these things are learned chiefly in the out-of-school situations. If something is discovered that children know with a reasonable per cent of efficiency, the mathematics instruction can by no means claim the full credit for having secured it.

This inventory of sixth-grade arithmetic may be summarized as follows:

There are but 8 of the 125 elementary mathematical points which are correctly answered by as many or more than 90 per cent of the pupils.

There are 34 of the 125 points answered by as many or more than 70 per cent of the pupils.

There are but 59 of the 125 points answered by as many as half of the pupils.

That is, considerably more than half the pupils failed on 66 of the 125 points in this inventory.

"Half Learning" An Exaggeration

There are those who say that the outstanding indictment of our American schools is that we foster half-learning. It appears that they exaggerate, and are too generous in this hard accusation, for here is evidence that we really achieve much less than 50 per cent mastery.

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Make Washington Schools the Nation's Model

Congressional Joint Committee Urges Improvements to Place School System of National Capital Upon Highest Possible Plane. Recommends Extension of Library System with Many Branches

FINANCIAL independence for the Board of Education of the District of Columbia, an enlargement of the powers of the superintendent, an increase in the administrative and supervisory staff, greater appropriations, more adequate schoolhouse accommodations, and the establishment of a system of branch public libraries are among the recommendations made in the report of a joint committee of Congress on the schools of the District of Columbia, which was recently presented to the Senate by Senator Capper, of Kansas, the chairman.

It is expected that a bill will be introduced during the next session of Congress to put into effect the recommendations of the committee.

Investigation Has Been Thorough

During the past year this committee has made a thorough investigation of the school system of the District. The members of the committee have personally inspected many of the schools, several public hearings have been held, and a number of the leading school administrators of the country have appeared before the committee by invitation to suggest methods of procedure and practice to be followed in the organization and administration of the schools of Washington. In the report which is the result of its investigations the committee recommends that legislation be enacted which shall provide for—

(*a*) Appointment of the Board of Education by the President of the United States, subject to confirmation by the Senate.

(*b*) Financial independence of the Board of Education from the Commissioners of the District.

(*c*) Management of the schools and school buildings, and all pertaining thereto, by the Board of Education. The superintendent should be the chief executive and an administrative officer under the Board of Education. All other employees should be subordinate to the superintendent of schools.

Staff of Board Needs Strengthening

The committee believes that the staff at headquarters of the Board of Education should be increased in order to dispatch satisfactorily the increased responsibilities upon that staff as a result of extensions and developments of the school system.

It is urged that a business manager, who shall rank as an assistant superintendent of schools, shall be appointed, under whom shall be coordinated all of the business affairs of the Board of Education, now distributed under several different educational employees.

The committee indorses bills now before Congress (1) to fix and regulate the salaries of teachers, school officers, and other employees of the Board of Education, (2) for compulsory education and a school census, and (3) extending the free-textbook system to high-school pupils.

Increased appropriations are recommended for playgrounds, evening schools, kindergartens, textbooks and supplies, school gardens, manual training, Americanization schools, and prevocational education.

Urges Definite Policy in Building

The committee recommends that a definite policy be adopted which shall provide from year to year sufficient schoolhouse accommodations, in order to make it possible for the Board of Education to eliminate part-time instruction, the use of portable schoolhouses, the use of undesirable school buildings now accommodating classes, and the reduction of the size of classes in both elementary and high schools to the standard generally accepted as desirable.

The policy of establishing larger units of administration in the elementary schools is indorsed. These units should be sufficiently large to justify the employment of an independent principal, who should be responsible for the direction of the school unit. The committee believes that the buildings hereafter erected should have at least 16 classrooms when erected, and should be so planned that their extension into a large unit is easily possible. The committee further believes that in each such unit there should be assembly hall and gymnasium, together with adequate play space.

Manual Training and Domestic Science

In addition, the committee indorses the policy of providing for manual training, domestic science, and domestic art as an integral part of such school facilities wherever classes in grades 7 and 8 are to be instructed.

The committee believes that the junior high schools have passed beyond the experimental stage and that the organization of public education into six years of primary work, three years of junior high-school work, and three years of senior high-school work should be indorsed for the District of Columbia and should be extended throughout the school system as opportunities arise.

It is evident that the public library now renders a large and efficient service and that such service is well coordinated with the work of the schools. But it is also evident that the library's resources and equipment are altogether inadequate to meet the legitimate demands for library service alike of school and adult population, the committee finds.

The library staff, though well trained, is underpaid and is insufficient in numbers to do present work. Book and other maintenance funds are meager. But perhaps the most striking feature of the needs of the library is that it has no system of branch libraries such as is to be found in comparable cities.

Clearly the library should have a system of branch libraries so distributed that they will furnish library service reasonably near the homes of the entire population of the District, the report declares. Just as there should be in Washington the best of public-school systems, a model for the entire country, so there should be here the best of public-library systems, also a model for the entire country.

Costs and Efficiency Doubled Simultaneously

Wisconsin's expenditure for education has more than doubled in five years, now amounting to $50,385,865, according to a bulletin of the State department of education. The cost has increased steadily since 1915–16, when $23,250,256 was spent on the schools. Nearly $2,000,000 was added to that sum the following year, and the year after that more than $2,000,000 was added, making the cost $29,074,432 for 1917–18. The next year the cost went upward by more than $8,000,000, reaching $37,468,035 in 1918–19. The latest increase reported was nearly $14,000,000, bringing up the cost to more than $50,000,000. With the growing cost of education, says the bulletin, more children are educated, a broader education is given, children are held in school longer, better equipment and better buildings are provided, textbooks are more and more furnished by the public, teachers' compensation is increasing, and higher qualifications are demanded of them.

Twelve acres will be occupied by the new Forest Park High School in Baltimore.

Kansas City Creates Special Teachers' Library

Teachers Utilize Its Resources in Planning School Activities. Librarian Visits Schools to Keep in Touch with Needs

By CLARA LOUISE VOIGT

IN Kansas City, Mo., the public library and the public schools are very closely associated. Both are under the direction of the same board, while the location of the school offices in the main library building and of several branch libraries in school buildings further facilitates cooperation.

A year and a half ago a new department was created in the Kansas City Public Library, a department that is designated as the teachers' library and which specializes in work with teachers, school supervisors, and administrative officers, and with persons who are seeking information on pedagogical subjects. Except in an indirect way, it is not concerned with the pupil, whose needs are taken care of by the children's department, school-deposit-collection department, or the reference department. The entire attention of the teachers' library is concentrated upon the field of education from a professional standpoint.

The scope and function of the department can be indicated briefly by naming some of the types of service given.

The teachers utilize the resources of the library in planning the recitation and other school activities, and in acquainting themselves with new developments in teaching technique and professional ideals and standards. They depend upon it for literature needed for university extension courses and the preparation of theses. Their study clubs plan their reading from bibliographies made upon their request. The principals ask for discussion or reports on supervisory and administrative problems. The different offices of the school system call for various kinds of data and material. Members of the school personnel scheduled for addresses come to have their reference sources located and collected.

Patrons Notified of New Literature

A service which the department is able to render to a limited extent and which seems to be especially valued, is to notify persons with special interests of all the new literature on those particular subjects.

Realizing the value of personal contacts when two agencies are working together, the teachers' librarian visits the schools from time to time and confers with the principals.

The impression must not be given, however, that the teachers' library is merely an adjunct of the public-school system. Its field is wider than that. The same service that is furnished to the public schools is also available to the private, parochial, trade, and professional schools in the community. Reference service within the library is even given to nonresidents of the city.

During the summer, when teachers are attending summer schools or are on vacation trips, their library privileges are not discontinued, but, on the contrary, the resources of the department are conveniently accessible to them through the use of the parcel post.

The teachers' library has been in operation for a short time only. The testing period has been long enough, however, to justify the wisdom of its establishment. Not only has it grown rapidly in number of volumes and of periodical subscriptions, but there has been a constant and corresponding increase and broadening in its sphere of usefulness. From the beginning its policy has been to study its field carefully, to supply the existing want in such a way as to create a further demand for service, and by adapting itself to conditions as they develop, to become a vital factor in the educational life of Kansas City.

Graded Course in Health Training

Recently Authorized for Use in Schools of District of Columbia. To Inculcate Truths of Hygienic Living. Covers Wide Field

TO establish personal health habits in young children, to extend health conduct and care into the home and the community as well as in the school, to present information supporting the habits so that motives will be strong enough to carry over into later life, and to teach standards of living according to the laws of hygiene, a graded course of health instruction has been prepared for the elementary schools and junior high schools of Washington, D. C. The course as outlined consists of instruction in personal health habits such as diet, sleep, bathing, care of teeth, posture, exercise, clothing, and right conduct; of instruction as to environment, such as the ventilation, lighting, room temperature, cleanliness of the home and the school; of public health problems in the community, such as milk and water supply and the general control of infectious diseases, and of physiology in simple form.

In the selection and organization of subject matter, the daily life of the child has been considered, and material has been chosen which pertains to it. An effort has been made to meet the needs of different types of children as well as of different individual pupils, thereby gaining flexibility as well as comprehensiveness. The topics presented are in the main suggestive of what might be taught under the subject, with the expectation that the discretion of the teacher will amplify or modify according to the ability of the pupils.

Instruction in personal health habits runs through several grades, and the approach to the subject is made from points of view of increasing maturity, thus gaining repetition without monotony. Topics have been adapted to the age, environment, and understanding of pupils in the different grades, and an effort has been made to relate the work of each year to the preceding and the following work.

To Inculcate Truths of Hygienic Living

General suggestions on method are given for the benefit of the teachers, under such topics as habit formation, educational unity, vitallzing of the lesson, group work, physical training activities, personal example of the teacher, and the use of textbooks. It is stated that the aim of the course is to inculcate old truths of hygienic living in such a way as to call for action in the daily life of the child, and that the course emphasizes and supplements the courses of instruction in physical training and domestic science, as well as the work of the medical inspector, of the school nurse, of the school dentist, and of all other agencies working for the health of the children. Cooperation of some of these agencies may be needed by the teacher in individual cases. Help may be had from such organizations as the United States Bureau of Education, the Junior Red Cross, the Tuberculosis Society, and parent-teachers associations.

The course was prepared by a committee of which Dr. Rebecca Stoneroad, director of physical training, was chairman.

According to a plan suggested by the section a committee of teachers was formed in Habana in 1921 to serve as a central information office for students and teachers who wish to come to the United States. The work of forming similar committees was continued during the past year, and one was organized in Costa Rica. Others are in course of establishment in Ecuador, Honduras, and Mexico. It is hoped to continue the organization of such committees in the capitals of Latin American countries.

Dutch Investigate Physical Training

Committee Appointed by Government Makes Important Report. Rivalry of German and Swedish Systems, Familiar to Americans, Agitates Holland. New Interest in Out-Door Sports

By P. A. DIELS
Headmaster in Amsterdam

NOW when it seems that civilization and culture in Europe are more in danger than at any other period in the past century, and now that the cry for economy in State expenses arises everywhere to the detriment of education, the question repeatedly asked in the course of the history of education, "What knowledge is of most worth?" seems to change itself into, "What knowledge costs least?" Some of our foremost scholars and philosophers, seeing the Old World tracing its steps to that dangerous path of cultural suicide, warn our Nation in eloquent appeals to guard their ancient civilization.

Economy Leads to Careful Inquiry

But every cloud has its silver lining—the necessity to economize on our teaching leads us again to an inquiry into the purpose of our teaching and education. We are compelled to ascertain whether we are on the right track, and once more we come to face problems as old as the hills, which have puzzled those who have worked and thought before us and will go on puzzling, I fear, our children and grand children, too.

Thus the old question whether the training of the mind must needs be of greater, equal, or less importance than the training of the body comes once more to the foreground. For a long time physical training was not a branch of teaching in Holland. Even at the present moment most country schools ("rural" schools, I think you call them in America) pay little attention to it, owing to the lack of interest of the local authorities and the incapability of the teachers to instruct it. In the larger centers physical instructors are employed in elementary and secondary schools.

Funds and Capable Teachers Lacking

This unsatisfactory state of things by which a great part of the population receives no special physical education has been the subject of very animated discussions in educational circles and in Parliament. On the whole, we may say that the matter meets with two great difficulties—the lack of capable teachers and the lack of sufficient funds. Of the minor difficulties I only mention here the necessity of providing for playgrounds, rooms, etc., and the question whether physical training must prepare for army service.

Turning, without the Political Aspect

Generally speaking, Dutch physical education is based upon the German system, of which Gutsmuths was the creator. "Turnen" was for long years the principal feature, and though our gymnastic unions had no such political aims as the German "Turnverein," they enjoyed a great popularity among part of the nation. The other side of physical education, sports and games, was almost neglected; in fact, some 20 or 30 years ago practically no open-air games were practiced in Holland. This has totally changed, and for the better, I think; at present every young man or woman has some sport or sports of his own choosing, football being foremost in favor, but a great many practice swimming, boating, cycling, and several ball games, too. Cycling is very popular in Holland owing to the level roads. Of the Amsterdam population of 700,000, about 100,000 possess bicycles. It is one of the sights of Amsterdam to see the hosts of cyclists running through the streets during the busy hours of the day. Strange to say, your baseball is almost unknown in Holland, and the endeavors of some to introduce the game in our country have led to next to nothing. Yet the interest in matters dealing with physical training is steadily increasing, and there is a strong feeling in Holland that much more attention must be paid to it in future; at all events, we feel that we are on the right track now, and that the old saying "Mens sana in corpore sano" holds good for our own sad times, too.

Committee of Experienced Men

But, as I have hinted, the field is very extensive and touches so many vital national interests that a closer scrutiny into these problems became urgent. Our Dutch Government understood the importance of it and appointed a committee of able and experienced men to report about the necessary organization. That committee, of which our colleague, Mr. P. Otto, at present head master at Amsterdam, formerly a Member of Parliament, was the secretary, have published a report, of which the following is a brief summary:

In their general introduction the committee say that it is of eminent importance to the nation that all powers existing in the people—moral, intellectual, and physical—be developed. That is why physical training must run parallel with mental and moral education. That training must be given to the children in elementary schools by the common class teacher, while for secondary schools the Danish system is recommended.

Denmark students for the secondary-teacher certificate may choose gymnastics (physical education) as one branch of study, together with two others, one of the latter being the principal part of study, e. g., history as chief study branch with English and gymnastics, or Latin with French and gymnastics. Those teachers are thus certificated for three branches of study, and the Government favors those who choose physical training as one of them, by appointing such persons before others.

Physical Training in Leisure Time

Special attention is paid in the report of the Dutch committee to the needs of children between 13 and 18 years of age. According to trustworthy estimates, the number of those boys and girls is about 800,000. Of these only a sixth part receive any tuition in vocational schools, in secondary schools, etc. It is of great social importance that the workmen, who enjoy at present the eight-hour working day, use part of their leisure in training their bodies in some way or other. But here the difficulty arises whether this physical training must be at the same time a preparation for the military service. One can easily fancy that politics, especially that part touching the peace ideals, plays a great part in the discussion of this matter. I shall not go into details here: my American readers know better than I do in what light true educationalists ought to consider this problem. I shall only mention that physical education is of great importance to girls as well as to boys, and that preparatory military physical training, which would exclude the girls, is nothing short of treason to the progress of the nation and of mankind. Therefore the committee strongly pleads an organization which shall include as many of the adolescents as possible. Unfortunately neither the teachers nor the rooms, playgrounds, etc., are found in sufficient number.

Afternoon Hours for Bodily Exercise

The best time for physical training is the afternoon. The committee proposes to transfer all intellectual school labor to the morning hours, thus leaving the afternoons to gymnastics, games, etc. This means a complete revolution in the

curriculum of the elementary and secondary schools, and the inspectors of teaching (something like your superintendents) oppose this plan strongly.. It is to be feared that this reform will not come about in the near future. Dutch education attaches too great worth to intellectual training to permit reducing the time devoted to it.

Measurements of Gymnastic Rooms

For an ordinary number of pupils (24 to 32) the proper measurements of the gymnastic rooms are given in the report as follows: Length, 18 meters; width, 9 meters; height, 5 meters. A partly covered playground of 1,600 square meters is considered to be necessary.

An item to which the committee devotes a considerable part of their report is the training and the qualifications of teachers. They propose to create three kinds of teachers — for elementary schools, for secondary schools, and for universities. The last named are thought to become the leaders of the physical-training movement in Holland and the possibility of obtaining a university degree in physical education is advised.

As we stated, the German system, slightly altered to Dutch conditions, was for long the principal system in Holland. But of late many experts advocate a system which is popularly called the Swedish system because Sweden is the country that has adopted it as the leading principal in physical education. A short exhibition of the principles of the two systems follow here:

Principles of the Swedish System

The body serves man as a tool and as an organism. As a tool it puts him in a condition to move, to seize, and to make objects, etc. As an organism it is a collection of organs, lungs, heart, kidneys, etc., which organs enable man to keep the body in a condition fit to do its work as a tool.

The aim of the physical training should be to develop the body systematically in such a way that the two functions of the body can be properly exercised. Thus, gymnastic exercises must be of a twofold character—a hygienic part promoting the right function of the organs and a practical part developing the tool-functions of the body. The first must be based upon a thorough knowledge of physiology, the second finds its justification in the actions of the daily life of the common man. Therefore each movement must be analyzed in order to examine which part of the body is influenced by it. It is clear that such an analysis can not be made with intricate movements—that is why the genuine Swedish exercises are localized; that is, they are restricted to one or two joints. The physical exercises must be classified according to their physiological value (their influence on the organs) and to their intensity. That is why a Swedish lesson in physical training must be divided in such a way that the right function of as many organs as possible is promoted.

Thus, are briefly stated the principles of the Swedish system as it is known in Holland. A gymnastic room in Swedish style contains several wooden racks and a collection of bars but nothing more. All the other well-known articles of furniture of a "Turnsaale," the horse, etc., are, generally speaking, not found and when found used very sparingly.

Principles of the German-Dutch System

Physical education should not restrict itself to the physical part of the human being, but should also have an intellectual and a moral character. Those three sides of an all-round education should always receive attention; and so the basis of physical training must appeal to the physical, the psychological, and the pedagogical part of a harmonious education. The advantages of the Swedish system, which are especially found in the analyzed and localized exercises, are not denied, but those in favor of the German-Dutch system assert that the same advantages are found in the more complicated exercises. But the principal argument is found in the fact that the German-Dutch system, with its variety of interesting exercises, is exceedingly attractive for the pupils and develops and strengthens moral powers, as presence of mind, self-confidence, love of work, etc. Thus in most Dutch schools the ordinary attributes of a "Turnsaale" are found and very frequently used.

Teacher More Important Than System

An interesting and animated discussion is at present taking place between the followers of the two systems. I venture to remark that, without regard to the system employed, the personality of the teacher plays such a great part in all tuition that both systems can boast of excellent results.

In Dutch schools coeducation is the rule, and the question comes to the foreground: "Should there be a difference in the physical education of boys and girls?" The report insists upon separate tuition on several grounds. In the first place, the future of the boys is generally very different from the future of the girls. In the words of Schiller, "Der Mann muss hinaus ins feindliche Leben, Muss werken und streben, das Glück zu erjagen," and the task of woman is largely confined in the spheres of the home. The boys need more muscular strength than the girls, in whom we must always see the mothers of the coming generation.

Miss A. F. S. van Westrienen, M. D., medical school officer at Rotterdam, wrote about the problem as follows:

"Owing to historical causes girls did not receive any physical training until some years ago. The past 25 years have revolutionized the condition of woman totally and this has also influenced physical education. Now that perfect political equality between the two sexes has done away with the old prejudice that woman is inferior to man some hotheads forget that this equality does not mean that they are not created differently. And as there is a decided difference between the physical development of boys and girls, it stands to reason that their physical education must be different."

This statement of an eminent woman physician clearly expresses the Dutch view that coeducation in physical training is not advisable.

French Schools Emphasize Physical Training

The consulting commlttee on physical training and athletics in the schools of France approved a preliminary draft of a budget pertaining to the detailed and rational organization of physical education in the schools of various grades. This budget provides for the creation at the Faculté de médecine of a course of instruction in physiology as applied to physical education, with a view to preparing physicians for the duties that devolve upon them in connection with physical education. The number of special instructors in physical training in the secondary and technical schools and in colleges will be increased. In the elementary schools the regular teachers will give the physical training needed and will assign to it the same importance as to intellectual training. Provision is also made for appropriate special instruction to be given pupil-teachers.—*Journal of the American Medical Association.*

To centralize inquiries and correspondence on the training and certification of teachers and to simplify the work the New York State Department of Education has established a special bureau of teacher training and certification.

Good Work by Virginia Community Leagues

Local Leagues Organized into State Association under Direction of Governor. Schools are the Principal Beneficiaries. Objectives of Local Leagues Depend Upon Needs of Individual Communities

By J. C. MUERMAN

HOW CITIZENS work together for the good of the community and gain better schools, homes, and local conditions is told in the 1922 report of the Cooperative Education Association of Virginia. This association is organized under the direction of Virginia's governor, State departments, institutions of higher learning, and a group of citizens; and for the past 18 years it has been working to make the public school a community center where the citizens may unite for the improvement of their educational, social, moral, physical, civic, and economic interests. The association cooperates with the educational forces to improve school conditions, with the health authorities in bringing about sanitary conditions and in introducing medical inspection, district nursing, and methods for the prevention of disease, with the highway department for road improvement, and with farm and home demonstration agents for better agricultural conditions.

Not Confined to Work For Schools

The work of the association is carried on through 1,675 community leagues, each organized in a school district, most of them in rural regions. These leagues average about 30 persons in membership, and each one aims to improve conditions in its own neighborhood. No league undertakes all the objectives suggested by the association, but each one takes up such work as seems most necessary and practicable. For example, in 1922, 864 leagues reported definite work for the schools, 691 for health, 399 for roads, 415 for farms, 631 for civic improvement ,and 609 for social and recreational activities.

To improve the educational opportunities of the children of their communities many leagues have been working to lengthen the school term, to keep good teachers, and to help them by providing equipment and improving the school surroundings. In 234 schools the leagues supplemented the salaries of the teachers and janitors that the school term might be lengthened. Five teacherages were built; libraries were established in 89 schools; manual training, home economics, and laboratory equipment placed in 111 schools; and 177 pianos or victrolas were purchased. As a part of the campaign to improve the quality of instruction in the schools, a league in one community paid the cost of tuition and textbooks for a principal and about 20 teachers who were attending an extension course.

Most of Money Goes to Schools

More than $250,000 was raised during the year by the leagues all over the State. This money was spent for community benefit, most of it going to the schools. But this sum does not adequately represent the amount of work that has been done. In two districts the leagues influenced public sentiment to abolish one-room schools and to substitute consolidated schools. One league succeeded in getting a bond issue of $100,000 for new school buildings, and two leagues loaned money to school boards.

Many of these organizations are working for new schoolhouses, one contributing $6,000 toward the $18,000 the new building will cost. Others have built additions to schoolhouses. The Danieltown league built two class rooms, a principal's office, a music room, and a laboratory, furnishing the principal's office and equipping the laboratory.

A number of leagues have bought additional land for the school plant, making it possible to have ample playground space as well as garden plots. Many have bought seeds for the pupils to plant in both school and home gardens. One league spent $2,000 to level the school grounds and put them in sanitary condition, to install playground apparatus, and build walks. Several leagues have cared for school grounds during vacation time, so that when school reopened the pupils found clean playgrounds and living shrubs, flowers, and trees. Other leagues have purchased locks for the doors of the schoolhouse, replaced broken windows, papered or painted the inside walls and ceilings, and cleaned the entire building.

Special Attention to Physical Welfare

For the physical welfare of the children, the leagues have worked hard, in one district serving free noon lunches to undernourished children, in another preparing hot lunches which cost pupils about 5 cents each. Individual cups and towels have been provided, medicine chests and first-aid kits installed, and ventilation in schoolrooms improved. In one community a tonsil and adenoid clinic was held for the children of the whole county. School nurses have been employed to make at least one inspection during the term. Cloakrooms have been built to improve the appearance and sanitary condition of the schoolrooms. Banners and other prizes have been given to encourage the children to take an interest in clean, neat classrooms and in sanitation in general. "Clean-up" days have been celebrated and campaigns waged against flies, mice, and rats.

Two motion-picture machines have been installed, and films rented for them; three stereopticon lanterns with 600 slides have been bought. Maps, charts, pictures, magazine subscriptions, and library books have been added to the school possessions. In one district an abandoned church was bought, moved to the school grounds, and converted into an auditorium which was used daily by the pupils and in the evenings by patrons also. To provide seats for another school auditorium, a league assumed a debt of $1,200.

A model one-room school was built by the league in one community, and in another a new room was added to the old building. Stables and garages have been provided. Fuel sheds have been built and good locks provided for them. Several schools have been lighted, the league paying the monthly cost. A few leagues have installed telephones in their schools. Flags have been presented and pole raisings celebrated.

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Forest-Protection Week and Arbor Day

In a proclamation recently issued by the President of the United States, governors of the several States are urged to set apart the week of April 22–28 as Forest Protection Week, and if practicable, to make Arbor Day fall within that week. The governors are requested "to urge citizens, teachers, officers of public instruction, commercial and other associations, and the press to unite in thought and effort for the preservation of the Nation's forest resources by conducting appropriate exercises and programs and by publishing information pertaining to the waste from forest fires and ways of preventing or reducing such losses, in order that our forests may be conserved for the inestimable service of mankind."

One girl in every 10 at Pennsylvania State College earns most of her expenses. Cooking, plain and fancy sewing, taking care of children, and stenographic work are means by which the girls earn money.

SCHOOL LIFE

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APRIL, 1923

Seeking Pedagogical Rejuvenation

NO FEATURE of American education impresses foreign educators more than our summer schools. SCHOOL LIFE has printed from time to time in the past comments made by visiting Europeans, and on another page in this number is an extract from an address made before a gathering of his countrymen by Dr. Max Salas Marchan, director of one of the Chilean normal schools. Doctor Salas-Marchan made an extended tour of this country two years ago, and the recommendations that he has made as the result of his contact with American schools have been marked by insight and discrimination.

His estimate that a fourth of the North American teachers attend summer schools each year is probably under the mark. In some of the States which definitely encourage such attendance the proportion is certainly much larger. More than 25,000 of the 45,000 teachers in Pennsylvania attended summer schools in 1922, according to official statements, and without doubt other States did equally as well. In many of the popular summer schools the enrollment far exceeds that of the regular sessions of the same institutions, and the great majority of those in attendance are teachers seeking "pedagogical rejuvenation," as Doctor Salas Marchan expresses it.

In every section of the country there are several schools with upwards of 2,000 students, and the maximum is reached in Columbia University, in the east, with 12,567 students, and the University of California, in the west, with 9,698. This remarkable growth has occurred almost entirely within 30 years, and its greatest momentum has been reached within 10.

The first definite suggestion of which we have record in this country for organized summer instruction was made to Louis Agassiz by Prof. N. S. Shaler, of Harvard, in 1869; and that suggestion bore fruit in the establishment of the Anderson Biological School on Penikese Island in 1872. Doctor Vincent and his associates in the Chautauqua movement of the seventies and eighties showed that study might be combined with summer recreation.

A "summer institute" was conducted successfully on Marthas Vineyard for many years, beginning 1878, and "summer schools of methods" began to appear in different parts of the country within the 10 years immediately following. Dr. W. R. Harper was prominent in Chautauqua affairs and was president of "Chautauqua University." When he became president of the University of Chicago he introduced there some of the ideas he had imbibed in his Chautauqua experience, notably correspondence instruction and summer sessions.

From these beginnings the American summer schools as we now have them developed, and the vigor of the American school system and the professional spirit of the American teaching body have progressed with equal steps with them.

The Advance in Medical Education

WITHIN the memory of men who do not yet consider themselves old, the degree of doctor of medicine was commonly conferred in some parts of the United States upon candidates whose only training was what they received in attendance for two winters upon a "medical college." The instruction in the second winter was identical with that of the first; juniors and seniors attended the same classes, heard the same lectures, and studied the same "lessons" from the same textbooks. The instructors were physicians in regular practice, and the instruction was largely by the lecture method. Of requirements for admission there were none; many of the students were country boys who had attended only the district schools for a few terms at most.

After fragmentary repetition courses of the sort described thousands of young men, too ignorant even to suspect their own limitations, were permitted to enter upon the practice of medicine. Many of them after years of experience became excellent physicians, but inevitably at the cost of needless suffering and shortened lives. Others honestly doing the best they could with the knowledge they had, lived out their lives in communities which accepted their ministrations without murmuring and even with satisfaction, for the unfortunate patients considered their afflictions as acts of Providence and little knew that they were enduring many ills which might readily have been overcome by more enlightened attendance.

How the conditions have improved within the life of a generation is well set forth in Doctor Colwell's article. Present-day Americans owe far more to the medical profession as a whole than they will ever pay to its individual members. Every appeal for the better equipment and endowment of the medical colleges deserves a most cordial response.

International Reciprocity in Education

IN THAT both organizations are designed to promote commerce, intercourse, and friendship between widely separated peoples, the purposes of the Pan-American Union and the British League of the Empire are very much alike. Both emphasize community of interests in education by methods that are in many respects similar.

The efforts of the Section of Education of the Pan-American Union to promote cordial relations between the educational agencies of the American Republics are set forth in a report which reached us simultaneously with a report of the activities of the League of the Empire in bringing about the exchange of 80 teachers from the schools of England for a like number from the British colonies.

The Section of Education of the Pan-American Union will undoubtedly extend its usefulness as the years go by, but it has already demonstrated its value. The wisdom of the governing board of the union in establishing it is fully justified.

When a thoroughgoing system of exchange of teachers and professors is finally in operation, when young men and women from South and Central America come to the United States as a matter of course for those features of professional and technical education which their own countries can not well supply, and when students from this country habitually turn to the Latin Republics of the South for training in those branches of agriculture, commerce, and language, which can be had nowhere else in such degree of excellence, then the great work for which the Pan-American Union was founded will have been brought near to its accomplishment. The Section of Education is striving toward these ends, and no other agency could possibly do the work so well.

Let the teacher not teach as much as he is able to teach but only as much as the learner is able to learn.—*Comenius.*

Outside Reading of High-School Students

Unrestricted Choice of Young People Usually Falls Upon Novels. Required Course for Cultivation of Taste for Better Books

By FRED LEROY HOMER
Schenley High School, Pittsburgh

THE problem of directing the outside reading of high-school pupils is indeed a difficult one. So far as the writer has observed, the vast majority of young people read for pleasure nothing but fiction; and curiously enough *fiction* means for them *novels*. There is a feeling of indifference if not positive antipathy toward volumes of short stories. So their range of reading is excessively narrow, for it goes without saying that the novels they read are current fiction of the easier sort. Hence the disheartening lack of acquaintance with the better works of poetry and fiction and the almost total lack of information concerning geographical, historical, and biographical subjects.

So I take it that the aim of the required outside reading should be to cultivate a taste for better and more varied literature and to fill the mind with interesting and useful information concerning foreign peoples and countries, great persons, and important events.

My own way of trying to achieve these ends is as follows: From our fairly large high-school list I make a smaller list of representative books of various kinds, such as essays, travels, and adventures, biographies, nature books, and poetry, as well as novels and collections of short stories. This restricted list is made up chiefly of recent works, valuable for their subject matter and written with sufficient skill to give an added interest (perhaps wholly unconscious) to the subject matter. Four of these books must be read each semester and only one of these four may be fiction. (I think it very important that some restriction be placed upon the latter.)

Typical books which as it seems to me meet the above requirements and which I have found many pupils really enjoy reading, are as follows: Sir Frederick Treves' "Cradle of the Deep," Hurlbut Footner's "New Rivers of the North," Mrs. Elinor Stewart's "Letters of a Woman Homesteader," John Muir's "Story of my Boyhood and Youth," Vachel Lindsay's "Handy Guide for Beggars" and "Adventures while preaching the gospel of Beauty," Weir Mitchell's "Red City", and "Westways," and C. D. Warner's "My Summer in a Garden."

Now, the part of a high-school library in such a course of reading is to make it possible by providing the right kinds of books. In Schenley High School we are especially fortunate in having a well-equipped and ably-conducted school library, as well as having at our command the resources of the great Central Carnegie Library. Our school library is supported not only by the school board and the Carnegie Library of Pittsburgh but also by the pupils themselves. Last year our senior class gave $500 to the school library, largely from the proceeds of their class play. This support enables the library to add the right kinds of books, in which work it is assisted by a committee of high-school teachers for the whole city which makes the general reading list.

Such, briefly, are the means by which we are trying to direct the outside reading of Schenley High School pupils.

Summer Session Attendance in Certain Universities.

[NOTE.—These institutions are members of the Association of Summer Session Directors, and the statistics were supplied by Prof. C. H. WELLER, secretary of that association.]

[Totals without duplicates.]

University.	1916	1917	1918	1919	1920	1921	1922
Boston	201	227	252	383	558	673	964
California	3,975	4,504	4,693	4,218	5,436	7,877	9,698
Chicago	5,404	4,643	3,827	4,956	5,409	6,452	6,470
Colorado	833	771	674	1,648	1,741	2,308	3,233
Columbia	8,023	6,144	6,022	9,539	9,780	11,809	12,567
Cornell	1,631	1,239	1,186	2,171	2,007	2,557	2,148
George Washington	166	230	308	668	1,033	1,342	1,223
Harvard	1,044	771	1,245	1,723	1,709	2,024	2,380
Illinois	1,147	883	748	1,314	1,381	1,976	2,165
Indiana	1,131	963	1,081	1,222	1,452	1,648	1,858
Iowa	676	802	1,042	1,290	1,420	1,747	2,065
Iowa (State College)	1,028	725	614	800	865	1,305	1,487
Johns Hopkins	596	518	326	422	442	949	785
Kansas	816	738	761	712	932	1,306	1,643
Michigan	1,793	1,449	1,301	1,961	2,225	2,794	2,803
Minnesota	1,067	983	1,245	1,467	2,025	2,687	3,174
Missouri	1,320	556	725	763	885	1,134	1,224
Nebraska	665	656	820	867	.....	1,582	2,400
New York	1,053	972	648	1,350	1,730	2,005	1,813
Northwestern	406	429	513	881	1,159	1,422	1,581
Ohio	1,181	904	911	1,340	1,404	1,543	1,870
Oklahoma	854	1,133	1,170	1,546	1,608	1,660	.....
Oregon	145	604	489	712	571	892	832
Pennsylvania	1,045	853	0	935	1,281	1,758	1,977
Syracuse	366	343	357	493	610	715	775
Texas	1,477	1,369	1,592	1,800	1,955	2,588	2,960
Toronto	354	17	50	35	85	140	194
Virginia	1,389	1,320	918	1,474	1,816	2,429	2,664
Washington	.....	.....	.....	.....	1,508	1,929	1,960
Wisconsin	3,144	2,334	2,083	3,212	3,578	4,535	4,724

Salaries in Minnesota Consolidated Schools

To determine what salaries are paid teachers in consolidated schools of approximately the same size as the Swanville Consolidated School, Swanville, Minn., the superintendent of this school submitted a questionnaire to 32 schools in Minnesota, having an average high-school enrollment of 54, an average grade enrollment of 149, four high-school teachers, and five grade teachers. The median salary paid to men teachers in the high school was found to be $1,530; to women high-school teachers, $1,316. The median salary of grade teachers was $1,035.

Underpaid Polish Teachers Are in Sore Straits

Teachers and beggars are standing on the same level in Poland. I am a teacher in Zloczow, but the very low value of our money and the very, very low fees of mental workers here closes all hopes of thinking about ordering a book from a foreign country. We have to endure a great deal of hardship and misery in our struggle for our daily maintenance. We do not know what to do first with our little fees—to buy bread, clothing, or books. The choice never falls on books. In pre-war times the cost of a book was the tenth of a pair of trousers; now a book and a pair of trousers amount to the same. Therefore there is no great difference between beggars and teachers. Books are luxuries. The publishers have not enough means to cover the expenses of their publications. The financial trouble and the rapid swaying of the mark makes the entire critical situation more formidable.—*Letter from Elazar Bernstein.*

Nearly 4,000 students will be provided for in the new George Washington High School, New York City, for which ground has just been broken. The school will be situated at the northern end of Manhattan Island on a hill formerly occupied by Fort George, overlooking the Hudson and Harlem Rivers, with a view of Long Island Sound. When completed the school will cost approximately three and a half million dollars.

Recent Developments in Medical Education

(*Continued from page 169*)

improvements in admission requirements have been paralleled by similarly rapid improvements in other respects, endowments of medical schools have been increased, new and larger buildings have been erected, more and better equipped laboratories have been added, well-selected libraries have been installed, more all-time and better trained professors have been secured, new and larger teaching hospitals have been built, or a larger control of other hospitals has been secured, and greatly improved methods of instruction have been adopted.

Improved Methods were Essential

Indeed, these developments were absolutely essential to enable the medical schools to provide instruction in accordance with the present-day knowledge of medicine. Besides the changes in the character of the medical school and of medical education, the great expansion of medical knowledge is also making necessary improved methods in other directions. Several problems have arisen directly or indirectly from the more complex medical training which is now furnished to medical graduates. Some of these are as follows:

(1) Medical schools have found it necessary to limit the enrollment of students.

(2) The cost of furnishing a medical education has been tremendously increased.

(3) There is a larger demand for skilled teachers, especially in the fundamental medical sciences or preclinical subjects.

(4) There is an increasing trend toward specialization and group practice of medicine.

(5) There is a growing demand for a revision of the medical curriculum by which the laboratory and clinical subjects will be better correlated.

(6) There has developed a complaint regarding the lack of general practitioners, especially in the thinly settled or rural districts.

Limitation of Enrolment in Medical Schools

A few decades ago the medical course consisted mainly of didactic lectures and no limitation of enrollments was necessary. As classes grew larger, the size of lecture amphitheaters was increased, in some instances providing seats for classes of 500 or more students. Even after laboratory courses were added, these schools provided enormous laboratories, particularly in anatomy and chemistry, and a few colleges had laboratories large enough in which to teach, at one time, several hundred medical, dental, and pharmacy students.

Of the modern medical school, however, the curriculum has become more complex and the students are taught largely in small sections, especially in dispensaries and hospitals, so that a larger number of individual teachers is required, and administration is more difficult. To prevent confusion and to secure the maximum efficiency, therefore, it has become necessary for medical schools to admit no more students than their teachers, laboratory space, and available hospital and dispensary facilities will permit.

Do We Need More Medical Schools?

Well-qualified students applying for admission to medical schools have rapidly increased in number in the past three years (1920–1922). This, coupled with the tendency of medical colleges to limit their enrollments, has caused some anxiety lest some well-qualified students will be unable to secure admission to acceptable medical colleges. To prevent such a condition, some medical schools which have placed their limits at extremely low numbers, 25 or 30 in a class, should enlarge their facilities so as to admit larger numbers. A medical school with a complete corps of instructors should be able to handle from 50 to 75 students in a class. The enrollment of smaller numbers causes a serious disproportion between the fees paid by the student and the much larger sum expended for his instruction. Unfortunately, some medical schools are not sufficiently financed to care for even moderate-sized classes.

Increased Cost of Medical Education

The cost of conducting medical schools has been tremendously increased during the past 25 years. Buildings have been enlarged and increased in number, making necessary a greater cost for lighting, heating, and janitor service. A larger expenditure is necessary for administration, for records, and for clerical assistance. The greater number of laboratories has increased the cost for equipment and maintenance. A larger expenditure is required also for medical research, for the maintenance of library and museum, and for dispensaries and hospitals, unless satisfactory use can be made of city, State, or private institutions. The largest single item, however, is the expenditure for salaries paid to the essential expert teachers who devote their entire time to teaching and research in the laboratory departments. Salaries are now paid by several medical schools also for full-time professors in the clinical departments where heretofore these chairs were occupied by those engaged in practice, the prestige from teaching positions being frequently more valuable than the salaries. If clinical teachers are generally placed on a salary basis, the expense for instruction will be still further increased.

Fees Pay One-Third of Cost

Where formerly medical schools could be maintained on students' fees alone, and frequently with a profit to the owners, now, with the extensive developments which were necessary to furnish a training in modern medicine, the cost is nearly three times greater than the sum obtained by students' fees.

In the campaign for the improvement of medical education emphasis was laid on the need of expert teachers who would devote their entire time to teaching and research in the fundamental medical sciences. There were few graduates in medicine who had prepared themselves as specialists in teaching, so that many of these places were filled necessarily by graduates in arts and sciences who had no medical training. Others, however, had secured their doctorate in philosophy or other higher degrees and had majored in the medical sciences which they were teaching. Even with these nonmedical teachers, however, and as medical schools have continued to expand, the lack of those who are prepared to teach the preclinical branches has become more and more serious.

Specialization in Medical Practice

During the past 40 years more progress has been made in the fields of medicine than in all previous centuries. Aside from the field of anatomy, medical knowledge formerly consisted largely of theories and deductions based on observations and clinical experience in the care of the sick. With the work of Pasteur, however, an era of medical investigation began which, within the next several years, definitely established the germ origin of most of the common diseases. The definite knowledge of bacteria led in turn to methods of preventing infection, thereby making possible the marvelous developments in the field of surgery. Theory and guesswork gave way to demonstrable facts in the cause, cure, and prevention of disease, and the teaching and practice of medicine were revolutionized. Instead of a short two-year course of lectures, the medical school now gives instruction in eight or more laboratories, as well as in dispensaries and hospitals, covering four years of

eight or nine months each. The curriculum has become more and more complex as the valuable methods of diagnosis, treatment, and prevention of diseases have been multiplied.

With this greatly increased field of medical knowledge it is but natural that there should be an increasing tendency for recent graduates in medicine to limit their practice within the narrow lines of some specialty. No physician can expect to attain a high degree of efficiency and skill in all medical knowledge, including the many and widely differing methods of treatment. The public generally are coming to appreciate the importance of going to some specialist to secure treatment in accordance with the latest and best methods. Instead of the general practitioner so commonly found heretofore, the tendency is toward the establishing of groups of physicians in clinics where several specialists will work together and where patients can receive whatever special treatment the conditions may indicate.

Revision of the Medicol Curriculum

The medical curriculum has always been a subject for discussion at educational conferences and changes of greater or less consequence are frequently made. With the rapid expansion of medical knowledge and the consequent enlargement of the curriculum, an unsatisfactory situation has developed whereby the laboratory subjects, anatomy, physiology, biochemistry, etc., are taught in the first two years separately from the clinical subjects, medicine, surgery, ophthalmology, etc., which are taught in the last two years of the medical course. As a consequence, the student on entering the third year considers that he has "finished" the work in the laboratory sciences and in many instances proceeds to forget, even if he has ever learned, the essential facts of those sciences and their relation to the clinical subjects. There is at present a general demand for a reorganization of the curriculum whereby the laboratory and clinical subjects will be taught more nearly parallel in order that a closer correlation of the two groups of subjects may be obtained.

