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SCHOOL LIFE

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THE HIGH SCHOOL BAND, LENOIR, N. C., IS AN IMPORTANT COMMUNITY ASSET
IT HAS WON MANY PRIZES AND HONORS

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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VOL. XV WASHINGTON, D. C., SEPTEMBER, 1929 No. 1

Extent to Which Standardization is Aiding Articulation of Units in the Public-School System

Present Tendency of Inspectorial Agencies Is Away from Attempt to Promote Close Articulation between Secondary Schools and Colleges. Instead, Their Objectives Are the Elevation of Ideals, Standards, and Practices, Adaptation of Schools to Local Conditions, and Stimulation of Understanding by Teachers of Needs of Individual Pupils

By J. B. EDMONSON
Dean of the School of Education, University of Michigan

AT A faculty meeting in one of our State universities, a much respected member opened his discussion of a highly controversial question with this statement: "Since I do not feel competent to discuss the question before us, I will address my remarks to a related issue." When you have read what I have to say, you will doubtless conclude that I have taken similar liberties with my topic. The question assigned to me can not be answered authoritatively except through an extended and far-reaching inquiry on a national scale. I will venture, however, to present certain aspects of the question.

The Purposes of Standardization

In the discussion of the contribution of standardization to articulation, I will present the work of State and university inspectorial agencies. It seems to be generally assumed that those of us engaged in high-school inspection are seeking to secure a degree of standardization that will develop close and complete articulation between the secondary schools and the colleges, and improve their articulation to other units in public education. The validity of this assumption may properly be questioned. It is doubtless true that 20 years ago the emphasis in inspection was on the standardization of courses in the secondary schools in such a way as to insure that students would be prepared to meet the requirements of the colleges. At present, however, the purposes of inspection are so radically different from those of an earlier period that it is doubtful whether our inspection contributes as much as formerly to the promotion of articulation.

It may be that we have gone too far in the direction of indefinite and general requirements. An analysis of the standards of the North Central Association of Colleges and Secondary Schools shows that very few requirements are stated in exact terms. The association prescribes in such general terms as: 4 years of college, including 15 hours of professional training as minimum preparation for teaching in high school; 15 credit units for graduation from a 4-year high school; 36 weeks for the length of the school year; 40 minutes for the minimum length of the class hour, etc. A school could meet these minimum standards and be totally unlike a neighboring school which also meets all these standards. Pupils coming from the first school might readily make adjustment to a higher institution, and pupils coming from the second school might find such adjustment extremely difficult. Likewise, two pupils from the same school might meet with varying degrees of success in adjustment, owing to differences in ability and differences in the results obtained from instruction.

State Practice Varies

So far as I know, few of the States are seeking to enforce hard and fast requirements in the work covered in specific units. Schools are given much freedom in determining the amount of work that will be covered in any of the units. It is true that some States make recommendations and issue syllabi that influence greatly the amount of work covered. The emphasis in inspection, rather than on units, is placed on preparation of teachers, matters of equipment, general spirit of the school, community support, and general effectiveness. It is true that the standardizing agencies have made it increasingly easy for pupils to transfer from one school to another, and have prompted a willingness to accept credentials sent by other accredited schools. This does not mean, however, that standardization has insured the same quality and quantity of preparation in the different levels in our school system.

Articulation Between High Schools and Colleges

There has been a great deal of talk about the lack of articulation between the high schools and the colleges, and I believe that many are under the impression that solving the problem of college entrance requirements would insure the development of a completely articulated American public-school system. One finds, however, in reading the recent Yearbook of the Department of Superintendence that problems of articulation are to be found in every school system. In most States the high school is comparatively free from college domination. High-school inspection has ceased to be considered a function of the higher institutions and has passed into the hands of the department of education. The influence of State and National subsidies for vocational work, and the demands of communities for wider offerings, have completely changed the character of the high school until no one thinks of it as a college-preparation institution. In view of these facts, there is less reason to expect

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complete articulation between the secondary schools and the colleges of the present day than existed between the high schools and the colleges of two decades ago.

Objectives in Different States

In 1927 I submitted a report before the National Association of Inspectors in which I summarized the major objectives of inspection in the various States. The study was based upon returns from 23 States, and showed that attention was given to 35 objectives with general indorsement of 16 major aims.

1. To instruct school authorities concerning ideals, standards, and good practices in school organization and management.
2. To raise the level of instruction in high-school subjects.
3. To improve the quality and increase the use of school libraries.
4. To develop a feeling of professional leadership and responsibility on the part of the principals of large schools.
5. To secure the employment of more college graduates as teachers in high schools.
6. To develop more attention to the supervision of classroom instruction.
7. To restrict the range of subjects offered in the small high schools.
8. To cause communities to provide modern school buildings.
9. To develop an interest in the training of pupils in effective habits of study.
10. To improve the quality of the care and upkeep of school buildings.
11. To educate school boards in their duties and responsibilities.
12. To enforce high standards for graduation from high school.
13. To introduce a thorough system of pupil records.
14. To bring about closer articulation between approved 4-year high schools and neighboring 2 and 3 year high schools.
15. To bring about a better understanding of college requirements.
16. To enforce State laws relative to high-school matters.

The foregoing objectives of high-school inspectors make reference to inspection for the purpose of insuring standardization and promoting articulation between the high schools and the colleges, but the greater number of the objectives are such as would retard rather than promote a high degree of articulation.

Adaptation to Local Situations

From the foregoing list it would appear that the present objectives of inspectorial agencies are such as will stimulate schools to make adaptations in local situations. On this account inspectors are constantly urging schools to introduce new types of work and to modify present courses in terms of community needs. Inspectors also encourage schools to try new procedures and give encouragement to experimentation. How can a school maintain satisfactory articulation with other units and at the same time depart from the traditional, conventional, or generally accepted way of doing things? Inspectors encourage teachers to depart from the textbook and to introduce new materials. This practice certainly does not make for complete articulation with other units. Again, supervisory officers are encouraged to study curriculum problems, and although they are expected to conform to certain general rules laid down by standardizing agencies, much freedom is granted. This freedom is destructive to articulation. Within the classroom, teachers are encouraged to adjust their requirements to the differences in abilities of pupils, and when this is done in one unit it is likely to create difficulties in articulation with the next higher unit.

Having mentioned some of the activities of inspectorial agencies that tend to prevent thorough and complete articulation between the colleges and the secondary schools, I wish to call attention to certain methods and policies that would promote a more desirable degree of articulation.

In the 1929 Yearbook of the Department of Superintendence, this statement appears:

> It is obviously impossible to recommend wise articulation unless there is more or less agreement as to what each unit is or should be and what special functions it attempts or achieves. The kindergarten in the United States is not the same thing everywhere, nor is the elementary school, the junior high school, nor the junior college; yet it is assumed that each has special functions common to its class.

Necessity of Sympathetic Understanding

It appears that the lack of articulation between units in public education arises from differences in the basic educational philosophies underlying the different units. The concept of education and its purposes accepted by teachers in the senior high school is radically different from that accepted by teachers in the junior high school. The point of view of college instructors is different from that of teachers in junior high school, and is not in accord with the point of view of the majority of high-school teachers. There can be little hope for effective articulation between the units in public education until there is better agreement in basic educational philosophies. Our standardizing agencies should give increased attention to the solution of this problem of the aims and objectives of the different units in public education.

I suggest that inspectors place additional emphasis upon developing a more sympathetic understanding of what is taking place in the different units. As inspectors, we should encourage high-school representatives to visit the colleges in order to know what is taking place in the first year of work. In turn, I believe that representatives of colleges, especially those offering freshman work, should visit typical high schools in order to become acquainted with the kind of preparation that students are receiving. Teachers in senior high schools need to visit junior high schools; and teachers in junior high schools need to visit senior high schools. Such visits would help to develop an understanding of what is taking place.

Scientific Observation Required

In this connection I wish to quote a very significant paragraph from the foreword of the Seventh Yearbook of the Department of Superintendence:

> Articulation can best be realized by mutual understanding and cooperative undertakings—to the end that the school may be so shaped to the child that there is no interruption to the continuity of his mental, physical, and social growth. The vital problems of articulation are discovered by scientific observation and study of the individual child in the dynamic setting of his actual school experience.

Further, I believe that better articulation could be secured through cultivating a more genuine interest on the part of teachers in the individual pupil—an interest that would be strong enough to stimulate teachers to make adjustments in terms of the preparation of pupils. In the recent book by Mort entitled, "The Individual Pupil," Professor Strayer says:

> The schools of a democracy should offer to each pupil those unique opportunities for acquiring skills, for practice in precise thinking, and for growth in power of appreciation which are attainable by one of his intelligence. This ideal requires that we adjust our standards to the abilities of our pupils. * * * In order to adjust our schools to the needs of individual boys and girls, our curricula and courses of study must be markedly different for groups of children who vary in ability. * * * It is of surpassing importance to provide facilities which will stimulate the most able children to the attainment of their fullest intellectual development.

As long as our interest continues in mass education rather than in individual training, the problem of articulation will be of paramount importance. With a change in point of view, the problem of articulation will tend to disappear.

Education for the Individual

We need to place emphasis upon the ideal of secondary education as it is found in Cardinal Principles of Secondary Education:

> Consequently, education in a democracy, both within and without the school, should develop in each individual the knowledge, interests, ideals, habits, and powers whereby he will find his place and use that place to shape both himself and society toward ever nobler ends.