Laborotories too For from Clinics

One of the chief difficulties in securing this cooperation is that the laboratory departments are in a separate building from the clinical departments, and in some schools the laboratory and clinical departments are several miles apart or even in different cities. There are also some medical schools teaching only the laboratory subjects, no facilities being available for the teaching of the clinical subjects.

The needed revision in the medical curriculum, therefore, means first of all a complete plant which not only should include laboratory and clinical subjects, but also should be on the university campus in close proximity to the premedical sciences, physics, chemistry, and biology. This will be important particularly in the needed development of graduate medical courses which should be under the direct supervision of the graduate school of the university.

Migrotion of Physicions to Cities

Physicians are following the general trend of population toward the cities, but in a larger proportion. Statistics show that 47.1 per cent of the population of the United States is now contained in cities of 5,000 and over, while 63 per cent of all physicians are located in those cities.

The scarcity of doctors in rural communities is not due to an inadequate supply of physicians, since the shortage in rural communities is more than offset by the oversupply in the cities. There is no need, therefore, for special methods to swell the ranks of the medical profession. As already shown in this article, also, the numbers of medical students, even under the higher entrance requirements, are so large as to make it difficult for medical schools to provide for them.

While there always has been a scarcity of physicians in rural districts, the situation became more acute when the war furnished the opportunity for many physicians to get away from the country districts. Then at the close of the war they obtained postgraduate work and sought more favorable locations. Meanwhile investigation of many rural districts from which requests for physicians have come shows that in most of them physicians could not make a livelihood without undue sacrifice and difficulty.

Educotion for All Proctitioners

As already shown in this paper, the field of medical knowledge has been greatly increased during the past 50 years, making necessary a more extended and complex medical curriculum, which, in turn, requires laboratories, library, museum, and other equipment such as is possessed by all our recognized colleges. Essential also are a large hospital and an outpatient department where the students are instructed at the bedside in the diagnosis and treatment of diseases.

Before he can independently assume the right to care for sick or injured people the physician at the present day, after graduation from the high school, must secure the following education:

(*a*) Two or more years of work in a recognized college or university.

(*b*) Four years of eight or nine months each in an acceptable medical school.

(*c*) One or more years spent as a resident physician or intern in an approved hospital.

If instead of entering general practice he wishes to specialize in some narrower line, such as surgery, children's diseases, eye, ear, nose and throat, etc., he should also take—

(*d*) Two or three years of review courses and higher apprentice work with some physician who has already attained proficiency in the chosen specialty.

Interchange of British and Overseas Teachers

Eighty Teachers of Great Britain Go to Canada, Australia, New Zealand, and South Africa by Exchange

To widen the outlook and experience of teachers throughout the British Empire, an exchange of teachers between the United Kingdom and distant parts of the empire has been carried on for the past two years by the League of the Empire, an association which aims to promote cooperation between the different countries and colonies under the British flag. According to this plan, which is approved by the Board of Education, about 80 teachers from the United Kingdom will take the places of an equal number of teachers in Canada, Australia, New Zealand, and South Africa. London will receive 50 of the visiting teachers, other English cities and towns 20, and Scotch towns the remainder.

Educational authorities in the dominions cooperate with the educational authorities in the English and Scotch schools in making the exchanges. Towns taking part in the plan do not undergo any extra expense, since the teachers are paid according to the salary schedule of the place in which they are visiting.

Overseas teachers who come to London are placed in elementary schools of different types, so that they may get varying kinds of experience. The League of the Empire acts as host, arranging for them to visit places of historic interest both in England and on the Continent. About 50 teachers who have been visiting in London schools went to Italy during the Christmas holidays and were received by the Pope.

New York city's schools will join in observing the city's fourth annual music week, which will be held April 29–May 5.

New Special Honors Plan at Smith College

Students of Outstanding Ability Have Opportunities Which Can Not Be Realized in Ordinary Work of Classroom. Differs From English Plan. Prescribed Subjects in First Two Years

BRILLIANT students at Smith College may be excused from regular lectures and recitations after the first two years to work for honors in a special field, as told in a previous number of SCHOOL LIFE. By "field" is not necessarily meant one subject, as subjects are usually understood in college; for instance, honors are obtainable not in Latin or Greek alone, but in classics, or a combination may be made of modern language, or of history of a major subject with government, or vice versa, and other subjects intimately allied may be connected. Students whose average rating is at least B for the first part of the course may apply for the opportunity to enter the special work.

Each student whose application has been approved by the committee in charge of special honors and by the department in which her chief study is to be followed is placed at the beginning of her junior year under the guidance of a general director who plans with her a series of eight units of study in her chosen field, two units being equivalent to the full work of one semester. Six of these units, the work of the junior year and the first semester of the senior year, are distributed among the subdivisions of her chosen study; two subdivisions are usually followed simultaneously. These subdivisions may coincide with single units of study and may change with each semester, or two units may be devoted to one subdivision.

Students May Choose Special Instructors

The work is planned for each individual student under a special instructor, but should several candidates elect to follow the same work with the same special instructor a small group may be combined in a little seminar or class for report and discussion. Each candidate will be allowed, as far as practicable, to choose her special instructors. Honor students may in any semester be advised or required to attend such courses or parts of courses as seem advantageous for the pursuit of the selected studies; but these students are not thereby obliged to fulfill the class requirements or to take the final examination in such courses. Candidates for special honors are exempted from all requirements exacted of other students during the junior and senior year, with the exception of the requirement in philosophy and Biblical literature. This requirement should be completed in the sophomore year.

The two units of the last semester of the senior year will be devoted to the writing of a long paper on some subject chosen within the student's field and to a general review preparatory to an extensive examination covering the whole range of study of the last two years. The paper, in typewritten form, will be placed in the library after acceptance.

Honors are awarded in two grades, honors and highest honors, according to the quality of the work done. In the event of a student's failing to be awarded either grade at the end of her senior year, she may yet be granted a pass degree if her work is of sufficient merit. A student who on grounds of health or other serious cause finds it impossible to continue her honors work may petition to withdraw, resuming her position as a candidate for the degree without honors, or with such departmental honors as may be open to her. Her petition will be granted if approved by the department in charge of her work and by the committee on special honors.

While the system resembles the honor schools of the English universities in giving the student a comprehensive view of her field in uninterrupted and intensive study of its various parts, it yet differs materially from these schools in requirements and in organization, for it demands that the first two years of a student's work be devoted to a wide range of prescribed subjects, and it is organized to meet the needs of each individual candidate for honors. The same curriculum of study is not necessarily devised for all students in one department, and the same examinations are not necessarily set for all; both study and final examinations are based on the program drawn up separately with each student by the general director of her course.

Princeton Professors Retire On Half Pay

Princeton University trustees have adopted a plan for retirement of members of the faculty, under which any member of the university teaching staff may be retired at half pay at the age of 65, and must be retired at the age of 68, except in special cases, in which the trustees vote that an individual be continued in active service.

Higher Standards Desired for Virginia Teachers

Higher professional and academic standards for certifying Virginia teachers were urged at a conference of representatives of all the State institutions engaged in teacher training. This conference recommended that after 1924 only candidates who have a certain amount of preparation should be admitted to the elementary professional programs of study conducted by the State. Candidates who are not graduates of a four-year high-school course or who do not hold a first-grade certificate should be tested by the State department, which should conduct examinations similar in scope and quality to the college entrance board examinations, according to the recommendations.

Correspondence courses should be accepted toward certification by the State department, according to a resolution of the conference, provided that the courses are offered by standard institutions whose degrees are recognized by the State board of education and that the institutions conducting the correspondence courses grant similar credit toward their degrees. Believing that residence work should supplement correspondence courses, the conference passed a resolution that no institution should issue a certificate of graduation from a two-year, three-year, or four-year course unless a full year of residence work has been completed in that institution.

Negro Health Week Widely Observed

To stimulate general interest in health problems and health education among negroes the ninth annual negro health week, April 1 to 7, will be observed by churches, schools, health associations, and many other organizations throughout the country in cooperation with Tuskegee Institute and the National Negro Business League. The program of the week will begin on Sunday with sermons and lectures by clergymen, doctors, and other qualified persons and will include a fly and mosquito day, a tuberculosis day, a children's health day, a church sanitation day, and a general clean-up day. The United States Public Health Service has prepared a health week bulletin for use in this work.

Whatever first attaches to the tender age of children, whether good or bad, remains most firmly fixed, so that throughout life it may not be expelled by any after expression.—*Comenius.*

Consolidation of Schools in Iowa

Progress Was Slow at First. Centralization Now Accomplished in Several Ways. Can Not be Forced on Any Community. Requirements for State Aid

By JAMES F. ABEL

Assistant in Rural Education, Bureau of Education

TO PUT a four-year high school and a well-organized graded school within reach of every boy and girl in Iowa, the people of that State are rapidly consolidating their rural schools. According to a bulletin issued by the State superintendent of public instruction, Iowa has 439 consolidated schools, enrolling nearly 70,000 pupils, of whom nearly half are transported to and from school by the district authorities.

History.—In 1895 the people of Buffalo Center township, making use of a law of 1873 which permitted any township to do away with subdistricts, consolidate its schools, and become an independent district, formed an independent district embracing the entire civil township, and voted bonds for the purpose of erecting an eight-room building. Two years later transportation of pupils was authorized by law, and Buffalo Center began transporting some of the children.

Once Begun, Progress Was Rapid

In the next 18 years only 11 more consolidations were effected. The general assembly of 1913 authorized State aid for consolidated schools. By 1917 they numbered 238. Then for two years little was done because of ambiguities in the law. This was largely corrected by the assemblies of 1919 and 1921. In the past two years over 200 new schools have been formed.

The consolidation law.—The laws of Iowa provide several ways of bringing about centralization. The specific consolidation law is rather detailed. One-third or more of the qualified voters residing in any contiguous territory of not less than 16 sections in one or more counties may present a petition for the formation of a consolidated independent district to the county superintendent of the county in which the largest number of the qualified voters in the proposed district reside. Within 10 days the county superintendent must set and give public notice of a place and date where and when anyone residing upon or owning land within the proposed district or anyone who would be injuriously affected by the formation of the district, may file objections to the consolidation. Within five days after the final date set for filing objections the county superintendent shall overrule or sustain the objections filed and fix the boundaries of the proposed consolidated district, having due regard for the welfare of adjoining districts. He must notify each objector of his decision. An appeal from the decision may be taken to the county board of education by any objector, in which case the county board conducts a hearing and renders a final decision on the boundaries of the proposed district.

Determined by Popular Vote

If no objections are filed or the objections are overruled, the county superintendent calls an election in the proposed district to vote on the consolidation. If the district is to include a city, town, or village with a population of 200 or more inhabitants, the voters residing outside the limits of the city, town, or village vote upon the proposition separately. A majority of the votes cast by the qualified voters either within or without the city, town, or village against the consolidation defeats it. If the consolidation carries, the organization of the consolidated independent school corporation is completed by the election of a board of directors.

Any consolidated district having once been organized can not be reduced to less than 16 sections. It may be dissolved by process of petition and election. No consolidated district shall be so formed as to leave any other school corporation with an area of less than four sections of contiguous territory. In general the boundary lines must follow those of districts already established, but the county board may fix meandering streams or public highways as boundaries if it seems best to do so. If, in forming a consolidated district, any school township is left with one or more pieces of territory each of four or more sections, each piece becomes a rural independent district, or if the pieces are in a contiguous body the territory becomes a school township.

Must Furnish Suitable Transportation

The transportation law.—The school board of a consolidated school corporation or school township maintaining a central school is required to furnish suitable transportation for every child of school age within the district and outside the limits of any city, town, or village. In carrying out this provision the board shall make contracts in writing with suitable persons to furnish transportation and adopt and enforce such rules and regulations as seem necessary for the protection of the children. The board is not required to send a vehicle of transportation off a public highway for school children. It may, because of bad weather, suspend transportation on any route for any day or days.

Aid Conditioned on Suitable Equipment

State aid.—All State aid to consolidated schools in Iowa is conditioned on suitable school grounds and the necessary departments and equipment for teaching agriculture, home economics and manual training, or other industrial and vocational subjects, such subjects being a part of the regular course and taught by teachers holding certificates showing their qualification for the work. The aid must be approved by the State superintendent and is awarded as follows:

1. A two-room school, $250 for equipment and $200 annually.
2. A three-room school, $350 for equipment and $500 annually.
3. A four or more room school, $500 for equipment and $750 annually.

No aid is granted consolidated schools for maintaining normal training courses, nor are they permitted to qualify for aid as standard rural schools.

May Build Teachers' Home

Buildings, sites, and taxes.—A consolidated district may take and hold not to exceed 10 acres for a school site and receive additional ground by donation. It shall submit to the voters of the district the question of a tax for erecting a school building or a superintendent's or teachers' home or making repairs in excess of $2,000 on any school building. It may submit also the question of the location of the building, but if there is a town, village, or city with a school population of more than 25 in the district, the building must be located within the limits of the town, city, or village, or upon lands contiguous to its limits. The board may levy annually for general school purposes a tax that will bring funds not to exceed $65 for each child of school age, or if an approved high-school course is maintained, $80 for each child.

Favorable conditions.—Where the legal initiative for consolidation must be taken by the people of a locality and it is safeguarded by hearings and elections, consolidation necessarily "grows out of the soil." It may be encouraged by State and county officials but it can not be forced upon any community by them. That it is progressing so rapidly in the State is evidence that it is commending itself to the people of Iowa. No other

State has so level and unbroken a surface, or a population so uniformly distributed. No other State has more one-teacher schools. The department of rural education in the State Teachers' College at Cedar Falls estimates that there are 1,100 natural community centers where consolidated schools may be established. Probably there is no place in the United States where there is better opportunity for the patrons of the rural schools to prove the worth of the consolidated school.

Specific Requirements Must Be Met

Standards set by the State department.—In its bulletin on Iowa's consolidated schools the State department lists the specific legal requirements that the school must meet in order to receive State aid and gives also an outline of the additional standards set by the department. The latter are of special interest in that they indicate the type of school being built in the State.

1. It is estimated that 24 sections is about the least area that will have property valuation sufficient to maintain a good grade and high school without unduly burdensome taxes.

2. The department requires a school site of at least 5 acres. It suggests that there be ample space for the building with the ground in front of it landscaped, a place for community picnics and such community gatherings as may be held on the grounds, playgrounds large enough to accommodate the school children and to provide for community games, an agriculture plot including an orchard plot, and room for parking facilities.

Building Must Contain Community Room

3. Among the building requirements are proper heating, lighting, and ventilation, rooms for domestic science, manual training, and agriculture, a gymnasium and community room not less than 60 by 35 feet, fireproof stairways with 12-inch tread and 6-inch rise, and toilets on each floor of the building. The type of building favored is the two-story unit-construction plan.

Costs are reported for 78 of the 92 buildings erected since January, 1920. On only 3 of them the expenditure was less than $50,000; 47 cost from $50,000 to $100,000; 25 from $100,000 to $200,000; and 3 more than $200,000.

4. It is recommended that the board select for superintendent a man of strong personality, in sympathy with rural life, interested in community activities, a college graduate who has made a careful study of school transportation and knows how to organize it, and who has had not less than three years of teaching experience.

Improved Personnel Will Result

5. The qualifications set for teachers in the consolidated schools are of a kind that will inevitably result in an improved personnel. A grade teacher shall be a high-school graduate, holding a first grade county certificate or one of higher grade, and with at least 12 weeks of special training for the grade work she is to do. The department recognizes this standard as somewhat lower than that commonly accepted and hopes to raise it in the near future. The 12 weeks of special training is required on the ground that it can be obtained in any one summer and that there can be no good excuse for any grade teacher not having at least that minimum of training.

High-school teachers must be college graduates if the high school is to be given approval for four years of work.

Special teachers must have special certificates for the subjects they are to teach. In manual training and agriculture, 6 college semester hours are required for certification; in domestic science, 30 hours. The department announces that it will require an increasing amount of preparation as teachers become available.

Superintendent to Direct Transportation

6. Transportation is considered to be the difficult problem of consolidation. It is suggested that the superintendent be given full supervisory authority over it, that he select all drivers, lay out routes, establish time schedules, and exact daily reports.

Costs.—Fourteen consolidated schools of Buena Vista County are compared with 14 large first-class city schools of the State. In the former the tax levies ranged from 24.5 to 65.6 mills; in the latter from 67 to 124.4 mills. The claim is made that "The consolidated school is the cheapest school in the State of Iowa, giving 12 years of education to the boys and girls of the community."

Summary.—A summary of consolidated school facts for the State:

Number of consolidated school districts authorized by vote up to Sept. 1, 1921	439
Number of consolidated schools maintained for school year 1920–21	868
Number of pupils enrolled June, 1921	68,619
Number of pupils transported	34,743
Number of pupils transported by motor busses	8,147
Number of motor busses used	441
Total cost of transportation	$1,641,008.20
Average cost of transportation per pupil	$47.23
Cost of new buildings since January, 1920	$10,000,000.00
Number of buildings built since January, 1920	28

Our Summer Schools Impress Chilean Educator

Says Attendance Produces Constant Pedagogical Rejuvenation. Urges Establishment of Similar Schools in Chile

THE TEACHING and administrative force should attend each three years, for example, the summer courses of six weeks offered by the normal schools and the Institute of Pedagogy. In Chile we had courses for teachers of secondary schools from 1905 to 1912, held in Santiago for two or three weeks in September. The initial effort was not successful, and since 1913 they have unhappily been relegated to oblivion.

In the United States, on the contrary, these brief courses, not only for teachers but for all those who wish to freshen and broaden their information, are in full bloom; they are a necessary attachment to universities, to all normal schools, and to a great number of colleges. It is one of the most interesting of spectacles and it reflects the constant pedagogical rejuvenation which animates the teachers of the United States to see how they flock from the most distant regions to put themselves into contact at these centers of study with the leaders interested in injecting greater vitality into the North American system of education. To these courses, which are held in the summer, they consecrate six weeks of vacation and the savings of the year, which go to pay expenses of travel, residence, and training. On returning to their homes the teachers carry with them not only more knowledge but a more attractive vision of their work and a firmer desire to meet their responsibilities. The summer courses must be begun in our Pedagogical Institute and in the normal schools as soon as possible.

It is a moderate estimate to say that a fourth of the North American teachers in service, or about 175,000, attended the summer schools of 1921. If to this number there is added the number of those who this year were enrolled in extension courses in the colleges, universities, and normal schools, the number would be even more notable.—*From an address by Maximiliano Salas Marchan, Director José A. Muñez Normal School, before the Chilean National Educational Association.*

Professional View of Pennsylvania's Program

Report of Committee of Educators from Outside the State on Recent Developments. Teachers Responsive, State Department Efficient, and Expenditures Entirely Reasonable

TO OBTAIN for the teachers of Pennsylvania an unbiased professional judgment of the value and effectiveness of the present program of education in meeting the needs of the State, the Pennsylvania State Education Association, which includes 99 per cent of the teachers of the State, appointed a special committee of educators chosen from outside the State. This committee included John W. Withers, dean of the school of education, New York University; Frank Cody, superintendent of schools, Detroit; Thomas E. Johnson, State superintendent of public instruction, Michigan; Payson Smith, State commissioner of education, Massachusetts; and Charl O. Williams, formerly president of the National Education Association.

Teachers Eager For Improvement

The report of the committee was recently made public. The program of education is commended as being sound in theory, readily adaptable to changing conditions and needs, and productive of great improvement in the schools. One of the finest evidences of the success of the program, according to the committee, is the remarkable response of the teachers of the State to the new demands for improved qualifications. For nine weeks during the summer vacation of 1922 more than 25,000 teachers attended summer schools, taxing the colleges and normal schools of the State to their utmost capacity to accommodate them. Fully one-third of the 45,000 teachers of the State are attending extension courses on Saturdays and after school hours during the present school year. Nearly 60 per cent of the entire corps attended summer schools and spent every dollar of their increase of salary, and sometimes more, for professional improvement.

That the State department of education is well organized and manned is another conclusion of the report, which says that the various bureaus of the department are rendering highly efficient service to the schools, saving the State more money than the cost of operating them. From the standpoint of service which the department is rendering and the cost of State departments of education elsewhere, the committee concludes that the State department of education is not costing too much, and urges that larger sums be made available to meet the traveling expenses of the members of the department staff.

State Cannot Afford to Drop Program

The committee further concludes that the State is not paying too much for public education, but too little, and compares the actual expenditure on education with the corresponding expenditures of other States presenting data similar to that cited in the survey of fiscal policies of the State by Harlan Updegraff and Leroy A. King, as reported to the citizens' committee appointed by Gifford Pinchot, now governor of the State. Finally, the committee asks whether Pennsylvania can afford not to raise the money requisite for carrying out the present State program of education, and replies emphatically that it can not, adding that it is hardly probable that the people of the State will fail to meet the emergency when they fully realize the present situation.

Nursing Course Leads to Degree

In cooperation with accredited hospitals in Columbus, the Ohio State University offers a "science nursing course," in which the work parallels closely the first three years of the home economics course and the three-year course usually given in schools for nurses. Upon the satisfactory completion of the work, which takes five years, the student will be recommended for the degree of bachelor of science and a diploma in nursing. If after the first year of work a student wishes to take another course in the university instead of the nursing course, she may do so without loss of time or credit.

Furnish Dramatic Service to Schools

Dramatic extension service to schools, communities, and various organizations throughout Pennsylvania is supplied by the Penn State Players. Not only are the players prepared to produce entertainments of their own in various communities, but they are endeavoring to maintain a dramatic clearing house and information bureau for amateur work in all parts of the State. Two repertory companies have been organized and they are prepared to give comedies, farces, and serious plays. A complete repertory stage has been added to the equipment and this can be adapted to any hall or theater.

Nevada Solicitous for Education of Indians

To educate the Indian population of Nevada, the State department of education is cooperating with the Federal Government in encouraging the Indians to attend the public schools. The 1920 Federal census showed that Nevada had 2,040 illiterate Indians, accounting for more than half of the 3,802 illiterate persons in the State. The large number of Indians is the cause of the high percentage of illiteracy in the State as compared with neighboring States on the east and north, according to the Nevada Educational Bulletin.

The Federal Government, through the Indian agency at Reno, which has charge of all the Indians in the Nevada public schools, pays tuition to the school districts for all Indian pupils at the rate of 40 cents a day for each pupil. For the school year 1921–22 a total of $10,720.99 was paid to 31 districts, an average of about $345 for each district. All such money is turned into the county treasury, where it is placed to the credit of the school districts.

The Indian children are as a rule very tractable in school and eager to attend school and to learn, says the Bulletin. Some of the Indians have ceased to be wards of the Government and have removed from the reservations, no longer maintaining their tribal organization. These have adopted the customs of white people and have become citizens of the State, and in providing education the State and the counties make no difference between them and other races.

What About the Superbright Pupil?

The following are some of the things that we might do for the pupils of supermentality:

1. Leave them alone and concentrate our attention on the dull and feebleminded.
2. Give them busy work to keep them from getting into mischief.
3. Use them as monitors in giving extra help to the slow.
4. Allow them to take extra courses.
5. Allow them to master the normal course of study and graduate in half time.
6. Group on the basis of mental ability and enrich the curriculum for the bright sections.
7. Appoint a committee on brains in each high school, whose duty it shall be to counsel with, stimulate, and inspire the supernormal, to the end that society's brain power shall be conserved.—*High School Research Bulletin, Los Angeles.*

Principles and Types of Curricular Development

(Continued from page 172)

The third step in this study of mathematics consists of an effort to discover valid materials which pupils can and should learn. This includes inventories of the mathematical elements found in other school subjects and in widely read magazines. For example, there has been a study of the specific geometrical concepts which facilitate general reading and the frequency of occurrence of unusual fractions.

Tentative Courses in Thirty Schools

Guided by the hypotheses stated in the first step, by the inventories of mathematical attainments, and by data upon the uses made of mathematics, tentative mathematical topics and teaching materials were prepared for experimental use in 30 cooperating schools. After cooperative trial, criticism, and tests the materials have been revised for further trial. The seventh-grade material is now in use for the third year, having undergone two revisions.

What is involved in trial of curricular materials in cooperating schools? It is attempted to divide the seventh-grade pupils into two groups as nearly equivalent in mathematical ability as measurement and judgment will permit; to one group the experimental materials are taught as prepared, to the other group, the conventional mathematical course is taught; achievement tests are given to both groups at the beginning and the end of the year; the teacher keeps a systematic record of the successes, failures, and interests of the pupils, whether explanations regarding the experimental materials were sufficient, practice materials adequate, terminology clear, the extent to which subject matter relates to the children's experiences, and the suitability of projects that were used. The cooperating teachers, when they have finished teaching a given unit of material, make systematic reports on prepared blanks.

Distribution of Drill and Practice

These records help to determine the proper distribution of drill and practice work, and the need for fixing learning through cumulative review which consists of new applications of previously learned principles.

What are the outstanding characteristics of these courses? Four will be mentioned: Geometry materials which deal with practical measurements and graphic presentation of facts are organized after the ideals of the laboratory method. There is a definite effort to utilize a wider range of sensory experiences. By means of construction, measurement, inference, generalization, and verification, pupils are initiated in experimental and scientific methods of learning.

Effective Learning Through Social Situations

Social and economic materials are organized in the form of projects—often group undertakings—in which meaning rather than skill is the desideratum. More effective learning is secured through the use of social, human situations which are appreciated by the pupils. Materials in the course are written not only for the pupil but to the pupil.

The basic skills in computation—common fractions, decimals, percentages, and common-sense estimating—are organized in a series of timed practice exercises. This makes it possible for each pupil to progress at his own rate and to measure his daily growth. The evidence is definite that such practice exercises will secure accuracy, absence of which makes much mathematical work almost absurd.

With these two types in mind, and recognizing clearly that two types only can not be fully foundational to all that is to be said about principles which should guide in curricular development, I wish now to state certain educational principles which it seems should be clearly defined for use in reorganization of the school subjects of study.

School Work Must Be Engaging

Most persons who are trying to improve the subjects of study now believe that children learn best, retain longest, and find learning most usefully available when school work is engaging and genuine, not repulsive and artificial. Those who hold this view believe that more and not less effort is made by pupils when they are occupied by engaging in real work; hence if more effort is made more educational growth may be secured. It is not believed, however, that all pupils are all the time held to high effort merely by the holding power of vital subject matter, but it is believed that subject matter should be so selected and used that more should be gained than has been from its inherent significance to pupils. It is not claimed that a more vital subject-matter content will of itself insure desired educational results, but this is one of the indispensable requirements for improvement. Until we know more than anyone now knows about children and about proper subject content there will continue to be plenty of need for some kinds of guiding and exacting but intelligently supported compulsions beside those the pupil recognizes as inherent in the value of the subjects he studies. There is, however, a very much larger place than has been utilized for new and meaningful types of content in subjects of study. This statement is by no means new, but is old only as a statement; it has not yet effected very extensive changes in actual subject content. It is much harder to accomplish the needed changes than to see clearly that changes are needed. The latter, for each school subject, requires prolonged and careful classroom trials with school children. Indeed, it is possible that comparative trials may show that some whole subjects may profitably be omitted or others added.

Should Encourage Mutual Teeching

Children learn much from one another, and instead of the still too common practice of discouraging communication and mutual assistance, the school atmosphere and the organization of the subjects of study should encourage such mutual pupil teaching as may pertain to the particular subject content upon which they are engaged. Subjects of study should be selected and organized so as to facilitate teaching of pupils by one another. The topics and content of studies should be such that pupils can come into mutual and cooperative mastery of them.

Pupils Must Succeed in School Subjects

Pupils develop fastest when engaged most of the time upon things in which they succeed, not fail. Educational efforts must usually result in success if further effort is to be carried on with fervor and wholeheartedness. When a college entrance examiner recently stated that "a college entrance examination in physics should not permit over 60 per cent of those taking it to pass," he was supporting and promoting one of the most serious situations in modern education. The one-third who do not pass, together with the large number of others who were advised not to try the examination, are living and discouraged exponents of a situation so set up as to be almost hopeless educationally for most of those thus discouraged. Incomplete and imperfect learning and consequent failure are needlessly depressing. They are needlessly costly in money, school space, and human life, since those who fail have not moved on to the next level of achievement. Subjects should be so selected and used that more pupils succeed, in order that later success may also be had. No fear that there will not be enough failures remaining to provide ample occupation for those teachers who through

sheer arbitrary discipline wish to engage in the occupation of goading failures into mediocre success.

Educational Process Must be Cooperative

If school is training for social effectiveness, the school institution must itself be socially effective. To be so the educational processes must be cooperative, and the activities and procedures which enter into the school's organization must be used as true subject-matter material. When this is not done, the different members of the school community live a false life under the guise of preparing for a later real life out-of-school. Democratic education begins within the school by use of the school itself, else the school must fail in part of its social contribution to its pupils. This means that school curricula and methods must be participated in by pupils, and that the school's own organization is a part of the school's curricular possession, not a personal possession of the administrative officers. If this is true, it means that administration must secure a closer relation with the school subjects than is now common. Needs for school funds, school buildings, general organization have caused too wide a separation between administration and the real work of the schools.

Learning Dependent upon Number of Senses

There is an oft-stated principle, still too little used in curricular planning, to the effect that pupils learn best when their minds are approached by senses and materials other than those which relate primarily to words. Our education has become one of much words. It is not likely that any modern educator wishes to reduce the use of reading or language, or other use of printed forms of expression, but there is too large an omission of fundamental experiences which involve touch, taste, sight. We interpret by means of sense experiences. We gain desire and ability to read, to reflect, to memorize; we create visions of things good to do, or things to be avoided by use of experiences, which involve senses not now fully used in the subjects of study. It is so much easier to organize and use subjects of study as organized printed pages, as assignments to be reproduced in recitation, than it is to use assignments as follow-up discussions of situations derived from experience. We have fallen into a conventional education of words. Again my point contains nothing new; but again must it be clear that we have assented to platform argument and then proceeded to act as we did before. Subjects of study have not changed as have our theories of what subjects are for. Our advance in principles and ideals to which we assent have outrun our progress in practice in the use of school subjects.

Practice Must Effectuate Theory

An explanation of the disparity between educational principles and ideals on one side and school practices on the other seems reasonably clear. Educational theorists and philosophers have engaged in statements and argumentation which were abstractly appealing to their readers and audiences, and when asked concerning specific things to do in prosaic school rooms have replied that those are details to be worked out by an enlightened teaching profession. This diverting by-play, when serious, betrays an unfounded confidence in the productive capacity, available time, and energy of most members of the teaching profession. It overlooks or evades the fact that most difficult of all is the task of improving the courses of study with which the profession deals. It overlooks the fact that school practices are not likely to be changed suddenly from their present position to the very advanced position outlined by new principles and ideals, but that school practices evolve from what is. Biologically and sociologically, things which are have come rather directly from things which have been, and from much of our educational theory nothing has come. It has recently been said that "the theorists failed to create a machinery of books, methods, and teachers to carry out their theories. Ideas will never be carried out unless they are embodied in machinery. So when the theorists failed to develop new machinery for their new conceptions, the old machinery already in use in the schools—the old books, old methods, and old points of view—continued to function in the old way."

Confusion Not Destructively Disconcerting

The relative satisfaction with the definiteness of the present subjects of study as compared with the confusion produced when changes in content and method are introduced often seems to be an argument in favor of leaving things as they are. Similar confusion as to the aims of education is also cited as reason for waiting until aims are more clearly defined. But aims are sufficiently clear to show many people the necessity of change, and, pragmatically, our aims can not be finally stated until after trial and measurement it is found what can really be accomplished. Fortunately teachers and investigators in various school systems all over the country have accepted the necessary complications resulting from efforts to change the content of subjects of study, and have found the confusion not destructively disconcerting. Rather have they found that constructive improvement of subjects awaken teachers to new confidence in the progress of education.

Instruction in Business Rapidly Extending

More than 100 Higher Institutions Teach Commercial Subjects in Regularly Organized Schools or Departments

ADVERTISING and merchandising are taught as subjects of college grade in more than 100 colleges and universities in all parts of the country, according to the United States Bureau of Education Commercial Education Circular No. 12, the first of a series of circulars on business training courses of college grades. Of 104 institutions teaching business subjects, 43 have established special schools or colleges for the purpose. Two assign these subjects to the school of economics, and one to the school of political science.

For the special school, the title of school or college of commerce is used by 13 institutions, including the University of California and the University of North Carolina. Seven call it the school or college of business, while others use such titles as school of finance and commerce or school of commerce and business administration. Harvard and New York University have graduate schools of business administration, and New York University has also an undergraduate school, called the school of commerce, accounts, and finance.

Variety of Designations Used

The University of Wisconsin and the University of North Dakota group their business courses under the title, "Course in commerce." Georgetown University includes this work in the curriculum of its "School of foreign service," and Simmons College has a school of secretarial studies. Eighteen colleges that do not have special schools for business subjects have organized these subjects under special departments, such as the department of business administration and banking in Colorado College and the department of commercial engineering in the Carnegie Institute of Technology, while 14 place business subjects under the department of economics, and 22 have departments with a title such as department of economics and business administration or department of economics and business.

Systematic Training For Teachers of Immigrants

New York Began the Work in 1915. More than Seven Thousand Teachers Have Been Trained. Three Lines of Instruction. Teachers Must Be Acquainted with Characteristics and Needs of Groups They Teach. Other Qualities Needed

By ROBERT T. HILL

New York State Department of Education

RESPONSIBILITY in the promotion and development of an adequate program of adult elementary immigrant education in the State of New York by State educational authorities began chiefly with the training of teachers. This was in 1915, so that during a period of seven or eight years the desirability and necessity of the special training of teachers in the development and extension of a system of education adequate to meet needs, has been well demonstrated.

In New York, as in other States, during the war period, much of this effort was popularly and generally known as "Americanization," but of all efforts which have been carried on throughout the country in the name of "Americanization" perhaps those which are primarily educational in character are those which are most continuous and permanent. Such educational developments have called for material development of program and policy concerning evening and extension schools and classes of all sorts. Special programs of organization and effort, special methods in the technique of teaching, and newly organized standards of administration, supervision, and inspection of such educational effort are necessary.

Material Progress in Recent Years

In all of these various directions the public schools in the State of New York have been making material progress during recent years. As a result the enrollment, average attendance, and number of those completing various courses of instruction in the evening and extension schools of the State have been noticeably marked. Recent statistics show that during the school year July 1, 1920–21, 82,490 immigrants were registered in evening and extension schools and classes in the State; and during the year July, 1921–22, 94,463 immigrants were enrolled.

Adult education in practically all its forms is voluntary, so that attendance depends largely on the character and efficiency of instruction. This is of particular importance among foreign-born people whose educational experience has been limited, and whose economic and social limitations in America hinder persistent and continuous effort, particularly after working hours. For these and other reasons teachers of more than ordinary skill are positively essential. In the State of New York efforts to develop adequate teacher training have extended generally in three directions or along three different lines:

(1) Teachers are expected to be trained in the technique of teaching the special subjects for which they are engaged. The teaching of elementary English to non-English-speaking people involves such principles and special methods of teaching that special courses of training are necessary. (2) For best service among immigrant people it is desirable for teachers to be acquainted with their racial, social, economic, political, cultural, and religious backgrounds. Thus instruction may be related to the particular characteristics and needs of various immigrant groups. (3) It is also desirable for teachers to familiarize themselves with basic and fundamental matters respecting American political institutions and government so that they may be equipped to answer questions and explain the things incidental to American community and political life with which the immigrant is unfamiliar.

Special Training Increases Efficiency

Incidentally the same qualities are required for teaching in this special field that are necessary for most efficient service in any field of teaching—personality, motive, attitude, and general competency. Even with these, however, a well-equipped teacher will have his efficiency increased manyfold by special training. This is true in special fields of teaching, such as physical training, kindergarten, commercial subjects, science or domestic arts, and it is also true in the case of elementary education for non-English-speaking adults.

The program of teacher training in immigrant education during the recent three or four years, until adequate appropriations failed, is indicated somewhat by the fact that during the summer and school year from July 1, 1921, to June 30, 1922, 66 different training courses of at least 30 hours each were held in more than 20 different communities of the State. The enrollment in these various courses reached the total of 2,231 persons, of whom 1,306 successfully completed all of the required work and secured State recognition. All of these courses were conducted on the college or university extension teaching plan, so that 881 of those enrolled were also able to secure regular college or university credit.

As all of these courses were held conjointly with colleges and universities in the State, a system of financial cooperation was developed which enabled whatever State funds there were to be largely extended in usefulness. Those enrolling in courses who desired university credit have been required to pay regular tuition fees for such credit and to that extent they assisted in the financial conduct of the courses. In some places local boards of education assisted.

Classes in Every Section of State

Beginning in a somewhat experimental way during 1915 and 1916 the program of teacher training in the State has been extended and enlarged so that during the whole period of about seven years, and particularly during the last three years, 190 different courses for the training of teachers have been given in the State with a total registration of 7,055 persons. Practically every section of the State has been reached with courses on methods of teaching; immigrant backgrounds; American immigrant communities; American political institutions and Government; immigration and immigration policies; the immigrant woman—her problems and education; administration and supervision of evening schools; factory classes—their organization and conduct; and other courses most useful in the development of an adequate corps of teachers for service.

In addition, conferences, demonstration lessons, and improved administration and supervision have tended to raise and perfect teaching standards. Positive results in the way of increased registration, better percentage of attendance, larger appropriations for evening and extension schools, increased popular support and improved relations between the native and foreign-born bear witness to the beneficial effects of a type of teacher training which is adequate, in part at least, to meet conditions and needs.

State Aids Local Effort

One of the features which has secured substance and permanence for all such effort is the reimbursement law which provides State aid to the cities and localities of the State to an amount equal to one-half of the salary paid to teachers of immigrants up to but not in excess of $1,000 per teacher. Many communities of the State are taking advantage of this liberal aid.

The program of adult immigrant education as a definite part of the educational program of the State has become firmly established with general recognition by public school authorities and teachers.

New Books in Education

By JOHN D. WOLCOTT, *Librarian, Bureau of Education*

BAXTER, LEON H. Toycraft. Milwaukee, Wis., The Bruce publishing company [1922] 132 p. illus. 12°.

This manual furnishes definite instructions for the making of toys for boys and girls by the children themselves. The author is director of manual training in the public schools of St. Johnsbury, Vt.

CANADA. BUREAU OF STATISTICS. Statistical report on education in Canada, 1921. Published by authority of the Hon. J. A. Robb, minister of trade and commerce. Ottawa, F. A. Acland, printer, 1923. 184 p. tables. 8°.

This is the first of a series of annual reports of Canadian education, based upon the operation of a new scheme of coordinated statistics of education recently adopted. The volume is bilingual, with the tables and text in both English and French.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. Seventeenth annual report of the president and of the treasurer. New York city, 1922. vii, 211 p. tables. 4°.

Besides the usual sections on the business of the foundation and on old-age annuities and pensions, this report discusses the subject of the rising cost of public education, including the causes of this increase, normal and invisible factors, the purpose of schools, and the relation of the teacher's pay to the quality of the service that he renders to society. The writer asserts that at no distant day free public education will be endangered if the cost of the schools continues to grow at the present rate, or, as seems more probable, at an increased rate.

CHARTERS, W. W. Curriculum construction. New York, The Macmillan company, 1923. xii, 352 p. tables. 8°.

The author comments on the historical fact that profound changes in the aims of education due to revolutions in world thought have been followed repeatedly by tardy and incomplete changes in the curriculum of the schools. He asserts that the standards of our day demand that our courses of study be derived from objectives which include both ideals and activities, and that we should accept usefulness as our aim rather than comprehensive knowledge. The book elaborates and criticizes the theories of curriculum construction as observed in the history of education, then analyzes and describes the recent technique of curriculum construction, and finally presents a number of special studies relating to particular subjects and courses.

COMMITTEE FOR THE STUDY OF NURSING EDUCATION. Nursing and nursing education in the United States. Report of the Committee for the study of nursing education, and report of a survey by Josephine Goldmark, secretary. New York, The Macmillan company, 1923. xvii, 585 p. diagrs., tables, forms. 8°.

Most of this volume is taken up by the report of a survey of nursing and nursing education by the secretary of the committee. The report is comprehensive, covering the functions of the nurse, both public and private, and the training of the nurse in hospital schools, in subsidiary nursing groups, in university schools of nursing, and in postgraduate and other nursing courses.

JUDD, CHARLES H., *and others.* Rural school survey of New York State. Administration and supervision. Ithaca, N. Y., 1923. 629 p. diagrs., tables. 12°. (Director of survey: George A. Works, Ithaca, N. Y.)

This report comprises sections prepared by various members of the survey staff on the common-school district, the supervisory district, medical inspection, principles of organization and administration, the State system of examinations, the community unit, and State schools of agriculture. The general summary and recommendations are the work of Prof. Judd. The great need of rural education in New York is for an improved system of administration and supervision which will command popular approval and support. The present common-school district is wholly inadequate to maintain satisfactory school conditions. The present system of rural-school supervision does not operate satisfactory. The survey staff accordingly recommends that the common-school districts of the State be grouped together into natural community units having community boards of education.

MCMURRY, OSCAR L., EGGERS, GEORGE W., *and* MCMURRY, CHARLES A. Teaching of industrial arts in the elementary school. New York, The Macmillan company, 1923. vii, 357 p. illus. 8°.

This is a school plan for the industrial arts worked out in combination by the authors through a series of years. The articulation in a vital way of the problems of designing with those of construction is one of the distinctive features. Two principal phases of construction—woodwork and bookmaking—are elaborated in the treatmen of the subject.

PALMER, HAROLD E. The oral method of teaching languages; a monograph on conversational methods, together with a full description and abundant examples of fifty appropriate forms of work. Yonkers-on-Hudson, N. Y., World book company, 1922. 134 p. fold. plan. 12°.

The principles and value of the oral method are first presented and followed by a classified collection of forms of work suitable for use in an oral course.

RICHARDS, CHARLES R. Art in industry; being the report of an industrial art survey conducted under the auspices of the National society for vocational education and the Department of education of the State of New York. New York, The Macmillan company, 1922. 499 p. 8°.

This report aims to present a picture of actual conditions relating to the practice of applied designs in the United States, to the end that intelligent measures for its improvement may be developed. The survey involved the assistance of 88 individuals who served on trade and school committees, as well as many others prominent in the art industries. It represents a study of 510 producing establishments located in 55 different cities, as well as of 55 schools giving instruction in industrial art.

SINCLAIR, UPTON. The goose-step; a study of American education. Pasadena, Calif., The author [1923] x, 488 p. 12°

In this volume the author presents his conclusions from a study of American education made by him during the past year. He finds that our educational system is not a public service but an instrument of special privilege. He characterizes and criticizes a large number of American educators and educational institutions.

SPENCER, ANNA GARLIN. The family and its members. Philadelphia and London, J. B. Lippincott company [1923] 322 p. 12°. (Lippincott's family life series, ed. by B. R. Andrews.)

The theses maintained in this book are, first, that the monogamic, private family is a priceless inheritance from the past and should be preserved; second, that in order to preserve it many of its inherited customs and mechanisms must be modified to suit new social demands; and, third, that present-day experimentation and idealistic effort already indicate certain tendencies of change in the family order which promise needed adjustment to ends of highest social value. The two concluding chapters deal with the family and the school and "the father and the mother state."

THWING, CHARLES FRANKLIN. Human Australasia; studies of society and of education in Australia and New Zealand. New York, The Macmillan company, 1923. 270 p. 12°.

During a recent visit to Australia and New Zealand, Dr. Thwing interviewed many of the leading men in government circles and in the fields of education, literature, and labor. His book is primarily an analysis and interpretation of the human element in these countries. Both these peoples of the Southern hemisphere, he says, bear peculiar affinities to another branch of the English race, the United States of America, and the course of development of all three seems likely to be similar. One entire chapter of the book is devoted to the higher and other education. The subjects of relations of the white and colored races, religion, social standards, and contributions to be expected to the world's civilization, are also discussed.

Fiscal Administration and Cost of Schools

(Continued from page 170)

arate financing of schools does not result in extravagance. There is practically no difference in the total expenditure for all school purposes per pupil in average daily attendance as between the cities in which schools are separately financed and those in which the school budget is determined by the general municipal authority. The significant differences with respect to fiscal administration are such as to leave the question of the desirability of one form of administration as over against the other to be determined by other considerations.

Independent Boards Make Better Showing

The cities in which the boards of education are in complete control of the finances of the school system, including the right to levy taxes, show a larger tax rate, a larger percentage of the total municipal tax rate devoted to schools, a larger expenditure per pupil in average daily attendance for general control, for maintenance of plant, for fixed charges, capital outlay, and debt service, than do the dependent. On the other hand, the communities in which the boards of education are dependent upon the general municipal authority show a larger bonded indebtedness per capita, a larger expenditure for instructional service. The technique employed in determining which of these differences were significant were applied as well to certain educational factors reported in Doctor Frasier's study entitled "Fiscal control of city-school systems." It was found that the independent cities showed a greater percentage of 16 and 17 year old children enrolled in the schools; that they provided a larger percentage of their pupils with 60 or more square feet of playground space each; that a larger percentage of the children enrolled attended school all day in adequate school buildings owned by the city. It appeared that the dependent cities had a somewhat larger percentage of women elementary schoolteachers who had six or more years of training beyond the grade of the elementary school.

In the light of the evidence made available by this inquiry it seems fair to propose that the question of the separate financing of municipal school systems be considered on grounds other than that of the cost to the community of the schools administered under the one or the other form of organization.

The Educational Finance Inquiry Commission expects to be able to send its first series of reports to the press within the next three months. In these documents, when they are available, will be found significant data not only in the fields mentioned in this brief statement but with respect to many others of the fiscal problems confronting school administrators.

Pennsylvania Still Spends Too Little

Expenditures for Education in the Past Were Not Sufficient to Keep State in Front Rank. Recent Increases Have Not Been Excessive. Report to Citizens' Committee

THAT INCREASING the expenditure for Pennsylvania schools was a wise policy—in fact, an absolute necessity—and that the State would be warranted in devoting a still larger proportion of its wealth to education than it does at present are conclusions reached by Harlan Updegraff and Leroy A. King, professor and assistant professor of educational administration in the University of Pennsylvania, who were chosen by a citizens' committee appointed by Gifford Pinchot, now governor of the State, to make a survey of the State's fiscal policies in the field of education. To evaluate the present situation a study was made of the cost of education and the tax rates in other States and in Pennsylvania for a long term of years. Comparison of Pennsylvania's record from 1870 to 1920 with the record of six other States and with that of the United States as a whole showed Pennsylvania in a low position during that time. This means, says the report, that taking them man for man, as compared with citizens of other States, Pennsylvanians have not put so much money into education during those 50 years as have New York, New Jersey, Massachusetts, California, Ohio, and Iowa.

A considerable increase in the cost of public schools of the State was brought about by the passage of educational legislation in 1919 and 1921. Twenty-six per cent of the State income now goes to the support of the elementary and secondary schools controlled by the local school districts and to the support of the normal schools and higher educational institutions. Whether this support should be continued in its present form and extent, and, if not, what modifications are desirable, were the fundamental questions to be answered by this study.

In the decade 1910–1920 Pennsylvania gradually lost ground, as compared with other States, in the development of her schools, as shown by her loss in rank among the States of the Union in such respects as the per cent of school population attending school daily, average days attended by each child of school age, average number of days schools were kept open, and proportion of high-school attendance to total attendance. Salaries and qualifications of teachers were relatively low, and the standing of pupils, as shown by the results of standard tests, was likewise low.

Possibly the best index of the ability of a State to support schools is furnished by a comparison of the income of its inhabitants with that of the inhabitants of other States. Pennsylvania's income per capita in 1919 was $683, with 18 States ranking higher. However, in the school year 1918–19 there were 38 States with a higher percentage of expenditure by the State government for schools than Pennsylvania. Other data are presented from which the writers of the report infer that the present costs of Pennsylvania schools are near the norm for the United States as a whole but below the norm for the Northern States; that the local taxes required are probably no higher than the average; that the amounts of money granted by the State when measured both as to per cent of total expenses and by the cost per capita are near the norm, and that in the appropriation of total expenses going to the support of schools Pennsylvania is below the average.

Taken all in all, therefore, the practice of other States in the Union justifies an increase in the State appropriations for education rather than an increase in the local tax, according to the report; but increases in the latter may still be made without burdening the people unduly. Other studies include the method of distribution of State aid, the efficiency of the department of public instruction, and the relation of this department to the public schools, normal schools, and institutions of higher education.

Their Education Was Practical

To demonstrate that their education was practical, 35 young women students, seniors in the school of home economics at the Oregon State Agricultural College, accepted the invitation of a Portland hotel to cook and serve a dinner to its guests. Twelve of the girls cooked the dinner and the other 23 served it.

Motor Trucks an Excellent Investment

Montgomery County, Ala., Operates 34 in Transporting Children to School. Early Difficulties Overcome by Watchful Care. A New Era Has Arisen in the County's Educational Conditions

TRANSPORTATION is the foundation upon which the consolidated school stands, and for this reason is the greatest factor determining the success or failure of the consolidated project, says a bulletin issued jointly by the county board of education of Montgomery County, Ala., and the county chamber of commerce. This county has 17 consolidated schools, all of which have been developed since 1917. A survey made in that year showed that Montgomery County had a school system not worthy of the name, says the bulletin. The schools were mostly of the one or two-teacher type in almost any kind of schoolhouses, with little furniture. After this survey a program was planned to give the children a larger type of school, modern buildings, a richer curriculum, better-trained teachers, and facilities for transportation from distances.

Motor-Drawn Vehicles Are Best

In its experience with the problem of transportation, the school authorities came to the conclusion that the motor-drawn vehicle must be used. Many difficulties arose in operating the trucks, and they found that this kind of transportation involves the expenditure of a great deal of money for upkeep. The county board of education which thinks it can operate trucks without making adequate plans for their maintenance has a failure waiting for itself just around the corner, says the bulletin.

A successful system of transportation is now in operation, using 34 trucks, all but 2 of which are the property of the board. Twenty-six men are employed on full time to drive these trucks and keep them in repair. These men also assist with the repair work of the school and do other work on the school plant, such as assisting in developing athletic fields and playgrounds. At one school the truck drivers were able to save nearly $100 by unloading and hauling coal. Most of the drivers are grown men; the board employs six schoolboy drivers; but they were carefully selected. The school authorities have found that generally the truck is better cared for when in charge of a grown man.

Daily Reports of Mechanical Condition

Eight of the trucks were bought five years ago and are still in first-class condition in spite of difficulties at first encountered. The trucks are now given the best of care in the matter of greasing, cleaning, repairing, etc. Each mechanic files a daily report in the principal's office, showing work done on trucks. A special blank form is provided so that the mechanic need only check certain items. This report is examined by the superintendent of transportation. Any accident in which any person is hurt or the truck delayed for more than an hour or such damage done that new parts are required for the truck must be reported at once on a special form. Besides these reports a weekly and monthly report by each driver is presented to the principal of each school, showing number of miles traveled, gallons of gasoline used, number of tardy arrivals, and other information. The principal totals the weekly reports and makes a monthly report to the county superintendent of education.

Honor Roll for Careful Drivers

When the mechanics and drivers learned to oil trucks properly 50 per cent of the transportation troubles disappeared, and when they learned to tighten loose nuts another 25 per cent of troubles were overcome. An honor roll is kept on which no truck is listed unless it makes at least 10 miles for every gallon of gasoline consumed during the week.

The longest transportation route in Montgomery County is 23 miles, this distance being traveled by a group of senior high-school pupils, and the shortest route is 3 miles. Most of the trucks make second trips, which are shorter than the first one of the day. The average number of miles each child travels daily is 11.1 miles. Extremely long routes are considered undesirable.

To transport 1,846 children last year cost the board $25.17 for each child, or 15 cents a day. Each truck required an expenditure of $98.75 per month, including all running and overhauling expenses.

Patrons' Fears Have Been Overcome

When transportation was introduced into the county many persons were afraid that their children would be hurt or even killed by accidents to the trucks, but this fear has been overcome, and now the county board of education finds it difficult to provide transportation for all who want it. Transportation lines have become congested by families who have moved from the city or from other places to be in reach of one of the consolidated schools of this county. There seems to be no desire to move close to the school buildings. Instead it appears that more people are moving to the ends of the lines than to any other place.

Besides enabling children to get a high-school education who otherwise could not have it, the transportation system has given many other advantages to the people of the county. By encouraging acquaintance among children living many miles apart it breaks up the isolation which has been threatening to destroy rural life. This sometimes results in forming ties of friendship among the parents. Such organizations as Boy Scouts, which could not have existed before consolidation was established, now flourish and are continued throughout the summer vacation.

Since the teachers can use the trucks as well as the pupils, they do not need to depend on boarding houses near the schoolhouse but can choose among various places, while some can live at home.

Many British Teachers Still Unemployed

The president of the board of education recently gave some interesting figures in the House of Commons regarding the number of teachers who had left college in July, 1922, and had not yet obtained posts. In England 610 men and 559 women left universities to take up teaching, and 115 men and 72 women have been unable to obtain posts. From other training colleges came 1,263 men and 4,072 women, and of these 84 men and 285 women failed to obtain positions.

In Wales 138 men and 92 women left universities to become teachers, and 45 men and 25 women have not yet found positions, while 183 men and 328 women left ordinary colleges, and 46 men and 80 women have not obtained positions.

In addition to these numbers there are many teachers who have been dropped as a result of the increase in the size of classes and the closing of small schools.—*Fred Tait.*

A campus covering 9 acres is planned for the down-town division of the Northwestern University. On this piece of ground, which is situated 1 mile from Chicago's "loop" and faces Lake Michigan, will be placed buildings for the medical and dental schools of the university, and also for a teaching hospital, a clinic, and a school of commerce, as well as dormitories, commons, gymnasium, and two auditoriums. An athletic field is also planned.

Educational Relations With Latin America

Increasing Demand for Information Reported by Pan-American Union. American Colleges Offer Instruction in Spanish

TO STIMULATE mutual interest between the United States and the countries of South America, the Section of Education of the Pan American Union diffuses information about various phases of education in the different countries. Many requests for information are received from Latin-American public officials, teachers, students, and educational institutions, according to the annual report for 1922 recently submitted by F. J. Yanes, assistant director in charge of the section. These questions touch on such matters as courses of study in professional schools, educational legislation in the various States, vocational study, reform schools, and many other educational subjects.

Desire for Information Increases

Economic conditions have hampered educational progress in some of these countries, preventing many young Latin-Americans from pursuing courses in the United States, but the desire for information on educational conditions in the United States seems to be increasing in spite of this, for the correspondence carried on by the Section of Education was greater during the past year than in the preceding year.

Many letters are received asking about higher education in the United States, and in order to spread information on this subject a new edition of a pamphlet in Spanish has been prepared by the section and 500 copies distributed among South American educational officials and others interested in education. Special articles on education in the United States are occasionally prepared and sent to the Latin American press, and six such articles were sent last year.

Fosters Correspondence Between School Children

The section assisted in preparing material on education in Latin America which was presented to the Pan American Conference of Women held at Baltimore last year. Student associations, women's clubs, and other groups have been provided with information to be used in preparation of addresses, study programs, etc. In its desire to foster a keen interest in everything relating to the history, the literature, and the general culture of the people of the Americas the section has taken an active part in furthering the exchange of school correspondence between children in the United States and those in the Latin American countries.

Extent of Instruction in Spanish

To obtain information as to the extent to which Spanish and Portuguese are studied in the United States a questionnaire was sent to the 612 colleges and universities listed in the educational directory by the United States Bureau of Education. Of the 404 institutions that replied all but 21 teach Spanish. Nineteen of these colleges and universities reported that more than 500 students were studying Spanish, Columbia University enrolling 3,000 in Spanish language courses, and seven other institutions between 1,000 and 2,000. Twelve of these institutions teach Portuguese aiso.

During the year the section planned the tour of an eminent Argentine professor, who visited 16 educational institutions in the United States, giving a series of lectures showing Latin American culture and progress.

About 500 American teachers studied in the University of Mexico during July and August, 1922, taking such courses as Spanish language, history of Mexico and of Latin America in general, archæology, and art. Pleasure trips to different towns and other points of interest in the country were included in the courses, the Government of Mexico granting many privileges to the American students.

PRINCIPAL ARTICLES IN THIS NUMBER

Intensive Study Combined With Travel

Army Transport Transformed into Floating School. Four Hundred Young Men Will Make Trip Around the World

AS THE FIRST attempt in history to transfer the campus of a junior college to the deck of an ocean-going ship, the Candler Foating School is unique in education. Sailing from Baltimore on September 15 next, the steamship *Logan* will carry 400 representative American boys and young men, and will visit all the principal cities of the world in a nine months' cruise, combining the attractions of travel with the benefits of intensive study, under a faculty selected from the leading American universities.

The ship will visit London, Edinburgh, Antwerp, Havre, Gibraltar, Barcelona, Marseilles, Nice, Monaco, Naples, Athens, Constantinople, Jaffa, Port Said, Bombay, Colombo, Calcutta, Rangoon, Singapore, Batavia, Manila, Hongkong, Shanghai, Nagasaki, Yokohama, Honolulu, Hilo, San Francisco, Panama, Colon, Habana, and Bermuda.

Lectures on the places visited will precede sightseeing expeditions. The school will comprise a junior college (the first two years of a liberal arts course) and the last two years of a standard high school.

The idea of the school was developed by Lieut. Col. E. T. Winston, United States Army, retired, whose untimely death occurred recently. Mr. Asa G. Candler, jr., of Atlanta, is president of the Candler Floating School Co., and Dean Zebulon Judd, of the Alabama Polytechnic Institute, will be educational director.

Special Classes for Subnormal Children

Connecticut is providlng for her 3,500 backward and subnormal children, and more than 40 classes are reported as already formed in Bridgeport, Hartford, Manchester, New Haven, Somersville, Stamford, Torrington, and Waterbury. More than 600 children have been placed in these classes, an average of 15 children to each class. The majority of these children are undoubtedly subnormal to some extent, belonging to the definitely feeble-minded, the border line, and the dull normal groups. Some schools have two types of classes—one for children who are definitely feeble-minded and one for those who are merely backward.

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SCHOOL LIFE

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Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

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Differentiation of Curricula Between the Sexes

Equality Does Not Demand Identity, but Is Compatible with Proper Differentiation. Facile Generalizations About Mental Differences Not Clearly Proved. Let Boys and Girls Have Large Choice of Studies, and Teachers a Wide Latitude

From the Report of THE CONSULTATIVE COMMITTEE
Submitted to the British Board of Education

THE EDUCATION of girls and women has passed through two stages, and is, perhaps, now entering on a third. Down to 1850, and even later, it was assumed that the education of girls must be different from that of boys, because they belonged to what was regarded as the weaker (or, in a more euphemistic phrase, the gentler) sex. This was the stage of difference based on inequality; it was the stage of feminine accomplishments; it was also the stage of educational inefficiency. During the next stage, which is perhaps drawing to a close, the cause of efficiency was identified with that of equality, and, in the name of both, educational reformers claim, and sought to secure, that there should be no difference between the education of girls and that of boys. This was the stage of identity based on equality; it was marked, in many respects, by a great advance in efficiency; but if new strength was gained, old and delicate graces were perhaps lost, and the individuality of womanhood was in some respects sacrificed on the austere altar of sex equality.

We may now be entering on a third stage, in which we can afford to recognize that equality does not demand identity, but is compatible with and even depends upon a system of differentiation under which either sex seeks to multiply at a rich interest its own peculiar talents. Dissimilars are not necessarily unequals, and it is possible to conceive an equality of the sexes which is all the truer and richer because it is founded on mutual recognition of differences and the equal cultivation of different capacities. In such a stage there might again be difference, but there would still be equality, and in it we might preserve what was good while discarding what was bad in either of the previous stages. But this third stage, if it should be one of a ready recognition of differences, whenever and wherever they exist, must also be

(*Continued on page 214.*)

> NOW, there is nothing in the understanding which was not before in the sense. And. therefore, to exercise the senses well about the right perceiving the difference of things will be to lay the grounds for all wisdom, and all wise discourse, and all discreet actions in one's course of life. Which, because it is commonly neglected in schools, and the things which are to be learned are offered to scholars without being understood or being rightly presented to the senses, it cometh to pass that the work of teaching and learning goeth heavily onward and affordeth little benefit.—*John Amos Comenius.*

Door of Educational Hope Opened to Thousands

Extension Service Makes Advantages of Higher Education Available to Every Citizen. All Classes of Institutions Offer Extra Mural Instruction. State Departments of Education Render Like Service. Forms of Teaching to Suit All Conditions

By CHARLES G. MAPHIS
President National University Extension Association

UNIVERSITY EXTENSION is the organized and systematic effort to bring some of the advantages for culture and instruction offered within the university to people who are not enrolled as resident students, and thus to make the campus of the university as wide as a State itself. It renders the resources of the university's faculty, libraries, laboratories, and shops available to the largest possible number of individuals and communities, by carrying them out into the State. A university should not only discover truth, but disseminate truth, and university extension, therefore, is an attempt to bring the university to those who can not go to it.

This is especially true of a State university, supported as it is by the taxes of all the people; it is under moral and business obligation to render service to each citizen and to the State. It fulfills this obligation in a measure by educating in residence young men and women and sending them back into their home communities with a broader outlook, a more intelligent comprehension of the problems of life, expert knowledge or acquired skill through professional training, and especially the inspiration, ambition, and ability for unselfish service as citizens of the Commonwealth.

But there exists in every community a considerable class of persons who have capacity, leisure, and ambition and who have claim upon the State for educational opportunities other than the formal instruction given within the walls of institutions.

Through different forms of extension service the university can and does open the door of educational hope to thousands of such citizens who can not attend school. Its constant aim is to make the university the center of every movement which concerns the interests of the State and to give every man a chance to get the highest education possible at the smallest

This is an abridgement of Bureau of Education Bulletin, 1923, No. 24, "Educational Extension," which is now in press.

practicable cost—to bring the university and the home in closer touch, to carry the university to every city, town, and country community and into every school and every home, reaching out a helpful hand to every citizen.

University extension enables anyone, young or old, to broaden his knowledge, to extend his vision, to fit himself for new duties, to keep up with improvements and discoveries, and to keep in touch with the best thought of the times. It has passed the experimental stage and is now a recognized department in practically every State institution and in many colleges under private control. It is one phase of the general tendency to democratize education.

True Function of a Public Service Corporation

Through extension work the resources of the university become more available to the citizens of the State. In a very true and broad sense it makes the institution fulfill its true function of a public-service corporation, responding to the call for aid, whether from the public elementary schools or secondary schools, for the improvement of public health, for civic betterment, or for the betterment of economic or industrial conditions.

The university has two important functions: To give instruction to resident students in the cultural, professional, and vocational branches of higher education, and to promote research and investigation in the important fields of human interest and experience. An extension division has three functions: To carry as far as possible to extramural students the advantages for culture and instruction offered in residence; to disseminate the valuable knowledge obtained from research and investigation; and, finally, in addition to these two correlative functions, to serve as a cooperative bureau or clearing house through which many educational and public service resources outside of the university may be made available for effective public use.

History Covers Nearly Forty Years

University extension in some form has been carried on since the inauguration of Chautauqua University in 1885. The University of Wisconsin, the pioneer State institution in this field, took up the work in 1892. It was not until 1906, however, that Wisconsin organized its university extension division on its present basis as an extramural college with a dean and separate faculty.

Between 1906 and 1913, inclusive, 28 institutions organized university extension, and within those dates 21 other institutions reorganized. Since 1913, in the past decade, the work has developed so extensively that practically every institution of learning—university, college, normal school, technical school, or professional school, whether private or public—now engages in some form of extension activity.

Proper Duty of Tax-supported Institutions

Why? Because extension service is the practical application of the principle underlying all tax-supported educational institutions from the elementary school to the State university.

Justification for the maintenance of schools, colleges, and universities from public moneys is contained in the general welfare clauses of our National and State constitutions. The justification for the expenditure of public funds derived from taxation by the State for universal education is the fact now recognized by all commonwealths that education produces better citizens and that a properly trained citizen is generally an asset and an illiterate or untrained citizen is generally a liability in a community. Thomas Jefferson declared with fervor that "no other foundation can be devised for the preservation of freedom and happiness than the diffusion of knowledge among the people. If a people expects to be ignorant and free in a state of civilization, it expects what never was and never will be. Preach a crusade against ignorance!"

On this principle the United States through its several States has entered upon the most gigantic educational task undertaken by any nation, namely: To provide at public expense educational opportunity for "all the children of all the people," from the kindergarten and elementary school through the university.

Bare Elements of Education Not Enough

The program of universal education upon which the United States has entered contemplated originally only the education of our youth, on the assumption that the schools provide sufficient education of the proper character to satisfy the requirements of good citizenship. This has proven not to be the case. A very large proportion of pupils of the elementary school drop out at the end of the fifth year with only the bare elements of an education and a fair use of the tools of knowledge, and increasing numbers are eliminated in each grade after the fifth up through the high school.

Although the growth in enrollment in the secondary schools is one of the outstanding features of educational development in the past decade, still only about 6 per cent of high-school pupils graduate and only about 2 per cent go to college. This condition has brought about a low average of training supplied by the schools, and it is charged that we are training a sixth-grade citizenship in the United States.

The slogan, "Educate all the children of all the people" is rapidly being broadened to "Educate all the people"—boys, girls, men, and women of all ages and conditions and occupations. This is what educational extension is undertaking to do. Although millions are now reached, it has only fairly begun its supreme task. To fit every man and woman for his or her job, thereby making a better economic and social asset for the State, is the goal.

National University Extension Association

To establish an official and authorized organization through which colleges and universities and individuals engaged in educational extension work may confer for their mutual advantage and for the development and promotion of the best ideas, methods, and standards for the interpretation and dissemination of the accumulated knowledge of the race to all who desire to share its benefits, the National University Extension Association was formed in 1915, with a membership of 22 colleges and universities.

Consistent with its purpose, the membership in the association is limited to colleges and universities of known and recognized standing whose sole aim is educational service. Institutions conducted for financial gain or profit are not eligible for membership.

This association has done valuable work in attaining the aims set forth in its constitution by fostering a closer relationship and better acquaintance between member institutions, by adopting more uniform practices and methods, and by setting up proper ideals and standards for the many institutions of various ranks which in the past few years have organized extension work. It has been instrumental in creating a more sympathetic attitude toward extension work on the part of regular members of the faculties of institutions, because of a better acquaintance with it.

Standardization Is the Aim

Recommendations have been adopted with a view to standardizing the character and content of courses, conditions of admission, time allotted for extension class work, examinations, instruction, credits, and records.

(Continued on page 204.)

Massachusetts Survey of Higher Education

Report of Facts in Hands of Commission. Especial Consideration to Establishment of State University. Excellent Field for Junior Colleges. State Scholarship Plan Apparently Not Practicable

By GEORGE F. ZOOK
Specialist in Higher Education, Bureau of Education

MASSACHUSETTS has a wealth of universities and colleges scarcely equaled in any other State in the Union. But are there enough to take care adequately and properly of all the graduates of high schools in Massachusetts who are able and anxious to continue their education? If not, what further facilities are needed and how are they to be provided? These are the questions which a special commission on technical and higher education appointed last summer by Gov. Channing Cox asked to consider and solve.

Inasmuch as the commission is composed of busy men who realized that the problem was so large and complex as to require the greatest possible amount of study and analysis, the commission turned to the United States Bureau of Education for assistance. Instead of suggesting the appointment of a commission of educators to undertake the survey and make recommendations on the basis of the facts secured, as has usually been done in the past, the bureau decided to detail Dr. George F. Zook, specialist in higher education, to direct the survey, which was to be on a fact-finding basis, leaving the local commission appointed by the governor to study the report and make such recommendations as seemed wise to the members of this commission.

Able Men Undertake Special Investigations

In the conduct of the survey Doctor Zook has had the assistance of a number of well-known educators, who have undertaken special investigations as follows:

Dr. Hollis Godfrey, chairman of the board and president of the Engineering-Economics Foundation, research.

A. A. Potter, dean of the engineering school, Purdue University, engineering education and research.

Dr. Helen B. Thompson, dean of the division of home economics, Kansas State Agricultural College, higher education for young women.

Dr. Frederick B. Robinson, dean of the school of business and civic administration, College of the City of New York, education in commerce and business administration.

Dr. Clyde Furst, secretary of the Carnegie Foundation for the Advancement of Teaching, matriculation records of entering students and entrance practices at Massachusetts universities and colleges.

Dr. Stephen S. Colvin, professor of education, Columbia University, intelligence tests of seniors in selected public high schools.

Dr. George E. Myers, professor of vocational education, University of Michigan, technical education below engineering grade.

W. R. Hart, professor of education, Massachusetts Agricultural College, history of State support of higher education.

J. C. Christensen, assistant secretary and purchasing agent, University of Michigan, the estimated cost of a State university in Massachusetts.

Dr. L. E. Blauch, specialist in charge of land-grant college statistics, United States Bureau of Education, elementary and secondary education in Massachusetts and the training of secondary school teachers.

To Formulate Policy Toward Higher Education

According to the terms of the resolution authorizing the investigation the commission is directed "to inquire into and report upon the opportunities and provisions for technical and higher education within the Commonwealth, and the need of supplementing the same and the methods of doing so and whether said methods should include the establishment of a State university, or further cooperation on the part of the Commonwealth with existing institutions, or otherwise."

A large amount of information bearing on the situation has been placed before the survey commission, which is now engaged in studying the fact-finding report. There has been insufficient time, however, for the commission to formulate conclusions and recommendations during the present session of the legislature. Accordingly permission has been secured to postpone the date of submitting the report until the end of the current calendar year.

Some of the general facts relating to the survey may be summarized as follows: In the first place the tremendous increase in students at colleges and universities all over the country has been shared in Massachusetts. Regular full-time students increased from 20,164 in 1916 to 27,746 in 1922, or 37.2 per cent. In Massachusetts, however, an unusually large proportion of these students come from without the State. In 1921, 50.6 per cent of the students registered at Massachusetts colleges and universities resided in other States. Statistics for the same year show that Massachusetts stands only twenty-first in the Union in the proportion of its population from 19 to 23 years of age which is in college. It is assumed that the large foreign population has considerable influence on the proportion of young people who go to college. Some of the school superintendents and high-school principals, however, assert rather vigorously that the nature of the college entrance requirements and the high rates of tuition also affect the situation.

Relatively Few Girls Attend College

It seems clear that young men graduating from the public high schools are much more likely to go to college than the young women. Last autumn 32.5 per cent of the young men graduating in June, 1922, entered college, as against only 10.9 per cent of the young women. On the other hand, 12.1 per cent of the girls went to normal schools, as against 1.6 per cent of the boys. Girls also went in much larger proportions to business colleges and other schools.

In this connection it is interesting to note that according to an intelligence test given to 3,333 high school students who will graduate this spring, 36 per cent of the boys appeared to be good college material, as against only 22 per cent of the girls. However, the girls who planned to go to college appeared to be fully the equal of the boys in mental ability.

Capable Girls Seem to Avoid Normal Schools

On the other hand, the students, most of them young women, who planned to go to normal schools were, according to the results of the tests, not only of lower average mental ability than those who expected to enter college but also lower than the general average of those who did not expect to continue their education at all.

The results of the mental tests are undoubtedly very significant. They indicate that the teacher training institu-

tions are not on the average obtaining as capable students as the colleges and universities. It also seems clear that there are a considerable number of students of superior ability who for one reason or another do not expect to continue their education anywhere.

Tests Do not Measure Character

It should be pointed out, however, that the tests are not intended primarily to measure any other mental ability than that of doing successful work in college. It is also assumed that qualities of determination, honesty, application, and perseverance may overcome a considerable proportion of the handicap of lower mental ability. Such characteristics are found among young women perhaps even to a greater extent than among young men. Moreover, a greater proportion of young women graduate from high school than young men—a situation which would naturally tend to lower the average grades made by the young women.

Some of the colleges in Massachusetts serve the residents of the State primarily, while others are national institutions in all but name. Boston College leads with 96.5 per cent of its student body from Massachusetts; Northeastern University, 93 per cent; Massachusetts Agricultural College, 85.8 per cent; Boston University, 80.7 per cent. The higher institutions which draw the smallest percentage of students from Massachusetts are: Williams College, 17.4 per cent; Wellesley College, 17.9 per cent; Smith College, 21.1 per cent; Amherst College, 23.4 per cent; Mount Holyoke College, 26.5 per cent; and Harvard University, 38.6.

Harvard Draws Largely from Public Schools

Certain of the colleges draw their Massachusetts students primarily from the private secondary schools, as, for example, Smith College, 63.4 per cent; Williams College, 62.5 per cent; and Boston College, 57.8 per cent. Harvard University drew 60.8 per cent of its Massachusetts students who entered in the autumn of 1922 from the public high schools.

At all of the Massachusetts colleges and universities, except Boston College, the rate of tuition has increased since 1916. The general average for tuition in liberal arts and sciences has increased from $141.67 to $218.03, or 53.9 per cent. In general, tuition for technical and professional curricula have not advanced quite so much.

Notwithstanding this situation the proportion of income secured by the institutions from tuition fees has not been increased. Moreover, the total amount of money distributed annually by the colleges to needy and worthy students is impressive in size. In 1921–22 the amount was $726,361. Also, on account of the short distances in Massachusetts and the unusually good transportation facilities, a large proportion of the students who attend college can live at home while doing so if they wish.

The survey commission was directed specifically to consider two methods of supplementing the present provisions for technical and higher education in the Commonwealth; namely, "the establishment of a State university, or further cooperation with existing institutions."

State Scholarships Seem Unconstitutional

It seems clear that the latter method refers to the possible establishment in Massachusetts of a system of State scholarships such as now obtains in New York State. In view, however, of the provision in the State constitution popularly known as the "antiaid" clause, there was considerable doubt as to whether such a system of State scholarships would be constitutional. This clause declares that the State shall not make any grants or appropriations of money "for the purpose of founding, maintaining, or aiding any school or institution of learning * * * which is not publicly owned and under the exclusive control * * * of public officers or public agents authorized by the Commonwealth or Federal authority, or both."

A digest of the New York plan of State scholarships was sent to the attorney general in Massachusetts with a request for an opinion as to whether a similar plan would be contrary to the provisions of the anti-aid clause in the Massachusetts constitution.

No Public Expenditure for Private Purpose

In his reply the attorney general declined to give a positive opinion. He pointed out, however, that "a payment of tuition, whether directly to the private institution or to the scholar under such conditions that in effect it is a payment to the institution, if the effect of it is to aid the institution, would seem to achieve the forbidden result by indirection." On the other hand, if the scholarship payment were made outright to an individual without restriction as to its use to pay tuition in obtaining a college education, a different problem is presented. "It is too well settled to require discussion," said the attorney general, "that public money can not be spent for a private purpose." Therefore, he concluded, "in seeking to avoid the prohibition upon expending public funds in order to aid or maintain colleges or universities not under public control, care must be exercised to avoid the prohibition upon giving away public money for a private purpose. To formulate a bill which will avoid both this Scylla and that Charybdis will require no little skill."

Cooperation with Existing Institutions Improbable

After examining the attorney general's opinion the survey commission decided that it was unlikely a bill establishing a system of State scholarships could be drawn, which would be declared constitutional by the courts of Massachusetts. No other plan of cooperating with existing institutions has as yet been presented except the possibility of taking over certain existing higher institutions under complete State control. Up to this time no institutions have offered themselves to the State and it seems improbable that they will do so.

Accordingly the survey commission has examined other possibilities, including a State university. Uppermost in the discussion of this suggestion has been the cost of such a State university. A careful analysis was made on the basis of a State university enrolling 4,000 students distributed as follows: (1) Arts and science, 1,250; (2) engineering, 600; (3) medicine, 300; (4) law, 250; (5) pharmacy, 150; (6) dentistry, 150; (7) commerce and business, 500; (8) education, 600; (9) graduate school, 200. The medium estimate for buildings and furniture was $9,975,000. No estimates were made on the cost of land. The medium estimate for equipment was $1,665,000. The probable annual cost of operation and maintenance was fixed at $1,970,500, including receipts from student fees. No estimates were included for university extension work or for instruction in agriculture. It was assumed that the expense of conducting the present work of the Massachusetts Agricultural College and the university extension division would have to be added to the annual estimates already mentioned.

Twelve Junior Colleges Would Supply State

The attention of the survey commission has also been directed to the possibility of establishing a State-wide system of junior colleges. The outstanding features of the plan are that the junior colleges should be supported largely by the State and supervised by the State department of education, but that they should be administered through local school systems. It was shown that by locating 12 of these junior colleges in the chief centers of population, nearly 90 per cent of the population would be within 15 miles of a junior college.

A London Experiment in Dilution

"Motherly Women," without Teachers' Certificates, Placed in Schools for Infants After Three Months of Intensive Training. Demand for Dismissal of Married Women from Teaching Staff

By A LONDON CORRESPONDENT

FOR MANY years—a generation almost—London elementary schools have been staffed exclusively by trained and certificated teachers. The certificate is that awarded by the board of education, and the training that acquired, for the most part, after a two years' college course. In 1904, when the London County Council became the London education authority, the denominational or nonprovided schools were placed on the rate-aided list. Teachers in these schools were put on the London scale of salaries, and trained certificated teachers appointed as vacancies arose. In 1912 there only remained a small residue of untrained and uncertificated teachers from the one-time staffs of nonprovided schools. The Council, desirous of being in a position to say that every London teacher was college-trained and certificated, decided to advance loans to this residue in order that they might undergo training—the loans to be repaid by installments from the higher salary which would subsequently be received.

Dilution Began as a War Measure

Two thousand five hundred men teachers in London out of a total of 7,000 enlisted during the war. They were replaced largely by women teachers, whose places, in turn, were filled in girls' and infants' departments by untrained and unqualified women teachers. This dilution was accepted by the teaching profession as a temporary war measure, and it was assumed that the normal practice of appointing only trained and certificated teachers would be resumed when conditions became normal.

Shortly after the end of the war these temporary appointments were terminated, and pre-war staffing conditions reestablished. Strenuous efforts were made to increase the recruitment of teachers both by the board of education and the London County Council. The Burnham scales of salary and the act of Parliament establishing a noncontributory pension scheme played their part in overcoming a dearth of qualified teachers.

The war released many emotions. The enfranchisement of women stimulated the demand for equal pay, the returned soldier teachers, in particular, clamored for a scale of salary commensurate with family responsibilities.

The cleavage between many men and women teachers, which began with the pre-war "suffragette" agitation, was accentuated. The National Union of Teachers and its local affiliation, the London Teachers' Association, retained the moderates; the National Union of Women Teachers, on the one hand, and the National Association of Schoolmasters, on the other, recruited the intransigents, most of whom are largely occupied in mutual recriminations, or, alternatively, in attacking the National Union, which, turn and turn about, stridently assails its opponents. Great harm, in fact, is being done to education in this country by the intemperate enthusiasm of partisan unions.

Experiment Suggested By Board of Education

The Geddes axe [i. e., a report recommending radical economies] struck, therefore, at a profession divided by internal discord. The London County Council, at the instigation of the National Board of Education, decided to appoint a number of "motherly women" for classes of infants under 5. These motherly women were to have three months' intensive training, with a retaining wage of 1 guinea a week, and then were to receive a salary of £110, rising by annual increments to £155 a year, as compared with an average salary of £305 paid to certificated women assistant teachers in London. They would be discharged after seven years' service. The experiment was confined, in the first instance, to 100 women to be designated "infants' assistants." There are in the London schools about 100,000 children under 6, and these are taught by 2,000 fully certificated teachers.

The teaching profession has protested vehemently against the experiment, but to no purpose, the London head mistresses who, at the instigation of their union, declined at first to receive the infants' assistants, being "persuaded" by official action to do so. Generally speaking, popular opinion supports the action of the London County Council, particularly as most of the other education authorities are employing, and always have employed without protest, unqualified teachers in infants' schools, and advertisements for such teachers constantly appear in the teachers' organs; in fact, there are 13,000 uncertificated teachers in other parts of England.

It has been freely stated that many trained teachers would be unable to find posts on leaving college. A demand now has arisen, in consequence, for the dismissal of married women teachers. Some authorities are already acting upon this, and London is contemplating requiring that, in the future, women teachers shall resign on marriage. There are in London 14,020 women teachers, of whom 3,777, or 26 per cent, are married. The teachers are vigorously protesting against the dismissal of married teachers.

Conditions Better than Before the War

The London scale of salaries, which is now being reviewed, provides a maximum of £340 a year for women certificated teachers and £440 for men. Five per cent has already been deducted for superannuation and an additional 5 per cent has been voluntarily surrendered at the instigation of the authorities' representatives on the Burnham committee. This will leave the maximum salary for women and men teachers in London respectively at £300 and £400 a year, as compared with the pre-war maxima of £150 and £200. To this post-war improvement must be added the far-reaching superannuation scheme which has been placed upon the statute book. The Geddes committee estimated that this scheme would ultimately cost the tax-payer £12,000,000 a year, of which £2,000,000 will now be recovered by the 5 per cent contribution. It is noteworthy that the officials of the London County Council, unlike civil servants, pay a varying percentage on their income for superannuation purposes. When their scheme was reviewed some time ago, their staff association inclined to the opinion that a contributory scheme was, on the whole, to be preferred to a noncontributory scheme. Teachers can complain of breaches of faith—if it is admissible that Parliament has no sovereign right to alter previous legislation—but women teachers at least are undoubtedly much better off to-day than they had reason to hope for in 1914.

A million dollars in 10 installments will be paid to teachers' college, Columbia University, by the International Education Board, which was recently founded by John D. Rockefeller, jr. This fund is to be used in the furtherance of work with students from foreign countries who are studying at teachers' college and in the study of educational problems in the countries from which they came.

All-Year Schools Have Many Advantages

Developed from Summer Sessions, and Follow Plan of University of Chicago. Ten Cities Have Adopted Plan

By BERTHA Y. HEBB
City Schools Division, Bureau of Education

WHAT shall we do with the children in summer? is a question that is puzzling school officials, parents, and all others who are interested in the welfare of children. As a partial solution of the problem many cities have established municipal playgrounds. These playgrounds, as recreational and health-giving agencies and as preventives of juvenile crime, are of inestimable value. To give wholesome occupation to other children during the summer vacation, some cities have established summer-school sessions about six weeks in length, where pupils can make up work or skip a grade. As a development of the summer-school session, certain cities have established all-year schools. These schools are open 48 weeks in the year, with a week of vacation at Christmas, a week at Easter, and two weeks in summer. Under this plan, in both summer and winter, the children's time is divided among the schoolroom, the playground, and the school shops. Substitution of short vacations for the traditional long vacation eliminates much educational waste.

Children Better off in School

From the hygienic point of view the children are better off in the large and pleasant classrooms, upon the school playgrounds, and in the school shops than in the streets, or sometimes even than in their own homes. School physicians and nurses in Newark, N. J., declare that the children attending the all-year school are in better condition at the beginning of the fall term than those children who have remained in the city without attending school. Many of the children who have been at school all summer are found to have as good health as children who have been at the seashore.

Children who must leave school at an early age to go to work find the all-year school of great value, for the additional sessions permit them to complete more grades in the few years they spend in school than they can complete under the ordinary plan. Since it has been estimated by the United States Bureau of Education that two-thirds of the children entering the first grade of our schools leave before they reach the high school, it is clear that large numbers of children would be benefited by the opportunity to finish more of the course during the years they remain at school.

The all-year school is economical, for it endeavors to give the taxpayer the equivalent of every dollar that he puts into it. It keeps the large and costly schoolhouse in use the whole year, including the summer, when heat and light are not required. Since many children complete the course sooner in the all-year school than in the ordinary school, classroom space is released, and the school can serve more pupils. The value of this is apparent owing to the great shortage of school buildings throughout the country. In 1920–21, according to reports received by the United States Bureau of Education from 859 cities, there was a shortage of 507,524 sittings for school children. To add to the shortage, the number of children is increasing at the rate of about 300,000 a year.

Schools Formerly in Session Almost Continuously

In the time of our forefathers nearly all the schools in the larger cities were in session virtually the whole year around. In 1840 the length of the school term in some of our larger cities was: New York City, 49 weeks; Chicago, 48 weeks, Brooklyn, Baltimore, and Cincinnati, 11 months; Buffalo, 12 months; Detroit, 259 days; and Boston, Philadelphia, and Washington nearly as long.

Many progressive cities and towns have returned to the all-year school calendar. Among these cities are Albuquerque, N. Mex., Amarillo, Tex.; Ardmore, Okla.; Bluffton, Ind.; Eveleth, Minn.; Gary, Ind.; Mason City, Iowa; Newark, N. J.; Omaha, Nebr. (High School of Commerce); and Tulsa, Okla. The all-year plan has recently been approved by the school board of Nashville, Tenn., but owing to lack of funds its adoption is in abeyance.

The first all-year school in Newark was established in 1912. Ten years later these schools had increased to 15, including 8 elementary schools, 1 junior and 1 senior high school, and 5 schools for vocational and other special classes. Nearly 13,000 pupils were enrolled in these all-year schools in the summer of 1922, including 10,281 in elementary schools, 2,018 in junior and senior high schools, and 541 in schools for special classes.