Certain instructional policies are to be recommended to high schools that will tend to promote articulation between the high schools and the colleges. These policies are summarized in the Sixth Yearbook of the Department of Superintendence by a committee of which the writer was a member:

1. That the high schools require their pupils to elect coherent curriculums instead of single courses.
2. That the high schools place increased emphasis upon the fundamentals of English.

3. That the high schools place increased emphasis on the formation of habits of work and economical methods of study.

4. That the high schools recognize as one of their paramount aims the guidance of students relative to preparation for college work.

5. That the high schools collect evidence concerning the native ability, ambitions, and elements of character of prospective students, and that the colleges make greater use of this.

Common Agreement Needed

The problem of the effective articulation of the high school with the college is not one for the high school to solve unaided by the college, and this fact is recognized in the report referred to in the Sixth Yearbook of the Department of Superintendence. Among the policies that colleges are urged to follow in an effort to promote articulation, are the following:

A. That the colleges define their entrance requirements in terms of the work of the senior high school—that is, grades 10, 11, and 12—and in terms of the measures of ahilities and the measures of citizenship taken during the senior high school years.

B. That all colleges within a given State he encouraged to define their entrance requirements in each subject in terms of common units, with such variations in scholarship requirements as each college may determine. For example, a unit of hiology shall he defined in the same way hy all the colleges in a given State.

C. That all colleges within a State be urged to agree upon a uniform college-entrance certificate.

D. That high schools and colleges reduce to a minimum the numher of prescrihed units, and demand rather evidence of the completion of a well-rounded course in terms of three units in English and two minors of two units each in other academic suhjects.

E. That the right of colleges he recognized to define the characteristics of the type of training that can he given to good advantage in their institutions.

F. That colleges recognize that the first year should he a year for the exploration of ahilities of entering students, and modify the first year of college work in such a way as to provide for this objective

G. That colleges make reports hack to the high schools concerning the success of their graduates in the first year of work.

H. A truly democratic system of education requires that colleges and other agencies of higher education offer opportunities for training all serious-minded students of college age.

To Aid Student the Supreme Objective

To summarize, the present objectives in high-school inspection are not such as to promote perfect articulation of units in public education. Many of the objectives of inspection tend to develop differences of such a character as to make it difficult for the individual pupil to fit into certain types of school systems. To illustrate, a pupil trained in a school where the emphasis is placed on an activities program would find it difficult to make adjustment to the work in a traditional school. A pupil trained in the first year of a rural high school is likely to find it difficult to make easy adjustment to the work of a senior high school in a large city. These illustrations could be multiplied, and attention called to the difficulties arising in matters of adjustment traceable to differences in the quality of the preparation of teachers, differences in curriculums, and differences arising from the adaptation of schools to local conditions. To increase helpful articulation, a more sympathetic understanding is needed. It is my opinion that inspectors should give more attention to cultivating this sympathetic understanding between the units in public education through encouraging exchange of visits, conferences, and reports, and especially through emphasis upon the importance of teachers in the next higher unit seeking to understand the needs of individual pupils, particularly at the time of entrance.

Indiana Teacher Begins Sixty-seventh Year of Service

With Exception of Two Years, Has Taught Continuously Since 1862, Most of This Time in Schools of Indiana. Has Classes This Year in Algebra and Geometry

By H. C. WYSONG

Superintendent of Schools, Covington, Ind.

TO the high school at Covington, Ind., belongs the distinction of having on its faculty a woman, Miss Olive E. Coffeen, who is one of the oldest teachers, if not the oldest, in point of age and active service in the teaching profession of the State of Indiana, and perhaps in the entire United States.

Miss Coffeen

This veteran teacher on September 12, 1929, will celebrate her eighty-second birthday. She began this fall her sixty-seventh year as an instructor. She was born in Ohio in 1847, and as a child of 4 or 5 years of age migrated with her parents to Indiana. They traveled on a flatboat down the Ohio River, continuing the journey up the Wabash on one of the packet boats to Covington, where she has spent most of her life. Her father died when she was 10 years old, leaving the mother with several small children to support. As a means of livelihood for herself and family, Mrs. Coffeen began to teach school, and having no one at home to leave with the children, she took them with her each day to school. Reared in a school atmosphere, the whole life interest of her daughter Olive has been in education. She began her teaching career in 1862, at the age of 15, in the neighborhood east of Veedersburg, Ind. Her daily wage at that time was 72 cents. With the exception of the two years, 1923 to 1925, she has taught continuously since then.

Miss Coffeen was a teacher for a number of years in the old Indiana Normal College at Covington, and after its close she conducted a private normal school at Covington. She has had wide and varied experience as a teacher in Ohio, Indiana, and Illinois. At present she is teaching two periods a day in the Covington High School, having a class each in freshman algebra and in solid geometry.

Many lawyers, doctors, and teachers have come under Miss Coffeen's influence as a teacher. Probably the most famous of her former pupils is Eugene Savage, an artist, who came a few years ago from New York for the purpose of painting her portrait. The painting, which now hangs in the assembly hall of the Covington High School, has been exhibited in the John Herron Art Institute, Indianapolis, and in other art galleries at different places in the United States, where it has won favorable comment from art critics and a number of prizes for the artist.

In spite of her advanced age, Miss Coffeen is mentally alert and keenly alive to all present-day happenings. Although she does not live in the past, yet at times when in a reminiscent mood she will relate many entertaining incidents of former years. She takes no active part in politics but is vitally interested in all things political, and she remembers vividly all presidential campaigns since 1856.

Miss Coffeen, while not boastful of her long and useful career as an educator, is proud of her record. She has kept abreast with the changing methods along educational lines, and her classes are not only mentally stimulating but helpful and inspiring to the pupils who come under the influence of her ripened experience as a teacher and as a molder of youthful life and ambitions.

New libraries to the number of 580 were established in Mexico during the past year, and 471 libraries founded the preceding year were enlarged.

Las Lomitas Rural Elementary School Adapted to Pupil and Community Needs

Educational and Social Activities of this California School Make Valuable Contribution to Community Life. School and Community Cooperation Have Promoted a Pronounced Feeling of Loyalty and Responsibility on the Part of Pupils to Both the School and the Community

By TIMON COVERT

Associate Specialist in Rural Education, Bureau of Education

FAVORABLY situated, a rural school of medium size can be so organized and conducted as to offer pupils excellent educational opportunities and at the same time serve as a center for adult educational and social activities. This is well illustrated by the elementary Las Lomitas School in San Mateo County, Calif. Here a rural school attracts and holds good teachers, offers specialized instruction, maintains a high percentage of attendance, and finds time to participate in community activities. The rural school problem in this district is conspicuous by its absence.

The school is located in a rural community typical of those in the fertile peninsular section of the State. It serves a mixed population, which is also typical of that region. A few years ago practically the only occupation of the inhabitants was farming, or "ranching," as this occupation is commonly termed in the West. Recently a demand in the vicinity for homes with small acreage has been met by considerable subdivision. A number of the people on these smaller tracts raise poultry, vegetables, and small fruits; others are employed at various occupations outside the community. Subdivision rather than consolidation accounts for a somewhat constant increase in population and school enrollment, but the environment is definitely rural.

The people of the Las Lomitas district decided a few years ago that their children deserved an educational opportunity equal to the best. With this as their goal they organized a parent-teacher association, and through it have worked enthusiastically to provide a school which measures up to their ideal. There seems to be contagion in the enthusiasm, for all school patrons, new arrivals as well as charter members of the organization, willingly do their part in building a better school in an attractive neighborhood. Seldom does one see better cooperation between parents, teachers, trustees, and pupils. Incidentally it may be said that this community is fortunate in having exceptionally capable and democratic leadership.

Strong Community Spirit

The desire of a community for a good school is usually reflected in the educational facilities provided. This community is no exception to the rule. An attractive 1-story structure with basement faces the highway near one end of the 2-acre school grounds. The plan permits construction of additional rooms as needed, and sufficient floor and lighting space have been provided without marring the symmetry of the building. Although the grounds are somewhat undersized, careful landscaping has provided a pleasing arrangement of flower beds, shrubs, walks, and trees, with maximum space for recreation.

The playgrounds are designed and equipped for children of different age groups. During periods of supervised play one sees the little people, with their leader, absorbed in games on the grass or in the vine-covered playhouse, the upper primary group at their swings and teeter-totters, and the larger pupils on the tennis courts and ball fields. A famous educator remarked one day as he watched, "Such activity undoubtedly promotes the physical well-being of these children, trains them in the use of leisure, and teaches good citizenship."

Objective evidence of work accomplished by the parent-teacher association, supported by a sympathetic school board, is found in the interior furnishings. All classrooms are equipped with tables and chairs in place of the traditional desks. Two rooms have round tables used for group meetings and luncheons. For several years the school has owned and operated a picture machine. There is a modern shop for the boys and a domestic science room for the girls. In a little building recently erected one finds a delightful array of materials for art classes. Books and pictures have been supplied, and the many other things necessary to make the school an institution wherein children can live while learning.