One of the best arguments in favor of the all-year plan is the success of summer sessions, and nearly every progressive city in the United States now opens its schools for about six weeks each summer. In 1917, summer sessions were held for high-school pupils in 109 cities, and for elementary school pupils in 211 cities, and many more cities have taken up summer work since then. In Detroit, the superintendent of schools considers the summer sessions a necessary complement of the two-semester system. Last year's summer schools in Detroit enrolled 8,964 pupils in elementary grades and 1,866 in high-school grades, and both groups had more than 90 per cent attendance.

Psychiatric Tests for Troublesome Girls

Carefully Systematized Examination of Disciplinary Cases in New York City High School. Satisfactory Adjustments

GIRLS who are troublesome discipline cases, or are apparently of low mentality, or appear to be in poor physical and mental condition, are studied carefully at the Washington Irving High School, New York City. A woman physician receives from the office of the general advisers a statement of the conditions surrounding each girl, not only the special difficulty requiring investigation, but a record of school failures, of conduct, attendance, and punctuality, her intelligence quotient, statements from teachers that will tend to give light on the case, and information concerning the girl's home environment and her vocational aim. When the physician is well acquainted with the case she interviews the girl, and gives her a physical and a psychiatric examination. If the girl has not been rated previously as to intelligence, the Terman test is given her by a psychologist before the psychiatric test.

After giving the psychiatric examination the physician makes a detailed report of the case, including the girl's family history, her personal history, her medical history, the results of the physical and the psychiatric examinations, and recommendations for treatment. This report is sent to the office of the general advisers, and efforts are made to follow the recommendations. In some cases the advisers suggest modification of the individual school program; in others they arrange for treatment at a mental clinic, a throat and nose clinic, or a dental clinic. One girl was sent to a convalescent home in the country, and some girls have been put in touch with certain social activities in the school. Of 44 girls examined during the present school year, satisfactory adjustments have been made in 23 cases, resulting in better work and conduct, and better mental and physical conditions. Six girls have been withdrawn from school by their parents. Fifteen cases are still in process of adjustment.

Organization of Public Instruction in Hawaii

Department of Public Instruction Dates from 1820. Practically Entire Population Went to School a Hundred Years Ago. Peculiar Relation Between Superintendent and Commissioners

By VAUGHAN MacCAUGHEY
Superintendent of Public Instruction for Hawaii

THE HAWAIIAN Archipelago, for a quarter of a century, has been an integral political part of the United States of America. It was annexed by treaty and is the result neither of conquest nor purchase.

The governor of Hawaii is appointed by the President of the United States and confirmed by the national Senate. Hawaii has a representative legislative body, which has been in existence for half a century. Since annexation, she has had a Delegate in Congress, though without vote.

The Territorial government is administered through executive departments, which may or may not have advisory boards. Public health is served, for example, through the Territorial board of health. There is a Territorial board of agriculture and forestry, and several other Territorial boards in connection with executive departments. In addition to these larger working units are a number of special commissions and boards. The industrial or reform schools are under a board of industrial schools. The Lahainaluna School, formerly for the training of Hawaiian Christian ministers, and now an agricultural and trade school, is under a special board. The Territorial Home for the Feeble-Minded is administered by its own board. The University of Hawaii, which has grown in recent years, is under its own board of regents. Many other special commissions and boards might be enumerated.

Well Organized County Government

In addition to the Territorial government, there is a fairly highly organized system of county government. Each county has its board of supervisors, which conducts the usual duties of county and municipal boards.

The department of public instruction is one of the oldest activities of the government. Its early history dates back to the days of the New English missionaries, who arrived in 1820, and who initiated the era of public education.

A printing press was set up in 1822. Before the end of 1824, 2,000 native Hawaiians had learned to read. Under the mandates of the native chiefs a remarkable system of schools was established. The people were commanded to assemble at certain places for instruction, and between 1824 and 1827, practically the entire adult population went to school. This phenomenon is probably unparalleled in the history of any people.

In 1832 schools began to be opened for the Hawaiian children and these gradually took the place of the schools for adults.

In 1836 there were probably 15,000 pupils in the public schools. Among the notable schools established during this and the immediate subsequent periods were—Oahu Charity School, Lahainaluna Seminary, Punahou Academy, Hilo Boarding School, Royal Boarding School.

The public-school system was organized as a department of monarchial government in 1845, at which time Mr. William Richards was appointed minister of public instruction. He was succeeded by the Rev. Richard Armstrong, who was an ardent disciple and admirer of Horace Mann, and father of Gen. Samuel Chapman Armstrong, founder of Hampton Institute.

Superintendents Were Able Men

In 1855 the department was reorganized but Mr. Armstrong continued as president of the board of education until his death in 1860. During the next 40 years the presiding office of the bureau of public instruction was filled by an impressive series of distinguished men, whose names and deeds bulk large in Hawaiian history.

Upon annexation in 1900 the department was reorganized and the minister of public instruction became superintendent of public instruction. In more recent years the old office of inspector general has been abolished. At the present time the department comprises a superintendent and six commissioners, all appointed by the governor, the former for a period of four years and the latter for terms of two years.

The Territorial law explicitly provides that "no person in holy orders or a minister of religion shall be eligible as a commissioner." Women shall be eligible to be appointed as commissioners; provided, however, that not more than three shall hold commissions at any one time. It is required that two of the commissioners shall be residents of the county of Hawaii, two of the county of Oahu, one for the county of Maui, and one for the county of Kauai.

The service is purely honorary and there are no salaries or stipends of any sort. Traveling expenses are allowed only to cover actual expenses and are paid on approved vouchers. It is an eloquent testimony of the good citizenship and idealism of Hawaii that service on this board has always attracted men and women with high intellectual, business, and civic qualifications.

Inasmuch as the commissioners and the superintendent are appointed directly by the governor, and responsible to him, the situation is unique and without parallel on the mainland. The law nowhere clearly defines the relationship which shall exist between the superintendent and the commissioners.

Important Functions of Supervising Principals

Next in importance is the group of supervising principals. These correspond in number and geographical distribution to the commissioners and, in many respects, function as do district or county superintendents on the mainland. They are appointed, however, by the department, and are directly responsible to the department. In each county or district the commissioner represents sound public opinion and the supervising principal represents technical educational knowledge and the details of administration.

Six years ago, owing to the rapid development of industrial education, and to the fact that the supervising principals were not qualified to handle this type of work, the position of industrial supervisor was created. The industrial supervisor, one for each island, has general charge of the program of industrial education on his island.

The county boards of supervisors are responsible for the expenditures covering erection of new school buildings, teachers' cottages, repairs, upkeep, equipment, etc. These expenditures are from appropriations made by the territorial legislature, upon a budget submitted by the department jointly with the chairmen of the boards of supervisors. This division of authority between the territorial department and county boards is cumbersome and fraught with many obvious difficulties. The Federal School Survey Commission, in 1920, in Bureau of Education Bulletin, 1920, No. 16, recommended such reorganization as would secure "unity of action, definiteness of responsibillty, and promptness in execution."

Hawaii's public-school organization presents many contrasts with mainland States and communities, and its territorial department is unique in many of its features.

Meeting of the International Kindergarten Union

Program Shows Good Balance Between Practical Topics and Those of Educational Interest. New Officers Elected

By NINA C. VANDEWALKER

THE PITTSBURGH meeting of the International Kindergarten Union, April 16–20, was a very successful one. The attendance of over 1,000 represented 26 States. A new appreciation of the kindergarten on the part of the school was seen in the fact that several of the delegates were primary teachers who were sent by the local grade teachers' associations, with their expenses paid. Two primary teachers were on the program of one of the groups.

The program showed a good balance between practical topics and those of general educational interest. Visits to the kindergartens and conferences were provided to meet the practical needs of the several groups. The general addresses were of a high order. Some of the speakers were new to kindergarten audiences. Among these was Angelo Patri, of New York City. He was introduced as the best-known and most-loved school principal in the United States. His address on "Aspects of child growth" was marked by the same deep insight into the needs of the developing child that his writings show, and was greatly appreciated. Dr. William Root, of the University of Pittsburgh, brought a new message concerning the kindergarten. He showed it to be economically justified, but to have ample justification aside from this in the building up of children's intelligence and the satisfying of their emotional needs during the early years. Dr. Bird Baldwin, of the University of Iowa, gave the latest word in curriculum making in his illustrated address on "Measuring childhood," by showing that children have a mental and physical age as well as a chronological one, all of which must be considered in adjusting the curriculum to the child's needs. Other addresses that were of special value were those by Doctor Earhart, supervisor of music in Pittsburgh, on "Music in the kindergartens" and the one on "Standards in early elementary education," by Dr. Frederick G. Bonser, of Teachers' College, Columbia University. That those by Miss Lucy Wheelock and Prof. Patty S. Hill were appreciated goes without saying.

The following three new officers were elected, the other three holding over: President, Miss Ella Ruth Boyce, supervisor of kindergartens, Pittsburgh; second vice president, Barbara Greenwood, southern branch, University of California, Los Angeles; auditor, Allene Seaton, special supervisor of kindergartens, Louisville, Ky. The place of meeting for 1924 is Minneapolis, Minn.

The meeting closed with a symposium supper. At this the progress of the kindergarten since a former meeting in 1903 was pointed out.

Essential Part of Rural School Equipment

In all parts of the country the library is receiving increasing recognition as an essential part of the equipment of the rural school, according to Rural Schools News Letter No. 3, issued by the United States Bureau of Education. The Maine State Library is rendering good service by sending out traveling libraries to rural schools, and also by encouraging the schools to have permanent libraries whenever possible. The traveling libraries each comprise 50 volumes, and are sent to schools for six months' use on payment of $2.50. The books are selected for various grades of pupils and for professional reading by teachers. The demand for this service has greatly increased lately, and the legislature has appropriated $20,000 for the work.

The Chazy central rural school in New York has a rural school library. There is a reading room equipped with professional books for the teachers, a reference collection for upper grade and high-school use, current periodicals, and a carefully selected elementary library. Slides, pictures, and clippings are also at hand. Instruction is given in the use of books and libraries. In Virginia more than 1,400 school libraries have been established within the past four and a half years. Forty dollars is spent on each of these libraries. The local school board appropriates $15, the community $15, and the State $10.

To assist needy students of music, to aid schools and colleges where music is taught, to encourage the organization of movements for the advancement of music, and otherwise to promote the study of music, the Juilliard Musical Foundation, established under the will of Augustus D. Juilliard, of New York, is spending the income from more than $10,000,000.

Both the King James and Douay versions of the Bible have been used in preparing a pamphlet containing selections for daily reading of Scripture in the public schools of Syracuse, N. Y.

Academic Subjects in High-School "Meet"

Colorado Western State College Holds Contests for Representatives of High Schools. Scholarships and Medals Awarded

A CONTEST in scholarship on the principle of a track meet will be held for Colorado high schools on May 11 by Western State College, Gunnsion, Colo. A cup will be given the school winning the most points and medals to individual point winners. The two senior students receiving the greatest number of points will be given college scholarships.

Seven "events" are on the program: First-year algebra, first-year Latin, American history and civics, physics, typewriting, correct English, and general information. Points and medals will be awarded according to the usual procedure in track meets, five points for first place, three points for second place, and one point for third place. The team representing a school may consist of from one to seven students. A student may represent his school in more than one of the tests.

The general information test will be based on information in algebra, geometry, Latin, French, Spanish, Chemistry, physics, biology, geography, agriculture, business, manual training, English literature, home economics, general and American history, music, drawing, and current events. It is not expected that any one student will have had all these subjects; but the examination will include facts from all, to balance differences in the training of different students. One, two, or three students may be entered by a school for the general information test. If two or three students are entered, they will act as a relay team, but one of each team may be a student who has not taken the other tests.

The examination in correct English is open to students of any of the high-school grades. The writing of rules will not be called for, but the contestants will be expected to demonstrate that they can use correct and forceful English, capitalizing and punctuating correctly. A short news story will be written, the facts for which will be furnished at the time of the examination.

The examinations will be prepared upon the pattern of the standard tests, and will be short; all of them will be given on the same day. According to the announcement, no contestant need fear that the affair will be the occasion of excessive nervous strain or even of very much writing. The cup, medals, and scholarships will be presented on the evening of the day of the contest, in connection with a concert by the college music department for the visiting teams.

Practical Physical Education Program

Forty-five Minutes a Day for Physical Education in the Ashland School, St. Louis. Team Captains Are Pupils

By DOROTHY HUTCHINSON

EVERY teacher specializes in some department of school work in the Ashland School and certain teachers who are interested in the field of physical education have chosen to devote their time to health instruction and supervision of physical welfare.

There are seven periods in the school day, and each class from the second through the eighth grade has one period of 45 minutes for physical education for each of the five school days in the week. The school is provided with basement playrooms and large outdoor playgrounds. The boys and girls are separated for this work and have separate playrooms and outdoor playgrounds.

In the physical education activities as in the other educational activities three boys and girls are selected by the class and teacher as team captains. These leaders are chosen for their personality and efficiency in the subject in hand. They hold office for one term of 20 weeks. The remaining members of the class are organized into three teams, carefully graded according to their ability in the various phases of the physical education program. The teacher and pupils cooperate in this division of the class. One team captain is then placed in charge of each of these groups, or teams, as they are called.

Gymnastics, Dancing, and Games

The class averages from 42 to 45 pupils. Each captain therefore has charge of about 15 children. The 45-minute period allotted to physical education is divided into two periods of approximately 15 minutes and 30 minutes each. The first period of 15 minutes is devoted to formal gymnastics, marching, and rhythmic exercises, with health instruction and health inspection on alternate days. The second period of 30 minutes is devoted to folk dancing and normal games, such as relay races and other athletic activities, and to more highly organized games such as volley ball, dodgeball, long base, basket ball, baseball, etc. The organization for these games is as follows: Three games are decided upon, the class is divided into six teams, two for each game (the teams play a different game on alternate days of the week). As far as possible all these organized games are played out of doors. In fact, at least one game is always played on the playground unless the weather positively prohibits. In the spring and early fall all the work is carried on out of doors. Each team chooses a name for itself. Each of the three team captains is responsible for one group of two teams.

The rules of the games are also carefully taught to all pupils and any pupil may be called upon to keep score or to referee any game played, at any time.

In the formal work and the dancing each group is lead by the team captain or by some pupil appointed by class leader or captain. The three groups may be called together to work as a united whole whenever the teacher desires to introduce a class exercise.

Individual and Group Instruction

When a new and difficult exercise is to be learned it is taught first to a few of the more skillful pupils of the class in the presence of the entire class. Then each team takes a turn making a brief trial while the others observe critically. In this way they learn through observation, imagination, and participation. Then three or four of the best in each team are given small groups of their own team for individual and group instruction. While this is going on the captains and the teacher are helping and encouraging their appointed leaders. The teacher, from time to time, calls the attention of the whole class and gives a brief bit of class instruction. Great care is taken that no time shall be wasted. Every one in the class is concentrated every minute upon learning or teaching, frequently upon both learning and teaching. If an exercise is long and difficult the teacher divides it into short logical units and teaches one of these units at a time.

Ranking of Team Members

All classes are carefully ranked during the third, sixth, and tenth weeks of each school quarter of 10 weeks. This is done in physical education the same as in arithmetic, reading, history, geography, and other divisions of the school work; and physical education gets one-seventh of the total credit toward the class standing of each pupil.

The seventh week of the quarter is contest week. For this contest two or three pupils who rank lowest in the first team and two or three who rank highest in the second team are selected for one contesting group. Two or three who rank lowest in the second team and the same number who rank highest in the third team make a second contesting group. On three different days during contest week all contestants are tried out in a variety of athletic skills and games, such as running, jumping, pitching, catching, long throw of light and heavy balls, folk dancing for girls, wrestling for boys, and in as many games as possible. The contestants are judged by the members of their teams and by their teacher. Those ranking the highest in each contesting group are placed in the higher team, those ranking lowest in the lower team.

In the ranking of pupils, if the teacher and the team do not agree as to the team rank of a certain individual, the class and the individual concerned must prove to the teacher that they are right or submit cheerfully to her judgment.

Those classes which desire to organize class teams for organized games may do so after school hours. Senior and junior championships in the various games are conducted in this manner.

According to Mr. Walters, the principal of the school, this plan of class organization has established "a spirit of cooperation, leadership, responsibility, self-restraint, self-direction, and a socialized democratic atmosphere."

Pupil Transportation in a Colorado County

"Come on, let's go; the school bus is coming!" So say a thousand school children in Rio Grande County, Colo., each school day. Forty-one large and comfortable autobusses do the work and every child is landed at the schoolhouse door on time. Should a "blow-out" or puncture occur and the delay cause the children to be a few minutes late the bus driver must give a good excuse.

During the past school year the four large consolidated districts of the county spent $53,085.85 for transportation which includes a reasonable amount for depreciation of both busses and tires. The actual cost was approximately $34,000.

These forty-one busses traveled over 200,000 miles or more than eight times around the world. Twenty-three thousand seven hundred thirty-eight gallons of gasoline were used to run the busses during the school year. To hold this quantity of gasoline it would require a tank about one-third the size of a school room 28 by 30 feet and 12 feet in height. While the entire cost of transportation for a school term or year seems like a great burden upon the taxpayers, when it is divided equally among the children the average daily cost is 30 cents per child. This is approximately what commuters pay who live 12 or 15 miles from the city of Washington, D. C.—*J. C. Muerman.*

· SCHOOL LIFE ·

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MAY, 1923

School Costs Are Sure to Grow

REGARDLESS of all that has been said or may be said by the reactionaries and the pessimists, the fact remains that it is inevitable that our expenditures for schools must increase for many years to come.

Reactions will take place from time to time as a matter of course; the value of the dollar will fluctuate, periods of economic stress will come, and unfavorable local conditions will arise. All these things naturally operate to the detriment of the schools, but they can not be avoided by the reasonable exercise of human foresight, and they will not permanently affect the progress of public education.

The American public school at its best is not yet perfect, to be sure, but it has reached a degree of efficiency that is recognized by all foreign observers and is the pride of the American people. Those who are most enthusiastic in its support are they who know it best and realize its influence upon American life.

The demand that will endure is not for a reduction in the expenses of the most efficient schools, but for an extension of efficient methods to the schools of every community in the land. It may be that in some favored localities the level of expenditure has reached the maximum; it is hard to imagine anything that could be added to the advantages enjoyed by those who attend some of the best schools in such cities as Detroit, Cleveland, St. Louis, and New York. This effective provision, however, is not general, even in the most progressive communities. Survey reports have repeatedly shown that in the greatest cities of the country there are many old buildings in which the conditions are nearly as bad as in antiquated country schools.

The advanced schools of the leading city systems have only shown the way. They have set the standard by which every school in the United States is to be measured. It is not necessary that elaborate structures like the contemplated George Washington High School of New York City shall be set up in every community, but such buildings do show how the lives and health of the pupils may be fully safeguarded and how instruction may be facilitated by proper equipment.

The advantages to the pupils of well-constructed buildings and well-rounded curricula are thus made obvious, and with such examples of excellence in view, every progressive American community will strive to the utmost to provide for its own children schools that are equally efficient if not equally expensive.

To say that city school systems have in general made only a good beginning toward complete provision for the education of their children is a very small part of the story. Outside the cities and villages the work has scarcely begun. No one who knows the temper of the American people imagines that the present conditions in the rural schools will long continue. Improvement is bound to come, and that improvement can not be had without expenditure of considerable sums of money. Enough has been done to show how the improvement can be brought about. Weld County, Colo.; Randolph County, Ind.; Wilson County, N. C.; Montgomery County, Ala.; Bernalillo County, N. Mex., and other counties have brought their schools nearly if not fully up to the efficiency of well-organized city schools by means of consolidation of small schools and transportation of pupils to fully-equipped central buildings. Many districts in other counties have done as well on a smaller scale.

It is recognized that in this lies the best means of improvement for country schools, and practically all the States are taking steps in this direction. Unquestionably the movement will progress with growing impetus, and heavy additions to costs may be expected. To build modern consolidated schools to replace primitive buildings, to provide trained teachers, and to purchase and operate motor trucks means to incur expense that is relatively heavy in any particular case; and as the improvement goes on the cost will be very large in the aggregate, for the several States and for the Nation as a whole.

We may as well become reconciled to it. The cities will bring all their schools to the level of the best; the villages will insist upon approximately equal efficiency; and the country districts will provide at least reasonably good schools for their children. It will not all happen immediately, but it is bound to be so.

Another Popular Campaign Is Indicated

ONCE MORE the Bureau of Education will join the American Legion and the National Education Association in promoting the observance of American Education Week. For this year, however, the time has been changed from the first week in December to the week preceding Thanksgiving; that is, beginning Sunday November 18 and ending Saturday November 24.

In previous years there has been some lack of unity because a few States had previously fixed weeks other than that generally observed, and had gone so far with the arrangements that it was not practicable to change them. It is obviously advantageous for the celebration to be conducted simultaneously all over the country. The efforts of each then reenforce and supplement the efforts of all the others; the effect is cumulative, and the results should be measurably greater. Now that ample notice has been given there is no reason for failure to realize this advantage to its full extent.

There is peculiar need this year for every effort to stimulate popular interest in all that relates to public education. An unmistakable tendency to retrenchment has appeared in certain localities. Some educational institutions have escaped serious disaster only by strenuous effort. There is nothing in the economic condition of the country to demand parsimony in education and school men are justified in resisting it to the utmost. The best means of doing so is to stimulate such popular enthusiasm that no suggestion of curtailment will be considered, and American Education Week vigorously prosecuted with all the power that the educational forces can control is the strongest weapon that is within reach.

British Thoroughness in Educational Investigation

COMPARATIVELY few educational documents are issued by the British Government, but when one is published it is very likely to be a substantial contribution to the store of educational knowledge.

With us 48 States conduct their schools independently of each other and of the National Government, and even the individual communities enjoy a considerable degree of local independence. It is important, therefore, that each educational manager, wherever he may be, shall know of the achievements of all the

others in order that he, in his discretion, may utilize the experience of his fellows. This condition has produced a great volume of informational literature which is characteristic of America.

The more centralized governments of Europe employ methods which are much more direct. When a change of policy or of practice is desired, it is simply ordered. Explanations and instructions are mere matters of administration; there is no need for "diffusing educational information" in the American fashion, and naturally there is little of it.

Elaborate investigations of important subjects are made from time to time, however, and when they are undertaken no effort is spared to make them exhaustive. The report which was recently issued on "Differentiation of Curriculum for Boys and Girls, Respectively, in Secondary Schools" is an excellent example of the representative type of British educational publications, although the report is distinctly less voluminous than others of similar character have been.

The investigation reported was the work of a "consultative committee" constituted by an Order in Council in 1920. It consisted of 21 members and included such personages as the vice chancellor of Sheffield University, as chairman; the vice chancellor of the University of Liverpool; the headmaster of Rugby; the mistress of Girton College, Cambridge; the principal of King's College, London; a distinguished physician; the assistant secretary of the National Board of Education; the Undersecretary for Air; and the First Civil Service Commissioner.

This committee in its deliberations examined 72 witnesses, carefully chosen from inspectors of education, masters and mistresses of schools of many varieties, psychologists, university professors, medical men, directors of physical exercises, bankers, business men, employers, and others whose experience and studies were such as to give weight to their opinions. A large number of other persons submitted memoranda to the committee, and a thorough examination was made of literature bearing upon the subject under investigation.

The character of the report produced after more than two years of such study is indicated by the brief description of its contents in our book reviews and by the extract from it which forms one of the leading articles of this number. It is an able and scholarly document. To commend it is to commend even more highly the method of preparation which it represents. Americans may learn much from it.

Ten Health Guideposts for Teachers

By FLORENCE A. SHERMAN, M. D.

State Assistant Medical Inspector of Schools, Albany, N. Y.

1. Get the health viewpoint.

2. Have a complete physical examination once a year.

3. Acquire and practice daily health habits before attempting to teach them.

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1. *Sleep.*—Plenty of sleep, from seven to nine hours of uninterrupted sleep, should be assured. Abundance of fresh air should be allowed in sleeping room.

2. *Baths.*—Take a hot and cold sectional bath daily, on rising. This consists of rubbing the entire body in sections, (1) face and neck, (2) arms, (3) trunk, (4) legs; first with a very hot wet cloth, then lightly with one wrung out of cold water. Dry body with rough towel. This is a cleansing and stimulating bath. Reaction is always pleasant. Five minutes should be allowed for it. At bed time, twice weekly, use warm tub bath.

3. *Foods.*—The human body is a wonderful machine. Irregularity in meals, badly selected foods, lack of careful mastication disturbs its activities. Foods should be carefully selected as to values and balance. Leafy green vegetables, fruits, milk, cereals, should play an important part in daily diet.

Drink Half Gallon of Water Daily

4. *Water drinking.*—Sixty per cent of the body structure is water, which is constantly being lost. It is important that enough water be taken to replace this and wash out body waste. Seven to eight glasses daily are necessary for adults. Not only does it carry away waste, but it lessens fatigue products, which are most marked in the last hour of the forenoon and last three hours of the afternoon. The hours for drinking are 11 a. m., 3, 4, and 5 p. m., and two glasses during the evening, one upon rising. This is an important health measure.

5. *Mouth hygiene.*—Visit your dentist every six months in order to prevent trouble. Practice mouth hygiene daily, at least night and morning. Use a medium stiff toothbrush and a good dental cream. Always rinse the mouth carefully after brushing with warm water or some mild antiseptic solution.

6. *Fresh air.*—Get plenty of it day and night. Take some out-of-door exercise daily. At least one hour a day is desirable. Take a sun bath whenever possible. Practice deep breathing Take at least six deep breaths, exhaling slowly. Repeat this at least three times during your outdoor hour.

7. *Toilet habits.*—Regular toilet habits are imperative to health. One daily movement at least should occur. Definite times for visiting the toilet are important—always in the morning and possibly at bedtime. Do not let irregularities receive lack of attention. Regular habits do much to keep this function normal.

8. *Rest.*—Rest for at least 10 minutes during noon hour. Lie down if possible and relax. After school go home and remove clothing and lie down for an hour or half an hour before supper or dinner.

9. *Recreation.*—Recreation is essential to health. A good play, movie, concert, dancing class, or card party once a week is a good investment, healthwise, mentally and physically. Recreation in the open should be taken whenever possible. Walking is one of the best forms of exercise.

10. *Posture.*—Normal poise of body in standing, walking, and sitting is necessary for health. Normal functioning of body is impossible without this. Sensible healthful clothing is a requirement for good posture. Avoid tight clothing. Wear sensible shoes—shoes with low, broad heels, flexible shanks, straight inside lines, which allow plenty of toe spread.

Religious Teaching Fundamental in Italian Education

Apropos of the discussion of religious teaching in the elementary schools of Italy, Sig. Giovanni Gentile, Minister of Public Instruction, has expressed his intention of making of religious teaching the fundamental principle of the system of public education and of the moral restoration of Italian spirit.—*F. M. Gunther, Chargé d'Affaires ad interim, Rome.*

Law Requires Classes for Retarded Pupils

Every city and town in Massachusetts is required by law to find out annually the number of children retarded in mental development 3 years or more, and, if there are 10 or more, to establish special classes for them. Since the passing of this act in 1919, traveling clinics have been organized to select retarded children for the classes established by the local school authorities.

Door of Educational Hope Opened to Thousands.

(Continued from page 194.)

While most of the extension work is directed by State universities, much of it is actually done in cooperation with other institutions and agencies. For example, the extension work of the University of Michigan is carried on through 12 bureaus. Through the medium of these bureaus it cooperates with the various colleges and schools of the university, such as the general library, the medical school, the school of engineering, etc., and with such other agencies as the State medical society, the State dental society, the State board of health, and the Detroit College of Medicine and Surgery. This is a comparatively new feature of the work and is finding an unusual response from the people.

Prevent Duplication by State Institutions

In Virginia, the University of Virginia and the College of William and Mary, in order to prevent duplication and overlapping, cooperate by confining their extension teaching classes to certain portions of the State and by offering courses jointly in Richmond, under one bureau head, with a joint announcement of courses.

In South Carolina the home demonstration work under the Smith-Lever Act is officially connected with Winthrop College and is conducted in cooperation with Clemson College and the Federal Department of Agriculture.

In some States that maintain no university extension work is done through the State department of education, and indications point to the organization of extension work in the departments of public instruction in many other States although they may support universities and colleges.

Extension Courses for Class Instruction

An extension course is a systematic and organized unit of work in a given subject, requiring a prescribed amount of study and recitation, but conducted by the extension organization. Extension courses for class instruction are courses of instruction corresponding closely with those regularly given in the university or other institution by regular members of the faculty, and are under the administration, supervision, and control of the institution for the benefit of persons unable to attend the regular courses of instruction and to take work in residence. Each course represents a definite amount of study, corresponding to an equivalent amount of work done in residence at the institution, and when completed satisfactorily by persons meeting the entrance requirements of the institution, receives the same degree of credit as if taken in residence.

There is an increasing demand on the part of professional men for advanced or postgraduate instruction in their respective professions relating to recent discoveries or developments in medicine, sanitation, and health. This is specially true of physicians, and postgraduate medical extension courses are now offered by a number of universities, including the State universities of Wisconsin, Michigan, Iowa, and North Carolina.

Forty-eight Institutions Conduct Extension Classes

There were in 1921, according to a report of W. D. Henderson, director of the division of extension service, University of Michigan, 48 institutions including normal schools, colleges, and universities, conducting extension teaching classes, with an enrollment of about 92,000 students. Forty-four institutions, exclusive of normal schools and agricultural and mechanical colleges, indicated for this report (1922) that they were offering such courses, with increasing attendance everywhere.

The number of students doing extension work by direct classroom instruction in the universities of this country in 1921, was, according to Mr. Henderson's report, 27,680, and this phase of extension work seems to be increasing more rapidly than any other.

Usually study rooms and lecture halls in local school buildings, provided by the courtesy of the school departments, serve as class meeting places; and in some instances as many as half a dozen university-extension classes meet in a building on a single evening. When a class is of special interest to the employees of a certain industrial plant, it is frequently arranged to meet in the plant itself. Public-library halls and clubrooms are also used on occasion, but always with the understanding that every university-extension class, whether held in a public or a private building, is open to any resident of the State. The chief consideration in the choice of the meeting place is this, that it enables the institution to reach the people where they are.

Correspondence Courses

In correspondence study the institution projects itself into every part of the State, and is thus enabled to serve its citizens regardless of their geographical location.

Correspondence courses, while not affording the usual opportunity for student-to-student contact in a social group or personal contact with instructor, are no less large in their appeal than extension teaching classes. There is always a skepticism about the value of correspondence courses which is usually removed after the first experiment. Student and instructor by actual trial quickly come to recognize that correspondence study has its own peculiar advantages—it is available at any place and any time to any person; each paper the student submits gets the individual and undivided attention of an instructor; "bluffing" is out of the question; the student must prepare himself on every part of the lesson. He may set his own pace, unhurried by more brilliant students and unhampered by sluggards.

Thirty-nine States Offer Correspondence Instruction

In 1921, according to statistics collected by W. D. Henderson, correspondence courses were offered by educational institutions in 39 of the States of the Union. In these States 75 noncommercial institutions were offering correspondence courses. Of this number, 63 institutions were supported by public funds; the remaining 12 were supported by private endowment. Out of 44 institutions, not including normal schools and agricultural and mechanical colleges, sending information for this report, 27 are offering instruction by correspondence.

The number of students doing extension credit work by correspondence in the universities of this country in 1921 was about 15,150. Enrollment for 1922, including credit and noncredit courses, was reported by a few of the institutions as follows:

Correspondence work is conducted by noncommercial institutions, according to a report by A. J. Klein, published by the United States Bureau of Education, as Bulletin No. 10, 1920, in 39 States and the District of Columbia. In all of these States except one work is conducted by State-supported institutions. Of 73 listed, 61 are supported by public funds; 12 are privately endowed.

A Million Lessons by Mail in a Year

Correspondence courses in industrial subjects have been an important part of adult education for more than 30 years, and many of the courses have received wide publicity. During this 30-year period one well-known correspondence school has enrolled nearly 3,000,000 students, mostly in industrial subjects, and this same school, during the past year, sent out more than 1,000,000 lesson assignments.

Besides the privately organized correspondence schools, nearly every State now has a correspondence school system

supported by taxation. These State-supported institutions are usually organized as a department or division of the State university, where there is one. In States like Massachusetts and New York, however, where there are no State universities, the correspondence instruction is organized in the State department of education.

Adult Education

As an outgrowth of the Workers' Educational Association of England and of the World's Association for Adult Education, and as a part of the general movement in this country in educational extension, the Workers' Educational Bureau of America was organized in New York City April 23, 1921.

The following, taken from the report of the Secretary of the Workers' Educational Bureau for 1922, gives some idea of the growth of this movement:

"One year ago, a nation-wide questionnaire sent out to the different workers' educational enterprises revealed the significant fact that four years before there were but four workers' educational groups in two industrial centers of the United States with an enrollment of a few hundreds. In four years the movement has grown to 26 workers' colleges and schools in 22 cities of this country. Since that questionnaire has been tabulated and recorded the Workers' Education Bureau has come into being to relate these various experiments in different parts of the country, to gather and to stimulate the development of new enterprises.

Workers' Colleges Vary in Character

"Some of the enterprises that were in existence a year ago have become inactive during the past year, due to a number of different reasons. Others have come into being to swell the total number. It is difficult at times to classify the enterprises as either trade-union colleges, workers' universities, or study classes, as they have local differences; but, including all such experiments, whether they be regarded as individual workers' study classes or colleges with a definite board of control, the increase in the number of these experiments has been on a conservative estimate twofold, or 100 per cent. The total number ran as high at one time as 61 workers' educational experiments of various sorts and kinds. Of this total, the bureau has assisted in creating eight trade-union colleges during the past year.

"These colleges are as follows: Passaic Trade Union College, Denver Labor College, Spokane Workers' College, Milwaukee Workers' College, Pacific Workers' University (Sacramento, Calif.), San Francisco Labor College, Syracuse Labor College, Portland Labor College."

Extension of Activities of Agricultural and Mechanical Colleges

All of the agricultural and mechanical colleges aided by Government funds conduct agricultural extension service, consisting of home and farm demonstration work, boys' and girls' club work, agriculture and home economics work, and many other special forms. This is usually a cooperative effort of the colleges of agriculture, the United States Department of Agriculture, the State department of agriculture, the State board of education, and the county government.

The outstanding features of extension work of a typical institution, the college of agriculture of the University of Tennessee, during the past year has been the marked interest in the cooperative marketing of farm products with the standardization of farm crops and the organization of farmers as a necessary part of this project, a greatly increased territory devoted to tobacco production, the steady increase of the dairy industry, and improvement in community, county, and district fairs.

Agricultural Colleges Utilize County Agents

The county agents, men and women, constitute the chief field force of the division of extension of this institution. Their work is outlined in projects prepared by specialists in the several lines of agriculture and home interests, who aid them as may be necessary in their work. Each agent makes a plan of work for the year, and in this the agents seek the advice of leading farmers and farm organizations. The county plan is flexible enough to admit of emergency work, should any unusual condition demand attention. Weekly reports of agents' activities are made through supervising district agents to extension headquarters.

More than 100 of the 176 weekly newspapers of the State of Tennessee and 8 of the 13 daily papers printed over 20,000 columns of agricultural matter furnished them by the division of extension during the year 1922. In many cases special agricultural editions were printed in which illustrations and much reading matter was supplied. Twelve new bulletins totaling 108,000 copies were issued and reprints of 11 publications were made.

The Radio and Education

Among the many possibilities opened to the world by the development of radiophony, the educational opportunities which are offered to the public by means of the radio are most important and far-reaching. Universities have recognized the great good to be gained by sending instruction over the ether waves, and are using the radio as a medium for extension courses.

The University of Michigan has organized a complete radio extension course of subjects of universal interest. Michigan Agricultural College will broadcast a series of lectures by agricultural authorities on subjects of vital interest and great practical value to farmers.

In November, 1922, 57 colleges and universities in the United States were reported as having telephone broadcasting stations—amongst them the University of Colorado, University of Arizona, University of California, Tulane University, University of Missouri, Purdue University, University of Vermont, University of Texas, Cornell University, University of South Dakota, Ohio State University, University of Nebraska, University of Wisconsin, State University of Iowa, University of Cincinnati, West Virginia University, Iowa State College, and the University of Illinois.

Foreseeing millions of listeners, the bulk of them of college age, the National Radio Chamber of Commerce is developing a plan to establish radio extension courses in American colleges and universities. In radio, education has found a new and powerful ally.

Sixty educational institutions are broadcasting educational and musical programs, 47 of them being colleges and universities. The combined area presumably covered by these institutions has been estimated to be seven or eight times the total area of the United States.

Package Library Service

Package library service supplies collections of material, each collection on a single subject, consisting of articles clipped from current periodicals, and of pamphlets, addresses, and printed reports of educational institutions, State and National organizations, State and Federal bureaus, and from other sources.

Following is a description from the announcement of the extension division of Indiana University:

"'Package library,' a term that was once obscure and misleading, has in the past few years become one of the cornerstone expressions of university extension work. This system for the distribution of authentic information is distinctly the product of the extension movement, and is based on a real need for educational service of this character.

"It is a service of information on subjects of a character chiefly social, economic, and political, although it is rapidly developing into the fields of lit-

erature, art, and science. It is a service which assists people in writing articles, preparing debates, teaching classes, and planning programs.

"The manner of distribution is by means of a package—just such a package as one receives from any mail-order house. It contains an assortment of material, all of which bears directly or indirectly on one subject.

"This package saves the difficulty of borrowing and the expense of buying. It gives in a single package material which would require hours of time to locate and to obtain.

Builds Collection of Authentic Material

"It is easy to see how this system builds up a collection of material which is at once authentic, up to date, and compact in form. The periodicals to which the extension division subscribes are filled with discussions of the latest events of interest and importance; with criticisms and reviews; with fiction and poetry. These articles are filed with discrimination in the package libraries to which they belong. An individual package deals usually with several phases of its subject. It will contain, perhaps, a good general summary of a situation, arguments by partisan writers, a retrospect, a forecast, a statistical article, a detailed analysis. Although it is often very difficult to obtain suitable material on all phases of a subject, the service aims at breadth of view and fairness of treatment. It does not foster the dissemination of propaganda, but the furnishing of information and the stimulation of interest."

The University of Indiana circulated 300 package libraries per month; the University of Texas has a large circulation of package libraries. In October 911 packages were sent out. The services now averages about 35 a day, each package being made up of magazines, bulletins, pamphlets, and books on subjects of lively interest to women's clubs, debating societies, parent and teacher organizations, and similar groups. Some favorite subjects are Restriction of Immigration, the Ku Klux Klan, Commission Form of Government, Cancellation of War Debts of the Allies, and the Soldiers' Bonus.

The University of Wisconsin lent 17,114 package libraries in 1920–1922, an increase of 53 per cent over 1914–1916.

Eighth-grade pupils in Milwaukee public schools who are sure that they can not go to high school are instructed by their teachers as to the practical trade courses and intensive business courses of a year or less that are given free at the continuation school.

Books Loaned to Teachers On Application

To the Editor of School Life:

In your April issue is an interesting account of a "teachers' library" established in Kansas City. Its benefits are clearly outlined by Miss Voigt. Twenty-five years ago, while State superintendent of public instruction in the State of New York, I established a "teachers' library" comprising over 1,000 volumes, which was maintained for many years. The movement was heartily indorsed by the National Education Association in a paper by Doctor Hinsdale, of Michigan, and in resolutions adopted by the association.

Catalogues were circulated among the teachers of the State, and books sent on application. All we asked was that teachers should pay postage on returned books. The library was maintained until we found that teachers were careless in returning books, oftentimes neglecting to do so.

CHARLES R. SKINNER.

ALBANY, N. Y., *April 17, 1923.*

Conference on Art and Education

Art as a vocation will be discussed by artists, educators, and other interested persons at a national conference on art and education which has been called by the United States Commissioner of Education to meet at Forest Park, St. Louis, in cooperation with the annual convention of the American Federation of Arts, on May 22. The meaning of art as a vocation will be explained by E. H. Wuerpel, director, St. Louis School of Fine Arts. Two speakers will deal with the qualifications for success in different fields of art; Ralph Clarkson, of Chicago, will take up easel painting, mural painting, sculpture, and architecture; and G. R. Schaeffer, advertising manager, Marshall Field & Co., will speak on art as related to commerce and industry. The chairman of the conference will be W. T. Bawden, of the United States Bureau of Education.

Consolidation of rural schools will be further encouraged in Wyoming by a law recently passed by the legislature under which a school district employing drivers to transport children to the consolidated school, is entitled to receive money from the county tax fund to provide for the expense of transportation. For each driver who transports at least 24 children daily on a route not less than 16 miles, the district will receive a sum one and one-half times as great as it receives for each teacher employed.

Plans for World Conference on Education

Under Auspices of National Education Association. Fifty Nations Expected to Send Delegates. Agenda in Preparation

TO AFFORD opportunity for educators of various nations to agree upon principles and plans for the promotion of good will and mutual understanding, which are universal in their application and can be adopted as a definite program to be carried out in the schools throughout the world, the National Education Association will hold a world conference on education at San Francisco, June 28 to July 5. This conference will be in connection with the sixty-first annual meeting of the National Education Association, which will be held at Oakland, Calif., July 1–6.

Invitations to send delegates have been issued to 50 nations. Each nation has been asked to send five official delegates, five alternates, and as many unofficial delegates as it wishes. Besides the 500 delegates and alternates, about a thousand professors from foreign universities and about 15,000 foreign students have been invited to sit with the delegations from their respective countries and to act as interpreters.

The world conference has been called to work out a program rather than to approve one that has already been prepared. However, the foreign relations committee of the National Education Association is preparing tentative plans, including a proposal for a world goodwill day to be observed in all schools throughout the world. The committee is submitting these plans to a large advisory committee for suggestions. Supplemented by proposals from delegates representing various countries, the program formed in this way will be the basis of the deliberations of the conference.

The contributions of the various nations to civilization will be shown in a pageant, "The Court of Service." One session of the conference will be devoted to a festival of folk songs and dances, given in native tongue and costume. These performances will be a part of the program for promoting mutual good will and understanding between the representatives of the different countries.

It is expected that the conference will afford excellent opportunities for spreading information on the educational situation in various countries, and that definite objectives will be adopted, which can be put into practice in the various educational systems in the world.

Exhaustive Survey of Philadelphia Public Schools

Conducted by State Department of Education. Twenty-Year Building Program Is Necessary. Kindergarten Training Not Sufficiently Utilized. Little Trade Instruction for Boys. Report Fills Four Volumes

TO BRING about a far-visioned, constructive policy which will insure a steady and healthy adaptation of the schools to the needs of the community and to the social service that they alone can render was the aim of a survey of the Philadelphia public schools conducted by the State department of public instruction at the request of the Philadelphia Board of Education, according to Thomas E. Finegan, State superintendent of public instruction, who was the director of the survey. This survey, a report of which has been published in four volumes, covered an entire school year and went into virtually every phase of the administration of the school system, pointing out defects and recommending improvements.