One is not surprised to find community loyalty and pride centered in this artistic school building with its grass plot, its flowering fringes, its clinging vines, and its attractive playgrounds. A fine urban school system and numerous private schools are near by, but patrons of the Las Lomitas community do not say, "We are sending our children to the city to school this year." No, the home school is too attractive for that. Inviting indeed would be the city school to lure these children. In six years attendance has nearly doubled, and since the number of teachers is based on attendance, the regular teaching force has been increased accordingly. This year enrollment in grades 7 and 8 combined numbers 31, the largest in the school's history. Each

The school volley ball court was made by the boys

year there is a high percentage of eighth-grade graduates.

Concerning the faculty and program the principal writes:

We now have, for the 8 grades, 4 regular teachers (1 of whom is principal) and 3 special teachers who come to us 3 half-days each week for music, art, and shop work. Every child in school above the second grade has one hour a week with each special teacher; each pupil in the seventh and eighth grades has two hours. We have not "let down" on any of the academic subjects. In fact, we believe we accomplish more, as there are added incentives for gaining knowledge.

Children Describe School Work

A detailed description of the school work was prepared recently by the pupils for an exhibit at the county teachers' institute. This is a 65-page Book of Las Lomitas, illustrated with views and drawings of school activities. The description, entirely the composition and handwriting of members of the various classes, is evidence of the quality of work accomplished. The work done in this school in such subjects as health, visual education, activities, and thrift, is described in such a manner by these elementary pupils

Four nationalities: Irish, Japanese, Chinese, French

that one is amused in contrast at the theory of the pedagogue. Typical quotations from the booklet are used below in illustrating the school organization and work.

Although Las Lomitas is a country school, advantages are obtained same as in the city schools. The school program is so organized that each pupil may advance as quickly as he wishes. The upper grade (7-8) program is laid out by the week and no speed limits are enforced.

Many pupils have developed the art of reading rapidly yet understandingly at this school, using this plan: For a certain story that is read a pupil receives so many points. At the end of a certain time his points are added up. In this way each pupil strives to surpass the others. This teaches them to read rapidly. To be sure they understand what they read they give a report. This plan has made pupils read almost 50 per cent better.

Subjects taught are geography, history, English, literature, physiology, arithmetic, civics, spelling, science, music, shop work, penmanship, oral English, and art. The school also has an orchestra which contains violins, 'cello, trombone, clarinets, viola, and a piano.

The school comprises four rooms and a basement workshop

A seventh-grade girl writes as follows of the music lessons:

Besides private lessons, three piano classes are conducted weekly, for beginners, intermediates, and advanced pupils. These give all pupils an opportunity to play the piano. One of the things we do is intervals. Six pupils at a time, sitting at the two pianos, put their hands over five keys. When the teacher says "up a second" it means that the second note of the five that your fingers are on is played. If she says "up a third," the fifth note is played; because the second note has already been played, and to go up a third you must end on the fifth note. After six pupils have had a turn at intervals, scales, or sight reading, others take their places and do something similar. We have a half-hour lesson, and all pupils get a chance to learn something, both from watching the others play and from playing themselves. At entertainments some of the pupils are requested to play. We are very proud indeed to say that we have piano classes in our school.

Besides piano lessons, singing is taught and a 12-piece orchestra is conducted once each week by the music teacher. At other times pupils listen to phonographic reproductions of music played by great musicians, and learn the names of the artists and the names of the composers. To add interest to this phase of music instruction a memory contest is held every six weeks.

Industrial Art, by One of the Boys

"O boy! time for shop!" That's what you would hear if you were visiting our school every Tuesday, Wednesday, and Thursday afternoon, from 2 to 4 o'clock, as those are the days our manual-training teacher comes. In the shop we have hammers, saws, planes, draw knives, an electric saw, a lathe, and plenty of other materials for wood work. Some are very clever in the shop and turn out some very well done jobs. When anyone completes something he wants to take home, he must first pay for the materials used in it. In this way the shop always has a fund to buy more material to replace that which was used.

That the shop training is of a practical kind is evident from the description of a project by another boy who writes:

We have a new handball court at our school. * * * It cost the P. T. A. about $130. The eighth grade is going to make a cement floor as a present to the school. It will cost about $24 for all the materials. The boys will do the work as a class project.

Judged by the activities carried on, the promotion of health is one of the cardinal principles of education observed in this school. Pupils not only are instructed in physiology and hygiene, but they are given every encouragement to practice good health habits. Every Tuesday a trained nurse visits the school, weighs and measures the pupils, and gives expert advice concerning their physical well-being. Neat buildings and grounds for work and play; sanitary lavatories for cleanliness; pure water for drinking; attractive lunch rooms with tables and chairs, (where a hot dish and an appetizing drink are served at cost), are influential factors in the promotion of health.

Milk and Fruit Juices Promote Health

One of the pupils writes:

We have had milk for several years, but this is the first year we have had orange and pineapple juice. All are served every school day. The price per pupil each week is: Pure orange juice, 35 cents; orangeade, 20 cents; pineapple juice, 20 cents; milk, 15 cents.

Another pupil lists 14 health rules practiced in the school. The following are some of these:

We play active games for exercise at recess and noon. We do not tire ourselves out at work or play. We wash our hands before we eat our lunch to prevent germs and dirt getting on our lunch. We sit still 20 minutes while we lunch for health's sake. We have a first-aid department for any one who is hurt.

Citizenship Training

Citizenship training is accomplished mainly by the project method and by pupil activity clubs. Such names as the Monday Club, the Boys' Service Club, and the Las Lomitas Junior Club are more meaningful and interesting to these pupils than are the names Seventh-grade civics and United States Constitution class to pupils in other schools the writer has visited. The wise teacher to-day avoids and solves many disciplinary problems by giving pupils responsible work to do and in so doing provides excellent opportunity for the development of ideals of service.

(Continued on page 19)

Community Cooperation in Building up High-School Band

Tentative Gift of Unused Band Instruments by Local Post of American Legion Formed Nucleus. Hard Pioneer Work, Determination, Fine Spirit of Sportsmanship, and Loyalty Make Band Educational and a Community Institution and Asset

By JAMES C. HARPER
Director, Lenoir (N. C.) High-School Band

SCHOOLS thrive on enthusiasm, and nothing can surpass a well-managed school band in creating the best sort of enthusiasm. Some schools for this reason alone have hastened to acquire school bands; others because they appreciate the educational value of instrumental music in aiding appreciation, in creating the power of enjoyment, and in unlocking doors to all the fairyland of story. Bands and orchestras are here to stay, and their number is fast increasing. They have proved their worth and justified the time and expense entailed in their creation.

Like the pioneering of our ancestors as they pushed the line of civilization farther into the trackless forest and made a path where none seemed possible, creation of a school band is not always easy. It is such a story that I have to tell, and it begins in a medium-sized town in Dixie.

Genesis of the Band

A post of the American Legion in Lenoir put on a campaign and raised funds for a set of band instruments. The band flourished for a few years, then, like many other amateur bands, interest lagged and progress stopped. The post offered the set of instruments to the Lenoir High School, and a member of the post agreed to coach the boys for a year gratis. The school furnished a room in which to practice, then promptly forgot the band entirely. A full story would tell how the band grew, how it earned money for additional instruments, how it bought uniforms and other equipment, how its playing began to be talked about far and wide; in short, how its present fame and ability were attained, with no expense to the school except for a room in which to practice and for insurance carried on the set of instruments.

Possibly a spur to progress was a little clause inserted in the agreement with the legion post to the effect that if the band did not continue to be a "going concern" for the first two years, the set of instruments should revert to the post. When the time limit came the band was better than ever, and the post officially withdrew all claim to the instruments. At that time few of the instruments had cases, small repairs were necessary, and uniforms and additional instruments were desperately needed. As the school could do nothing, the boys set to work. What their early playing lacked in ability they made up in zeal for promoting concerts, advertising, and selling tickets. Audiences came, and the band grew after each concert.

Growing by Accretion

Instruments could not be found for all the boys begging places in the band, so a definite waiting list was formed. Local musicians coached the members of this waiting list in the rudiments of music. Older boys coached younger boys. Boys who would take lessons on violin, piano, or other instruments, were given the preference; and local piano teachers were swamped with boy applicants for lessons. When uniforms were acquired the waiting list was doubled. Meantime members of the band were practicing for dear life. The long waiting list was a constant threat for any boy who would let down. An army of boy detectives watched each band member for any sign of weakening or slothfulness. No wonder the boys arrived hours before school time to begin their practice, and hurried to the instruments again as soon as school was out. Spirited debates were held on matters of musical technique. Military drill was added, and now the waiting list could drill too; and how they did work!

Zeal of Members Never Flags

The end of the promised year of coaching came, and the leader agreed to keep it up awhile longer. He had a strenuous time but there is inspiration in teaching boys so anxious to learn. These things took place about five years ago, and enthusiasm is as great as ever. Boys have completed their high-school courses and gone to play in college and professional bands, and the band at Lenoir High School is working harder than ever.

Every instrument ever owned is in use at present, with the exception of a few which were exchanged for newer models. Every dollar earned by the band has been put into additional equipment, and for every instrument purchased there is waiting a group of high-school boys begging for the first chance at it. From about 25 pieces the band has grown to well over 50, and many students now purchase their own. Students pay no rent for school instruments used, and no boy need be kept out of the band by inability to meet the expense of the organization. The only test is faithful and unremitting hard work. Any boy willing to meet this test may sooner or later enter the band. His stay there depends entirely upon the character of his work. Each student signs a receipt slip, guaranteed by his parents, agreeing to make good any loss or damage to instrument, uniform, or other band property. It has been necessary to impose few such penalties, and in each case the student has quickly made good the loss without the necessity of pressure. No claims on the band insurance policy have been necesary.