Extended Building Program Necessary

The most serious problem which the board of education faces is its building program, according to the report, which suggests a school building plan extending over a period of 20 years and providing for the immediate housing of all part-time pupils. This program provides also for the abandonment of the smaller school units, and of 55 emergency and obsolete structures totally unfit for school purposes. Within five years the remainder of the unfit and outworn buildings should be abandoned, says the report, and provisions made for housing the pupils in the neghborhood of these buildings. One hundred and twenty-three semimodern buildings should be remodeled, and two and one-half million square feet of additional play area should be provided, according to the recommendations.

Although public kindergartens have been connected with the Philadelphia school system for many years, there has been an evident failure to recognize the value of the instruction provided in this type of school, says the report, for at the time of the survey the number of children enrolled in the kindergarten was less than one-third of the number enrolled in the first grade. Not all of the children in Philadelphia are receiving fair treatment, nor are they all accorded equal opportunities when only one-third of them are given kindergarten privileges. The obligation rests upon the city to develop and expand its kindergarten facilities as rapidly as its financial and building program will permit, until every Philadelphia child of kindergarten age has the opportunity to attend a kindergarten.

Although much commendable work has been done in industrial training, it was found that because of the lack of facilities only a little more than half of the pupils of the fifth and sixth grades were receiving industrial arts instruction, that a very limited variety of instruction was available for pupils of the seventh and eighth years, that virtually no trade instruction of recognized standard was conducted for boys, and that the girls' trade school was conducted only under great handicap. It seemed evident, therefore, to the survey staff that the available facilities for industrial education do not meet the needs of the industrial life of the city. It is urged that the city enter at once upon a program for the development of trade and industrial schools and classes which meets the standards generally accepted throughout the country, providing for girls as well as boys.

New York Experts Assist in Direction

More than 60 persons assisted in the survey, about half of them members of the staff of the State department of public instruction. Assisting Doctor Finegan in the direction of the work were John W. Withers, dean, school of education, New York University; Thomas H. Briggs, teachers' college, Columbia University; and H. S. Weet, superintendent of schools, Rochester, N. Y., who were assigned, respectively, to the fields of elementary education, of secondary education, and of school finance. The cost of the enterprise was underwritten by a group of citizens.

The four volumes contain many graphs and other diagrams, and Book I, which is devoted to the school plant, has more than 60 photographs, showing good and bad provisions against fire, sanitary arrangements, planning of play space, and other building conditions. Book II takes up the organization and administration of the school system, discussing especially the financing of the work and comparing school expenditure in Philadelphia with that in other cities. A study of pupils in this volume includes such subjects as attendance, retention and promotion, medical inspection, and classification according to ability.

Book III is divided into three parts. The first part treats of types of schools, including kindergartens, special classes, continuation schools, and junior high schools. The second part covers the training of teachers, the system of examinations for teaching positions, and the educational record and professional experience of teachers. The third part takes up vocational education in two divisions, industrial education and home economics education. Book IV, dealing with methods of instruction, takes up the following subjects: Art, commercial education, English, extracurricular activities, foreign languages, geography, health, libraries, mathematics, music, science, and social studies.

Congress of High-School Teachers at Prague

Moral education, relation between the family and the school, and education of women will be among the problems discussed at an international congress of high-school teachers which will be held at Prague under the auspices of the Czecho-Slovak Ministry of Public Schools and Education during the last week of August. All institutions in the United States interested in the program are invited by the Minister of the Czecho-Slovak Republic to send delegates. Other problems taken up at this conference will include examinations at the termination of high-school courses, reorganization of high-school education, the international exchange of diplomas, and federation of intellectual workers. Further details of the congress may be obtained by addressing the Ministry of Public Schools and Education, Prague, Czechoslovakia.

Gifted Children Subject of Careful Study

For continuation of the research on superior children at Stanford University which has been carried on during the past year under the direction of Prof. Lewis M. Terman, the Commonwealth Fund has added $14,000 to its original grant of $20,300. About 1,000 gifted children were found by field assistants, and much data were gathered concerning them. Through the additional grant, the investigation will be extended so as to permit the collection of medical, anthropometric, and more complete psychological data on these children. Stanford University has agreed to supplement this second grant by $8,000 in money and $6,000 in services.

"Book-Review Days" for Eighth-Grade Pupils

Contests in Reviewing Books Held in Public Library of Portland and All Its Branches, with Excellent Results

By RUTH M. PAXSON

Head of School Department, Public Library, Portland, Oreg.

WHAT is this book about? is often asked by children and grown people as well, and seldom does one hear a concise, intelligent answer to that question. Often the reply is a long, rambling narrative that misses the point entirely.

The school department of the Portland Public Library, realizing the value of the ability to describe a book briefly and well, and counting on the fact that if a child can give an interesting story of a book all the children hearing it will also want to read the book, instituted a series of book review contests, which take place in the spring term. For four years these book-review contests have been carried on with most interesting results. Now there is hardly an eighth grade in the city where the children can not give a live and interesting summary of the books they read, together with an intelligent reason for liking or not liking the book.

For convenience the city is divided into districts with a branch library or the central library as center. The schools in each district meet at the branch library for the contest on an afternoon convenient for all. Last year there were 14 of these centers with from two to six schools participating in each. Each eighth B class may send two contestants. These are usually chosen by the members of the class and are picked for their winning qualities. The entire eighth grade of each school is invited to attend, and it is indeed a gala occasion for they are dismissed from school early so that the contest may begin at 2.30. Each contestant is limited to five minutes and in that time can give an excellent review of the book he chooses.

Choose Books of High Value

The choice of the book is left to the teacher or child, provided that selection is made from the class-room libraries or from the shelves of the children's room. The books chosen are for the most part of high literary value and are well worth the time put upon them.

There are judges, of course, at each contest, and they are asked to make their decisions with the following points in mind: Value of book, language, originality, spontaneity, and poise. The judges find it most difficult to render a decision because of the uniform excellence of the reviews, and it is often many minutes before a decision is reached. In making the announcements the judges are asked to give their reasons for the choice, so that it may be clear to all just why the winner was chosen.

The winner, besides capturing the honor for his school, is invited to repeat his review at a program held at the central library on a Friday evening some two weeks after the contests are held. There is no judging at this program, but fathers, mothers, teachers, and friends are gathered together to hear what the children of the city are reading and what they are thinking of the books they read.

There are, in addition to the book reviews, a musical number or two, and a little play put on by the children, a scene from some book. The audience which fills the auditorium of the central library is enthusiastic in its expression of enjoyment of the evening's program, and each year the librarians feel that the book review programs are one of the most worth while of the school activities.

Kindergarten Inculcates Health Habits

That lack of kindergartens in the public-school system of Wilmington, Del., is one of the causes of health defects in the children of that city, in the opinion of Mrs. Mary D. Bradford, president of the National Council of Administrative Women in Education. If all children were gathered in properly handled public kindergartens at an early age—say four or five years—training in health habits could begin at a more advantageous time, says Mrs. Bradford in a letter to the Child Welfare Commission of Wilmington, urging that organization to use its influence in promoting the cause of adequate, well-equipped kindergartens in the public schools. Health defects would be discovered, and remedial measures could be taken which would be more effective at that time than at a later period in the child's life. The neglect of children of preschool age is a loss of educational opportunity from which society must unavoidably suffer in the future.

The University of Nebraska has a woman student 69 years old. With her daughter, who is also a student of the university, she walks 4 miles daily to and from school.

Teaching Honesty in the Schools

One of the Fundamental Tasks of the Schools. Material for Teachers' Talks Furnished Gratuitously

By WILLIAM BYRON FORBUSH

WHEN a school teacher was asked the other day if she felt that she could teach honesty in the schools, she replied wearily, "When do I get time to eat?" There have been so many "extras" added to the school curriculum lately that the question was most natural. If honesty were really an extra, such an inquiry would be appropriate, but it is one of the fundamental tasks of the schools. Mr. William B. Joyce recognized this when he organized the National Honesty Bureau as the service department of the National Surety Co. He felt that here is the only place where we reach practically all the American people during their impressionable years. "We may not be able to dam up the stream of dishonor," was his idea, "but we can dry up the springs."

One of Mr. Joyce's plans was that teachers would give talks upon honesty to their pupils. Of course, talking and preaching are not the only instrumentalities of instruction, but they have their place. Children are not born in possession of the Ten Commandments. When a young traveler is about to undertake a dangerous journey, we believe in giving him a guide book. Children do not object to being talked to. They want to hear life explained. They want to know what is reasonable. If we can show them the practical value of honesty, they will be likely to choose that which has such value. Then also, in most cases the teacher is to some extent the child's hero, in some pathetic cases the teacher is the only real hero the child knows. So the teacher who believes in honesty and lives honestly is one of the most forceful influences for integrity in the Republic. In order to help teachers, a number of honesty talks have been prepared and printed. These have been tried out with real children. They were written by teachers. They are in language the child understands and appreciates. I wish all my readers to know that the book containing these talks will be sent freely to any teacher who will apply. There is no condition to this gift, except that the books be used. We should like to have teachers tell us how they are using them and how they like them, so that we may let the parents know also and cooperate. The address to which to write is: The National Honesty Bureau, 115 Broadway, New York.

Inter and Intra Institutional Athletic Activities

Report on Recommendations Adopted by the Committee on Athletics for Girls and Women of the American Physical Education Association, At Its Annual Convention, Springfield, Mass.

YOUR COMMITTEE calls attention to the following excerpts from the resolutions adopted by the Washington Conference of the National Amateur Athletic Federation, called by Mrs. Herbert Hoover and approved by this committee, which have particular bearing upon the subject of intra and inter mural competitions, upon which there has been so much discussion:

4. (*a*) That girls' and women's athletics he protected from exploitation for the enjoyment of the spectator or for the athletic reputation or commercial advantage of any school or other organization; (*b*) that schools and other organizations shall stress enjoyment of the sport and development of sportsmanship and minimize the emphasis which is at present laid upon individual accomplishment and the winning of championships.

5. (*a*) That for any given group we approve and recommend such selection and administration of athletic activities as makes participation possihle for all, and strongly condemn the sacrifice of this object for intensive training (even though physiolcgically sound) of the few.

6. (*a*) That competent women he put in immediate charge of women and girls in their athletic activities even where the administrative supervision may be under the direction of men; (*b*) we look forward to the establishment of a future policy that shall place the administration as well as teaching and coaching of girls and women in the hands of carefully trained and properly qualified women.

10. Whereas we believe that the motivation of competitors in athletic activities should he that of play for play's sake, and we helicve that the awarding of valuable prizes is detrimental to this objective; *Be it resolved*, That all awards granted for athletic achievement he restricted to those things which are symholical and which have the least possible intrinsic value.

12. Whereas we believe that the type of publicity which may be given to athletics for women and girls may have a vital influence both upon the individual competitors and upon the future development of the activity: *Be it resolved*, That all publicity he of such character as to stress the sport and not the individual or group competitors.

Should Apply Resolutions to Girls' Athletics

Your committee recommends that the committee on women's athletics (1) make themselves familiar with the complete set of resolutions; (2) take active steps to see that they are applied to girls' athletics; (3) use every opportunity to bring them to public attention.

Whereas we indorse these resolutions and we believe them to express the fundamental policies upon which any competition in athletics for girls and women should be based: 1. *Be it therefore resolved*, That no consideration of interinstitutional athletics is warranted unless (*a*) the school or institution has provided opportunity for *evcry* girl to have a full season's program of all-around athletic activities of the type approved by this committee; (*b*) that *every girl* in the school or institution (not merely the proposed contestants) actively participates in a full season of such activities and takes part in a series of games within the school or institution; (*c*) these activities are conducted under the immediate leadership of properly trained women instructors, who have the *educational valuc* of the game in mind rather than *winning*.

2. *Resolved*, That in cases where the above conditions obtain and proper responsible authorities (preferably women) deem it desirable *educationally and socially* to hold interinstitutional competitions the following requirements are observed: (*a*) Medical examination for all participants; (*b*) no gate money; (*c*) admission only by invitation of the various schools or institutions taking part, in order that participants may not be exploited; (*d*) no publicity other than that which stresses only the sport and not the individual or group competitors; (*e*) only properly trained women instructors and officials in charge.

Limit to Competitions for Elementary Pupils

The committee feels that it is questionable whether interinstitutional athletics is ever warranted for children under high-school age, except when such competition is conducted by the chart system or communications by mail, telegraph, etc.

Your committee was unable in the short time available to prepare further recommendations for presentation at this meeting or for the proper elaboration of those here presented, but among other matters which they desire to emphasize and for which they wish further time are the following: (1) The undesirability of traveling away from the home town or community to take part in competitions, especially in the case of girls below adult age; (2) the necessity of limiting the number of games; (3) desirability of working out some type of meet which (*a*) is an incident of the general program of athletics for all, (*b*) is a logical combination of a season's program, and (*c*) is not confined to one type or activity; and (4) the desirability of working out a program of activities in which the competing unit is a group and not an individual.

Finally, the committee does not wish it to be inferred from these recommendations that it is advocating or attempting to promote a policy of interinstitutional games.

ELIZABETH BURCHENAL,
Chairman.

Business Men Interested in Farmers' Schools

City and Country Are Dependent Upon Each Other and Chambers of Commerce Should Study Rural Problems

COOPERATION between business men and farmers in an effort to raise the standards of rural schools is urged in a pamphlet called "The Rural School and the Chamber of Commerce," prepared by the education service of the United States Chamber of Commerce. When organizations representing these two groups of citizens meet for consideration of mutual problems, they may develop cooperative effort in furthering proposed State legislation affecting rural schools and in promoting projects for the enrichment of country life in various other ways, such as the extension of library advantages to the country, says the pamphlet.

To show the need for such improvement it is pointed out that illiteracy is about twice as great in rural districts as in cities because of the inferiority of the rural schools and the poor attendance upon them. In spite of improved living conditions, hard roads, rural free delivery, the telephone, the automobile, and the tractor, rural life is not yet keeping pace with city life because school advantages are so unequal. For this reason persons who can afford it continue to desert the farms in order to give their children proper education.

Since the city and country are dependent upon each other, and since those things which affect the welfare and prosperity of the farmer are of great interest to the business man, it is of vital importance that the business men of a community in their chamber of commerce should acquaint themselves with the rural problem in their section of the country and then do something definite and constructive to help solve that problem, says the pamphlet. Suggestions for steps in improving school conditions include creation of consolidated schools, establishment of teachers' homes, and provisions for study of health problems in rural schools.

Value of Parent-Teacher Associations

Parents Do the Work and Teachers Act in Advisory Capacity—Schools Everywhere Benefited by Teamwork

By LAURA UNDERHILL KOHN.

TO CONSIDER and promote the welfare of all children, a large and representative group of men and women met in Washington 26 years ago in response to a call sent out by Mrs. Theodore Birney. It was the first nation-wide movement for this purpose, and it was the first time in history that the mothers of a nation had been called together to consider their own responsibility as mothers and to study the relation of the home to civic and social life. The discussions at this meeting brought out the fact that there was a lack of helps for mothers who earnestly desired the knowledge and insight which would show them how to develop the health and character of their children. This was the beginning of the National Congress of Mothers and Parent-Teacher Associations. To-day more than 500,000 parents are working with the schools through these associations. Forty-three States maintain active branches, and the parents and teachers of two more States are now organizing branches.

The national congress has become a great educational organization. In many States the universities are helping to carry on the work through their extension departments. Some of them give summer courses in parent-teacher association work. The national offices at Washington send out vast quantities of helpful material, not only to the associations in the United States, but also to groups of women in Alaska, Hawaii, the Philippines, Cuba, South America, Mexico, Canada, Bahama Islands, China, and India. In some of the large city schools the parent-teacher association is a part of the school and has its own room in the school building.

Teachers and Parents Work Together

Every committee has an equal number of parents and teachers, the parents doing the work and the teachers acting in an advisory capacity. This does not add an extra burden to the teacher but gives the school faculty a chance to guide the parents in their work, so that the association helps the school instead of working at cross purposes with it. In some States the associations have special committees to consult with boards of education, to bring them suggestions from the parents, and to take back to the parents the opinions and the advice of the board.

Through this parent-teacher work the parents are becoming acquainted with the aims and the methods used in the schools. Parents and teachers meet to discuss class work or to hear well-known educators speak. "Mother-and-daughter afternoons" and "father-and-son evenings" are bringing about better understanding. Parties are held where parents and their children are young together. Classes in child training, home management, and civic responsibility are educating mothers for better motherhood and better home making.

The schools all over the country are benefited by this teamwork of home and school. For example, in Ohio last year the parent-teacher associations procured ground for new school buildings and raised funds for them; repaired and remodeled old buildings; obtained playgrounds and equipped some of them; furnished principals' offices and teachers' rest rooms; purchased flags, victrolas, pianos, portable organ, motion-picture machines, music stands, hektographs, pencil sharpeners, working tables and benches, kindergarten materials, scales, first-aid kits, sectional bookcases, books, pictures, and flower boxes.

The community has welcomed the parent-teacher association. Every State branch of the national congress is working for better legislation for women and children, for better motion pictures, and for more community playgrounds, parks, and libraries. The associations are cooperating sympathetically with all philanthropic organizations.

What Constitutes a Consolidated School?

Editor, School Life:

In the report of the conference to promote rural-school consolidation, I am reported offering the suggestion that the term "consolidated" be applied to those schools formed by uniting public and private schools, a suggestion that was not favored by the conference. (March issue, p. 150.) Your reporter failed to get the suggestion made. The topic under discussion was a uniform nomenclature that would enable all of us to use the same terms when we wish to express the same idea. It was recognized that in the present use of the term "consolidated" very different things are meant. My suggestion was that the word "consolidated" be applied to a union of districts only; that the word "centralized" be applied to schools only. I said that if you asked me how many "consolidated" schools there are in Illinois, if I replied 127 I would conceal the truth instead of expressing it. We have 127 consolidated districts, but only about 27 centralized schools. This is clear to everyone. In 100 instances, while the management of from 3 to 10 schools has been placed under 1 board instead of from 3 to 10 boards, the 1-room schools, however, have not been brought to a central point but go on as before. I further suggested that in my judgment there were but two schools in America, the public school and the private school. If these were united it would be correct to speak of the united school as a "consolidated school." When we wish to say that where formerly there were several schools under different management there is now but one school at a central point under one management, we should call that a "centralized school." The former areas or districts have been consolidated into one area and should be designated a "consolidated district."

There are different kinds of centralized schools—those offering only elementary school privileges, no different from a graded, village school; those offering high-school privileges and all the economic and social advantage of an up-to-date school. The latter I suggested be called a "standard centralized school"; the former be designated as a centralized school. We need a term that conveys to the mind the character of the school, not simply the character of the area or the organization of the school. Standard centralized school means a school, chiefly rural, which approaches our ideal of what such a school should be.

The objection was raised that in Pennsylvania the township is the unit, but in each there are several one-teacher schools. Here there could not be a consolidated district. If all the schools in the township were brought together there would be a centralized school without a consolidated district. If a city, being one school district but having four schools, should decide to have but one school at a central point, it would be an incorrect use of the term to call it a "consolidated" school. It certainly would be correct to call it a "centralized" school.

I think the definitions given in Webster's International Dictionary sustain my contention. At least the suggestion is not as inane as the one which I am reported to have made.

U. J. HOFFMAN,
Assistant Superintendent of Public Instruction for Illinois.

A women's college will be built on the campus of the University of Pennsylvania.

The Teaching of Modern Languages in Holland

Surrounded by Greater Nations, the Dutch Must Know Their Languages. Differences in Class-Distinction Schools. No Foreign Language in Public Elementary Schools Now. Popularity of English

By P. A. DIELS

Headmaster at Amsterdam

HOLLAND, my country, occupies but a small part of the map of Europe. The number of her inhabitants, about six and a half millions, shows that she can never be an item of importance in the material sense of the word. Yet we all know that there is more between heaven and earth than large areas of land, great numbers of population, ships, and money. The power of ideas and ideals is not dependent on mathematical figures, and that is why I for one am proud of my little Holland, whose sons have been among the first in art, science, and morals.

You must excuse this patriotic outburst of a Dutch teacher now that he is writing on the teaching of modern languages; there is a reason for it. It is a fact that we Dutch are in the main a bit shy as regards the feelings for our country; a Dutchman is not fond of showing off his feelings, and he is likely to grumble because such-and-such a thing is better dealt with abroad than in his own country. A people which does not come into contact with other peoples and their civilizations is apt to overestimate its own superiority, and that is wrong. But, on the reverse, the danger is very great of a small nation among big ones will lose its self-confidence and righteous contentedness. This problem faces us here in Holland, and there are moments when we feel but too inclined to think other countries better than dear little Holland.

Dire Necessity of Geographical Position

If then we Dutch teachers expatiate upon the worth of learning foreign languages, it is not because we think ours inefficient for our needs when we are among ourselves, but because the dire necessity of our geographical and economic position in the world demands knowledge of other people's languages. Our own beautiful Dutch language is not a world's language; round the world with only Dutch at your command would be an impossible undertaking; with German you might try; with French you would succeed; with English you would feel at home everywhere. Lying among great nations with a dominating position in the world, England, Germany, and France, we must know their languages even if we did not like the study of them, which, I hasten to add, we do. Our commerce, industry, and science (I take them in the alphabetical order) depend for a great part on our knowledge of foreign languages. A student of education, for example, would not be able to investigate closely into educational problems if he could not read your American standard works.

Means Taking Part in Another Life

So much about the necessity for the Dutch of learning foreign languages. But there is another, and in my opinion, a nobler argument in favor of that study, an argument which holds good for any nation. Reading other peoples' literature, speaking to foreigners, etc., means taking part in their life, in their culture. Their civilization is no longer a closed book for you, it influences yours and with wise management the result will be beneficial to both, provided that it is not exaggerated.

The average cultured Dutchman can read and speak at least three languages besides his own, namely, French, English, and German. There are not a few who, having enjoyed a classical education, know also Latin and Greek, while Spanish, Italian, and the Scandinavian languages are earnestly studied by our philologists. In fact, Holland has been famous for its language study, and it is an accepted truism that the Dutch have great capability for it. Even the man in the street has sometimes a fair smattering of German, English, or French, and it is not uncommon for an English-speaking foreigner, asking his way of a tram conductor, a policeman, or a workman, to be spoken to in his own tongue. With the present democratic tendencies in education, too, language study has entered circles where some 20 years ago no one would have thought of procuring himself this instrument of real culture. Our young people of all classes study languages assiduously; they love to talk to foreigners and thus to improve their fluency.

When Should Foreign Language Study Begin

An important point of discussion is: At what age should children start foreign language study? As this question is closely connected with the general principles of school organization, we must treat it somewhat at large. Before 1920 every city council, acting in Holland as local education authority, had the right to establish schools and to classify them according to the social position of the parents of the children. It sometimes happened that in a city like Amsterdam, for example, four classes of elementary schools were found, so that the children were separated according to the school fees the parents were able or willing to pay.

The courses of study of those class-distinction schools were different, as it is a matter of fact—at least in Holland—that the children of the poorer classes had not all the opportunities of increasing a so-called general culture that were enjoyed by those of the more well-to-do circles of society. This difference of curricula was not only found in the scope of the common branches of study, the three R's, history, geography, etc., but was emphasized by the fact that a foreign language (French) was included in the curriculum for the schools of the "upper" classes. Thus it was that in the same city were found schools with a French-language program and schools without it. Only the pupils who had learned French could be admitted to the secondary teaching. It is clear that this antidemocratic organization which excluded more than 80 per cent of the young generation from the secondary schools met with a constantly growing opposition. It led to all kinds of difficulties and wasted much valuable talents and time.

Forbidden in State-Controlled Elementary Schools

In 1920 our Minister of Education reorganized the education system of Holland, and by the new education act all teaching of a foreign language up to the sixth grade of the elementary schools was forbidden in the State-controlled schools. This end was not reached without animated discussions pro and contra in the press and in the Second Chamber of the States-General, which is equivalent to the House of Commons in England. Those in favor of abolishing the teaching of foreign languages in elementary schools doubted the worth of that teaching for children of 9 or 10 years of age; they pointed out that much home work is necessary to learning a foreign language, and, moreover, they feared that the unity-school would be endangered. The opponents of the minister's system who wanted to maintain the right to teach French in some schools laid stress on the undeniable fact that the consequence of the abolishing would lead to an overburdening of the teaching in secondary schools, because the teach-

ing of the beginnings of two languages (French and German) at the same time would demand too much of the pupils and would cause confusion. The child of 10 or 11 years, they said, easily learns languages, and especially the memorizing of words and phrases has no difficulties for him.

Different Language for Each Locality

Some people, deploring the disappearance of French from the elementary schools, upheld the idea that all children should learn a foreign language, the choice whether it should be French, English, or German depending on local conditions. Thus, the east part of Holland would certainly prefer German; the west part along the coast, English; and the remaining part, French. This idea, which has its merits, met with little support.

Our Second Chamber accepted the proposal of the minister, and since 1920 no foreign language is taught in an elementary school below the seventh grade.

In December, 1922, an effort was made by Miss Westerman, member of Parliament, formerly head mistress at Amsterdam, to redress the consequences of the education law of 1920 and to introduce again the teaching of French (or German or English) in elementary schools. Her proposal was rejected, but the majority against it was only *one*.

I can not say that this decision is heartily welcomed in all classes of society in Holland. A large part of the parents who insist upon their children receiving instruction in a foreign language (French mostly) when they are 10 or 11 years old, have opened special courses for the teaching of French, where the children are taught twice or three times a week after the ordinary school hours. We can not admire this; it will be interesting to watch the development of this state of affairs. At all events it shows clearly that education is an important feature of the civilization of the country and that an alteration of it deeply affects the social life.

Methods of Teaching Are Excellent

As language study has always been loved by the Dutch, it will easily be understood that much attention is always paid to its methods of teaching, and, as far as I am permitted to judge, I think them really perfect nowadays. The oldest method was the word and exercise method based upon translation from beginning to end. With this old method it was a very long time before pupils could entertain a daily-life conversation in the foreign tongue. Moreover, the choice of words was very haphazard; it sometimes occurred that people were expert in the big dictionary words, but could not for the life of them say "How do you do?" or "What time is it?"

A Modern Language is a Living Thing

As a reaction came the introduction of the principles of Gouin and Berlitz. Especially the teaching of English derived a great benefit from them. Two eminent Dutchmen, Messrs. J. C. G. Grase and L. A. T. Eykman, advocated the sound idea that a language is a living thing and should be studied and taught in the language itself. They themselves set the example by their teaching of English, and with very great gratification I shall always remember their masterly lessons. They brought their pupils into contact with the realia of the foreign countries, the ways of living, the customs, the government, etc., and stimulated a keen study of the real language as it is spoken and written, and not as it is found in dictionaries.

The Gouin-Berlitz methods had a time of great popularity. At present the usual method is a "compromis" between the all-too-severe doctrine of the pure Gouin adherents and a moderate comparison of the native and the foreign tongue by means of translation, the latter, however, only occansionally used.

It may interest American readers which of the three languages—German, English, and French—is most widely studied in Holland. I, for one, think it is English.

Relative Popularity of the Several Languages

German has never been very popular. The relationship of the Dutch and German languages (both being Teutonic) facilitates a rapid progress of elementary study, though the German grammar presents great difficulties to the Dutch child.

French has been immensely popular. There was a time when the upper classes in Holland spoke and wrote French in their daily life. Fortunately this has changed now and our "upper ten" use Dutch. But many French words and expressions have found their way into the Dutch; and formerly the first and sometimes the only foreign language children learned was French. It offers a great many difficulties; the syntax, pronunciation, etc., are very different from ours, and that is why many teachers think it wise to begin with a language that possesses a more simple grammar—English.

At the present French has gone to the background, English being very much in favor in large circles. When there is a free choice English is generally selected. Of some 300 boys and girls entering evening schools at Amsterdam, more than 70 per cent chose English; some 20 per cent French, and only 10 per cent German. The only drawback to English is its illogical spelling and difficult pronunciation, but none the less it is astonishing to watch the rapid progress of pupils studying English. It is a common experience that a class of average pupils read an easy English novel after nine months' study. I may safely say that it speaks well for our methods and for the capability of the Dutch to learn foreign languages.

Conferences of Shop Teachers and Supervisors

Means of professional improvement for shop teachers in service were discussed at a conference of shop teachers and supervisors held at Providence, on May 2, by the United States Commissioner of Education in cooperation with the annual convention of the Eastern Arts Association. M. Norcross Stratton, agent for teacher training and supervision, State department of education, Massachusetts, spoke on the importance of ideals and the principal factors involved in professional improvement. Contacts with industry and their effect upon the improvement of teachers were taken up by William Noyes, district director, bureau of rehabilitation, State department of education, New York.

A similar conference took place in cooperation with the Western Arts Association at St. Louis, April 30. The main topic was standards of eighth-grade attainment in shopwork. H. H. Ryan, principal Ben Blewett Junior High School, St. Louis, spoke on objectives of public-school manual arts. Suggestions for organization of materials of instruction were given by Roy A. Michael, supervisor of manual training in the public schools of Kansas City, Mo. The chairman at both of these conferences was William T. Bawden, of the United States Bureau of Education.

More than 7,500 children in North Dakota did not attend school during the past year because they lived more than 2½ miles from a schoolhouse, the maximum distance which a child is obliged by the compulsory attendance law to travel.

With a view to preparing children to enter trades as skilled workers, the school authorities of Pittsburgh will make a study of industrial education in the schools.

New Books in Education

By JOHN D. WOLCOTT, *Librarian, Bureau of Education*

BROWN, ARLO AYRES. A history of religious education in recent times. New York, Cincinnati, The Abingdon press [1923] 282 p. 12°. (The Abingdon religious education texts. D. G. Downey, general editor.)

After a brief outline of the historical background, the main part of this book describes the course of development of religious education in the Protestant churches of America from colonial times to the present. It takes up the Sunday schools and their curricula, the evolution of the teacher-training movement, promotional agencies of religious education, week-day religious instruction, and religious education in colleges and universities, and discusses present tendencies in religious education.

CLAPP, FRANK LESLIE, Standard tests as aids in school supervision. Illustrated by a study of the Stoughton, Wisconsin, schools. Madison, 1922. 56 p. tables. 8°. (University of Wisconsin studies in the social sciences and history, no. 8.)

The object of this study is to give a concrete example of a detailed analysis of school conditions, which may be of practical use in determining the supervision of teaching. The author holds that a careful and complete diagnosis of the conditions under which a teaching corps is working should be of considerable assistance to supervisors in the most effective direction of that work.

FAR WESTERN TRAVELERS' ASSOCIATION. The Far western travelers' annual, 1923. Dedicated to the Far west: its educational achievements. [New York City, 1923.] 196 p. illus. 4°.

This volume contains a number of articles by educators and contributions by Government officials. The progress of education in the Far west is described by John J. Tigert, U. S. Commissioner of education. Other articles tell about California's wonderful record in education, and about the schools of the Pacific Northwest, Colorado and Wyoming, and the Intermountain States. A group of Government officials write for the book on the subjects of National parks—our outdoor classrooms—Training the Indian youth for citizenship, Good roads the best first aid to schools, Government instruction in life saving, and Uncle Sam's school for business men.

GREAT BRITAIN, BOARD OF EDUCATION. Consultative committee. Report of the Consultative committee on differentiation of the curriculum for boys and girls, respectively, in secondary schools. 2d impression. London, H. M. Stationery office, 1923. xvi, 193 p. tables. 8°.

The question whether greater differentiation is desirable in the curriculum for boys and girls, respectively, in secondary schools is investigated in this report. The inquiry is based on a historical survey of the development of the secondary school curriculum in England down to the beginning of the present century, followed by a description and evaluation of the existing system of secondary education. The physical and mental constitution of boys and girls and the appropriate social functions of the sexes are next considered. The committee notes that a stage in the development of secondary education has now been reached in which it is seen that equality does not demand identity, but really depends upon a system of differentiation recognizing the peculiar talents of each sex. A policy of freedom is recommended in that boys and girls have a large choice of subjects and teachers a wide latitude in directing the choice of subjects.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The twenty-second yearbook. Parts I–II. Bloomington, Ill., Public school publishing company, 1923. 2v. 8°.

Part I of this yearbook is on English composition—its aims, methods, and measurement, by Earl Hudelson. Part II deals with the social studies in the elementary and secondary school, and was prepared under the direction of H. O. Rugg by 13 collaborators. The papers included discuss the situation and the need, types of reorganized courses in the social studies, and how the new curricula are being constructed, and finally present a critique of methods and results of reorganization. The yearbook was edited by G. M. Whipple, and was discussed at the Cleveland meeting of the National society, February 24 and 27, 1923.

O'SHEA, M. V. Tobacco and mental efficiency. New York, The Macmillan company, 1923. xx, 258 p. Plates, charts, tables. 12°.

The committee to study the tobacco problem, comprising about 60 members, was organized in 1918, with the object of collecting and publishing scientific data regarding tobacco and its effects. The committee has aided Prof. O'Shea to investigate the effects of smoking tobacco on the intellectual processes, by means of tests carried on in the psychological laboratory of the University of Wisconsin. These tests show that, taking a large number of individuals, tobacco will slow down and disturb the intellectual processes of the majority of them. The laboratory data yield no answer to the questions whether tobacco strengthens or weakens creative ability, whether it improves or injures judgment. In the case of immature persons, principals and high school faculties uniformly testify that tobacco is a detriment to scholarship, and school records studied over a long time corroborate this testimony.

A school in action. Data on children, artists, and teachers. A symposium; with introduction by F. M. McMurry. New York, E. P. Dutton and company [1922] xiii, 344 p. charts. 12°.

In order to avoid the interruption in the systematic mental training of young children caused by the long summer vacation of the schools, the Bird school, of which the work is described in this volume, was established by Mrs. Arthur Johnson on her country estate near Peterboro, N. H. The school provided instruction during the months of July and August for the children of the founder and for those of her summer neighbors, and for a small group of the Peterboro village children. Creative workers in music, literature, and art were engaged to teach the pupils. This experiment aimed to unite the arts, communicated as in the old world by teachers who themselves were makers, the study of nature, and the processes of the mind, with the modern method of child study which insists upon freedom of self-expression. Educational and psychological tests were emphasized and are fully reported.

STARK, WILLIAM E. Every teacher's problems. New York, Boston [etc.] American book company [1922] 368 p. 12°. (American education series. G. D. Strayer, general editor.)

A number of groups of typical problems are here presented, each problem being followed by an account of its solution in which teachers, principals, superintendents, and parents take part. Each series of problems is accompanied by a statement of the general principles involved. The problems presented relate to discipline, subject matter, method, variations in ability of pupils, economy of time, health; relationship with supervisors, with administrative officers, with other teachers, and with parents; and professional growth. The final chapter deals with the teacher as problem-solver, including recognition of problems and the problem method of teaching.

WHEELOCK, CHARLES F. Secondary education. Report for the school year ending July 31, 1919. Volume 2 of the sixteenth annual report of the State department of education. Albany, The University of the State of New York, 1922. 592 p. plates, tables. 8°.

The appendix to this volume, pages 83–270, contains a monograph on the Historical development of the New York state high school system, by Walter J. Gifford. This article is intended finally to be included in a projected revision of Hough's Historical and statistical record of the University of the state of New York.

WRIGHT, LOUISE C. Story plays. New York, A. S. Barnes and company, 1923. 127 p. front., illus. 8°.

Out of a long experience in supervisory work with teachers and children in their games and story plays, the author has prepared this book for teachers desiring practical help in teaching story plays.

School children in the town of Russia, N. Y., will plant trees on a 10-acre piece of ground which a farmer of the district has given to the school authorities for reforestation.

Differentiation of Curricula Between the Sexes

(Continued from page 193.)

one of a no less ready recognition of similarities at all times and in all places in which they are to be found.

Our inquiry has not imbued us with any conviction that there are clear and ascertained differences between the two sexes on which an educational policy may readlly be based. We have encountered a number of facile generalizations about the mental differences between boys and girls; we have found few, if any, which we were able to adopt. Again and again we were assured by our witnesses that one boy differed from another, and one girl from another, even more than boys differed from girls; and we could not but notice that a superiority which one witness claimed for boys might be vindicated by the next witness for girls. Men and women have existed for centuries; but either sex is still a problem to the other—and, indeed, to itself; nor is there any third sex to discriminate dispassionately between the two.

Differences Should Not Be Assumed

As psychological study develops, and as statistical inquiries and data are multiplied, it may be possible to attain some tangible and valid conclusions. In the meantime it is the part of wisdom neither to assume differences nor to postulate identity, but to leave the field free for both to show themselves. Let boys and girls have a large choice of subjects, and teachers a wide latitude in directing the choice of subjects—such is the policy which we would advocate. It would be fatal, at the present juncture, to prescribe one curriculum for boys and another for girls. We would prescribe as little as possible for either, because we are anxious that both should be free to find and to follow their tastes, and because we desire that the teachers of both should be free to aid and guide the development of their pupils.

It is accordingly a relaxation of requirements and an increase of freedom of choice that we advocate, alike for the period of studies leading directly to the first school examination and for that leading to the second. If such freedom is granted, we look forward to a time of progressive experiment in which teachers will seek with vision and with courage to provide the course and use the methods which will best suit the capacities and the tastes of their puplls. And if progressive experiment is attempted, it wili provide naturally and correctly the detailed answer to the question which at present we can only answer by advising that freedom should be given for such experiment.

Aesthetic Capacity Has Been Stunted

In the second place, we feel that, alike for boys and for girls, there has been a stunting of æsthetic taste and capacity owing to the concentration of attention upon the studies of the dry intellect. Education is not only a preparation for the doing of work; it is also a preparation for the spending of leisure, which, if it is less in amount, is perhaps no less in importance than work. Nothing can conduce more to that right spending of leisure, which means so much for true happiness, than an eliciting and training of the gift of æsthetic appreciation. We believe that boys, no less than girls, would profit if such recognition were given; but recognizing as we do that, whether from tradition or from innate taste, the æsthetic interest is strongly marked in girls, we would urge that the provision of fuller facilities for its development might brlng such a liberation and an enhancing of capacity as would affect the whole standard and character of the work done in girls' schools.

In the next place we desire, in view of the medical and other evidence which we have received, to plead that the pace of education in girls' schools should be carefully adjusted to the strength and the opportunities for study which may be presumed of the average pupil. We are not arguing that a special consideration should be paid to a "weaker sex, or that a lower standard of achievement should be expected from girls than that which is expected from boys. Under the same conditions of health, and granted the same freedom from other demands on their time, there is every reason to believe that girls can match the achievements of boys when they enjoy the same tralning. But the conditions of health are not the same, and the freedom from other demands is much less for girls than it is for boys.

Girls Require Shorter School Hours

Girls are liable to seasons of lowered vitality, in which nervous fatigue is serious; and they have a part to play in the home and its duties which can hardly be shirked, even if its effects on their studies may be deprecated. If, under such conditions and amid such distractions, the pace of education in girls' schools were made to keep time with that set in schools for boys, it is obvious that girls would, in effect, be required to do still more than boys in order to remain on a level with them. We have only to state the requirement in order to show its lnjustice; and in the cause of justice and equality between the sexes we may thus suggest that, for many girls, a later age for passing examinations, and, for all girls, a shorter period of school hours, are imperatively necessary.

Finally, we venture to suggest that the increasing esprit de corps in school life and the growing tendency to organize and emphasize all school activities are modern developments which stand ln need of criticism and control, more particularly in girls' schools. The standard of conscientious performance of duty was never higher among teachers than it is to-day; but the very height of the standard of teaching may perhaps involve risks for the taught. The school may displace the family from their affections; and, again, it may check what it is meant to foster—the full and free development of individual initiative and vigor. The special danger of girls' schools is that they may become excellently organized and conscientiously loyal groups composed of mediocre and uniform units. Conscientiousness is a virtue, but in the world of education it may also be a vice, alike in the teacher and the taught.

Efficiency is a precious thing, but spontaneity is a very precious thing. In the early pioneer days of woman's education spontaneity and vigor sprang from a constant struggle with difficulties. The passing of those difficulties is itself a difficulty for the present generation. It would seem the saddest of paradoxes lf the education of women should lose its vigor in the day of highly trained teachers, all working assiduously, with a vastly improved equlpment, among a multitude of textbooks. But we need not anticipate such a paradox. Teachers will do much—very much—for the sake of their pupils; they wlll give themselves abundantly and unstintingly. But there is a time to withhold as well as a time to give; and as they come to learn its necessity, teachers who can give will know also when and how to withhold.

One-Room Schools Are Disappearing

One-room schools are becoming rare in Massachusetts as consolidated schools increase in number, according to Burr F. Jones, State supervisor of elementary education. Less than 2½ per cent of the pupils enrolled in the day schools of that State are in one-room schools. Nearly 100 such schools have been abandoned in favor of consolidated schools since 1919, when a survey of one-room schools was made by Mr. Jones.

Educational Service of a Great Museum

Collections Are Loaned to Institutions in All Eastern States. Expert Guidance Furnished Visiting Students

EDUCATIONAL institutions in all States east of the Mississippi may borrow from the Metropolitan Museum of Art, New York City, collections of lantern slides, mounted photographs, post cards, maps and charts, casts, textiles, lumière plates of stained glass, coins, paintings, and facsimiles of prints. Besides architecture, sculpture, and painting, the slides represent the minor arts, musical instruments, manuscripts, etc., covering broadly the various periods of art from early Egyptian to modern American.

The use of the lending collections is a part of the educational service offered by the museum to public and private schools. This service includes also lectures at the museum and at the schools, expert guidance for students visiting the museum, story-telling for children, and help of many kinds for teachers. Although small fees are usually charged for many of these services, they are all free to the public schools of the city. For work with elementary schools, 64 new groups of 1,426 lantern slides have been provided during the past year. These slides illustrate lectures given by the four instructors on the staff of the museum. Three classrooms are equipped for this work at the museum, and the lectures are usually given there, but sometimes a lecturer goes to a school, taking slides, lantern, and operator, and presents the lecture in the school assembly.

Organized Course for Teachers

Not only the elementary schools benefit by the museum's work. Lectures are given for students of high schools, normal schools, and trade schools, as well as for groups of teachers. An organized course requiring several years to complete is given for elementary-school teachers, intended primarily for teachers whose schools are too far from the museum for the classes to visit it. Synopses of the talks and selected sets of slides are provided for teachers who attend the course, so that they can pass on to their pupils the advantages of the museum. Besides the organized course, short series of talks for teachers are given on subjects of general interest.

Teachers of history, fine arts, industrial arts, and other subjects find material for their work in the museum library of more than 39,000 volumes covering varied subjects related to art from the earliest times to the present and in the collection of 50,000 mounted photographs which supplement the library's work. These books and photographs may be used in the library or in the classrooms of the museum. Selected groups of photographs have been prepared for lending to schools, more than 3,000 being now available for this purpose. Study rooms containing duplicates and surplus collections not on exhibition in the regular galleries are open to all students without charge.

A children's bulletin, describing the collections in story form, is issued quarterly. Stories are told for children at Sunday "story hours."

Congress of Mothers and Parent-Teacher Associations

To study child welfare in all its phases, the National Congress of Mothers and Parent-Teacher Associations held its twenty-seventh annual convention at Louisville, Ky., April 23–28. Round table conferences were held on such subjects as child hygiene, home education, recreation and social standards, kindergarten extension, and better films. Mr. George Colvin, State superintendent of public instruction, Kentucky, spoke on the rights of the child in a democracy. The economic value of education was discussed by Dr. William E. Clark of Memphis, Tenn. Dr. John J. Tigert, United States Commissioner of Education, also addressed the convention.

"Schoolmen's Week" Successfully Observed Again

Pennsylvania educators and others interested in the advancement of education in Pennsylvania and neighboring States held their tenth annual "Schoolmen's Week," April 12–14, at the University of Pennsylvania. Rearrangement of school districts, grouping by abilities in secondary schools, the junior high school, and the State program for teacher training were among the subjects discussed at the various meetings. Harlan Updegraff, professor of educational administration, University of Pennsylvania, was chairman of the general committee which arranged the conference.

The Constitution of the United States must be taught in all public and private schools of Idaho, beginning with the sixth grade and continuing through all of the higher institutions, according to a law passed recently by the legislature.

Offers Special Courses in Neuropsychiatry

Veterans' Bureau Trains Physicians as Specialists in Mental Diseases. Eminent Instructors and Favorable Conditions

TO PROVIDE expert attention for veterans suffering from nervous and mental diseases, the United States Veterans' Bureau offers a four-month course in neuropsychiatry for a limited number of physicians who intend to continue in the service of the bureau for at least two years after completing the course. The main part of the course is given at St. Elizabeths Hospital, the Government institution for the insane at Washington, where 4,000 patients are receiving treatment, and the students have the opportunity for practical work with these patients. Case histories of more than 20,000 discharged patients are also available for study. All classes of nervous and mental diseases are represented in this hospital; other public hospitals of Washington provide clinics for the study of milder types of these diseases.

A systematic and comprehensive course has been carefully outlined. It consists of 186 lectures and demonstrations and about 430 hours of clinical and laboratory work. The instruction includes the necessary reviews of the fundamentals, followed by clinics and lectures on the various forms of mental and nervous diseases and on endocrinology. Special attention is given to diagnostic methods, the general care of patients, and methods of treatment.

General problems of hospital administration, medico-legal questions, psychometric examinations, and other related matters are dealt with in the course. Lectures are given by members of the staff of St Elizabeths and by representatives of the medical departments of the Army, the Navy, the Public Health Service, the Veterans' Bureau, and the Department of Agriculture. Besides the regular lecturers, a number of other eminent neurologists and psychlatrists come from various parts of the country to speak on special topics.

It is expected to give this kind of course twice a year as long as the bureau's need for specialists in this work continues. Every applicant must show that he is qualified for this work and must sign a statement that he intends to continue in the service of the bureau for at least two years. Students receive a salary of $166 per month while taklng the course. Upon satisfactory completion of the course they are eligible to appointment at a salary of $3,000 a year or more.

Well Equipped for Music Instruction

Eastman School of Music, University of Rochester, Furnishes Unusual Facilities. Special Provision for Organ Practice

COMPLETE provision for instruction in music is made by the Eastman School of Music, a department of the University of Rochester, in a special building which will accommodate 2,000 students. No pains have been spared to make the building beautiful, as well as perfect in acoustics, in ventilation and lighting, in equipment, and in adaptation to various types of instruction.

Auditorium Is Heart of Building

The heart of the building is Kilbourn Hall, a small auditorium, seating 500, for recitals and chamber music. It is a beautiful room of perfect acoustics, provided with a large four-manual organ and full-stage equipment for concerts, dramatics, or motion pictures. It is approached by two grand corridors, the one on the first floor being the main entrance to the school and the one on the second floor serving as a special promenade or reception hall for guests at concerts. This corridor is reached by a marble stairway, and on the walls are paintings by famous artists. These pictures are from current exhibitions of the memorial art gallery of the university and are changed from time to time.

Both of these corridors connect directly with the Eastman Theater, which when finished will be used for motion-picture performances most of the time, and once a week for concerts by orchestras and visiting artists. This theater seats 3,400 persons. The inscription over the entrance reads, "Erected MCMXXII for the enrichment of community life." An orchestra of 50 pieces and one of the largest and finest organs in the country will supply the music for motion pictures.

Combine Academic Work with Music

Four groups of students are served by the school. The first group consists of candidates for the degree of bachelor of music, who take the equivalent of one full year in the college of arts and science beside a full and exacting course of training in music. Forty-three candidates for this degree are enrolled. The second group consists of candidates for Eastman Music School certificates, who are given work in music closely parallel to that done by the candidates for the bachelor's degree, but who do not take work in the college of arts and science. Both of these groups must have had a preliminary education equal to that which is required for admission to college. Forty-three students are preparing for the degree and 62 for the certificate. The third and fourth groups constitute the majority of students, and include, respectively, young people who are not yet ready for college and special students who are not taking the full course but are studying for advancement in work with some special instrument or with the voice. College preparatory work is not required of these two groups.

Many pianos have been placed in the studios, and excellent organ equipment has been furnished, including two 3-manual organs and nine 2-manual practice organs, beside a special organ for persons studying for positions in motion-picture theaters.

Commercial Education Conference at Columbia

School opportunities and business needs were considered at a commercial education conference held by the United States Bureau of Education in conjunction with the State Teachers' Association of South Carolina, at Columbia, April 12. Among the speakers were Edwin C. Wade, superintendent of schools, Florence, S. C.; A. J. Thackston, superintendent of schools, Orangeburg, S. C.; W. D. Melton, president, University of South Carolina, and George E. Olson, dean, school of commerce, University of South Carolina. The chairman of the conference was Glen Levin Swiggett, of the United States Bureau of Education.

PRINCIPAL ARTICLES IN THIS NUMBER

Discuss Proper Use of Motion Pictures

Committee of National Education Association Meet Representatives of Motion Picture Producers and Distributors

TO STUDY the use of educational motion pictures, a committee of the National Education Association, headed by Dr. Charles H. Judd, dean of the school of education, University of Chicago, met recently with representatives of the Motion Picture Producers and Distributors of America. The latter organization has recently contributed $5,000 through Will H. Hays, director, which will be used in studying the several phases of the problem of instruction through the use of films.

The committee will prepare a specimen pedagogical film, and will examine the various films now in the vaults of the distributors to find out what parts of them are suitable for use in schools. It is expected that it will be possible to re-edit and revise many of these films so that they will be suitable for instructional use. An inquiry will be made into the procedure for distribution of films now followed in various cities, and a man will be employed to visit cities in which the plan for distribution is successfully operated, so as to collect the best ideas for carrying on this work.

Methods of Teaching by Films

How to use motion pictures to best advantage for teaching purposes will be the subject of careful study, so as to decide such questions as whether the pictures should be shown to pupils before, during, or after recitations. The committee will also consider various school subjects to determine which topics will give the best results when taught by the motion-picture method.

Since conditions in schools are different from those in commercial theaters, educators interested in the use of motion pictures are favoring a change in the present laws that will allow teachers to operate the motion-picture machines instead of requiring licensed operators. It was stated at the meeting that a proposed uniform law on this subject has been prepared and that its passing will be urged before several State legislatures next year. In this connection the necessity of making machines that can be operated by teachers was considered.

In a discussion of the high cost of motion pictures in schools it was suggested that, as a measure of economy, schedules should be prepared for routing films, so that every educational film would be in use virtually all the time.

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SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education*, JOHN JAMES TIGERT

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Library Development in the Southern States

Signs of Progress on Every Hand. Library Extension in the South Chiefly a Rural Problem. Cities and Towns May Establish Public Libraries. Important County Library Laws. Library Commissions Maintained in Majority of States

By JNO. J. TIGERT

United States Commissioner of Education

TO ONE who is concerned with the education of nearly 30,000,000 boys and girls of school age and in the great task of informing an even greater host of Americans who have passed beyond the pale of the conventional school but have not escaped the process of education, the opportunity to confer, to think, and to plan with those who handle the books of the Nation, its stores of knowledge and information comes as an earnest call of duty.

The skill of the craftsman is dependent upon the fitness of his tools for the expression of his art, and the teacher is more dependent upon suitable and ample books than upon any other accessories for the effective infusion and impartation of knowledge. Whatever new aids to instruction are being introduced by science or discovery into the schoolroom from day to day, and whatever the future may unfold, we can assure ourselves that the teacher will always be the most important factor in the success of the school, and the book will always remain the most necessary adjunct to the successful teacher. Not even the oft-mentioned log with Mark Hopkins seated on one end and Garfield on the other end could make a satisfactory institution of learning without some books. Therefore it is not strange that we who are primarily interested in schools should feel that there is a most intimate correlation in our work, efforts, and success with those who conserve, enlarge, and extend the use of books.

> COSTLY apparatus and splendid cabinets have no magical power to make scholars. As a man is, in all circumstances under God, the master of his own fortune, so is he the maker of his own mind. The Creator has so constituted the human intellect that it can grow only by its own action; and it will certainly and necessarily grow. Every man must, therefore, educate himself. His books and his teachers are but his helps; the work is his. A man is not educated until he has the ability to summon, in an emergency, his mental powers in vigorous exercise to effect his proposed object.—*Daniel Webster.*

The general theme of this meeting is library extension. Because of the fact that you have seen fit to come southward and since the need of library extension is greater in our southland than in any other section of America, it seemed desirable to confine my part of the discussion of the theme to our Southern States.

An address before the Hot Springs meeting of the American Library Association.

(Continued on page 232.)

Recent Progress in Musical Instruction

Growing Strength and Prestige of Music as an Educational Subject. High-School Credit for Outside Study. School Orchestras of Symphonic Proportions. Cultivation of Musical Appreciation. Definite Vocal Technic in Elementary Schools

By WILL EARHART

Director of Music, Pittsburgh Public Schools

INSTRUCTION in music in our public high schools was, until the twentieth century was well begun, almost negligible. In the years following a great advance was made. Courses in harmony and in appreciation of music and instruction in not only orchestral and band ensemble but, in some cases, in the technic of band and orchestra instruments, were added in astonishing numbers to the chorus practice that had earlier constituted the sole musical endeavor in most high schools. The practice of giving high-school credit for "outside" study, i. e., the study of specialized musical technic under teachers outside the school, also grew to relatively great proportions.

An inquiry into the extent of the study of music in high schools, accordingly, became a matter of interest in itself, and closely allied with such interest was the question of the practice of colleges in accepting high-school credits in music as entrance credits, and in giving credit for the study of music during the college term.

Much of the high-school music of the past was worthy of small credit in either high school or college; but it was believed that more advanced study of music in high schools, such as was becoming common, was entirely worthy of credit. Yet students in high-school music classes were often prospective college students and needed their full quota of college entrance credits; and these, unless music were included, they could not gain unless they sacrificed their study of music at a time when, as a skill, it required assiduous application.

Under the direction of the National Education Association and the Music Teachers' National Association a joint committee undertook a study of music instruction in high schools and colleges in 1921. Two members of this committee were

A more extended discussion of this subject by Mr. Earhart will appear in Bureau of Education Bulletin, 1923, No. 20.

members of the educational council of the Music Supervisors' National Conference. The council, therefore, further accredited the committee and gave it aid. The report of the committee was published by the Bureau of Education as Bulletin, 1921, No. 9. More than any other evidence this report gives conclusive proof of the growing strength and prestige of music as an educational subject. Also its publication and distribution will lead to serious consideration by officials of colleges and high schools of their practice with relation to music as compared with that of other institutions of their type. The result will certainly be to stimulate further the serious study of music; and the publication must accordingly be reckoned as a significant step taken in the last biennium.

The educational council of the Music Supervisors' National Conference also formulated a plan for giving high-school credit for the study of music under "outside" teachers. The growth of this practice would have been still greater had it not been for the suspicion with which it was regarded, first, because of the dangers inherent in its administration and, secondly, because organized effort and authoritative pronouncement had not yet been given to it in sufficient measure. In 1922 the educational council submitted to the conference a plan for supervising, regulating, and accrediting such study. The plan was adopted unanimously by the conference. It has since been made official for the State of Pennsylvania, so its career of usefulness has already begun.

State Director Has Accomplished Much

Three State departments of public instruction are now employing a State director of music. In each of these, the position was first established in 1919, or later. In Pennsylvania, a complete reorganization and extension of the State department of public instruction has been made, and the new and strengthened department has not only engaged a State director of music, but has ably assisted him in making far-reaching improvements in the status of music and the teaching of it in the State.

Following is a brief list of accomplishments that have already been made since the director of music assumed office:

1. Music is considered a major subject, with adequate time allotment.

2. The State assumes the same responsibility for the training and certification of its teachers of music as it does for its teachers of English or mathematics.

3. Definite musical attainment is required for every elementary school teacher's certificate.

4. Adequate training in music is now offered in normal schools. Music is required of all normal school students, and attractive salaries have made it possible to secure strong teachers.

5. A syllabus for music in elementary schools and in high schools is now in print. (The syllabus for elementary schools is the one adopted by the Music Supervisors' National Conference.)

6. A plan for giving high-school credit for the study of specialized musical technic under teachers outside the school has been submitted and authorized for the State.

7. A Pennsylvania State music week was proclaimed and was widely observed in 1922 and will be observed again in 1923.

The adoption of fixed and proper standards of attainment in Pennsylvania for the grade teacher in music and the supervisor of music is an attainment of prime importance. Music will not hold the place it deserves in our schools, or deserve the place it should hold, until school authorities everywhere take measures to safeguard its teaching such as they take for other subjects. The program in Pennsylvania in this and other respects is so comprehensive that it deserves to be cited as above.

Continued Development Since 1905

Before 1905 school orchestras and bands, as a feature of school music generally, were few in number and modest in instrumentation and capability. There has been continual development since that time, but the movement has gained so greatly in impetus in late years that the progress of earlier years is almost overshadowed. The past two years have seen orchestral and band ensemble take place as a regular and integral feature of school music, upon which supervisors expend quite as much systematic effort, proportionately to the numbers of pupils involved, as they expend on the vocal features of their work. The course for training supervisors indorsed by the music supervisors conference in 1921 expressly provides training in the technic of orchestral instruments and in orchestration, 8 hours out of 120 required for graduation being prescribed for such study. No junior or senior high school of any pretensions with respect to its music program is now without its orchestra, and many elementary schools maintain or encourage the organization of small ensemble groups which practice faithfully orchestral or concerted music of good musical quality with results that are at least comparable, as to musical quality, with the results attained in vocal practice. Many thousands of dollars, in ever-increasing amount, are expended annually in the purchase of orchestral and band instruments, which become school property and are loaned, under suitable safeguards, to pupils who will prosecute the study of them and use them in ensemble practice.

The orchestras meanwhile have increased greatly in size, in instrumentation, and in proficiency. Many are of symphonic proportions and are playing well music of symphonic character. French horns, oboes, and bassoons, once unknown to the high-school orchestra, and instruments even more rare, are now frequently found. Bands, while not so numerous as orchestras, and not capable of playing, by reason of their instrumentation, as high a grade of music as orchestras, have experienced a proportionate development.

Violin Instruction Increasingly Popular

But instruction in instrumental music in public schools has not stopped with the training of ensemble groups. Class instruction in violin, which had its beginning in England, soon found place in this country. For many years it was restricted to a few large cities. Slowly at first, but in the past few years with extraordinary rapidity, it has been adopted in other cities and towns. Its latest advance has been one of recognized integration into a regular system of school music pratice. Literature on the subject, consisting of graded material to be used in instruction, handbooks for teachers, discussions of methods, results, and administrative problems, has begun to make its appearance and already has assumed fair proportions. Meanwhile, the practice has spread so rapidly that it has outrun statistical inquiry and record. Towns of 10,000 to 20,000 population frequently have one or two hundred school pupils receiving class instruction in violin. One large city reports 3,100 pupils receiving such instruction. In the aggregate there are many thousands of such pupils in the United States; but the exact number must remain conjectural for some time, because the growth continues to outstrip the facilities for gathering information. Most of this instruction is given during school hours in some schoolroom that can be released for a time for the purpose; otherwise, the schoolrooms are utilized after school hours. Sometimes the instruction is at public expense, the instructors being regularly employed by the local board of education. In other cases the pupils pay a small fee per lesson, from 10 to 25 cents usually, and the board of education provides only the room and building facilities and the instruction books. The

(*Continued on page 229.*)

Ample Justification for the Kindergarten

Facilitates Early Entrance to First Grade and Expedites School Progress, Enriches the Store of Concepts, Presents a Brimming Cup of Simon-Pure Joy, Offers Education in Social Adjustment

By W. T. ROOT
Professor of Elementary Psychology, University of Pittsburgh

SHALL I send my child to kindergarten? is one of the questions most frequently asked by mothers. This is a hopeful sign and indicates that we no longer feel that the earliest years of life are intellectually, emotionally, esthetically, socially, and hygienically of little import. However, I fear that all too often education is a synonym for the limited field of the purely intellectual, while the intellectual is a synonym for the formation of academic habits of a rather clerical nature—of immense value, but magnified out of all proportion both by parent and teacher even in this nineteen twenty-third year of our Lord. Now, what I wish to show is the importance of prefirst-grade training, and I shall attempt to outline the various phases of education that must be considered of at least equal importance with the "three R's."

Is it Beneficial or Harmful?

Let us begin at the most vulnerable point; let us ask, Does the kindergarten fit or unfit the child for grade work? Is it a kindergarten or a hindergarten? Fortunately, a recent and very interesting study by W. J. Peters (Journal Educational Research, February, 1923) entitled "The progress of the kindergarten pupils in the elementary grades" has attempted to answer this question. Mr. Peters has gone to a tremendous amount of trouble to trace through the first five grades the school careers of 187 pupils who had attended and 187 who had not attended kindergarten.

Mr. Peters now raises the question as to the time required for each group to complete the first five grades. 187 times 5 equals 935 years, the total time that would be required by either group to prepare for the sixth grade, assuming no failures and no grade skipping. By a strange coincidence, each group completed the five grades in 923 years, or at a saving of 12 years, which interpreted goes to show that the kindergarten is at least not a hindergarten.

This is not all, for it was found that the kindergarten group averaged 3.4 months younger than the nonkindergarten group. Hence on completing the fifth grade the kindergarten group was found to have saved 187 times 3.4 months, or 53 years, of human life. If we accept the average adult wage as $1,000 a year, then a kindergarten teacher with a class of 24 has saved the State $6,400 in future wages with each group she teaches. Mr. Peters concludes as follows:

Kindergarten Children Progress Faster

"The investigation shows that children trained in the kindergarten can make the same progress as older children not so trained, all other things being equal. It follows logically that a kindergarten group will proceed faster than a group of the same age and intelligence who have not had kindergarten training. Therefore the kindergarten expedites school life. Intelligence being constant, kindergarten training makes it possible to meet the first-grade situation at an earlier age. When we are able to control the age factor the gain will show directly in educational progress in the elementary grades."

Science has thus justified the existence of the kindergarten as a purely economic matter. However, one is reminded of the Chinaman who was puzzled by the constant recurrent remark of Americans, "I must save time." He finally asked, "What do you do with the time after you save it?"

Now, in the future, if any one is so bold as to suggest that the kindergarten is an educational "frill," sharply call him to task by pointing out that a kindergarten saves the State $6,400 a year by inducing a grade precocity of 3.4 months per child.

Pay for Themselves in Time Saved

But man does not live by bread alone nor by the multiplication table solely so far as that goes. And while I am overjoyed to bring the glad tidings that kindergartners are not hindergartners and that they actually pay in solid cash for themselves in years of school life saved, I want to justify their existence on grounds that seem to me vastly more important.

Theory of the Kindergarten is Sound

To begin with, on purely academic grounds the theory of kindergarten teaching is sound. We must first build up a large diversified group of concepts before we easily pass to analysis. We must go from the known to the unknown —so glibly said, so seldom followed. Concepts of the commonest things are conspicuous by their absence in dealing with the child entering school. The complaint is often made that the concepts secured in the kindergarten are not pertinent in first grade work. Perhaps so, the real issue is: Are these concepts of use and do they add zest and give pleasure to the child at that time? If so, the ideas are justified provided they do not actually impair future learning. And, thanks to Mr. Peters, we now know they do not. But I fear all of us are addicted to the habit of demanding utility and preparing for remote happiness. To me, a robin, a story, a dance that have given joy now and here need no other excuse or justification for having filled a child's life. It is bad, exceedingly bad, philosophy to spend all of childhood preparing for adulthood, and all of adulthood preparing for the hereafter. It is like the illusive fata morgana that tricked the early emigrant. The present has a right to exist for its intrinsic worth, its intrinsic capacity to give joy without apologies to the future. Part of the difficulty with school folk is bad philosophy; a failure to realize the justification of joy, pure joy, interest, pure interest—here and now without reference to any future use.

A Mistake to Become Apologetic

Kindergartners make a mistake when they become apologetic in the face of criticism of being nonutilitarian. Too often the school man has his sight adjusted for some future good, some remote regimen. And to many, if expenditure of school time and school money can not be justified in terms of academic habits and utilitarian information, the time is wasted. I doubt if hours of joy, hours spent arousing general interest in life and things about us, are ever wasted, even in the purely utilitarian sense; for the driving force of love and interest in all that is is more powerful than all else in the world. Is this a part of your philosophy and belief? If so, you may

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An address delivered before the Pittsburgh meeting of the International Kindergarten Union.

serenely face the attacks of the school regimentizer. I think most of us can sympathize with the kindergarten child who on being asked on entering the first grade how he liked it replied: "The teacher takes all of my good ideas away and gives me her bad ones." Fortunately, as indicated on this program over and over the day of antithesis between kindergarten and first grade is rapidly passing.

I would, then, justify the kindergarten for the brimming cup of simon-pure joy it brings to hundreds of thousands of children, and for the enrichment of concepts it brings to the vital job of living childhood exuberantly and efficiently and in all of its fullness. I say, I justify, regardless whether one iota of benefit be bequeathed to the first grade or not, or to the child's future vocationalization.

The content of the little child's mind is an unknown and unexplored realm to most parents and teachers. And whether rich concepts help directly or not in the mechanics of reading, every refinement of the apperceptive mass must, in the long run, increase the pleasure, the understanding, and the interest the child will take in the concrete and the real.

Content of Children's Minds

I never miss a chance to draw the attention of kindergartners and primary teachers to the classic article of G. S. Hall on "The content of children's minds on entering school." (Ped. Sem., Vol. I, p. 139.) Each child was sounded as to his knowledge of some of the most common things that surround him. The following selected list of concepts is quite suggestive. Note that the high percentage of ignorance so frequently concerns ideas about which the kindergartner has built her daily plays and games.

Name of the object or concept and per cent of children in Boston ignorant of it.

Beehive	80
Crow	77
Bluebird	72.5
Ant	65.5
Robin	60.5
Sparrow	57.5
Sheep	54
Bee	52
Frog	50
Worm	22
Cow	18.5
Growing wheat	92.5
Elm tree	91.5
Oak tree	87
Planted a seed	63
Growing potatoes	61
Growing grapes	53
Growing cherries	46
Growing apples	21
Where are the ankles	65.5
Where is the waist	52.5
Where are the hips	45
Where are the knuckles	36
Where are the elbows	25
The right and left hand	21.5
Cheek	18
Forehead	15
Throat	13.5
Stomach	6
What season it is	75.5
Conception of an island	87.5
Conception of a beach	55.5
Conception of a triangle	92
Conception of a square	56
Conception of a circle	35
Seen a file	65
Seen a plow	64.5
Seen a hoe	61
Seen a bricklayer at work	44.5
Seen a shoemaker at work	25
That leather things come from animals	93.5
Origin of cotton things	90
What flour is made of	89
Shape of the world	70.3
Origin of woolen things	69
Origin of butter	50.5
Origin of meat (from animals)	48
Source of milk	20.5
Never been in the country	35.5

Name of the object of concept.	Per cent of ignorance in 150 girls.	Per cent of ignorance in 150 boys.	Per cent of ignorance in 64 kindergarten children.
Beehive	81	75	61
Ant	59	60	26
Squirrel	69	50	43
Robin	69	44	29
Sheep	67	47	40
Growing potatoes	55	54	34
Ribs	88	92	68
Ankles	58	52	38
Elbow	19	32	12
What season it is	59	50	41
Island	74	78	55
Beach	82	49	32
River	38	44	13

Method of Scoring Was Generous

Regarding the method of scoring the concepts, Hall says: "If the child says it has seen a cow, but when asked its size points to its own finger-nail or hand and says, *so big*, as not infrequently occurs, the inference is that it has at most only seen a picture of a cow, and thinks its size produced therein, and accordingly he is set down as deficient on that question. If, however, he is correct in size, but calls the color blue, does not know it as the source of milk, or that it has horns or hoofs—several errors of the latter order were generally allowed." This gives an idea of the generous method of scoring.

Concerning the superiority of kindergarten children he says: "Column 6 shows in a striking way the advantage of the kindergarten children, without regard to nationality, over all others. Most of the latter tested were from the charity kindergartens, so that superior intelligence of home surroundings can hardly be assumed. * * * Of nearly 30 primary teachers questioned as to the difference between children from the kindergarten and others, 4 saw no difference, and all the rest thought them better fitted for school work, instancing superior use of language, skill with the hand and slate, quickness, power of observation, singing, number, love of work, neatness, politeness, or freedom from benumbing school-bashfulness. Many thought them at first more restless and talkative."

Hall then concludes: "I. That there is next to nothing of pedagogic value the knowledge of which it is safe to assume at the outset of school life. II. The best preparation parents can give their children for good school training is to make them acquainted with natural objects, especially with the sights and sounds of the country. III. Every teacher on starting with a new class or in a new locality to make sure that his efforts along some lines are not utterly lost, should undertake to explore carefully, section by section, children's minds with all the tact and ingenuity he can command and acquire, to determine exactly what is shown; and every normal-school pupil should undertake work of the same kind as an essential part of his training. IV. The concepts which are most common in the children of a given locality are the earliest to be acquired, while the rare ones are later."

Enough said. The actual ignorance found doubly justifies the kindergartner if for no other reason than that she used the prefirst-grade period to build out the hundreds and hundreds of common but none the less lacking or faulty concepts of the child.

Emotions of Childhood Leave Distinct Effect

Considering next the emotional. A very important and relatively new field is here opened up. One may discount the Freudian claims pretty generously and yet the fact remains that the emotions of early childhood leave a distinct after effect in consciousness. The emotion-reflex conditions and the emotionalization of habits are matters of the greatest moment. Doing—joyously, confidently, reliantly—is of the first importance from the standpoint of mental hygiene. To avoid forming or to rid the mind of an inferiority complex is a mental therapeutic measure as practical as surgery or materia medica—just a little more illusive, that's all. To turn a shrinking, morbid, self-centered, esthetically unseeing child into a joyous unconsciously cooperative being is worth while; immeasurably to the little one concerned—and indirectly, but none the less actually, to that vague impersonal thing, the state. In brief, the kindergarten justifies itself in the many, many cases in which it helps the child to find himself emotionally and socially.

Within recent years, the work in abnormal psychology and in psychiatry have revealed the fact that a large number of the functional disturbances of adolescence and adult life have their origin in the fears, the suppressions, the social maladjustments or nonadjustments of early childhood. The free, informal, sympathetic attention every kindergartner gives to the emotional needs, to the socialization of each child has an incalculable therapeutic value, I feel sure, in the lives of thousands of chidren.

Helps to Make Social Contacts Successfully

And now let us turn to the socialization of the child. Since the Great War we have often wearied of the endless discussions on Americanization and socialization. But isn't this wearying emphasis simply the proof of the importance of this intangible thing we sometimes call cooperation? The kindergarten is a godsend in this respect. Recently, I heard a very intelligent parent say that she could supply all that the kindergarten gave much better than it could except for the education in social adjustment. She was right in regard to this last item; her child, an only one, precocious and well provided with every intellectual and cultural stimulus, was sadly unable to make the simplest social contacts successfully. Cooperation, teamwork, unselfishness, all these are far better developed under the free directed play of the kindergarten than anywhere else. The very informality of the kindergarten makes for superiority along this line.

"Beauty is its own excuse for being" is trite to our ears but not to our methods of thinking and living. Incidentally, but none the less systematically, to direct the attention to the beautiful has always been the quintessence of kindergartening. To love the beautiful is life; to be indifferent to the beautiful is merely to exist. And hasn't it been interesting to watch the lovely little beauty fests (daily affairs in the kindergarten room) slowly invade the stern regimen of the graded system?

Improves Social, Personal, and Hygienic Habits

I have classified as hygienic and personal a miscellaneous group of social habits. Clean hands, carefully hung-up coats, neatly sorted toys and materials, care about drinking cups, hundreds of crystallized best ways of doing things, all should be emphasized and thoroughly embodied in the prefirst-grade habit formations. The informal nature of the kindergarten, along with the patient and skillful use of group control, are psychologically sound in every respect. To inculcate general habits of a social, personal, and hygienic order, informally and incidentally, while leaving to the future the more refined and exacting habits of a muscular or mental nature, is certainly good, viewed psychologically or hygienically.

Primary Schools Adopt Kindergarten Methods

The informal character of kindergarten work has been felt by many to be a menace to the social regimentation and order. In fact, this is the basis for the most frequent objection to kindergarten teaching. The question as to whether direct, regimentated teaching, or informal, indirect suggestion is better has been decided, undoubtedly, in favor of the latter. The scholarly work of Keating's Suggestion in Education points out clearly that the more indirect, the more effective is any attempt at moral instruction. Direct preachments, formal routine presentation, and precise artificial rules of conduct may be necessary for the handling of big classes of older children where a very large amount of informational material must be imparted; but with little children, and all of us, whenever possible, the indirect suggestive, personal, individualized method of learning, both morally and intellectually, is conceded to be preferable. For many years I have been interested in the teaching of little children. I have been pleased and often amused to see one after another of the informal, free-play methods of the kindergarten find their way into primary teaching. Recently, I visited a large number of the more advanced types of experimental elementary schools. I saw naturalized discipline, freedom, deference to individual needs, all of which have an old as well as familiar sound to the kindergartner. The informal methods of the kindergarten have, within the past few years, been paid the highest compliment; they have been adopted by the elementary grades at large. While informal methods do not bring the easily measurable product that punctilious mass drills do; it is generally recognized to-day that in the long run they more than repay in preserving individuality, in developing resourcefulness, and in making for happiness and love of knowledge.

To summarize:

1. The experimental evidence goes to show that prefirst-grade education as carried on by kindergartners does not hinder the work of the grades, but, on the contrary, kindergarten children complete the fifth grade in 3.4 months less time than the nonkindergarten child.

2. The development of rich concepts of things and the business of living are in themselves intrinsically essential without any reference to some remote pedagogical aim. It is well to divorce much of this early concept getting from the mechanics of reading.

3. Marked emphasis should be placed in prefirst-grade education on the æsthetic. This is justified philosophically and practically.

4. Placing the child in happy relationship with others, making him self-reliant and social must be accomplished early. The more recent work in psychology and psychiatry show the importance of this in terms of an adolescent and adult happiness, and the avoidance of unwholesome mental states.

5. The early formation of hygienic and personal habits, so often neglected in the home, is admirably initiated in this prefirst-grade period, and can be inserted with unusual telling effect by the very incidental nature of kindergarten work without artificial setting or preachment.

6. The fickle attention and easy fatigue of little children make informal and individualized methods of teaching peculiarly valuable, although the recent trend in education is to extend the informal individualized methods to every learning situation regardless of age.

Comprehensive English Exhibit of Education

Every phase of educational activity in England is illustrated in an exhibition which is now on view in London. This exhibition has been prepared by the Society for Experiment and Research in Education, with which is incorporated the National League of Workers with Boys. Elementary, secondary, and university education are represented, as well as developments of university education such as extension lectures and tutorial classes, and other opportunities for adult education such as the schools established by the Workers' Educational Association. Schools for the teaching of agriculture. arts and crafts, trades, and other vocational schools and colleges are among the subjects of the various exhibits.

Out-of-school activities, including school journeys and visits, summer schools, and camps, are illustrated. Among the other subjects of the exhibit are recreation, drama, architecture, coeducation, museums, settlements, and medical care. After the exhibit has been shown in London it will be taken to other cities in England and Scotland, and it is expected that it will be housed permanently in one of the universities in the United States.

Social Workers Convene in Washington

In Addition to General Meetings, Groups With Like Interests Meet Separately. Health, Home, and School

By GEORGE T. PALMER and HARRIET WEDGWOOD

[Report abridged.]

THAT the unifying social work of the school must be done in the future more consciously and constructively, and that the curriculum and methods must be revised to provide for this work was the opinion expressed by John Dewey, of Columbia University, at the fiftieth annual National Conference of Social Work, held at Washington, May 16–23. The public school has already been the greatest single force in breaking down class barriers, by sheer force of being a public institution which has assembled children and youth on a common ground for work and play, said Doctor Dewey, but we can not trust any longer to the natural unguided working of democratic forces. We have to take stock, plan ahead, reform evils, and make achievement secure. The educational system must be the chief instrument in this movement.

Health Considerations in Social Work

Dr. Livingston Farrand, president of Cornell University, spoke of the great increase in the relative importance of health considerations in the program of social and economic work. Diversity in the school curriculum as a means of reaching all groups of children was urged by Herbert S. Weet, superintendent of schools, Rochester, N. Y., who said that the junior high school especially should provide for the different types of pupil.

Dr. Guy Montrose Whipple, of the University of Michigan, spoke on "School provision for gifted children in the United States," and pointed out four general methods which are in use: (1) Gifted children are selected and each goes his own pace, testing his accomplishments by certain standards set up; (2) skipping, which was until recently the only chance for the exceptional child practiced in elementary schools; (3) division into groups, according to ability; (4) special classes for the gifted.

Relation of Visiting Teachers to School Programs

Under the subject of "Social case work as applied to the schools" the visiting teacher was discussed by Howard W. Nudd, and this subject was further discussed at a meeting of visiting teachers. The history of the movement, courses of training, and the relation of the visiting teacher to school programs was discussed, and each paper brought out the necessity for an understanding by the teacher of the child's home conditions in order to understand him in school.

The United States is rich enough to stand any expense which will insure to every child a chance to grow up healthy, happy, and well-behaved, said Helen T. Woolley, of Merrill-Palmer School, Detroit. Doctor Woolley urged the establishment of nursery schools for children between the ages of 2 and 5. If small children are cared for during school hours by experts provided by the educational system, she said, the sense of responsibility in the parents will not be decreased, but increased, as the school leads them to understand what the children need in health, in recreation, in education, and in character training.

Schools Should Spread International Sympathy

Universities should be more international, according to Dr. René Sand, secretary-general of the League of Red Cross Societies. He urged that the schools spread international sympathy, and spoke of the work of the Junior Red Cross as an example of international cooperation.

Several papers were read on the closer relations which should be encouraged between health officers, physicians, nurses, and social workers. Committee reports were also given on the subjects of mental hygiene, school hygiene, communicable disease, industrial hygiene, and sanitary engineering.

Among the allied organizations which held meetings during the week were the American Association for Community Organization, the American Association of Hospital Social Workers, the American Association for Organizing Family Social Work, the American Red Cross, the National Health Council, the National Federation of Day Nurseries, and the Intercollegiate Community Service Association.

The Conference of State and Provincial Health Authorities of North America was presided over by Dr. A. T. McCormack, State commissioner of health of Kentucky. This is an annual meeting of the State health commissioners of the country and the health officers of the Provinces of Canada.

Having made a study of the needs of crippled children in Watertown, N. Y., the Rotary Club of that city is taking up the work of caring for these children.

Art Clubs in New York Schools

Aim is to Promote Interest in All Branches of Art. Usually Directed by Art Teachers

ART CLUBS have come to occupy an important place in many systems, according to the New York State Education Department's bulletin to the schools. Among the cities of the State that have shown special interest in art clubs are New York, Schenectady, Rochester, and Yonkers. New York City has a school art league, which provides lectures for public-school pupils and teachers, awards a number of art-school scholarships, confers medals on public-school pupils for excellent work in drawing, design, and craftsmanship, and maintains Saturday classes in drawing. More than 4,000 high-school pupils are junior members, paying 10 cents a term; 351 teachers are regular members, paying a dollar a year; and 224 other persons have contributed from $5 to $100 toward the work of the league.

In the junior high schools of Rochester each art teacher is held responsible for the conduct of an art club. These clubs are largely made up of pupils interested in the crafts. Other clubs include pupils whose interest centers in oil painting and in pencil drawing. Schenectady high-school pupils have an art club that has existed for eight years. Last year this club bought a collection of 300 reproductions of paintings in color at a cost of $160. The collection was exhibited and a fee charged for admission.

The Yonkers High School has been conducting two art clubs, one 5 years old, the other 3; a third club has just been formed. The organizations are conducted almost entirely by the pupils. Record of attendance is kept and credit is given in the art department of the school for work well done. Besides pencil sketching out of doors, the work of the clubs includes poster designing, pen-and-ink illustration, designing of book covers, bookplates, etc. Last year the clubs contributed to the success of an own-your-home movement conducted by the chamber of commerce.

Teachers in English elementary schools will have an opportunity to visit America through a plan that will provide annual vacation trips. The fund for this purpose is growing, and, although it is probable that only one teacher will be sent here next summer, it is expected that this number will be greatly increased in the future.

Some Facts About European Education

University Teaching Not Always a Bed of Roses. Young Women's Duties in the Home. German Women Enroll in Higher Education. Swedes Discuss Report of Grand School Commission

By PETER H. PEARSON
Section of Foreign Education, Bureau of Education

A NETHERLAND student organization has established a students' travel department whose object is to help the students of Holland on their trips abroad. The head of the department is Dr. E. Tekenbrock, of Rotterdam.

International Exchange of Pupils' Work

The Japanese cities of Tokyo and Nagasaki are exchanging pupils' sketches and drawings with the school authorities of Hamburg, Germany. The Japanese school productions are exhibited in the Art Museum of Hamburg for comparison with similar work by German pupils.

Economic Distress of University Teachers

Toward the end of last October the Society for Higher Education in Hungary held a convention in which among other things the economic distress of university teachers was discussed. The Pester Lloyd commenting on the meeting asserted that the average income of a university professor in Hungary is at present about the same as that of a farm hand.

Difficult to Procure Professors of Philosophy

At the close of the summer semester, 1922, no fewer than 221 higher teaching and university positions were vacant in Vienna. In the philosophical faculty alone there were 15 vacancies. The extreme prices and scarcity of living apartments in Austria make it difficult to fill the vacant positions.

Organize University Work of Russians

Russian intellectuals now scattered in other countries held a convention in Prague from October 9 to October 15, 1922. Among the topics considered was how to organize the university work of Russians now sojourning abroad and how to keep up intellectual touch with the native country. A Russian faculty of law is maintained at the University of Prague, and this institution will be a center and rallying point for Russian university students abroad.

Students and Farmers Work Together

The students of Germany and the farmers of Germany are cooperating in an original and mutually helpful way. Farmers' unions of all kinds have joined in a common appeal to all their members to supply the student kitchens with foodstuffs. These supplies are to be furnished either gratuitously or at greatly reduced prices. The students will reimburse the farmers by working for them during vacation. About 40,000 students in Germany receive meals from the student kitchens.

Central Office for Labor Education

The First International Conference for Labor Education, held at Brussels in August, 1922, passed a resolution in favor of establishing a central office for labor education, which would be intrusted with the task of organizing the exchange of information and publications relating to education, of collecting statistics, and of organizing international conferences. A special department for labor instruction has now been established as a section of the Secretariat of the International Federation of Trade Unions.

Difficult to Find Employment for Children

The Board of Education of the Canton of Zurich, Switzerland, has addressed a circular to local school authorities calling attention to the difficulty of providing employment for boys and girls who finish the public schools this spring. The communication says that temporary plans will be found for as many as possible and that a special inquiry will be made to ascertain who at the end of the year have not been placed. Teachers are requested to advise children who do not find employment to continue at school in the advanced class for the ensuing year.

Education for Home Duties

At a meeting in Copenhagen March 15, 1921, representatives of several civic organizations appointed a national committee on "Young women's education for duties in the home." This committee has sought touch with the Minister of Education, the school commission, and the university with the view of inducing the country's educational and political influences to make training for home duties obligatory for young women. A publication, Young Women's Training for the Home, has just been issued by Philip Boeek. It is intended to rally educators and voters of the country in support of the cause.

Students Supply Scientific Instruments

Most students now attending universities in Germany are obliged to earn expenses during intervals of study. At Leipzig, says the London Times Supplement, a number of medical students and students of science have with the sanction of their professors organized workshops for the supply of scientific instruments, etc. A timely donation of 300,000 marks helped them to start. Within nine months the students had earned 6,000,000 marks. The students prepare material for experiments for use in schools and universities, and procure books for foreign scholars and scientists. The proceeds are paid out as wages and as aid to students in need of support.

Women Students Enter New Fields

Das Echo for March 15, 1923, says that notwithstanding the unfavorable outlook the number of women students in higher education in Germany has greatly increased. In 1912 it was 2,000; in 1914 it was 4,000; last year the enrollment reached 8,179. In their studies they do not limit themselves as formerly to medicine and teaching, but they take up national economy with social and industrial careers in view. A considerable number of women students have also of late chosen jurisprudence, theology, pharmacy, and the natural sciences, but, says Das Echo, without considering whether or not they will find openings in these lines.

Specific Instruction for Foreign Commerce

The University of Hamburg has made some important departures in courses and examinations calculated to meet the special conditions of students intending to seek positions abroad. Besides professional training in specialties the new courses will instruct the students in the particular circumstances and conditions of life in the countries to which they expect to go. The university has embodied these departures in the regulations that govern the examinations for foreign diplomas. Details have already been perfected with respect to Spain and Latin America, Portugal, Brazil, the Netherlands, Sweden, Norway, Denmark. The courses will treat the language of each country, geography, history, recent political, intellectual, and industrial developments. The sociology of each country will be taken up, the basis of international law with special reference to the Treaty of Versailles. Instruction in hygiene applicable to the Tropics will be included; the extensive researches of the Colonial Institute will be freely used.