The Boys Attempt Big Things

Needless to say, enthusiasm has been maintained by constantly doing things of vital interest to the students. The band is practically a part of school athletic events and school occasions of every kind. An early venture was in playing for a circus when it came to Lenoir. A bargain was struck by which the band was to play in the circus parade in return for admission to the tent for every band boy. The circus people went "the second mile" in seeing that the students had a delightful day, and the boys are still gloating over it. On two occasions the band played for automobile races in a near-by city, and many a small boy nearly forgot to bring home his band instrument because of excitement over the treasured autograph of some world-renowned "speed demon."

Lenoir was one of the first three school bands to hold a contest in North Carolina, and the Lenoir students have been in band contests ever since. After the first year, bands were classified according to the size of the school from which they came, and until this year Lenoir has won all the first-place trophies ever offered in its class.

Contests Promote Enthusiasm

At the time the last contest was planned, Lenoir asked for the privilege of playing in a class higher than its own, and even in this company the Lenoir students vanquished bands from all the larger cities of the State except two. A fine spirit of sportsmanship has always prevailed in these contests, and probably no lesson learned has been of greater value than the ability to win with modesty or to lose without bitterness. Friendships formed at contests often last through an entire college course and probably longer.

Of recent years the fame of the Lenoir lads has reached the colleges, and college bandmasters have been quick to realize the advantage of tapping this highly trained source of band material. The band from Lenoir has been invited to college after college to play for the largest athletic games and to give concert programs. Often the high-school boys play jointly with the college bands; and drills and military evolutions are often executed in cooperation. On the occasion of the dedication of the immense stadium of the University of North Carolina the high-school boys from Lenoir were on the job to do their bit in the events of the day.

The Band a Local Institution

The band has always endeavored to make itself as useful as possible to all local organizations and its help has been gladly accepted. It has drilled with the local National Guard unit, taken automobile trips with the chamber of commerce, attended conventions with Kiwanis and other organizations, welcomed notables to the city, and aided every imaginable kind of parade and celebration. The public has been quick to appreciate this, and one very tangible result has been the gladly accepted offer of the local Kiwanis Club to supply transportation for all band trips and concert tours.

Boys of the band feel that they are a necessary and vital part of the life of the community and this gives them a feeling of self-respect and responsibility that would be hard to measure. The deference shown the organization by the leading citizens would naturally give the boys a pride in their band, and their appreciation and loyalty have been expressed in harder work to perfect their playing and in lending a helping hand to beginners and less experienced players. For a final test of what the band is and can do, ask the mothers of the boys themselves!

Italian Children in Atmosphere of Fascism

Instruction concerning the accomplishments of Fascism in Italy since the "March on Rome," will be given to pupils in elementary schools of that country. Recent orders of educational authorities are to the effect that school directors shall arrange to have each teacher add this instruction to the school program, and that it be adapted to the intellectual capacities of the different school groups and introduced naturally as part of the new culture. The field to be covered includes: The corporate State; the syndicates; the Great Council; Dopolavoro, an organization for the wise use of leisure time; Balilla, a national boys' and girls' organization; the organization for motherhood and childhood; the general progress of the country; and the principal public works of local, regional, and national interest. The Labor Charter, in particular, is to be read and its principles expounded.

Laws Prescribe County Superintendents' Qualifications

Definite educational qualifications of some type are required by law in 40 States of all candidates for the position of county or other rural superintendents of schools, as shown by a study of salaries and legal provisions relating to the county school superintendency in the United States, by Katherine M. Cook, chief division of rural education of the United States Bureau of Education, published as rural school leaflet No. 45. In 25 States the applicant for such position must hold a certificate similar to that required of teachers. In 24 States educational experience is demanded; in 5 of the States experience within the State is essential, and in 5 administrative experience is required. Certain personal eligibility qualifications are necessary in 14 States; in 4 good moral character is definitely specified; and in 3 a minimum age is fixed. Other requirements that appear in some laws are that the candidate must be a qualified elector, must have the written approval of the State board of education, must possess executive ability, must be a citizen of the United States, a citizen of the State, a citizen of the county. Numerous other qualifications are listed among those specified in a few States.

Children Introduced to Scenic Beauties of the Fatherland

To make it possible for school children to visit the popular tourist district of Jamtland at a minimum cost, the Swedish Tourist Association cooperates with the Swedish State railways in organizing at low rates a system of train homes for summer excursions.

Jamtland, considered one of the most beautiful districts of Sweden, is a popular excursion center. In the middle of the Province is a large lake, Storsjon. To the west the mountains gradually become higher and higher, and among the ranges and peaks lie winding lakes of rare picturesqueness, interspersed with mighty waterfalls and highland pastures. Herds of reindeer are often seen. The capital of the Province is Ostersund and from there to the principal tourist resort, Are, is about 30 miles. Near the Norwegian frontier lies another tourist resort, Storlien, where the landscape is more desolate and barren, suggesting the proximity of the Norwegian glaciers.

Those eligible to participation in the home-train excursions are pupils in elementary, private, and public schools, who are at least 12 years of age, and their leaders. Children are sent in groups of about 10 each, and accommodations are available for 80 each week. They live in the train homes, consisting of third-class sleeping cars, and assist in necessary work. Personal equipment brought by each child includes strong boots and woolen hose, a wind-cloth jacket, light knapsack, and blanket. The cost, including three meals and a basket lunch, is about 80 cents per day. Subsidies granted by the tourist association enable school children of insufficient means to participate in the excursions.—*John Ball Osborne, American consul general, Stockholm, Sweden.*

Manual Prepared to Aid Teachers of Illiterate Adults

A manual entitled "Helps for Teachers of Adult Immigrants and Native Illiterates" has been published by the Interior Department, Bureau of Education, as Bulletin, 1928, No. 27. It was compiled under the direction of L. R. Alderman, specialist in adult education of the bureau, and contains information of value to workers among adult illiterates, including suggestions for the study of racial backgrounds, methods of giving publicity to the work, organization and administration of classes, records, methods of work among different types of adult illiterates, and other pertinent information.

Cities Provide Educational Opportunity For Foreign-Born Women

Some Cities Organize Classes for Very Small Groups; 30 Applicants Necessary to a Class in Others. English and Citizenship the Subjects Most Often Taught. Some Teachers Required to Visit Pupils at Their Homes

By WINIFRED FISHER

Field Secretary, Council on Adult Education for Foreign-Born, New York City

NOTWITHSTANDING the activity which has been manifested in the past 10 years in adult education, the movement has not yet reached its full maturity. The Council on Adult Education for the Foreign-Born is maintained by the associations and agencies in New York City which are concerned with adult education and citizenship. Its especial interest is in the adults of foreign birth in New York City. A committee of the council is concerned with foreign-born women who have not had sufficient educational opportunity and whose outstanding need is command of English.

In the hope of discovering how well cities of the country are providing for this special group, the committee on the education of foreign-born women undertook in January, 1928, to study the work done in this field by the several city boards of education. The committee itself was composed of representatives of about 20 groups actively engaged with teaching English to foreign-born women. These representatives came from both the board of education and private agencies and organizations, and represented a variety of approaches to the problem.

List of Prospects Compiled

From various sources a list of about 160 cities and towns throughout the country likely to have day classes for foreign-born adults under public auspices was compiled. Questionnaires asking for detailed information, and sheets for listing of classes were sent to the superintendents of schools in these places, with a letter explaining the purpose of the study. Seventy communities replied that they had no such classes. Data concerning 78 cities and towns were collected. The States most numerously represented were: Massachusetts, New York, Rhode Island, Pennsylvania, and Ohio. One to five cities in the following additional States also replied: Colorado, New Jersey, Texas, Missouri, Maryland, Illinois, Delaware, Minnesota, Wisconsin, and Washington, D. C. In so far as the committee was able to discover, all places in which the board of education conducted day classes in English for foreign-born adults were covered

The questionnaire asked for information as to required registration, permitted minimum attendance, frequency and length of class periods, subjects taught in addition to English, meeting places, full-time and part-time teachers, salaries, required qualifications for teachers, supervision, cooperation from private agencies, State assistance, length of operation of day classes, grading, and work done supplementary to class-room instruction.

The required registration for a class in New York City is 30. This was found to be larger than the requirement in any other city. Eleven cities replied that they would open classes for from 1 to 4 people. Four cities require from 20 to 25. The remaining cities range from 5 to 15 in their requirement. Some of the large cities open classes for very small registrations. Pittsburgh, Syracuse, St. Paul, Akron, and Wilmington, and 11 communities in Rhode Island, all begin with small registrations. In some of these cities a larger registration is required for neighborhood classes than for home classes.

On the subject of the minimum attendance permitted, New York City again has the highest requirement. In the year 1927–28 this requirement was 20, but in

Children accompany their mothers to this home-study group in Wilmington, Del.

1928–29 it was raised to 25. San Francisco and Denver have no rule for dropping a class for small attendance. Two cities shorten the class period if the attendance decreases noticeably. In Oakland a class with attendance under 12 constitutes a special case. In Washington, D. C., a class is discontinued if the attendance is under 10 for 30 days; in Lynn, if it is under 15 for 4 sessions. Practices in other cities range all the way from individual teaching up to 19.

In frequency and length of classes there is considerable variation. In most classes the year is September or October to May or June. There are a few short terms, such as October or November to March or May. Two sessions a week is the usual practice. As to the length of class period, 31 places mention a 2-hour period. Twenty vary the length according to the number of members, or other conditions. The remaining places vary from 15 minutes for individual teaching to 3 hours for classes.

In addition to English, citizenship is the subject most often taught. This was recorded by 19 cities. History and civics, elementary subjects, home making, child study, and hygiene were also mentioned.

Teachers Promote Citizenship

Several cities mentioned citizenship-aid as a part of the teachers' work. Akron recorded a service department to assist petitioners in securing certificates of arrival and filling out forms. There was probably more of this work done than was specifically mentioned. Springfield, Wilmington, and Washington, D. C., mentioned full-time day-classes; Washington, D. C., and Milwaukee, summer evening schools.

Forty boards of education reported home classes. In addition to homes and public schools, libraries, churches, factories, hotels, railroad camps, settlements, and other community centers are used as meeting places.

The practice of teaching home classes is, therefore, soundly established among boards of education, even in cities with large foreign-born populations, where it is necessary to reach large numbers.

Thirty-three places employ full-time teachers on regular salary for this work. Eighteen places stated definitely that the salaries are on the same scale as those for regular elementary day-school teachers; one, that the maximum was the same as for high-school teachers. The figures given for full-time workers range from $1,000 a year to $2,820. Twenty-eight cities reported a flat rate for part-time teachers and 15 reported a range of pay for part time. These rates vary from $1 to $3.50 per hour, $1.50 to $2 being the rule. In many cases it was not clear whether part-time work meant a fixed number of hours per week throughout the school year or whether the number of hours was uncertain and fluctuating. This question seemed to be important to the maintenance of standards of personnel. Some cities employ a few full-time teachers who do visiting, organizing, supervising, etc., and also some part-time teachers for classroom instruction only.

Special Preparation Demanded

Thirty-eight cities require of their teachers special courses in methods, immigrant background, or immigrant education. In many cases a required course provided by the State was mentioned. How adequate these courses were might well be a subject for study.

The committee was particularly interested in the practices of boards of education with reference to visiting, recruiting, organizing, and other work supplementary to classroom instruction. In New York City the board of education pays only for actual classroom instruction by teachers, and the other necessary work is done by private agencies cooperating with the division of day classes. A good many other boards of education do, however, consider this a part of their work. In 29 teachers do one or more of these forms of supplementary work as part of their regular schedules. In some cases the supplementary work is paid for on an hourly or monthly basis; and in a few cases there are full-time people employed by the year who have the supplementary work as their sole function. Forty-five altogether indicate some form or degree of supplementary work done by the board of education as against eight specifying none. Some information was indefinite.

New York City and Denver appear to be the only cities where the division of day classes is administered as a separate department.

Forty cities reported cooperation from private agencies. Recruiting, care of children, receptions, advertising, and visiting were mentioned; recruiting most commonly. The organizations most frequently mentioned as cooperating were the Council of Jewish Women, Y. M. C. A., Y. W. C. A., service clubs, patriotic organizations, chambers of commerce, churches, settlements, and nationality societies.

Financing the Work

Seven States give financial assistance to cities carrying on such work. For the District of Columbia, Congress appropriated $10,000 a year for the purpose. Aid is given apparently in two ways—either as a proportion of the total disbursements or of teachers' salaries; or else a certain amount is given by the State for each pupil in attendance. In Rhode Island the work was initiated and financed by the State and is being taken over gradually by some cities and towns. In Delaware the work was financed by the city of Wilmington out of private funds from 1919 to 1927, when the State took over the work in Wilmington and in 13 other communities.

Fifteen years was the longest period of operation of such classes. A few places were in their first experimental years. Apparently in most cases the work began near the close of the Great War.

Fourteen hundred classes were listed by cities. Several hundred more not definitely listed were indicated.

The Council on Adult Education for the Foreign-Born at 280 Madison Avenue, New York City, will furnish copies of the statistical report upon request.

Sewing class in a neighborhood house, Minneapolis, Minn.

· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Acting Editor - - - - - Henry R. Evans

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SEPTEMBER, 1929

James C. Boykin

IT IS with profound sorrow and regret that we announce the passing of James Chambers Boykin, editor of School Life, who died on July 29, after an illness of three weeks. Mr. Boykin was appointed editor of the Bureau of Education in 1911 and continued in that capacity to the day of his death, with the exception of intervals devoted to the San Francisco, San Diego, and Panama expositions. He was a man of vigorous character. His devotion to his work was proverbial, and he has left the impress of his personality upon the Bureau of Education. With the establishment of School Life, he showed rare abilities as its editor and became well known throughout the United States in educational circles.

Mr. Boykin was the author of the following brochures, published by the Bureau of Education: Class Intervals, 1891; History of Physical Training, 1892; Laws Governing City School Boards, 1896; Truant Schools, 1900; Instruction by Correspondence, 1902; Educational Legislation (coauthor), 1913; The Tangible Rewards of Teaching, 1914; and The Story of the Declaration of Independence, 1926.

James Chambers Boykin was born in Russell County, Ala., on January 11, 1866. He was the son of Thomas Cooper Boykin and Belle (Alexander) Boykin, and came from a family distinguished in the Colonial and Revolutionary annals of the South.

Leadership

LEADERSHIP in education as well as in other fields makes serious demands upon those who would attain it. Among the more important demands are:

First, willingness to undergo hard work. Those who have had much contact with human beings are impressed with the general attitude of "get by." Students in high school and college are not exceptions. Too many of them are willing to do just enough to pass. The "get by" attitude is a characteristic of the average man; it is never a characteristic of the leader.

Second, leadership requires physical capacity to stand hard work. Those who are born with weak bodies are handicapped from the beginning. Young people, however, may profit by studying the career of Theodore Roosevelt, who possessed other qualities of leadership but was without this one. Realizing his physical handicap he went from college to a western cattle ranch and built himself up. Napoleon, with four hours a day of sleep, Edison in his laboratory 24 hours at a time without food or rest, Ford building his automobiles after a 10-hour day of his regular employment, illustrate the demands which leadership makes upon the human frame.

Third, clear-cut purpose. Although this aspect is best evidenced by careers of such military leaders as Alexander, Cæsar, and Napoleon, it nevertheless applies in greater or less degree to leadership in all fields. Many never achieve leadership in any field because they do not realize what they want to do; they are unable to make up their minds. The physician who practices indefinitely as a general physician is unlikely to become a leader. If later he sees himself as a specialist on the eye, or the nose and throat, or the heart, or as a surgeon, he is far more likely because of this clearness of aim to achieve a position of leadership.

Fourth, ability to make use of obstacles. Another outstanding characteristic of the average man is what boys on the football team term the "alibi." It is so easy to blame the other fellow that few are willing to assume the responsibility for their own difficulties. The leader recognizes the fact that he is the master of his own conduct, that he can not control the conduct of others, and by his mistakes he learns. George Washington, who was one of the great generals of history, was frequently defeated, but he learned by each defeat. Obstacles by him were turned to profitable use.

Fifth, ability to get along with people. Dr. Leonard P. Ayres set this down as one of the essentials of leadership under the name of "don de gentes," which corresponds roughly to the English "the gift of folk."

Sixth, outstanding capacity to identify the self with the cause. Great principles recognized as spiritual truths seem to make little impression upon a material world. Once a great principle is embodied in human form and actually lived in a material world it has immense influence.

Practically all the great men of history can be interpreted as embodiments of great spiritual principles; Washington and Lincoln are outstanding examples. All the human followers of the Master Teacher in the foundation of the Christian religion are noteworthy examples of this principle.—*W. J. C.*

The Return to School

A VAST army is on the march! No sound of drum or trumpet heralds its approach. It is the great army of children on their way to school after the long summer vacation. These young recruits in life's battle are full of zest and eagerness; they do not proceed on their way like Shakespeare's proverbial schoolboy, who with "shining morning face," crept "like snail to school."

This army, upon whose advance in knowledge, preparation for good citizenship, and moral growth the future of the Nation depends, numbers more than 26,000,000 boys and girls. It is the grand army of democracy in the making, an army of which we are particularly proud. It is officered by approximately 815,000 teachers, according to statistics gathered by the Bureau of Education. Of these teachers 139,000 are men and 676,000 are women. To house this army of children, 256,000 schoolhouses are required. The State departments of education report a total value of public elementary and secondary school property for 1926 of $4,676,603,539. The total annual expenditure for public-school education approximates $2,100,000,000. The total expenditure for all types of education so far as reported to the Bureau of Education is approximately $2,750,000,000, not including the amount paid to correspondence schools and similar institutions. For salaries of superintendents, supervisors, principals, and teachers the sum of $1,200,000,000 is expended. The following additional data for 1928, the latest available, will prove of interest: The total population of the United States, derived from the census reports or estimates thereon, is 120,013,000; per cent of school population of total population, 25; per cent of total population enrolled, 21.6; per cent of children 5 to 17 years of age (inclusive) enrolled, 82.3; total expenditure per pupil in average attendance, $102.05.