Adoption of Commission's Report Seems Doubtful

The proposals of the grand school commission for educational reforms in Sweden are now debated in the Swedish press. The increased expense involved in some of the contemplated alterations

meets with disfavor. The unity school idea receives general sanction, but the critics insist that it must be carried out so as to avoid increasing the total school period from 12 to 13 years, an increase which the commission's plan involves. English is favored as the first foreign language to be taken up. The proposition to have the state take over the higher education of girls meets with approval; so also the measure the commission's plan embodies to find gifted pupils in the schools and help them in the full development of their gifts. But plans for extending coeducation are opposed. The opposition cites the case of Norway, where the movement for its adoption some years ago was strong, but where of late a complete reversal of opinion has taken place. Both sides advance arguments from the United States, the opposition claiming that a movement against coeducation is developing in this country. The conservative papers of Sweden say, Give us time to assimilate a few of the recent reforms with which we have already been favored—new courses, new study lines in the gymnasium, the realskola examination, electives, etc.

To Extend the Study of the Constitution

Definite courses of instruction on the Constitution of the United States are now required by law in the public schools of 22 States, according to a bulletin of the National Security League. The States which have passed this law are: California, Delaware, Florida, Idaho, Illinois, Iowa, Massachusetts, Michigan, Minnesota, Nevada, New Hampshire, New Jersey, New Mexico, North Carolina, Ohio, Oregon, Rhode Island, South Dakota, Tennessee, Texas, Utah, and Vermont. Believing that the passage of such a law is an indispensable fundamental of patriotic education, a committee of the league is continuing its efforts to place such a law on the statute books of every State in the Union. The bill has been introduced in the legislatures of seven other States, Colorado, Connecticut, New York, Oklahoma, Pennsylvania, West Virginia, and Wisconsin.

Cornell University Medical College has recently extended the services of its pay clinic to school children outside of New York City. This clinic, which has hitherto been open only to children within the city, provides the services of members of the faculty in all the chief branches of medicine and surgery, and charges a fee of only $1 for each visit, examination, and treatment.

States Safeguard the Health of Working Children

Twenty-two States now require the physical examination of every child applying for an employment certificate, according to the newly revised edition of a bulletin on Physical Standards for Working Children, issued by the United States Department of Labor through the Children's Bureau. The bulletin contains the recommendations of a committee of physicians who were appointed by the bureau to prepare a standard form for use in examination of children seeking to enter employment.

Since the publication of the first edition of the bulletin, two years ago, a considerable number of changes have been made in the various State laws with reference to such examinations, and the summary of legal provisions which it contains has now been brought up to date. One State, Virginia, is said to have advanced in this respect to a stage beyond that of the other States, in that it now requires the examination of every working child at regular intervals during the years when he is especially susceptible to the strains of industry. It should thus be possible to determine whether the work at which he is engaged is injuring his health or interfering with his normal development. In certain other States a child must be reexamined when he goes from one employer to another, but since he may remain with his first employer until he passes the certificate age, the bulletin points out that this is not so adequate a provision as the new Virginia law.

In addition to the 22 States requiring a physical examination for every child before an employment certificate is first granted, 8 others and the District of Columbia allow the certificate-issuing officer to require an examination when he is in doubt as to the child's physical fitness; but many officers, it is said, do not realize the importance of this phase of their work. In 18 States there is still no legal provision of any kind for examination, even when a child first enters employment.

Membership in the student tours of the Institute of International Education, which has hitherto been reserved for college students and instructors, has been extended to include the older students in some preparatory schools. These tours are a noncommercial undertaking, and are organized under the general sponsorship of the Institute of International Education and the special sponsorship of the Federation de l'Alliance Francaise and the Italy America Society.

Specialists Required for Bureau of Education

United States Civil Service Commission Announces Nonassembled Competitive Examinations

WANTED, 1 specialist in physical education and school hygiene, at $3,000 to $3,500 a year; 1 educational statistician, at $3,000; 1 associate statistician, at $2,640—all for service in the Bureau of Education.

Correspondence relating to examinations for these positions should be addressed to the United States Civil Service Commission, Washington, D. C., or to the secretary of the board of civil-service examiners at the post office or customhouse of any city. Receipt of applications will close on June 15 for the statistical examinations, and on July 17 for the school-hygiene examination.

Will Be Chief of Division

The specialist in physical education and school hygiene will, under general administrative supervision, direct the activities of the division of physical education and school hygiene in the Bureau of Education; conduct studies and gather and organize information in the field of physical education and school hygiene, including health education, hygiene of school management and instruction, and related subjects, and will disseminate such information through publications, correspondence, public addresses, and other appropriate means.

The duties of the statistician as chief of statistical division will be to have responsible charge of the statistical division of the Bureau of Education, the principal function of which is to collect and compile statistics of all classes of educational systems and institutions in the United States. He will plan and direct statistical inquiries, devise statistical questionnaires, prepare plans for the tabulation of statistical data, interpret such data, and supervise about 14 employees in the execution of the statistical detail involved.

Will Require Work in Field

Under the direction of the chief of statistical division, the associate statistician will collect educational statistics at first hand from State departments of education, city boards of education, and educational institutions, such duty involving a considerable amount of field work. He will also be engaged in the Bureau of Education at Washington in the preparation of statistical reports for tabulation and in the compilation and interpretation of educational statistics.

Associations of Teachers for Mutual Benefit

Professional Improvement, Sociability, and Benevolence the Purposes Usually Stated. Many Participate in Civic Activities. A Few Loan Funds and Maintain Health Insurance for Members

By JESSIE M. ROBBINS

TEACHERS' clubs have been formed in many cities to bring teachers together for the promotion of professional spirit, for encouragement of social activities, and for other benefits which can be gained by joining forces. Many of them are chiefly social, but as they become firmly founded, more and more associations use the advantages of organization for other than social ends. For example, the Kalamazoo (Mich.) Club last year made an educational survey of the city schools, and paid for the printing and distributing of 10,000 copies of a booklet showing some of the results of this survey. This year the club is publishing a fortnightly educational paper and distributing 5,000 copies free among the homes of the city.

Lectures by Well-Known Men

The Portland Teachers' Association has for its first objective mutual improvement, its second, sociability, and its third, benevolence. Lectures on educational subjects are given under the auspices of the club. Among the lectures given during the past school year was one by Payson Smith, State commissioner of education, Massachusetts, on current problems in education, and one by James F. Hosic, teachers college, Columbia University, on major principles of teaching. Lectures are also on the program of the Hartford Grade Teachers' Club, and this season the club has listened to such men as Otis Caldwell, director of the Lincoln School, Columbia University, John Erskine, Columbia University, and Sigmund Spaeth, music critic for the New York Times.

Procures Special Rates to Operas

Many clubs help to improve the cultural opportunities of their members. The Philadelphia Teachers' Association is able to offer its members reduced-rate tickets to operas and theaters. This year the organization issued nearly 15,000 reduced-rate coupons. In cooperation with other organizations, the association conducts a series of weekly talks. This year's program has included Henry Turner Bailey, head of the Cleveland School of Art; Victor Herbert, the composer; and the late H. E. Krehbiel, music critic of the New York Tribune.

Other activities of teachers' clubs have included the maintenance of a loan fund for teachers at nominal interest or none, establishing of health insurance, provision of legal advice, participation in civic affairs, and efforts to gain better salaries, more secure tenure, and pensions. The president of the Michigan Federation of Teachers, which unites 54 clubs representing a membership of more than 15,000 teachers, reports that in some cities the club sends a representative to all meetings of the board of education, and that some clubs have formed educational divisions in the chambers of commerce of their respective cities, cooperating to advance educational work in the city schools.

Association Pays Substitute for President

Believing that teachers should take part in the work of civic organizations, the Los Angeles board of education arranges for the president of the city teacher's association to teach forenoons only, assigning a substitute, who teaches the class regularly in the afternoons. This substitute is paid from the funds of the teachers' association, which also provides a car for the president's use.

In Springfield, Ill., the Teachers' Federation, including both men and women, takes up only financial and professional matters, while the Teachers' Club, for women, is entirely a social organization.

The Minneapolis Teacher League is divided into eight sections, including administrators, principals, senior high-school teachers, etc. Each section is complete in itself, having its own professional, civic, salary, and social committees. The chairmen of these committees unite to form similar committees for the league as a whole.

Buffalo Association Owns Clubhouse

Most of the associations rent their clubrooms, but a few have bought homes, and many are planning to build clubhouses. The Women Teachers' Association of Buffalo, N. Y., owns its clubhouse, worth $30,000, free of debt, and the Teachers' Club of Springfield, Ill., owns its building but rents the site. The Portland Grade Teachers' Association has a nucleus of $5,000 for its building fund, and is adding more to it.

In Binghamton, N. Y., a clubhouse is maintained in half of a two-family house, which is the property of the board of education. The apartment is used during the school day by the home economics classes of the girls' continuation school, and at other times by the teachers' club. The board of education furnished the house, and the teachers' organization bought a second piano, electric floor lamps, pictures, cretonne hangings, and a Victrola. The teachers use the house for laundry work, shower baths, shampooing, etc., as well as for entertaining. Hot water is plentiful and there is enough silver and china for serving 12 persons. The girls of the continuation school take entire care of the house with the exception of the heavy cleaning, and one teacher makes her home in the building. No charge is made for the use of the house, and any teacher may make a reservation of any of the facilities by telephoning the superintendent of schools.

Recreation is one of the main objects of teachers' associations. Swimming, dancing, and gymnasium classes, bowling teams, hiking clubs, card parties, luncheons, dances, dinners, and dramatics are among the activities organized under the sponsorship of the various associations. The Seattle Grade Teachers' Club, which enrolls 90 per cent of all the teachers in the school system, gave a dinner attended by 400 persons at the beginning of last school year to welcome the newly appointed teachers. Another dinner, equally large, was given by this club to honor the officers of the 80 local parent-teacher associations and the members of the central council of these associations.

Seven Hundred Courses in Summer Quarter

More than 700 courses will be offered at the University of Chicago summer quarter. These courses will be the same in character and credit as those given during the regular school year. They will include courses in the arts, literature, science, divinity, law, medicine, education, commerce and administration, and social service administration. More than 350 persons will be on the summer quarter faculty, including about 100 from other institutions.

More than 4,000 duplicates of the various specimens in the National Museum, Washington, D. C., were distributed to schools and colleges during 1920, according to a report recently issued by the museum.

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· SCHOOL LIFE ·

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JUNE, 1923

Lessons of the Kershaw County Holocaust

THE TRADITION that country schools are immune from serious danger from fire has been violently shattered. A two-story building in the open country at Cleveland, Kershaw County, S. C., burned while an audience of 300 persons were gathered to witness a school play. Seventy-seven lives paid the penalty of the faulty construction of the building. Of the dead, 41 were children. Scores of others were injured, many of them seriously and permanently.

The play was presented in the second-story room from which the only means of egress was a narrow wooden stair. During the progress of the play a kerosene lamp which hung over the stage fell, scattering burning oil in every direction. Panic followed a brief period of uncertainty, and a mass of humanity jammed the fragile stairway and the single door leading to it. The stairway gave way under the excessive weight, and those who were upon it were piled in the closet beneath, unable to extricate themselves.

The fire spread with great rapidity over the dry pine building, and the splintered stair was veritable kindling wood; those who were caught in its wreckage were quickly burned beyond all semblance to humanity.

Some of the men, less frantic than the rest, dropped numbers of women and children from the windows to safety; but many without thought cast themselves headlong to the ground and sustained broken bones and other injuries so serious that some of them have since died and others will be hopeless cripples during the rest of their days.

With no means of checking the fire the destruction was soon complete. A few of the dead were recognizable, but most of them were so burned that no means of identification remained. Sixty-six charred remnants of human bodies were buried in a common grave.

Scarcely a household in the community remains without the loss of some of its members, and a few families were wiped out completely. The disaster was one of the greatest in the history of schoolhouse fires. The State of South Carolina is overwhelmed, and the county of Kershaw is prostrated with grief which reaches well-nigh every inhabitant.

There was no suspicion of the safety of the building which burned. It was as good as country schoolhouses usually are. The school superintendent of the stricken county is quoted as saying that three-fifths of the children of the county attend school every day in buildings which are no better and no safer than the one which was burned.

Fires have destroyed country schoolhouses in considerable numbers, but as a rule good fortune has prevented the loss of life. The horrible occurrence at Cleveland proves that an unsuspected weakness in some apparently unimportant fixture might at any time produce an appalling disaster that will make a mockery of the foolish economy that prevented the proper safeguards.

The lessons are obvious. It is the paramount duty of every officer charged with responsibility for any school building to take immediate steps to remove every possible source of danger. Unfortunately, in many cases the responsible officers do not recognize dangers that would be obvious to the eye of one practiced in searching for fire hazards. Inspection by State officers is, therefore, imperative.

In the meantime, county superintendents and school trustees everywhere should bring to bear all the knowledge and influence they possess to remove at least the most obvious evils, always remembering that the life of loved ones surpasses all considerations of cost. Picture the desolation of the Kershaw County farmer who stood by the open trench in the Beulah graveyard knowing that his wife and child were before him in the charred heap of unrecognizable remains. Could he have foreseen this, would he not have given half the value of his farm to build another stairway in that schoolhouse? Would not any reasonable expense be voted cheerfully in any intelligent community to prevent another such happening?

There is no excuse for ignorance as to what constitutes safety. Information may be had for the asking concerning any detail from the proper State education department, from the State fire marshal, from the National Board of Fire Underwriters, 76 William Street, New York City, and from the National Fire Protection Association, 87 Milk Street, Boston, Mass. A request to any of them should surely bring specific information or the name of some one who can supply it.

The vacation season is the best time to make the changes or alterations which are necessary. Nothing could be of more importance, and immediate attention to the matter is earnestly urged.

An Essential Adjunct to the Public School

EVERY American who delights in the success of the American public school must experience a feeling akin to exultation when he considers the growth of the parent-teacher association and its significance.

This organization has within a very few years spread rapidly over the country. Its membership now includes 537,000 persons, and it is increasing by leaps and bounds. Under various names, it flourishes in every State, for the school-improvement associations, community leagues, parents' councils, and the like are essentially identical in method and purpose with the parent-teacher association. The last named, however, represents the general movement, and because of its greater membership and its effective State and national organization it is foremost in the popular regard.

It is scarcely too much to say that the parent-teacher idea has supplied the final element necessary to fix the public-school system firmly in the lives and in the affections of the American people. There has never been any evidence of decadence in the schools, to be sure, but undoubtedly a tendency was increasing toward unwholesome aloofness between school managers and school patrons. The need of closer contact was felt instinctively; and the parent-teacher association, once its function was fixed, attained a degree of popularity that was well-nigh instantaneous and universal.

The organization has been conducted with remarkable tact and skill. Cooperation is its watchword. No effort has been made at any time or in any place to control the schools or to direct their curricula. On the other hand, the school authorities have never attempted to use the association as a tool to promote their own ends. Either would be disastrous, and both have been carefully avoided.

We have reason to rejoice that an effective agency has been devised to fill a palpable need of the public-school system; and we may be pardoned if we claim that by that means American schools are approaching, and are the first to approach, the ideal of complete professional control and complete popular cooperation.

Has Seen Five Generations Pass Away

Schoolhouse in Alexandria, Va., Was Built 160 Years Ago. Used as a School Considerably More Than a Century. Endowed by George Washington as Free School

WASHINGTON School Building, in which tradition says that George Washington founded the first free school in Virginia, is still standing in Alexandria, and is in such good condition that it is in daily use as a schoolhouse. The old structure was built in the eighteenth century, probably about 1762, and there seems to be no doubt that it has been used as a school for considerably more than a century.

Like many other buildings of colonial times, it was built of English brick, and its massive walls show little effect of the hundred and sixty-odd years that have passed over them. Its plan would scarcely be approved by present-day school architects, for it consists simply of three rooms, one above the other. Entrance to the first room is directly from the school yard, but to reach the others it is necessary to ascend stairs which are built outside the house itself.

Old Washington Schoolhouse, Alexandria, Va.

The building stands within a few feet of a modern school building which was erected in 1888 on the site of another schoolhouse which was a contemporary of the ancient structure. In the meantime still another school building stood in the same place for 75 years, but that is another story.

The first building of the three was occupied by the Alexandria Academy, a flourishing private school of the type common at that time. Its pupils paid for their tuition as a matter of course. Impressed by the need of worthy children unable to pay for their schooling, George Washington informed the trustees of this academy in 1785 that he intended to bequeath to them £1,000 to provide free instruction for orphans and other children unable to pay. He stated that he was not then able to advance that sum, but that he would begin at once the payment of £50 a year as interest upon it. The trustees accepted the offer. The interest was paid to them regularly for 14 years, and after Washington's death they received the £1,000 which was promised.

The old Washington schoolhouse is, in the popular belief, the building in which the free scholars received their instruction. The local historians say that the old house was originally the dwelling of Colonel Marsteller, a friend of George Washington during his life and one of his pallbearers after his death. If this is true, as it appears to be, it is not certain at what time the building was transformed from a dwelling into a schoolhouse, but the change is supposed to have been made about the time of the establishment of the free school; that is, about 1785.

English School Studies American Institutions

To promote friendship between England and the United States, an Anglo-American school, the School of Bembridge in the Isle of Wight, England, was founded at the end of the Great War under the presidency of John Masefield, the poet. This school not only presents the history of England in relation to the history of the United States, but has established the history of the United States as a regular part of the curriculum studied by all of the senior classes. By means of lectures, exhibitions, etc., every opportunity is taken to arouse interest in America among the students. The school possesses a library of American literature and history, and devotes a section of the museum of pictures to illustrations relating to America.

As part of the historical research work done by the upper classes, a group of boys recently studied the Constitution of the United States, and similar research work on American questions is done from time to time. Representatives of several educational institutions in the United States have become vice presidents of the school, including Dr. Charles H. Judd, dean of the school of education, University of Chicago; Dr. Samuel P. Capen, formerly director American Council on Education, Washington, D. C.; Dr. Lotus D. Coffman, president University of Minnesota; Dr. Otis W. Caldwell, director Lincoln School, teachers college, Columbia University; and Dr. Stephen P. Duggan, director Institute of International Education.

Washington Students Pay Their Own Way

More than five-sixths of the men students at Washington State College have earned or are earning part or all of their expenses. In replies to a questionnaire addressed to 1,374 students on this subject, only 16 per cent were reported as not taking some part in earning their way through college.

In reply to the question, "Did you earn money which brought you to school?" nearly half of the men replied that they had earned all of it. Eight per cent of them had earned two-thirds of this money, 13 per cent had earned half of it, and 12 per cent one-third of it.

Thirteen per cent of the students expect to earn their entire expenses during the school year, 8 per cent expect to earn two-thirds, and 14 per cent expect to earn half of them.

Vermont Celebrates Normal School Centenary

Samuel Read Hall Established the First Teacher-Training Institution in 1823. Lectured on School Keeping

By J. F. ABEL

THE FOUNDING, just 100 years ago, of the first teacher-training school in the United States and the memory of its founder, Samuel Read Hall, are soon to be honored by the people of Vermont with appropriate commemorative ceremonies. The last general assembly of the State passed a bill providing for the erection of a memorial tablet on the former site of the school and created a commission to procure and place the tablet and arrange a program of exercises. The program has not yet been formulated but it is expected that the exercises will be held on August 16, Bennington Battle Day.

Pastor as Well as Teacher

The event that is to be commemorated by the State was one of the very important ones that helped to shape educational policies in America. Mr. Hall in February of 1823 was invited to become pastor of the little frontier church in the hilltop village of Concord Corner, Vt. He accepted the call on the condition that he be allowed to open and conduct a school for training young men and women to teach. He had been a teacher in Maine, New Hampshire, and Massachusetts, had worked out as actualities in the schoolroom some of the things which he later published, and he believed that he could do much good by "teaching the teachers" of Concord Corner and the neighboring villages. The conditions he stipulated were readily agreed to by the church. He entered upon his duties as pastor on March 4 and a week later opened his school.

During the summer an organization of citizens of the town erected a two-story building in which to house this pioneer normal school, and established it as an institution. A few children were received for the specific purpose of forming a model school where the principal might demonstrate correct methods and the student-teachers carry on practice teaching under observation.

Eighteen Years Before Lexington

The American Journal of Education says of it:

"Here in an obscure corner of New England, under the hand of one who was, to a remarkable degree, self-taught, self-prompted, and alone in planning it, was an institution with all the essential characteristics of a normal school 18 years before the Massachusetts movement had reached that point of development which secured the establishment of the normal school at Lexington."

In order to waken interest in the training of teachers Mr. Hall prepared a course of lectures on school keeping, probably the first effort of the kind made either in the United States or Great Britain. At the time he first delivered them he knew of no other tracts on the subjects he discussed. When his lectures were published in 1829, two editions were quickly exhausted and a third edition of 10,000 copies was printed on the order of the superintendent of public instruction in New York for distribution to all the districts of the State.

The school at Concord Center was conducted by Mr. Hall for seven years. He then assumed charge of the newly established teachers' seminary in connection with Phillips Andover Academy. No qualified principal could be found for the Concord Center school so it was changed into the conventional academy of that day.

Summer Courses in Parent-Teacher Work

Eight Institutions Offer Instruction in Organization and Conduct of Parent-Teacher Associations

By ELLEN C. LOMBARD

COLUMBIA UNIVERSITY offers in its school of education a course listed under "Education S212c"—The organization and conduct of parent-teacher associations with credit only when taken with some other course in education. This course, given in cooperation with the National Congress of Mothers and Parent-Teacher Associations, will consider the needs for parent-teacher associations, how to organize them, the problems and opportunities and achievements of associations in all parts of the country. An exhibit of the many varieties of publications will be open to superintendents, principals, teachers, and parents. The course will be given by Mrs. Arthur C. Watkins. This is the second year that a course on parent-teacher associations has been offered at Columbia.

The University of Tennessee offers in its summer session a parent-teacher conference and course, beginning June 25. The work will be conducted by Mrs. Eugene Crutcher, Miss Lynn, Doctor Curtis, and Mrs. Winifred Carberry.

Massachusetts State Department of Education in its university extension division offers a course to parents at the request of the Massachusetts Parent-Teacher Association. The department announced that Prof. George Ellsworth Johnson, of Harvard, a specialist in problems of childhood, would conduct a course on "The child in preschool years." This course began April 11.

Another course for parents in Massachusetts was offered by Boston University. Lectures on home problems were given by Professor Groves, beginning April 13.

A 10-hour course in parent-teacher work has been scheduled for the teachers at the Hyannis Summer School, which includes a history of the movement, its possibilities, how to organize, and conduct a parent-teacher association. This course will be given during the week of July 16 by Mrs. Winifred Carberry, field secretary of the National Congress of Mothers and Parent-Teacher Associations.

A course will be given by Mrs. Carberry by the courtesy of the trustees of Boston University in Boston during the week beginning July 23.

Students in education at Radcliffe College have had for two years, in the beginning course, instruction regarding the purposes and activities of parent-teacher associations.

A course on parent-teacher association work for parents, teachers, and principals at the Chicago Normal College opens July 2 and closes August 3. The course consists of lectures, discussions, assigned readings, and reports. This will be a practical course in education and full credit will be given.

Graduates of Women's Colleges Become Teachers

The teaching profession still leads in attracting women college graduates, according to a study of the occupations of recent graduates of five women's colleges made by the News-Bulletin of the Bureau of Vocational Information. Of 1,305 girls who were graduated in 1922 from Barnard, Goucher, Radcliffe, Smith, and Wellesley, 556 are reported to be gainfully employed, and more than half of this number, or 355, are teaching. The second largest group of graduates, numbering 156, are engaged in graduate and professional study, and since it is probable that many of these are taking courses in schools of education, it may be concluded that the number of graduates who have been attracted to the teaching profession is even greater than the present report shows.

Recent Progress in Musical Instruction.

(*Continued from page 218.*)

pupils in almost all cases provide their violins and other instrumental equipment.

Other orchestral instruments, such as basses, cellos, flutes, clarinets, cornets, trombones, timpani, etc., while studied by fewer pupils, on account of their cost or their limitations as solo instruments, especially in relation to the home, have not been neglected. Much class instruction in cornet is given, and in some cities there are classes in all the instruments mentioned and in all the other instruments of the orchestra and band. Textbooks which present graded courses for use in class instruction in cornet, trombone, etc., have lately appeared in print, and thus give evidence of a demand. But where class instruction is lacking on account of smaller numbers applying, there is still much instruction in these less favored instruments, given at school expense or under school auspices to individuals or small groups of two or more members. A teacher or supervisor of instrumental music who also has charge of much ensemble work may give such instruction. The school, however, usually owns these other instruments and, reversing its practice with respect to the volin, provides the instrument. But if no instruuental teacher who is familiar with the particular instrument is regularly employed by the school, the cost of instruction is likely to be placed upon the pupil under such advantageous arrangements as the school is able to make for him.

Many Public-School Piano Classes

In addition to orchestral and band instruments the piano has become a subject for class instruction in a large number of schools, and many thousands of pupils are members of public-school piano classes. Carefully devised musical textbooks for their use are already published and widely used; and the present extent of instruction is so great that it has led to that discussion and interchange of opinion that is necessary to further development. Instruction is frequently at public-school expense, since regularly employed teachers of music are likely to have more knowledge of piano than of any one orchestral instrument. Statistics have not kept pace with the growth of the work, however, and no figures can be quoted as to administrative plans or the number of pupils uow enrolled. It is safe to say, however, that this instruction has now passed the experimental stage and is lately coming to be recognized as a valid feature of public instruction in music.

The value of instruction in instrumental music in general can not be overestimated. To master the technic of an instrument unquestionably enlists more powers of the individual than are required for singing. In the case of piano, the music has many tones. These first give an individual experience in harmony that is lacking in vocal practice. A matter of greater importance is that piano music requires independence of hands and fingers, many different rhythms and musical patterns being woven together into a musical structure of much more than monophonic simplicity. The powers used are also different from those used in singing; and since the piano pupils also sing, their piano practice represents a very rich additional development. This same fact holds true in the case of the study of any orchestral instrument. But most important is the fact that instrumental music introduces the pupil to pure or absolute music, while all his other music in school leads him to regard music as song-story—description, uarration, or picture of some event or situation of worldy importance. It is futile to expect intelligent audiences for our symphony and chamber music concerts, futile to expect intelligence with respect to most of the music of Bach, Haydn, Mozart, Beethoven, and many later composers, if the sole musical instruction of our people has consisted of the singing of unison and part songs of elementary-school or even high-school range. They must be brought to a comprehension of music as beauty of tone, beauty of tonal design, tonal architecture of idealistic nature that is remote above the clash of worldly feeling, before they understand music as the musician understands it. And there is no agency in our public schools that tends to bring this about so promptly and surely as the study by the pupils of musical instruments aloue and in ensemble.

Instruction Now Definitely Technical

It is notable, too, that this attention to instrumeutal music represents an advance from the general to the specific, from vaguely cultural to definitely technical instruction. The cultural values are by no means lost. They are rather greatly enhanced. But placed under them, to give them greater firmness of base and permanent strength, is a definite technical accomplishment which has wrought itself into the pupil's physical, mental, and artistic nature by dint of happy and earuest application.

Mechanical instruments for reproducing music, aided by an advancing musical culture in the Nation as a whole, have led to the lnauguration of systematic instruction in appreciation of music in large numbers of schools and some attempts of the kind in the majority of schools. One form which this effort has taken is that of music memory contests. Hundreds of schools have, by this plan, made thousands of children acquainted with a large range of pieces of the world's best music. The Bureau for the Advancement of Music, aided by the music department of the General Federation of Women's Clubs and the National Federation of Music Clubs, has done much in assisting schools to organize these contests.

Difficult to Teach Musical Appreciation

Entirely apart from them, however, there is an increasing amount of regular instruction along lines of musical appreciation in elementary schools. It must be confessed that, owing to the very nature of the subject, this work is not as clear as to aims and as well defined as to its essential processes as other phases of public-school music. To teach children to know and love good music (and this implies that they are also brought to recognize and have a distaste for vulgar, tawdry, flimsy music) is much more difficult a problem than to teach them a technic or skill, for it requires a molding of the child's deepest and most essentlal affective states. Often, it may be, true appreciation results not from the teaching that is done but in spite of it, as a consequence of the musical experience itself, which works its way serenely, notwithstanding the interrupting voice of the teacher. Certain it is that an unfailingly good and pure musical experience would be the surest foundation for later appreciation. Equally certain is it that appreciation is something to be caught, not taught, and that the feeling of the teacher, as in the case of moral teaching, is most powerful in arousing similar feeling on the part of the pupil. But it is difficult to translate the impartation of states of feeling into definite schoolroom processes; and teachers are consequently driven to making and to evoking from the pupils observations, comments, analyses, which may be positively interruptive and tangential in character, and may spoil the elusive and unanalyzable mood that the music itself might create. The very voice of the teacher, as well as what he says, must be attuned sympathetically to the music if a contribution and not an interruption is made by his

remarks. But whether full efficiency is attained yet or not, it is certain that in this latest phase of public-school music we have something of untold value and illimitable possibilities. The thought and effort now devoted to it can be relied upon to bring the necessary refinements in a few short years.

Growing Importance of High-School Music

Mention has been made of the fact that systematic instruction in music of high-school grade is of late introduction in high schools. The progress so lately begun has never halted. The addition to chorus practice of instruction in orchestral ensemble, the technic of orchestral instruments, courses in harmony, and courses in musical appreciation have already been noted. The instruction in harmony, it should be further stated, is not rudimentary but is frequently as serious, thorough, and efficient as that done in a good conservatory of music. A two-year course, on the basis of five hours per week, fully credited, and including thorough ear training and original composition, is not at all uncommon. Class songs, musical compositions for school entertainments, even entire cantatas, the music composed by the harmony students and the text, costumes, staging, scenery, worked out by the English, art, and physical training departments, have been produced in the past two years on more than one occasion. The musical appreciation, similarly, is often on a five-hour basis, and consists not only of provision of a rich musical experience, but also, because the age of the pupils now makes it possible, of a thorough examination of the characteristics that give good music its fineness, strength, and beauty, or, by their absence, make music flimsy and inane. Much illuminating study of musical history, biography, and form is necessarily included.

Instrumental Instruction Reacts on Vocal

The progress of definite technical instruction on musical instruments has begun to react upon vocal practice in high schools and to a lesser extent in elementary schools. Supervisors of music are beginning to see that, although instrumental instruction in the schools is recent, it has attained a position in the minds of pupils, parents, and teachers, and has produced educational results in the learner, that in some ways have surpassed the effects produced by the long years of study through the medium of voice alone. The conclusion to which this leads is that indefinite cultural instruction (definite only in point of sight singing) is inferior to definite instruction that includes the same cultural values and the same technic of sight reading, but that adds a technic of means of expression besides.

Why should pupils not have specific vocal training to sing in chorus, just as they have specific instrumental training to play in orchestra, is the question. Moved to the conclusion that such vocal training is equally practicable and desirable, or more so, since a much greater number of persons sing, high schools have begun to give class instruction in voice, and more of definite vocal technic is taught in elementary schools. In high schools the effect is often magical. Pupils, boys especially, who have taken little interest in chorus practice because it seemed to consist of learning one piece of music after another, become keenly interested when a technical accomplishment is sought. And the cultural value becomes greater; for when the pupil seeks greater beauty of tone and a voice control that will give him an adequate medium for the expression of musical effects he is at once on the road toward true musical effects.

Of course, vocal technic, like any technic, might become academic; but in public schools there is little danger that application of technic to the production of the best music possible will ever be neglected. The next wave of progress in our public school music is likely to be a vast increase in instruction in voice production and management, applied in beautiful singing.

Scholarships for Effective Work in Health Education

To enable teachers, supervisors, and educational executives to do more effective work in health education, the American Child Health Association offers a series of scholarships and fellowships for professional training in health teaching at universities, colleges, normal schools, and health-education demonstration centers. Ten thousand dollars will be given in 25 awards ranging from $200 to $1,000 each. Fifteen of these scholarships, amounting to $200 each, which are open to holders of teachers' certificates, provide for courses during the coming summer, and these will be awarded on June 15. Five scholarships and fellowships for the school year 1922–23, worth $1,000 each, are open to college graduates now in service as principals or elementary-school supervisors, and five scholarships, worth $500 each, are open to normal-school or college graduates now engaged in classroom teaching.

British Commission Report on Sex Instruction

Questions Concerning Origin Should Be Frankly Answered. Instruction Effective Only Where There Is Affection

By FRED TAIT

SOME time ago a commission was appointed by the British Government to inquire into the best methods of inculcating into the minds of the young the knowledge necessary for their development into wise and worthy citizens and parents; and various other questions connected with the development of the adolescent into a full knowledge of sex. The president of the commission is the Bishop of Birmingham, and its other members are representative of the professions connected with the mental, physical, and spiritual welfare of the young.

A large number of witnesses drawn from these same professions and including parents of children was examined and a report of the inquiry was recently presented to the Government.

On the subject of direct education on sex matters the commission reports that if "the moral safety and welfare of youth" is to be safeguarded such instruction "must be undertaken, and should be therefore considered, not as an irksome duty, but as a privilege." Therefore all questions of children concerning their origin should be frankly answered without any repetition of the old fable of the stork and of the apple tree, and the children should be encouraged to believe that they have asked a perfectly natural question and have not committed an offense.

From an absolute neglect of sex instruction we should not proceed to the extreme of magnifying it into something of paramount importance. It should be treated as one aspect of life generally, important but no more important than cleanliness of body or due preservation of health in other respects. "To invest the sex function with a mystery and a sacredness that are not assigned to the whole of life is to introduce a moral disproportion which may even result in an obsession."

On the vexed question of who is to give the necessary instruction the commission is of opinion that the duty rests with the parents, but is also of the opinion that in many cases the giving of such instruction is more than can be expected from the parents. In such cases where the parents are not competent to give the instruction the duty falls on the teacher, if the parents consent.

Summer Meeting National Education Association

San Francisco, Oakland, and Berkeley Will Be the Hosts. Program Arranged by President Owen Includes School Finance, Training of Teachers, Educational Research, Mental Measurements, Etc.

A PROGRAM for American schools will be discussed from the standpoint of the Nation, of the State, of the city, and of the rural school, at the sixty-first annual meeting of the National Education Association, at Oakland-San Francisco, July 1–6. In this discussion Thomas E. Finegan, State superintendent of public instruction, Pennsylvania, for the State, William L. Ettinger, superintendent of schools, New York City, for the city, and Florence M. Hale, State agent for rural education, Maine, for the rural school. Educational research and the American school program will be the subject of an address by Charles H. Judd, director of the school of education, University of Chicago.

Thrift education will be considered by Edith McClure Patterson, Dayton, Ohio, and education for parenthood by Alma L. Binzel, assistant professor of child training, Cornell University. Mental measurements will be taken up by Lewis M. Terman, head of the department of psychology, Leland Stanford University. George Drayton Strayer, professor of school administration, Teachers College, Columbia University, will present a study of the financing of American schools. Training of teachers in service will be the subject of a talk by James F. Hosic, associate professor of education, Teachers College, Columbia University.

An educational and patriotic program under the joint auspices of the National Education Association and the American Council on Education will be held at the Greek Theater, University of California, Berkeley, on the morning of July 4. Among those who have been invited to speak are Will C. Wood, State superintendent of public instruction, California; William W. Campbell, president University of California; Alvin M. Owsley, national commander American Legion; and Gen. John J. Pershing.

Distinguished Foreigners Will Attend

The World Conference on Education, which will begin on June 28, will hold a joint session with the National Education Association on July 5. Augustus O. Thomas, State commissioner of education, Maine, who is chairman of the committee on foreign relations, will make an address. The Princess Santa Borghese, Rome, Italy, and other foreign delegates, including one from the Orient and one from Latin-America, will also speak. Herbert C. Hoover, Secretary of Commerce, has been invited to address this meeting.

President Harding Invited to Speak

The work of the American Junior Red Cross will be described by Henry Noble McCracken, president Vassar College, at the Sunday evening session, July 1. At this session Frank F. Bunker, executive secretary of the Pan-Pacific Union, and a representative of the Pan American Union will discuss the work of these two organizations, respectively. President Harding has been invited to deliver an address sometime during the week of the convention. Committees on character education, illiteracy, rural schools, thrift, cooperation with motion-picture producers and with the American Legion, and committees on other subjects, will present reports. Twenty departments of the association and 16 allied organizations will hold meetings during the week.

Rural leadership will be discussed by Ellwood P. Cubberley, professor of education, Leland Stanford Junior University, at a meeting of the department of rural education. The elements of rural civilization in the course of study for country schools will be considered by O. J. Kern, assistant professor of agriculture, University of California, and a study of rural-school finance will be presented by Mark Keppel, county superintendent of schools, Los Angeles County, Calif.

Discuss School Administration

Modern school board organization will be taken up by Fred C. Ayer, professor of education, University of Washington, at a meeting of the department of school administration. The work of the secretary of a school board will be explained by Reuben W. Jones, secretary board of education, Seattle, Wash., and the business side of school administration will be presented by Robert E. Fulton, secretary board of education, Portland, Oreg. James H. Hickman, assistant State superintendent of schools, West Virginia, will describe a modern plan of organization for State school administration.

Agricultural education will be the main topic taken up by the department of vocational education and practical arts. Charles Skidmore, Federal Board for Vocational Education, will address the department on vocational training in agriculture and the extent to which this training contributes in producing a trained citizenry. B. M. Davies and J. B. Lillard, State supervisors of agricultural education in Colorado and California, respectively, will also discuss this subject. Reorganization of athletics, standardized tests, individual differences in students as a problem in school counseling, and the place of social sciences in the curriculum of high schools will be discussed by the department of secondary education. Among the other departments which will meet during the week are the departments of higher education, of child hygiene, of classroom teachers, of normal schools, and of the wider use of schoolhouses.

A curriculum in health education will be discussed by the International Health Education Conference, which will hold eight sessions under the auspices of the World Education Conference and the National Education Association. The place of the nurse in health education will be studied, and speakers will point out opportunities for health education offered to nurses in the training school.

The National Council of Teachers of English, the National Federation of Modern Language Teachers, the American Junior Red Cross, and the Illiteracy Commission will also meet during the week.

State-Wide Contest in Academic Subjects

To stimulate scholarship in Kansas high schools, the Kansas Agricultural College recently held a State-wide contest in English, science, mathematics, social science, and foreign language. Each high school was permitted to enter a team of three senior students. A silver cup was given to the team making the best scores, and gold, silver, and bronze medals were given to members of the three highest teams. The individual students who made the three highest scores received scholarships of $100, $75, and $50, respectively.

To fill the great need of competent doctors in the rural districts of New York State, the Albany Medical College encourages country boys to enter the college. Other things being equal, a boy from the country is given preference over a boy from the city.

Twenty-six States of the Union now have laws requiring the schools to teach fire prevention.

Library Development in the Southern States.

(Continued from page 217.)

This meeting is held at a decisive but encouraging period in the history of library development in the Southern States. On every hand are signs of awakening and of progress. The South has now come to a point in its economic development where it is better prepared to give attention to cultural matters than it was even in 1860. The section is becoming rich and prosperous. The rural South is no longer poverty-stricken, lying in the ashes of our cruel Civil War, but, arising phoenixlike, it is growing more conscious of its power. The overwhelming majority of its population is nonurban, living in the open country. The problem of library extension in the South therefore is chiefly a rural problem.

College Registration Indicates Prosperity

In 1919 the value of all farm crops in the United States was slightly over $14,000,000,000. Of this sum, the South produced $5,000,000,000, or 36 per cent. Over 40 per cent of the 33,000,000 cotton spindles in this country are located in the piedmont section of Alabama, Georgia, Tennessee, North and South Carolina. Each year witnesses an increasing volume of capital and of mills transplanted from the North to the South. While the rural southerner, like most other classes of Americans, has spent some money recklessly during the past few years, his prosperity has been unchecked. This is reflected in a greatly increased registration of students in southern colleges and universities, which, particularly in the South, is a barometer of prosperous times.

Expenditures Show Progressive Attitude

Possibly the most progressive Southern State is North Carolina, which is now spending $50,000,000 in the construction of a splendid system of highways, in two years has spent $42,000,000 on schools, and raised in 1922 a crop whose total value was exceeded by that of only four other States in the Union.

The development of educational facilities usually correlates with the growth of material resources. Between 1900 and 1910 Florida gained in population 42.4 per cent, which was greater during that decade than any Southern State except Oklahoma; and the 28.7 per cent increase in population during the next 10 years was considerably greater than that of any other State in the South. Only 25 per cent of the total population of Florida live in cities of more than 2,500 people, and there are no large cities, with the exception of Jacksonville. Tampa, the second city, has a population of about 51,000.

The great problem in the South is to extend library service to the rural districts, where the mass of the population resides. The people wish a supply of general reading matter as well as agricultural and vocational literature. They want to be regarded as men and women having all-round human interests, and not simply as agriculturists or followers of some occupation, whatever it may be. For these people, a system of State traveling libraries appears to be a much valued service which should be offered in preparation for the later establishment of permanent local libraries.

Reading Courses for Country People

To a great extent the Southern rural folk live on small farms with few neighbors. Each State has districts with the isolation of mountain or coast, and there are many counties having no town of more than 5,000 people. In some sections the adult education movement must precede libraries. To aid in this the United States Bureau of Education is ready to supply its home reading lists and to conduct courses. At the present time, the bureau cooperates in conducting these courses with the extension divisions of the Southern State universities of Arkansas, Kentucky, North and South Carolina, Virginia, and the State and Normal College of Louisiana. Altogether, including all parts of the Nation, we cooperate with a total of 16 States and the Territory of Hawaii.

Rural life is practically unorganized in most of the Southern States, and the church and the school are the centers of community interests. Of these two organizations the church is stronger. Rural southerners are profoundly religious, and their interest is reflected in their choice of books. The North Carolina Library Commission continually receives letters commending the "moral tone" of the fiction circulated and asking for Sunday reading. Not infrequently the rural churches are represented on the foreign field, and a story of missionary adventure is of keen interest. Every church has its Sunday school with its observance of special days, its women's societies, and its young people's organizations, often with well-planned courses of study.

State Library Boards are Needed

With the characteristics of the new South before us, we may consider a working plan for library extension. In the first place, there is need in each State of a central government agency for library promotion. This should be a State library commission, or its equivalent in the State library, or a library extension division of the State department of education. The established political affiliations of the State library sometimes do not seem to harmonize with the requirements of the most effective library extension service.

Eleven Southern States Have Them

The majority of the Southern States are already provided with library commissions or their equivalents, and the most of these are doing increasingly effective work in library promotion and in supplying traveling and package libraries. The States so provided are 11 in number: Alabama, Georgia, Kentucky, Louisiana, Maryland, Missouri, North Carolina, Oklahoma, Tennessee, Texas, and Virginia. Two of these commissions were established in recent years, those for Oklahoma and Louisiana in 1919 and 1920, respectively. The Southern States which still lack library commissions or similar bodies are Arkansas, Florida, Mississippi, and South Carolina, and of these the first two are also still without county library laws. A few years ago Arkansas had an unofficial voluntary commission which rendered some service, and it is hoped the State will in the near future provide for the establishment of a permanent commission. The Arkansas Library Association has asked the legislature to make provisions for a library division in the State department of education. In Florida several attempts have been made to secure a library commission for the State. Bills have been introduced in the legislature for several successive sessions, and some ground has been gained, as shown by a large number of favorable votes at each succeeding session. The sentiment for it seems to be growing, and the Florida State Library Association continues to back it enthusiastically.