It will be seen from the foregoing statistics that billions are required to support public education; but the money is well expended, for upon education the welfare and safety of the Republic rest. "The good education of youth has been esteemed by wise men in all ages as the surest foundation of the happiness both of private families and of commonwealths," said Benjamin Franklin. Thomas Jefferson, author of the immortal Declaration of Independence and father of the University

of Virginia, the first publicly supported institution of higher learning in America, said: "A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so will it be the latest of all the public concerns in which I shall permit myself to take an interest." George Washington, our first President and the father of the Republic, said: "Promote, then, as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of a government gives force to public opinion, it is essential that public opinion should be enlightened."

There is no greater blessing to democracy than an educated people; no greater menace than an unsound scheme of education, or failure of the latter to offer free and unlimited opportunity for the training and education of the masses into the possession and enjoyment of the privileges which an enlightened democracy assures its people. Outstanding among these privileges is adequate preparation for the business of living. That means the possession of a strong body and a clean mind, of technical skill and method, of information needful for the conduct of one's job or of one's self in association with his fellows, of judgment and directive intelligence.

Under the common law it was the duty of the father to educate his children, but there was no compulsion on him to provide any form of schooling. Otherwise expressed, the child had no school rights which the parent was bound under the law to respect. But with the passing of time, and particularly with the founding and growth of our American Republic, a new conception arose. The noncompulsory school system gave place to a compulsory system, and now required school attendance is universal among English-speaking peoples.

The compulsory system was a long time spreading over the United States, but in 1918, when Mississippi passed its first law on the subject, the system became universal in this country. Every State now requires that children attend school for some period of their lives and for all or a considerable part of the school term; and the tendency is to extend attendance requirements until all children between 7 and 16 years of age are in school throughout the term, or until the work of the elementary grades is completed.

Compulsory education has two fundamental purposes: First, to insure the best possible citizenship in order that the State may thereby preserve itself; and, second, to enforce the educational rights of the child. That the first of these is fundamental in a democracy is obvious. The second is fundamental because the right kind of opportunity is essential.

Chinese Province of Kwangsi is Giving Attention to Education

Practical Courses are Emphasized. In University Recently Organized "Letters" Is Last in List of Objectives. Christian Missionaries Are Doing Important Educational Work. Lectures and Demonstrations Utilized in Disease Prevention

By FREDERICK W. HINKE

American Vice Consul, Canton, China

ALONG with other projects for the civic and economic improvement of Kwangsi Province, China, an educational program is being developed. The most encouraging feature of this program, in addition to the establishment of primary schools (the first fundamental of an educational system) is the fact that special attention is given to practical courses. Already, the Kwangsi régime has organized technical schools to train telegraph operators, highway construction workers, and foremen, and has devoted time and attention to cultivation and experimentation with native agricultural products, such as the improvement of wood oil.

Kwangsi University at Samkoktsui, Wuchow, was formally opened on October 10, 1928. This institution, when organization is completed, will pay special attention to agriculture, mechanical arts, engineering, mining, and letters; but only preparatory courses will be given in the beginning.

The principal seat of learning in Kwangsi is Kweilin, the provincial capital under the Manchus, the location of the provincial school of law and political science and of a number of normal and middle schools supported by the Province. In addition, foreign missionary organizations are carrying on educational and medical work in this center.

At Liuchow, the school of communications is training road builders as well as men to take over positions in the telegraph service. The head office of the Provincial Bank of Kwangsi at Wuchow is offering courses in banking and currency to junior employees who, upon completion of their courses, are sent to branch banks throughout the Province as subordinate employees. Graduates are said to have been sent already to Kweilin, Liuchow, Nanning, Posch, and Lungchow. An effort is also made to found a school for surveyors who are much needed to carry on the road-building program of the Province.

Modern primary schools, it is said, are found in every town in the Province, and the provincial authorities are giving their support to 7 normal and 11 middle schools, in addition to a number of private schools, of which 16 are receiving a Government subsidy. Eight Christian Protestant missions are carrying on educational work in the Province, together with Catholic missions at Lungchow and other cities.

Whereas the budget of the Province several years ago called for an annual expenditure of only $600,000 local currency, the authorities appear to be realizing to a constantly increasing degree the necessity for education, and now appropriations amount to more than Kwangsi $3,500,000 for general work and an extra Kwangsi $1,000,000 for the university at Wuchow. The Province is also conducting governmental agricultural experiment stations where special attention is given to the cultivation of tung trees (the source of supply of wood oil), to irrigation, and to reforestation.

With the support of local schools, hospitals, physicians, and moving-picture theaters, attention is also given to public health by means of lectures. Provincial authorities have ordered that lectures and demonstrations showing methods of disease prevention be given for two weeks annually in every large town in the Province.

Official report to the Secretary of State.

Economical Students Go to College for $500 a Year

College education costs the average student approximately $700 a year, according to a statement by Walter J. Greenleaf, associate specialist in higher education of the United States Bureau of Education, in Self Help for College Students, recently issued as Bulletin 1929, No. 2. Institutions embraced in the study include regular 4-year colleges and universities, independent professional schools, 2-year junior colleges, and colleges especially for negro youth. The average minimum annual expense for a student ranges from $314 in schools of theology, where tuition is generally free, to $925 in medical schools. The statement is made that $500 will pay the entire expense of an economical student in nearly half the regular 4-year colleges and universities.

County Library Brings Joy of Reading to Rural Children

Cleveland Public Library Maintains a Department That Serves People of Cuyahoga County. Field Supervisors Provide Professional Direction for Volunteer Librarians of Branches. Parents Reached Largely Through Their Children

By MARGARET E. WRIGHT

Head of County Department, Cleveland Public Library

IT IS A FAR CRY from the little district schoolroom with its barren walls and hard wooden benches to the well-planned consolidated building that is rapidly taking its place to-day. And now no classroom in Cuyahoga County, Ohio, is conceivable without its corner filled with books from the County Library to supplement the lessons, as well as for pleasure reading.

Some of the principals told us after they had classroom collections for two years that there was marked improvement in the reading of the pupils and in the kind of books they read. The school supervisors say that it is no longer a common occurrence for teachers to find pupils reading dime novels or cheap magazines. There are too many books on the schoolroom window ledge that are more attractive. A county library is just one more step toward the equalization of educational opportunity.

Cleveland Library Extends Service

The Cuyahoga County Library has been organized for five years as a department of the Cleveland Public Library, extending that service to the towns and villages beyond the city limits. Every school in the county, public and parochial, is receiving library books either directly through the school or from one of the 11 county branches in the large towns.

"Where are those long lines of boys and girls going?" "Oh, those are classes sent to the public library for library instruction, reference work, or the ever popular story hour," replies a citizen quite accustomed to the sight.

Children Taught Use of Library

If a school building is less than a mile from a town branch, the children are taught to know and use the public library. Small collections of reference books are loaned for each teacher's desk, but special shelves for supplementary reading are kept at the library and the children come singly or in class groups during school hours. At any time of the school day, a visitor may find a class seated at the library tables, busily at work on lesson assignments or receiving informal instruction in classification and use of the catalog, index, and other reference tools.

The county library can not at present afford a trained librarian even for every branch; certainly not for each school library, so we have appointed trained and experienced assistants as "field supervisors." Each has charge of a district. This means she is to advise and work with the local branch librarian and the teacher-librarians in her district. These supervisors spend about two-thirds of their time in the field, actually working at the branches or school stations, in order that they may learn to know the public and the teachers personally. The remaining time is spent at headquarters, selecting books. The local librarian can help the supervisor meet and know the people of the community, and the supervisor in turn can help the librarian toward a wider acquaintance with books and library ideals.

"Once upon a time," the librarian begins, and they are ready for the story

School Provides Library Room

Each new consolidated school building provides a library room, but too often an already overburdened teacher is made librarian, giving one or two periods a day to that work. Naturally she has little time, even if she had the preparation and specialized knowledge of books, to do much more than hand out books. Not enough can be said for the fine type of teacher, who, without compensation, is giving of her time and strength to further the children's education by opening to them the wider horizon possible through library books. Some teacher-librarians are solving our need of trained assistants by taking summer-school courses in library work. In the meantime our field supervisors are developing the school libraries, giving instruction and book talks, holding conferences with teachers; and they are receiving the support of the mothers' clubs and parent-teacher associations as well.

The neighborhood work has not been a great success in the school stations, but the children can and do take books home for their parents to read. A fifth grade child is doing some "adult education" of her own. She has succeeded in getting her seemingly indifferent father and mother to read; and now her mother says, "L—— will get ahead of us if we do not read more!" Small cases have been used in some of the schools for collections of books that may be circulated at parent-teacher meetings.

When the blue library truck casts anchor in the school yard

Each supervisor has the use of the library automobile once a week, to enable her to visit all her stations in the one day, to call upon the teachers in the small buildings, and to arrange for desired changes in classroom sets, or to make home visits to collect long overdue books. On other days she goes directly by car or bus to some one of her agencies and spends considerable time there in personal work. In addition to the passenger car, a truck is used for delivery of large shipments.