Commission Bill Failed in South Carolina

A bill to establish a library commission was introduced into the legislature of South Carolina in 1920, but failed of passage. The intention of the friends of library advancement is to continue the movement for such a commission until it is obtained. The total number of States in the Union now having library commissions is 38, of which 11 are in the South, as already mentioned, if we include Maryland and Missouri.

Last year Gov. T. C. McRae, of Arkansas, inaugurated a great drive in this State to "put more life into a forward educational movement." I do not know an executive in any Commonwealth in the Union who has fought more fearlessly and loyally for the cause of public education. The three definite objectives, according to Governor McRae, were:

To place a library costing at least $100 in every school in the State.

To afford opportunity for every illiterate adult to learn how to read and write.

To make a survey of all primary and secondary schools in the State "in order to know just what we lack and therefore more intelligently to go to work to secure just what we need."

This survey was made in 1922 under the direction of the United States Commissioner of Education.

Arkansas at Bottom of List

Arkansas is deficient in libraries, especially for rural communities, and ranks at the bottom of the list of States in the number of books. Statistics show 37 books to every 1,000 people in Arkansas. According to an off-hand approximation, there are over 800 books for every thousand people in the United States.

The report of the Oklahoma Library Commission records approximately 75,000 rural readers. Of these, 60,000 are reached by traveling libraries. Of these latter, 12,000 were sent into different parts of the State from January, 1921, to June, 1922. The commission has 18,000 books and pamphlets for circulation. Nearly 5,000 volumes on special subjects were sent to 3,000 readers. There were 10,000 copies of books for boys and girls of Oklahoma distributed during the year. The national library standing of this State was raised five places.

According to the report of the Missouri Library Commission for 1922, Missouri has 31 tax-supported public libraries, 2 partly supported by taxation, and 2 wholly by endowment, all serving the public without charge. In round numbers 3,400,000 people live in the State. Of these 1,500,000 live in towns or cities having tax-supported library service, and 1,900,000 are without library service except through the State Library Commission. No county is yet organized under the county library law adopted in 1921, but two counties are contributing money to public libraries for service to their respective residents. The proposed new State constitution recommends the levying of a public-library tax by any city or county, in addition to all other taxes levied.

County Library System is Best

All the States have legal provisions for public libraries in cities and towns, but there are still several which have not provided for rural public libraries. The form of library organization which now seems generally considered best for supplying rural service is the county system; and within the past five years one-half of the States have passed important county library laws. Of these, 17 were new enactments on the subject, and the remaining 7 were amendments of older acts. Laws of the county type usually provide for the maintenance of a central library at the county seat or other important center and of branches in outlying towns. A county library board is generally created, and this board is authorized either to erect a new library or to contract with one already existing in a city or town for the extension of its service throughout the county. Laws also provide for or contemplate traveling collections of books and distributing stations at schoolhouses and other strategic points.

System of State Aid is Necessary

In order to aid the poorer and more backward counties and communities in establishing public libraries, a system of State aid is necessary, similar to the system of State aid for maintaining schools in the progressive educational States. Equality of opportunity may thus be established throughout a State. The county law is generally of the "local option" type. The people of the county must vote to establish and maintain a library before one can be organized and put into operation. In the average State, with its 60 or more counties, unequal in wealth and other facilities, it is likely to take a long time to make library service universal and uniform. The progressive communities will early avail themselves of the provisions of the law, but State aid seems to be the remedy for the counties where the voters are backward, indifferent, or tax shy.

Out of a total of 29 States of the Union which now have county library laws, 10 are Southern States, including Alabama, Kentucky, Louisiana (for parish libraries), Maryland, Mississippi, Missouri, North Carolina, South Carolina, Tennessee, and Texas. Those States of the South which have no county library laws are Arkansas, Oklahoma, Florida, Georgia, and Virginia. In nearly all of these, movements to secure county library legislation are in progress.

Nine Laws Enacted Since 1915

As an evidence of how recent a development the county library is in the South, it should be noted that of the 10 States just named, the county library laws of 7 were enacted during the period from 1917 to 1921, and none of them were in existence prior to 1915 except Maryland, where the law was enacted in 1898. These laws have not yet been in operation long enough to test thoroughly their working qualities and to show their results.

Mississippi does not possess a city with a population over 25,000, and is almost wholly rural. The Mississippi law of 1920 permits counties with an assessed valuation of over $18,000,000 to appropriate not more than $3,000 annually toward the support of one or more public libraries in the county. Only nine counties in the State can qualify under this law, and of these only three are now contributing to the support of libraries.

Libraries Few in Negro Districts

In some of the other counties of this group there are no public libraries, negroes outnumbering the whites by several hundred per cent. Mississippi is one of the two States in the Union whose colored population exceeds the white. The Mississippi Library Association tried to secure the passage of a better county library law by the legislature of 1922, but failed in the attempt.

In Georgia a constitutional amendment removing the present limit of taxation is necessary before a county library law can be enacted. The friends of library promotion in the State have already tried to secure this amendment and doubtless will continue their efforts until success is achieved.

Plans have been made to introduce a county library bill in the Oklahoma Legislature as soon as there is a prospect of its passage. Such a bill was not introduced in 1921 because the outlook for its success at that time was not promising. I am not informed as to whether a bill was introduced in the recent session of the legislature or not.

County Government Characteristic of South

It is particularly a natural development in the South to make the county the supporting unit of the library. In this section the county has always been the important unit in local government, so imporant in fact that Hart in his Actual Government refers to the county government as the southern type, in contrast to the town or township found in New England. In the South, county libraries follow naturally after county high schools, county school boards, county health boards, county nurses, and county poor relief.

One of the chief reasons for the slow library development in the South lies in the large and widely scattered rural population, the small number of cities, and the smallness of the towns. In Massachusetts, with a library in every town, there are 479 persons to the square mile, while Georgia, the largest State in geographical extent east of the Mississippi River, North Carolina, and South Carolina have 49, 52, and 55, respectively. Massachusetts has a rural population of 5.2 per cent, compared

with 75 per cent in Georgia, 80.8 per cent in North Carolina, and 82.5 per cent in South Carolina. Massachusetts has 113 cities with a population over 5,000, while Georgia has only 26, North Carolina 27, and South Carolina 14. With so small a rural population as that of Massachusetts, it is not a difficult matter to place libraries within walking distance of any citizen. It is a rather different matter when 80 per cent of the population is living in villages or open country.

Southern Librarians Well Organized

The librarians of all the Southern States except Louisiana are organized in State associations, which enable them to exert their collective strength to promote library interests. Most of the measures for library development which have been enacted into law in recent years had their origin in plans originally made by the library associations. Effective support of plans for library development has also been given by the women's clubs and by the educational associations. A majority of the State library associations of the South are affiliated with the American Library Association, and have its national support.

The southern librarians have also recently strengthened their position for effective promotion of library interests by organizing into regional associations. At a conference held last November in Signal Mountain Hotel at Chattanooga, Tenn., the Southeastern Library Association was organized with a membership representing the Southeastern States. Just previously, in October, 1922, the Southwestern Library Association was organized at Austin, Tex., "to promote library service in the Southwestern States and old Mexico." These examples show how the librarians of the South have recently been perfecting their organization. With these united and organized forces at work the prospect now seems bright for a direly needed forward movement all along the line in library development in this vast section of our country.

School Library Extension Vitally Important

Besides development of its public libraries, the South also greatly needs an extension of its systems of school libraries, which are of vital importance. Much progress has been made in the past decade in the development of both public and school libraries in the South, but much remains to be accomplished. In the matter of high-school libraries, the recommendations of the committee on library organization and equipment of the department of secondary education of the National Education Association are excellent guides for improvement.

Unlimited Opportunity for Service

As a final word may I suggest that the librarian has an unlimited opportunity for service? Of the many inventions and discoveries that were made on the threshold of our modern era, such as the telescope, the microscope, the compass, the introduction of gunpowder into Europe, the printing press had the most far-reaching effect upon civilization. Thus a dissemination of knowledge and culture became possible which was hitherto undreamed and impossible. Knowledge is power, virtue, and wealth. According to the French philosopher, Amiel, Jesus enlightened by making better and Socrates made better by enlightening. Ignorance, vice, and poverty are correlates. The librarian who makes books accessible and nurtures the habit and love of reading is engaged in one of the noblest callings. His is a missionary enterprise which at once imparts knowledge, destroys vice, creates wealth, fosters citizenship and multiplies happiness.

To Relieve Congestion in Township High School

Recommendations for the development of the high school of Oak Park and River Forest Township, Ill., with provision for the growth of the population, were made by a survey committee consisting of W. S. Deffenbaugh, chief, city schools division, United States Bureau of Education; H. A. Hollister, professor of education, University of Illinois; and W. S. Gray, dean, school of education, University of Chicago. An ideal solution of the educational problem of the township would include the establishment of junior high schools and a junior college, according to the committee; but since the present law for the establishment of township high-school districts would not permit the levy of the additional tax necessary for establishing junior high schools and a junior college, and since the districts are at present taxed to a maximum limit, it is not possible to undertake these improvements in the school system at this time.

To remedy the congestion of the high school the committee suggests that additions be made to the present building, and the school day lengthened from six periods to seven. These changes will take care of the school's growth for four or more years, according to the committee's estimate, and in the meantime it is possible that the school laws of Illinois will be modified so as to provide for the organization of junior high schools and a junior college.

Personal Conference the Best Weapon

High-School Fraternities May Often Be Successfully Combated by Persuasion Directed to the Leaders.

By JOSEPH G. MASTERS
Principal Central High School, Omaha

AFTER studying high-school fraternities for a long time, I doubt very much whether the coherence method is the best approach toward a solution for this general problem. I am inclined to think that it would be much better if schoolmen would take the leaders of the clubs into their confidence and talk over the whole matter of clubs and fraternities with such students. I am inclined to think that the troublesome matter of fraternities may be solved or helped in many cases (perhaps not all) by a frank conference between the principals and deans of the high school on the one hand and the leaders of clubs and fraternities on the other.

Doubtless this matter will have to be taken up most carefully and the very best faculty man talk to just one, two, or three of the leaders at first. The lodgment of an idea is a powerful factor, after all, once it secures a foothold by taking up the whole problem of fairness, generosity, and democratic attitude, which every high-school student ought to have with other students, and letting this matter work itself out in their thinking. I believe that a great many students can be brought to a much more exalted position than the somewhat selfish and snobbish attitude held by members of these organizations. I think that the whole matter will take a year or two at least to work itself out or to work in and through the school.

We have proceeded somewhat in that manner here at Central High School this year, and while our school authorities have not come out very far in the open and have not made it their plan or purpose to have many conferences with the students, they have from time to time thrown out suggestions and hints and have pointed out the more or less selfish and unfair qualities which such groups, after all, must really mean.

These suggestions, together with several from the outside—also the fine outstanding attitude of the boys themselves—have caused eight of our juniors to renounce their clubs and to step out frankly and say that they believe clubs are a very great harm to the finer loyalty and finer democracy and spirit of Central High School.

Recreative Possibilities of Motor Trucks

Americans Do Not Use Their Legs Enough. Trucks Advantageous in Encouraging School Hikes and as Adjuncts to Playgrounds. Cost Is Negligible When Compared with Benefits

By HENRY S. CURTIS
Oberlin, Ohio

IT WAS in the summer of 1918 that I became convinced of the recreative possibilities of the motor truck. I had charge of the athletics in and around the camp at Blois, in France. But the men had for the most part either been gassed or wounded or were sick at our camp. They were in no condition to take part in strenuous athletics. My job was mainly the discovery of means that would take them into the open air without requiring severe exercise. The result was a series of excursions of different kinds. We took two parties a day through the beautiful chateau of Blois; we had a walking trip nearly every afternoon into the environs of the city on which we often had two or three hundred men; I ran three special trolley trips each week to the chateaux of Amboise, Chaumont, and Chambord; I had a special trip by train once or twice a week to Orleans; but the most satisfactory of all our excursions were the trips by motor truck.

Auto Excursions for Sick Soldiers

The army gave me the use of three motor trucks for the purpose. We seated these with benches from the Y hut, so as to carry 35 men comfortably in each truck. We made about two trips a week on an average, and to many different places. We carried one or two milk cans of coffee, a great hamper or hampers of sandwiches, canned beans, salmon, etc. Our trip usually took us to the grounds of some outlying chateau or to one of the national forests where, in some secluded spot, we could build a fire, warm our coffee, play a few games, go swimming, or visit the chateau. We spent the day outdoors, getting back about supper time. We had various adventures with drunken drivers and trucks that failed to return for their load at the right time, but on the whole the trips were satisfactory and much enjoyed by the men. Later I offered the Y a plan for a series of trips by Army trucks that would have covered France at little expense, but nothing was done about it. Since that time I have advocated that a motor truck or bus should be a part of every recreation system.

The American people have been in the past the one people in the world who do not walk. In Germany one all-day walking trip every month is a part of the school program, while walking trips of a week to a month are not infrequent. Much the same is true of Austria, Scandinavia, and Denmark—or was before the war. In this country we do not have the long centuries of recorded history behind us. We have not accumulated castles, battle fields, and historic and literary associations to the same extent. Our cities are farther apart. We do not have so many picturesque local customs and traditions. We have no national walking clubs. It is only natural that we should not have had the same enthusiasm for walking that is found abroad. Yet practically all the physical exercise of the animal world lies in locomotion. Other forms occupy such a minor place as exercise that they are scarcely worth mentioning.

Arm Movements Give Little Exercise

When man assumed the upright form he released his front legs for movements other than locomotion. The movement of these fore legs of ours represent all our higher skills and coordinations, but they have little significance as exercise. Less than 10 per cent of our muscle mass is on them or connected with them. At least 95 per cent of all the energy most of us exert is nothing but walking. We raise our weight by the arms in chinning a bar or climbing a rope and think ourselves strong if we can do it 10 or a dozen times, but we must lift the same weight at every step all day long and we think nothing of it. A little girl of 8 or 10 will jump a rope from 100 to 200 times and not merely lift her weight each time but lift it with great rapidity, a much more difficult thing. Most of us who are tired at night are tired because we have never learned to walk, and have not developed the muscles for it. Walking is the fundamental motion in physical exercise from the animal world up. It is the one form that we keep up until we totter into our graves. We may do it with unabated vigor until 70, as Weston has shown us. The physical-training system that does not provide for walking is leaving Hamlet out of the play.

We are getting a new interest in walking through the Boy Scouts and Girl Scouts, Campfire Girls, playgrounds, Young Men's Christian Association, and other agencies. But the great obstacle to the shore half-day walks such as are most popular with us is that it usually takes a 4 or 5 mile trip to get out of the city. These 4 or 5 miles are usually pavement, hard on the feet and hard on the muscles, and of little interest. Often the street car does not go in the direction in which we wish to go. If we can take the hikers to the edge of town by motor bus and let them walk from there and meet them there again at night, it will greatly increase the attendance.

Playground Camp Not Expensive

The summer camp is becoming more popular every summer. The private camp is expensive; the municipal or playground camp is not much more expensive than living at home. Every child ought to get out of the city for two weeks to two months every summer. The children might do most of the work and perhaps raise most of the vegetables consumed at these camps as they become permanent, and so reduce the expense to a minimum. But again, the great trouble with the camp is its difficulty of access. It should be secluded from the railroad station or car line. The children were taken to the playground camp of Los Angeles, 75 miles away, by motor bus. It is the easiest way if the distances are not too great.

The picnic or excursion should be a feature in every recreation system. It is always possible, if there is a truck or bus to take out the crowd. One truck can transport 200 children to a picnic ground 5 miles away in four trips and at just about the times they naturally want to go, for some will be at the playground at 8, others at half past, others at 9, and others at 9.30 or 10. It would be well to give every playground such a day once a week. One truck could thus provide such entertainment for six playgrounds. The expense of transporting 200 children 10 miles would not be more than 10 cents each and should not be more than 5 if the janitor or one of the play directors drives the truck. Such a wagon solves the problem of transporting the children to the lesser meets or tournaments, where only two playgrounds are competing, and to the old swimming hole.

On certain occasions much longer trips might well be made. In the summer of 1921 the Boy Scouts of Logan, Utah, fitted out a Ford truck like a sight-seeing auto by building up a bank of seats. They stored provisions and bedding beneath the high seats. They made a trip

of two weeks through Yellowstone National Park with 35 boys, covering something over a thousand miles. The entire expense for meals, gas, oil, and repairs was less than a dollar each per day.

Can a recreation system or a city afford such a system of motor recreation? Of course it can. The parents are taking the children constantly on much more expensive trips in private autos. The per capita expense is largely decreased by having a load. Children do not weigh much. Before the war many of the bus lines in California were carrying adults for a cent a mile, with a redneed fare for a round trip. We have no reason to think that the business was not profitable. The playground wagon can carry passengers much cheaper than the regular bus. It will get all its passengers at one place and unload them at one place, so that it will not need to stop constantly to take up or let off passengers. This probably represents the loss of about half the power by the ordinary bus, as well as a great strain on the mechanism. The bus weighs several times as much as the passengers. It costs nearly as much to run empty as it does with a load. The playground bus which carries free will always be loaded. Another expense of the regular interurban is the chauffeur. In many cases a janitor, caretaker, or play director might drive the recreation bus. In this way it might be possible to bring the expense down to $10 a day per machine, or $1,000 to $1,500 per summer, an almost negligible amount in any good-sized system.

Use Country Busses for City Children

If regular school busses of large size are purchased, the initial cost will be from $2,000 to $2,500, which may block the enterprise at the doorstep. However, such cars are needed constantly by every school system. How can any class study geography effectively without going to see lakes, rivers, hills, forests, etc.? Such a school wagon could be used continuously by the school system. Many of the smaller towns now have consolidated schools, to which the children are transported by school wagons. These wagons are all subsidized by the State and largely paid for out of State school money. The country needs them during the school year, the city during the summer. Why not reverse the tide in the summer and use them then to take city children into the country?

Students coming from other countries to study in Italian universities may have tuition fees remitted for the first two years if they are in needy circumstances.

Cities Maintaining School Research Bureaus

Compiled by BERTHA Y. HEBB

California.—Fresno, Long Beach, Los Angeles, Oakland, Pasadena, San Diego, Santa Ana.

Colorado.—Colorado Springs, Denver.

Connecticut.—New Britain.

Delaware.—Wilmington.

Georgia.—Atlanta.

Idaho.—Lewiston.

Illinois.—Chicago, Decatur, Rockford.

Indiana.—La Fayette, Indianapolis.

Iowa.—Council Bluffs, Des Moines, Dubuque.

Kansas.—Emporia, Topeka.

Kentucky.—Louisville.

Louisiana.—New Orleans.

Maryland.—Baltimore.

Massachusetts.—Boston.

Michigan.—Battle Creek, Grand Rapids, Highland Park, Jackson.

Minnesota.—Duluth, Hibbing, Minneapolis, St. Paul.

Missouri.—Kansas City.

Nebraska.—Lincoln, Omaha.

New Jersey.—Irvington, Montclair, Newark, Trenton.

New York.—Binghamton, Jamestown, Mount Vernon, New York, Rochester, Schenectady.

Ohio.—Akron, Cincinnati, Cleveland, Martins Ferry, Warren, Youngstown.

Oklahoma.—Ardmore, Muskogee, Tulsa.

Oregon.—Portland.

Pennsylvania.—Easton, Erie, Philadelphia, Pittsburgh, Reading, Wilkinsburg.

South Dakota.—Aberdeen.

Texas.—Beaumont, Fort Worth, Houston, San Antonio.

Virginia.—Roanoke.

Washington.—Seattle.

West Virginia.—Wheeling.

Wisconsin.—Kenosha, Milwaukee, Superior, West Allis.

Systematic Course of Study in Art Appreciation

Color reproductions of 100 great paintings will be displayed in the classrooms of the elementary schools of New York City and distributed to the individual pupils, according to plans for a systematic course of study in art appreciation. Each of the grades has been assigned certain pictures. Among those which will be studied in the ninth grade are: Alexander, The Ring; Chase, Still Life; Hitchcock, Flower Girl in Holland; Innes, Peace and Plenty and After a Summer Shower. A syllabus to aid teachers in giving this work has been prepared, including a short history of painting and biographical sketches of artists.

Educators of the World Will Confer

Conference Will Be Divided Into Two Groups. Discuss Cooperation and Dissemination of Information

TO WORK OUT definite objectives for education's contribution to world welfare is the purpose of the World Conference on Education which will be held in San Francisco, June 28–July 6, in connection with the annual meeting of the National Education Association. The main work of the conference will be to develop through daily exchange of ideas a working program for education that is universally applicable. The conference has been divided into groups and each group will consider a set of problems under a general topic, such as International cooperation, which is the first topic on the agenda. The results of the study of these problems will be presented to the conference as a whole, and when the various proposals have been approved by the conference they will be adopted as part of a working program for education in all countries, and recommended to the various governments.

Educational Attachés for Embassies

To make the educational experience of each nation quickly available to all other nations, it has been suggested that educational attachés be provided for all embassies and legations. These workers will investigate educational conditions in various countries and spread the results of their studies. Whether or not the conference should recommend that the various governments should appoint such attachés will be one of the problems taken up by the group whose main topic is international cooperation. Whether governments should provide a reasonable sum to send mature graduate students to study educational movements in foreign countries, and whether the conference should take steps to form a permanent federation of educational associations and institutions will also be considered by this group.

International Exchange of Information

Dissemination of educational information will be the subject of study by the second group, which will consider such means as universal library service, exchange of articles and periodicals, and correspondence among school children as promoted by the Junior Red Cross. As a step toward eliminating prejudice and intolerance among peoples, another group will consider the establishment of a study of world civics and ethics, exchange of teachers and professors, and cooperation in preparing textbooks.

New Books in Education

By JOHN D. WOLCOTT, *Librarian, Bureau of Education*

AMERICAN BANKERS ASSOCIATION. School savings banking, including the standard method approved by the American bankers association, Savings bank division. Published for the American bankers association. New York, The Ronald press company, 1923. xi, 174 p. front., plates, forms. 12°.

Describes in detail the method of handling school savings banking which was approved by the American bankers association in 1922 after experimenting with various systems. Three requisites for any school savings plan are indicated—first, every pupil should be a regular participant in the school banking system; second, no effort to divert this work away from banking and into investment or sales schemes of any kind should be tolerated; third, the success and value of each installation can not be measured or determined without accurate records of results. The book also reviews the whole subject of thrift work in the schools, with statements by educators and bankers regarding the aims and results of the movement.

ASHBY, ARTHUR W. *and* BYLES, PHOEBE G. Rural education. Oxford, New York [etc.] Oxford university press, 1923. 227 p. 12°.

A report of an inquiry conducted in 1920 under the auspices of the Oxford National education association and the Horace Plunkett foundation. Published under the auspices of the Horace Plunkett foundation.

This is a survey of rural educational conditions in Oxfordshire, England, and covers both the elementary schools and training for adolescents and adults by means of evening schools, social centers, etc. While the present situation is unsatisfactory in general, nevertheless much is found to afford encouragement and to suggest how readily great progress might be made.

GESELL, ARNOLD. The preschool child from the standpoint of public hygiene and education. Boston, New York [etc.] Houghton Mifflin company [1923] xvi, 264 p. 12°. (Riverside textbooks in education; ed. by E. P. Cubberley.)

This work brings out the significance of the preschool period, which up to recent years had been neglected by social workers. The World War gave a great impetus toward increased recognition of the importance of this age of childhood. The problems of child care, feeding, health, nutrition, diseases, abnormalities, preventive hygiene, and mental hygiene, and the dissemination among parents of proper ideas as to the care, nurture, training, and instruction of their children, together with maternity hygiene, are discussed in this volume.

GOODSELL, WILLYSTINE. The education of women: its social background and its problems. New York, The Macmillan company, 1923. xii, 378 p. 8°.

This is an all-round study of the present aspects of the question of woman's "sphere" and of her proper education and vocational training. Since the matter is now in a transitional stage, the most which the writer can undertake to do is to point out the more crucial problems, to present such facts as seem reasonably assured, to indicate tendencies, and to forecast their desirable outcomes in the light of reflective experience. A historical sketch of the education of women is given, and the following topics are discussed: College women and the marriage rate, Sex differentiation in education, Cultural versus vocational education, Vocational education of working girls, Social education of women, Manners and morals, Health and the woman, Values in education. A list of selected readings follows each chapter.

HINES, HARLAN C. A guide to educational measurements; a manual on the use of educational statistics, intelligence tests, and educational measurements in determining the ability, achievement, and classification of school children. Boston, New York [etc.], Houghton Mifflin company [1923]. xxiii, 270 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The author has produced a textbook which presents in one volume the elements of statistical procedure, intelligence testing, and the use of a selected list of educational tests and measures covering both the elementary and the secondary school fields. The scope of the manual accordingly includes statistical methods, the measurement of mental ability, and the measurement of achievement. A selected list for an examiner's "three-foot shelf of tests" is also suggested.

KOHS, S. C. Intelligence measurement; a psychological and statistical study based upon the block-design tests. New York, The Macmillan company, 1923. xii, 312 p. front., tables, diagrs. 8°.

According to L. M. Terman in the preface, the block-design test described in this volume is superior to most performance tests, which, in the upper ranges of intelligence especially, have but little differentiating value, simply because they do not draw heavily enough upon the higher mental processes. The author hopes that this study will yield something toward a fuller understanding of the general problem of the nature of mind.

LENNES, N. J. The teaching of arithmetic. New York, The Macmillan company, 1923. x, 486 p. tables, diagrs. 8°.

Part I of this book takes up various general problems bearing on the teaching of arithmetic, under the heads of formal discipline, methods of learning and teaching, and motivation. The special problems in arithmetic teaching are treated in Part II.

LINK, HENRY C. Education and industry. New York, The Macmillan company, 1923. xv, 265 p. 8°.

This study undertakes to show how education may be made more practical in the field of its relation to industry. The author limits himself to those aspects of the subject in which he has had actual experience.

MCMURRY, CHARLES A. How to organize the curriculum. New York, The Macmillan company, 1923. vii, 358 p. 12°.

During the past 30 years the elementary common-school curriculum has become enlarged by the addition of a large number of new subjects, which have not been combined and organized into a harmonious whole. The purpose intended of enriching the curriculum and relating it more closely to real life has been defeated by overloading the school program with a multiplicity of studies, so that time is available for only a sketchy and sapless teaching of each subject. Prof. McMurry brings out in this book the importance of implanting real vital ideas in the minds of the children, and suggests a method of bringing unity into the elementary curriculum.

PHILLIPS, CLAUDE A. Modern methods and the elementary curriculum. New York and London, The Century co., 1923. xiii, 389 p. 8°. (The Century education series, ed. by C. E. Chadsey.)

Scientific knowledge discovered by educational psychology and experimental pedagogy is applied by the author in stating significant aspects of the elementary curriculum in connection with the native instincts and capacities and ideational processes of children. He also undertakes to bring into the child's life all those valuable experiences in our modern life which have a particular claim on modern democracy. A special effort is made to present the newest findings in educational theory and practice with regard to elementary schools.

SAVITZ, J. J. *and others.* Composition standards: how to establish them; by Jerohn J. Savitz, Myrtle Garrison Bates, D. Ralph Starry. New York, Philadelphia, Chicago, Hinds, Hayden & Eldredge, inc. [1923] vii, 295 p. 16 pl. 8°.

The objects of this book are to show teachers of English how they may take advantage of the spontaneity and naturalness of expression in children when they enter school; to develop a feeling of good English, and to establish skill in oral and written expression. Sixteen colored pictures for classroom use in the stimulation of expression are included, and reports are presented of lessons based on this material which were given in the schools of Plainfield, N. J.

SOUTHARD, LYDIA. Institutional household administration. Philadelphia and London, J. B. Lippincott company [1923] 214 p. front., illus., forms. 8°. (Lippincott's institution manuals, ed. by B. R. Andrews.)

A Cooperative Project in Cataloguing

An Unused Collection of Books Utilized To Teach Eighth-Grade Children the Methods and the Value of a Library

By HELEN MARTIN,
Children's Librarian, Public Library, East Cleveland, Ohio.

THROUGH the coöperation of school and library a very interesting and somewhat novel form of the "project" was developed recently in East Cleveland. Although in the nature of an experiment, it proved very successful, yet was so simple that it could be used in any school.

The situation was this: In one of the larger schools of the city there was a collection of books, about 300 in number, which had been bought primarily for the use of the teachers. Through the lack of proper indexing and cataloguing, however, the books lay unused on the shelves. The principal of the school appreciated their potential value and endeavored to find some simple but efficient method of making the collection serviceable. Accordingly, the children's librarian of the public library was asked to give an informal course of instruction in cataloguing to certain of the teachers, who would then in their leisure hours undertake the actual work of cataloguing. The children's librarian, however, suggested that the problem be turned over to the pupils of the eighth grade, who should receive credit for it as part of their English assignment.

Suggestion Received With Enthusiasm

The plan was enthusiastically received by teachers and pupils alike. The children's librarian went to the school and made an examination of the books preparatory to classifying them. In making the classification three points were kept in mind—that the material should be correlated with the course of study prescribed by the board of education; that the books would be used by teachers, who were adults; that the classification must be simple enough for the cataloguing staff, who were children, to understand. To meet this last problem the Dewey system, in vogue in the majority of libraries, was abandoned and a more simple one substituted. The first letter of the various subjects was adopted. For example, "S" stood for science, "H" for history, "L" for literature, and so on. One exception to the general rule was made—all the story books were assigned "J," which is the letter used for fiction in the children's room of the public library, and with which the boys and girls were already familiar. The following is the complete classification.

B_____ Biography.
E_____ Education.
Includes books on teaching.
F_____ Fairy tales, fables and mythology.
G_____ Geography and geographical readers.
Also books on such subjects as tea, cotton, etc.
H_____ History.
J _____ Stories.
L_____ Literature.
Readers and speakers.
Poetry collections.
M _____ Music and art.
Includes folk dance music and games.
Pictures.
S_____ Science.
Nature study, animals, botany, etc.
Physiology.

Children Learned Principles of Cataloguing

The course in instruction then began. The entire eighth grade of about 60 pupils with notebooks in hand came with the English teacher to the library. The children's librarian proceeded to explain the classification, a copy of which was presented to each pupil. A very complete talk on cataloguing followed, so that the children had certain definite rules and principles to follow. The project from then on was in charge of the teacher in English, who carried on the work at school during the time assigned to the regular instruction in English. Each pupil was given at least two books, and to those who were naturally quicker at this new form of study than the others, three or four. To each book the pupil assigned the classification letter and made on temporary slips all the catalogue cards which he deemed necessary for the complete use of the book. After this step the entire set of cards for all the three hundred books was turned over to the children's librarian, who revised the slips carefully and indicated the necessary changes. There was the keenest rivalry between the upper and lower sections of the grade as to which made the fewer mistakes, and in this particular case the honors went to the "B" class.

The next problem was to put the temporary slips into permanent form. For this purpose 12 of the pupils, who had access to typewriters, were chosen. These children then came to the library where the approved library method of typing cards was demonstrated. After the typing had been completed by the children in their homes, the cards were again brought to the library and another practical lesson in alphabetizing and filing of cards was given. The cards were then placed in a small catalogue case which had been made by the boys of the eighth grade under the supervision of the manual training instructor and was copied after an approved library model. The last lesson took the form of marking the backs of the books with the classification letter in ink. When this was finished the volumes were arranged in proper order on the shelves of the bookcase in the school, and the entire collection with the new and complete catalogue was turned over to the principal for the use of the teachers. In this very simple and inexpensive way was the useless school library made into an important and useful part of the school equipment.

The project had far-reaching results; in the children it developed a sense of accuracy, neatness, an ability to judge of the content of any book, and an appreciation of the value of the public library. For teacher and librarian it gave new points of contact and a wider and more understanding sympathy for each other's problems.

New York City Is Facile Princeps

More children attended the public schools of New York City in 1921 than attended the public schools of Chicago, Philadelphia, Boston, Cleveland, and St. Louis combined, according to a financial and statistical report just published by the New York City Board of Education. The average daily attendance in the day schools of New York was 824,915, while that of Chicago was less than half of that number, or 304,518. The average daily attendance in New York was also greater than the combined average daily attendance in Detroit, Los Angeles, Baltimore, Pittsburgh, Newark, Washington, Buffalo, Milwaukee, Minneapolis, Kansas City, San Francisco, Cincinnati, New Orleans, and Indianapolis, according to this report.

Children between the ages of 13 and 16 commit more crimes than children of other ages, according to a report by the Scottish National Juvenile Organizations. The greatest amount of mischief is done on Sunday, and most of it is done between 4 and 5 p. m., according to the report.

Pupils in the New Haven public schools are taught to swim, a week each spring being set for instruction of boys and another for girls.

Peckham Pupils Build Their Own School

Boys of Buffalo Vocational School Gain Valuable Experience and Save $15,000 to City. Do All Work Except Heavy Labor. Instructor Prepares Plans and Specifications

By HIRAM E. GREINER

PUPILS of the woodworking classes of Peckham Vocational School, of Buffalo, N. Y., are constructing their own school. The buildings now used to house Peckham Vocational School are inadequate, so the school authorities asked the city council to appropriate $10,000 with which to purchase materials for building another unit, the boys of the woodworking classes to do all the work except the common labor.

As a result of this appropriation granted by the city council a frame building 94 by 30 feet with an L 37 by 32 feet is under construction on the school property. The building of the school unit is a purely educational project, but it is saving the taxpayers $15,000 at the same time. The new building will contain a gymnasium, an assembly room, a wood-carving room, and classrooms.

Everything that is educational from the drawing of the plans to the making of doors and trim will be done by the pupils in the school under the direction of their instructors. Purely manual labor, such as pouring concrete and the excavating, which is not considered educational and is too heavy for the boys, has been done by laborers paid from the appropriation.

The original plans and specifications have been worked out by Ralph C. Smith, the drafting instructor, under the direction of William W. Miller, principal of the school. The drawings and the blue prints necessary for the actual building operations were done by the pupils of the drafting classes under Mr. Smith.

More Interesting Than Abstract Theory

There are about 100 boys in the Peckham Vocational School who will work on the project in its various aspects. Such a plan is far more interesting to the boys than merely working out abstract theories. It inspires the imagination of a boy to feel he is planning a school that he himself will use, that he is working on doors which are to be used in his own schoolhouse.

"Actually to build their own schoolhouse," states Francis H. Wing, supervisor of industrial education of Buffalo, "gives them a training and experience that will prove invaluable to them in their near-future occupation. It gives the boys an opportunity to see all forms of construction.

"The boys will make the forms for the concrete work, although common laborers will pour the concrete. The pupils will make the window sash, door frames, trim, and all similar work."

Peckham Vocational School, like the three other vocational schools of Buffalo, specializes in one group of trades. Black Rock School specializes in sheet-metal trades, pattern making, and cabinetmaking; Elm School in automobile mechanics, printing, and pattern making; Peckham School in woodworking trades, including carpentry, cabinetmaking, wood finishing, and painting; Seneca School in electrical trades. Machine-shop practice is taught in all four vocational schools.

All the vocational courses cover two years, but postgraduate work is offered in all schools, and this year several boys returned for the advanced work. An applicant, to enter a vocational school, must be a graduate of the eighth grade of a public or parochial school. In all vocational instruction in Buffalo the pupil devotes one-half his time to actual shopwork, or practical jobs, and the other half to book instruction which closely parallels his shop instruction.

Correlation with Other Subjects

Hence, the instructors at the Peckham School are closely correlating all work in the construction of the new schoolhouse. For example, the mathematics classes have worked out many problems relating to the building. They have made estimates of the amount of raw materials of the various kinds needed for the building. This includes the amount of cement, gravel, and sand needed for walks and foundations, the materials needed for studding, joists, flooring, sheathing, etc.

The pitch of the roof, stair building, board measure, problems of millwork, such as the speed of circular and band saws, are parts of the trade-mathematics course. The boys take blue prints of the building and go out with their instructor to study the progress of the building at first hand. These are the boys who are actually doing the building in the carpentry class or working in the mill or in the shop, and they study the mathematical problems related to all the building operations.

The science of the trades becomes a live, vital subject, for they learn about stresses and strains, why the various kinds of lumber are better for some purposes than for others, the necessity for certain sizes of timbers, the twisting strength of maple, ash, etc., compared with other kinds of lumber. The parallelogram of forces means more after this actual contact with construction problems.

The reading of blue prints, the hundred and one other problems of the draftsman become vital, necessary processes.

In the social subjects, English, commercial geography, industrial history, hygiene, citizenship, the building of the new unit furnishes the bases for much interesting material. The classes in English have prepared correct business forms for correspondence with manufacturers of the raw materials needed according to the various specifications. The making of contracts, bills for lumber, orders for materials, and the like have given the pupils new interests in these erstwhile "dry" subjects.

Furnishes Subjects for Debate

Description, narration, argumentation, all receive added interest through this building project. Debates have been had on the sizes of rooms, uses to which the new building may be put, advantages and disadvantages for use as a community center. Oral work in describing various processes of building gives narration new life. Citizenship training is brought into play through discussion of how the money was appropriated, how it will be raised through taxes, the protection of public property, etc.

A splendid opportunity for teaching industrial history is also afforded The present methods of building are compared with those of the Indian, the early settler, and of the later stages of our national growth. The purpose of window panes, of shades, of artificial heating plants, all present interesting topics.

The science of paints and the related subjects regarding wood finishing and painting is presented. More of this work is to be given next year, for it is believed that two years will be required to complete the building.

Commercial geography, emphasizing the sources of raw materials and the processes of manufacture, becomes another interesting subject to the pupil as the new building brings up these topics. The need for transportation, by truck, by boat on canal, lake, or river, by railroads, by airplane, is studied. The methods of lumbering, of stone cutting, of manufacturing concrete and of steel and iron all come within the province of commercial geography.

Hygiene emphasizes the necessity for rules insuring safety of employees; laws governing the worker as regards his conditions in the shop; propriety in his personal appearance including dress suitable to his job, and other considerations.

Library Progress in Southern States

American Library Association Conference at Hot Springs. Chief Problem to Provide Reading Matter for Country Folks

BOTH public and institutional libraries in the South have made great advances during recent years, and the situation is now favorable for further gains for the library cause in this section. These facts were brought out at the forty-fifth annual meeting of the American Library Association, which was held at Hot Springs, Ark., during the week of April 23, with an especially large representation of southern librarians attending in addition to those from other sections.

Dr. John J. Tigert, United States Commissioner of Education, who was the principal speaker at the opening session on Monday evening, called attention to the present economic prosperity of the South, which affords an unprecedented opportunity for cultural development of the people. The chief problem confronting the libraries is that of providing suitable reading matter for residents of the open country, who constitute the bulk of the southern population. Doctor Tigert spoke of the efficacy which the county library system has demonstrated for this purpose, and also mentioned the importance of State aid in promoting the establishment of local libraries and in supplying traveling libraries, etc.

Recent library development in the Southwest and Southeast was described by Elizabeth H. West, State librarian of Texas, and Mary U. Rothrock, of the Lawson McGhee Library, Knoxville, Tenn.

Capsheaf of Educational System

The subject of school libraries was considered at the second general session, at which Joy E. Morgan, of Washington, D. C., declared universal free public library service to be the capsheaf of our whole system of education. He also said that more money must be spent for public education in America, and that some of this money must be used to extend and improve both school and public libraries. This will be a good investment for our national welfare, since libraries develop the thinking power of citizens by independent reading and study which continue through life.

The expanding responsibilities of the American Library Association were presented by President George B. Utley at the third general session. As long as only 50 per cent of our population has access to a publicly owned book, he said, the broad problem of library extension will continue to press upon librarians. Library extension should be energetically pushed while we have the ex-service man as an ally. President Utley was followed by Rachel Sedeyn, of the University of Brussels, who described library conditions in Belgium, and by Alvin M. Owsley, national commander of the American Legion, who spoke of the work of his organization, particularly with reference to the elimination of illiteracy. Rural library extension, especially by means of county libraries, was the subject of the final general session, which was addressed by several prominent specialists in this branch of the service.

The various affiliated associations, sections, and other groups, also had varied programs. Judson T. Jennings, librarian of the public library, Seattle, Wash., was elected president of the association for the ensuing year. The Bureau of Education was represented at the conference by its librarian, Dr. John D. Wolcott.

To discuss with Mexican professors and students a program for the promotion of intelligent good will between the students of Mexico and of the United States, a group of college and university men will visit the City of Mexico from July 5 to August 18. They will study conditions in the city and attend the summer school of the University of Mexico.

About 34,000 persons visited the schools of Rochester, N. Y., during a "Know your schools week."

PRINCIPAL ARTICLES IN THIS NUMBER

In Art Pennsylvania Claims Preeminence

American Art Founded by a Pennsylvanian. State Was Pioneer in Every Field of Art. A Required School Subject

PENNSYLVANIA claims leadership in American art. A report recently made public by the department of public instruction of that State enthusiastically upholds the claim.

The report states that American art had its beginning in Pennsylvania, having been founded by Benjamin West who was America's first painter. The first institution of the fine arts in this country was the Pennsylvania Academy, whose influence has been most potential. Carnegie Institute, a sister institution, has, since its founding, been another great agency in the promotion and development of art. It established international exhibitions, giving to Pittsburgh the distinction of being the only American city to have an annual art exhibit of international scope. In this connection, New Hope is credited with being the greatest artist colony in America.

Pennsylvania Led, the Others Followed

Pennsylvania, the report says, has been the pioneer in all the fields of American art, having given to the country its first painter, first sculptor, first frescoer, first etcher, and first illustrator. More than this, it is claimed that the State has given the art world a most notable group. Among the painters, Abbey, Alexander, Cecilia Beaux, Mary Cassatt, Hamilton, Hovenden, Anna Lea Merritt, Sargent, Tanner, and Violet Oakley, are Pennsylvanians by birth or adoption.

Illustrating is said to be distinctively a Pennsylvania development, and in this field Frost, Parrish, Reinhart, Alice Barber Stevens, Elizabeth Shippen Green, and Jessie Wilcox Smith constitute an outstanding group. Joseph Pennell's position in the art world is unique, being without a peer as an etcher and lithographer. Samuel Yellen is a supreme figure in wrought iron; Mercer, in tiling; D'Ascenzo, in stained glass; Barber, in wood carving; E. P. Curtis and Jessie Gordon, in pottery; and Von Stiegel, in glass. Particularly noteworthy is the prominence of women in these various fields.

Now, that art has been put on the same basis as any other subject in the Pennsylvania school curriculum, it is expected to serve as a substantial foundation upon which to build and to be an invaluable asset to the schools in the development of artistic tastes in the children; and, through them, an appreciation of artistic values in the people.

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