Reaching the older boys and girls through club organization offers varied possibilities. Groups of three or four to a dozen high-school students are often appointed by the teacher as "assistant librarians." These meet with the county library supervisor for special training, not only in library routine but in book knowledge as well. At Strongsville School a library club was organized and members were appointed to various library duties; an "overdue clerk," whose business it is to get in all the overdue books; a "daily circulation report clerk," to count the circulation each day; and another clerk to take care of registration and of writing readers' cards. Interesting book discussions are held and the merits and demerits of stories recently read are brought out. There are also regular programs in which they recite poems, read parts of books, tell stories, and if there is time, they play the "library game."

How the Library Game is Played

Half the class become teachers and the other half pupils, each child being given cards on which are requests to find such and such a book or subject. When the book is found, they take it to one of the "teachers" for approval. The "teacher" then returns the book to its proper place on the shelf. The club likes this game, which has a twofold purpose—to give pleasure, and at the same time, teach classification. The club arranged a clever program for book week, pantomiming parts of various books and having the audience guess from which each came. It was not difficult to guess Rip Van Winkle, or the Birds' Christmas Carol; and the Legend of Sleepy Hollow was graphically represented when the horseman, as he went over the bridge, had a real pumpkin head bounced at him.

Books Promote Club Work

The same club put on a Christmas program, and the French Club sang French Christmas carols borrowed from the county library. The county field supervisor followed old Santa Claus from room to room and told Christmas stories suited to the elementary grades. A number of parents were present and they listened as intently as the children. This library has become the real center of the whole school, helping in all activities.

Helping the Book Habit Grow

One favorite observance of book week is to enlist the club members to interest other students in the books which they themselves found entertaining and worth while through the club's reading and discussion. The little folks concentrate on inviting their parents to come to the library and inspect the books available for adults. Circulation in one school increased from about 200 a month to more than 900 under this plan.

Since there is no regular librarian in the several schools, it has seemed better to limit the use of the school libraries to the junior and senior high grade; classroom sets of 40 or 50 books are sent to the younger children, for their own teacher can better give them the personal help needed for guidance of their reading tastes, but even here the county supervisor often stops for a talk on books suited to their years.

Library Room Made Inviting

There has been one outstanding exception to this plan in an experiment tried at State Road elementary school in Parma. A library room was furnished with the idea of making it attractive as well as useful. Round walnut tables, chairs just the right size, and delicately colored pictures bear out the principal's belief that beautiful surroundings as well as books may mean much in the lives of children. The principal herself acted as librarian until the scheme was fully organized; then a high-school graduate was employed as part-time clerk in the office and part-time libra-

A one-room school where the library hour is eagerly anticipated

No classroom is complete without books from the County Library

rian, working under county library direction.

Perhaps the biggest piece of work of the past year has been the assistance given to the county board of education in its work of curriculum revision. The school staff has given us every opportunity to work closely with them for a better county course of study, wherein a variety of library books, not merely texts, will be used. We were asked to prepare lists of outside reading on each subject as the school committees worked on their outline. Occasionally the chairman came to the county library to examine the books held there for him. These lists of books as finally tested out will be included in the printed course of study for all Cuyahoga County schools. Already the use of nonfiction books in the schools has jumped one-third to one-half, as more outside reading and reference is demanded of the children.

Helps Social Science Work

During the recent meeting of the department of superintendence of the National Education Association, the transportation project of one of the Parma schools was exhibited as an example of social science work. For the details, from the minature ancient oxcart to model airplane, library books had been enthusiastically consulted, the children discovering many surprising facts that we have here no space to relate.

When schools close for the summer, our big delivery truck is fitted with shelving that opens from the outside—and the mountain goes to Mahomet. Books are taken to the scattered rural population who can not be reached in any other way through the vacation weeks. The truck carries approximately 500 books, adult on one side and juvenile on the other, with a few in foreign languages tucked away as a surprise. On our first trip we were met with guns, having been mistaken for the Cuyahoga County dog catchers' wagon, but large gold lettering on the side—"Cuyahoga County Library, free service. Books for grown people; books for boys and girls,"—has removed this element of risk.

Book Distribution During Vacation

Permission is given to cast anchor in the school yard, and each week at the appointed day and hour a little drama is enacted under the trees. The large blue truck appears, stops, sides are unlocked, and out come card table and folding chairs to serve as charging desk. Then the horn is sounded, and promptly comes an answering yelp as the advance guard of dogs is followed by their juvenile masters and mistresses, with parents bringing up the rear. When books have been selected, all, including the dogs and often a neighbor's friendly red cow, settle in a comfortable spot and the librarian begins those mysterious words, "Once upon a time." In the more scattered communities a stop is made on the village green as well as at the schoolhouse.

One thing has been proved conclusively; it is much better for the book car with a trained person in charge to make one hour's stop each week in a community than to keep the school station open from two to three hours with an untrained person in charge. Everybody welcomed the book car. Many orders were taken for books that are not carried, especially on such subjects as child care, dressmaking, cooking, and fancywork. Very few men come to the car, for summer is the busy season in the country, but they send their requests by their wives and children. The people in the communities visited appreciated it and asked again and again, "Are you coming back next year?" A priest, when accosted and asked for permission to let the children come to the book car after catechism class, was heard murmuring as he drove away: "Yes, yes. Certainly. Never heard of anything like it. Fine! Come again."

Commercial Use of Spanish Compulsory

Legislation aimed to perpetuate use of the Spanish language in Cuba, and to prevent its replacement by English, has been introduced in the Cuban House of Representatives, according to information received through the Department of State from Harold B. Quarton, consul in charge, Habana.

The bill requires that signs on stores, factories, and offices in Cuba, as well as advertisements and posters, be in the Spanish language; and that all articles manufactured in Cuba be stamped or labeled, "Hecho en Cuba" (made in Cuba). A further requirement is that all documents of a legal, commercial, or public nature be printed in Spanish, although such papers issued in foreign countries for use in the Republic may be printed in the language of the country of origin provided they are accompanied by a Spanish translation.

Instruction in Journalism Assumes Practical Aspect

Trips to Chicago and New York to study newspaper life and methods are features of the course offered in the school of journalism, Butler University, Indianapolis. In addition, a personally conducted tour abroad this summer was planned in connection with courses on European news methods and feature writing. Each course carried two hours of university credit. The 12 students in the school of journalism making the highest grades in the year's work were assigned to positions on papers in the Middle West, where they received training and constructive criticism in the actual mechanics of the newspaper profession and at the same time were paid for their services.

National Education Association in Annual Convention, Atlanta, Georgia

Demands of a New Day in Education Presented by Representative Educators from Different Sections of the Country. Discussions Center Around Educational Trends and Procedures, Needs and Perils, Experimentation and Progress

By HENRY RIDGELY EVANS

Editorial Division, Bureau of Education

THE sixty-seventh annual convention of the National Education Association was held at Atlanta, Ga., June 28 to July 4, 1929. The city welcomed the members with genuine southern hospitality. A pageant promoting greater uses of cotton in Georgia was presented by the staff and students of the Georgia State College of Agriculture, and an old-fashioned barbecue was given with the compliments of the county commissioners of Fulton County. Among the interesting features of the convention was the life-membership dinner, President Uel W. Lamkin, presiding. It was the first affair of the kind ever held by the association.

"Education for a New World"

This dominant theme at the convention was provocative of speculations of a prophetic character. Dr. William John Cooper, United States Commissioner of Education, who spoke on Education for a New America, after giving an outline of vital trends in education, declared, "Our major problem is to develop a school system designed to enable individuals to adjust themselves to the social environment in which they must work, and to modify their environment in an intelligent manner." Continuing, the commissioner asked:

> Can we formulate an educational program for a civilization in which radical changes may occur at any time, which is speeded up to a high pitch, which by use of power and machine is removing from the backs of man the burden of weary toil, and yet which makes for standardized products and which measures its progress in terms of dollars and cents?
>
> I suggest as major lines of attack on such a problem the following procedures: First, that we ascertain as fully as possible those respects in which present-day schools are meeting satisfactorily the demands properly made on them; second, that we define as clearly as possible the respects in which our schools have failed to meet satisfactorily the problems of this generation; third, that we study objectively the results obtained in schools, including colleges which have departed from traditional curricula or methods, or both; fourth, that we catalogue the inadequacies or deficiencies in our present society, taking for study those upon which our leading thinkers are in substantial agreement; that we hunt for the factors responsible for deficiencies, estimate the social effects likely to result if they are not remedied, and the possibilities of eliminating them or offsetting them through education.

Dr. John J. Tigert, president of the University of Florida, and former United States Commissioner of Education, told the National Council of Education that higher education is learning how to meet actual life problems. He said:

> There is a decided emphasis on better articulation of college work with life situations. This is evidenced by the establishment of guidance and employment services, continued raising of standards due to the fact that more students are still seeking admission than can be accommodated, more cooperation than competition among colleges, and adoption of adjustments to improve instruction.
>
> The year was prolific in experimentation in city school systems, and revision of the curricula of elementary and high schools continued throughout the year, while higher qualifications for teaching positions are being adopted.

Reporting on educational progress in 1928, Doctor Tigert touched upon the efforts of many nations to raise their educational standards. China, he said, is striving for a universal language, the Soviet struggling to formulate a complete educational program, and England advancing the compulsory age requirement.

Afternoons were devoted to the meetings of 15 departments of the National Education Association, 13 allied organizations and conferences, the National Council of Education, and the initial session of the Inter-American Conference on Education, the latter of which was attended by delegates from the South American countries.

Adjustment to New Conditions and Needs

In a conference on student participation in school government, A. M. Meyer, of Orlando, Fla., expressed the opinion that "countless cases of 'misconduct' properly analyzed reveal certain appetites, zeal for exploration, physiological expansion, sense of social misplacement, feeling of personal inadequacy."

Important papers were presented in the department of school health and physical education by Dr. W. A. Sutton, superintendent, Atlanta, Ga.; Katherine Dozier, superintendent, New Holland, Ga.; and James E. Rogers, director, National Physical Education Service, etc.

"The great scientific and industrial adventures of our people have produced changes in their habits and in their thinking," said L. S. Rugg, principal of the West Alexandria Grammar School, Alexandria, La., at the meeting of elementary school principals. He stated further:

> The vast industrial and economic mobilization which has occurred tends to produce "massmindedness." Specialization which has resulted tends to set the mind of the individual in a groove. There will be need in the next generation for a citizenship trained to adaptability and practiced in the principles of cooperative effort; for change will surely present new problems for solution. It would be difficult to show that the schools of to-day are affording adequate opportunity for adaptability and adequate growth, or for any great amount of participation in cooperative effort. "Equality of opportunity," the undeniable right of every child to develop to the limit of his native capacities, seems to be lacking in the average school.

Teaching an Important Profession

"The magnitude and importance of the teaching of young children has not yet been fully realized," according to Dr. M. R. Trabue, chairman of the division of elementary education and director of the bureau of educational research of the University of North Carolina. "The extent to which the character of the social, political, and economic life of the Nation to-day is the result of the work of the primary teachers of yesterday is being recognized but slowly."

In the course of his remarks the speaker declared that it is utterly impossible to train certain people for successful educational work with young children and that institutions offering such training must take a large amount of responsibility for selecting persons who have the personal characteristics necessary for effective primary instruction. Whether selection should be made before admission to the training school or during the training period was believed to be a problem for each institution to settle for itself, but that such a selection of personalities should be made before graduation was emphatically stated.

Education—A Changing Term

In an address before the annual meeting of the vocational education department, John T. Wheeler, professor of rural education, Georgia State College of Agriculture, Athens, said:

> An entirely new pattern of vocational education in agriculture is now presenting itself to the several States

for serious consideration. This new pattern of agricultural instruction is not evidence of a revolutionary movement, but an evolutionary movement in the field of vocational teaching. It might well be termed the "apprenticeship system" of farmer training, because the father is brought into the teaching plan as the master-farmer and coteacher in the natural home-farm environment.

The farmer in this new pattern is not only a teacher but also a learner. Together with other farmers of his community who are engaged in the same farming type, he becomes an interested evening-class student. In this way he improves his farm as a production unit, and provides an appropriate learning situation for his son or sons.

Educating the Adult

Caroline Whipple, supervisor of adult education, New York State Department of Education, in discussing the subject of attendance before the immigrant education section in the adult education department, said:

The subject of attendance is as complicated as anything which depends on human desires and human limitations. There are certain basic factors that tend to make attendance stable; there are opposing factors that just as surely tend to break it down. Yet, with the best of conditions, a certain amount of dropping out and of irregular attendance is inevitable, inasmuch as we are dealing with adults who are doing this school work only incidentally.

Sometimes, with the best of teachers and the best of technique the results are disappointing, but these are usually the exceptions that prove the general rule.

Above all, a teacher should know her group. What will prove attractive to one set of students will prove distasteful to another. For instance, some men and women drop out expeditiously if socializing factors are introduced, for they resent having the time taken from formal instruction.

The campaign, during the past three years, to wipe out illiteracy in Porto Rico was described by Francisco Vizacarrondo, assistant commissioner of the island.

The kindergarten-primary department, presided over by Dr. Mary Dabney Davis, specialist in nursery-kindergarten-primary education of the United States Bureau of Education, discussed such subjects as: An Activity Curriculum at Work; Classroom Setting for an Activity Curriculum (Equipment); Classroom Procedures Which Promote Desirable Physical Development (Knowledge, Habits, Attitudes, and Skills); and Unity and Continuity of Educational Experience—the Home, Nursery Schools, Kindergarten, and Elementary Grades.

Propaganda in Schools

The report of the committee on propaganda in schools was presented by E. C. Broome, superintendent of schools in Philadelphia, Pa., chairman.

Pointing out that the problem was one of careful discrimination and selection rather than of total exclusion of outside agencies from the schools, he said:

The only basis upon which any concern or organization has a right to appeal for access to the schools is that it is prepared to make some definite contribution to the accepted school program.

The report of the committee followed a year of investigation, in which the cooperation of several hundred professors and teachers in public and private schools was enlisted. It was discovered that efforts are made from a wide variety of sources to advertise commercial products, advance special interests, and propagate particular theories in the schools.

The report emphasizes the fact that the primary function of the school is not to inculcate particular theories or beliefs but to develop the power of critical judgment and of independent thought on the part of students.

Annual Report of Secretary

Secretary J. W. Crabtree, in his annual message, said:

One problem after another of modern civilization is laid on the doorstep of the schools: Character development, right civic ideals, law observance, reverence, health, worthy home life, vocational efficiency, thrift, fire prevention, international understanding, and temperance. * * * What are the lines along which progress will be made by the schools in the next decade? The following are among those that stand out: Professional spirit, qualifications of teachers, removal of illiteracy, changes in courses of study and methods of instruction, training for the use of leisure, public-school finance, adult education, growth of the National Education Association, greater efficiency in professional organization, school enrollment, and extensions of the principle of equality of educational opportunity.

The New Literacy Test

On the question of illiteracy Doctor Crabtree stated:

The United States Bureau of the Census has wisely recognized the need for a redefinition of literacy. A new test of literacy is being planned which proposes that a literate person shall be able to "read English understandingly," with the interpretation that "understandingly" means the completion of at least the fourth grade. If this definition can be applied in the 1930 census—certainly it will be in 1940—the result will be a new objective so far as literacy is concerned. It is not too much to hope that in the near future a citizen will not be considered literate until he possesses reading and writing ability equal to that ordinarily possessed by a sixth-grade pupil. When the new twentieth century definition of literacy has been accepted, a whole new task of eradicating illiteracy will be created. At the present time, according to the new definition, it is probable that 25 to 30 per cent of our population is illiterate.

Continuing on the subject of the curriculum, he added:

We must boldly scrap much of the material with which it was carried on. We must think of education in universal terms, as training 100 per cent of our young people, and helping each individual to find the niche in our complex civilization into which he can fit with the greatest efficiency and happiness. We must not be dismayed if a measure of chaos accompanies the process of development.

In dealing with the subject of school finance, his report declares:

I am not unaware of the blatant and ill-founded criticisms which are being made concerning school costs. During the last decade we have periodically been warned that school costs can not be further increased without bringing the Nation to bankruptcy. The fact is that the Nation in 1928 paid the largest school bill in its history and ended the year in a stronger economic position than in any previous year. Actually the amount of money expended per child in school has increased less rapidly than the Nation's per capita income. * * * The next 10 years will see further increases in school expenditures. First, because attendance will continue to increase even though not so rapidly as in the last decade. Second, because it is necessary to improve the quality of educational work.

The assembly approved a resolution to invite the World Federation of Education Associations, meeting this summer at Geneva, Switzerland, to come to this country in 1933, during the Chicago exposition.

The creation of a Federal Department of Education was again recommended by the association. Congress was petitioned for an appropriation to study rural education, and also to survey all phases of teacher training in the United States.

New President of the N. E. A.

Miss E. Ruth Pyrtle, principal of the Bancroft School, Lincoln, Nebr., was elected president of the National Education Association.

Though not a native of Nebraska, Miss Pyrtle was taken when an infant from Virginia to that State, where she has devoted her life to educational work. She has held many offices in the Nebraska Teachers' Association, as well as in the National Education Association. Upon adjournment of the convention Miss Pyrtle left Atlanta for Geneva, Switzerland, where she was a delegate to the world meeting of the American Association of University Women, following the meeting of the World Federation of Education Associations, which she also attended.

It is indicative of the energy and tenacity of purpose of the new president of the National Education Association that, while pursuing her own studies in high school, she taught for several months of each year in a rural school; and while attending the University of Nebraska, she taught in a grade school in Lincoln. Attendance upon night school and summer school contributed to her university credits. Miss Pyrtle will soon take her Ph. D. degree from either Columbia University or the University of Nebraska.

Use of a plane enabled a school inspector in Manitoba to visit within two weeks eight schools in the lake district northeast of Winnipeg. The schools are scattered and difficult of access except by boat, an undertaking which ordinarily requires six weeks. This is the first school inspection trip in the Province to be made by plane, and it enabled the inspector to give more time to each schoo than would have been possible with the usua mode of travel.

Difference Between Physical Training and Physical Education

Physical Education, a Designation More Comprehensive than Physical Training Whereas Physical Training Emphasizes the Idea of Training, Physical Education Emphasizes the Idea of Education Through the Medium of the Physical

By JAMES EDWARD ROGERS

Director, National Physical Education Service

IN physical training, physical development of the individual is the aim, whereas in physical education the aim is the education of the individual through physical activities. Education is the end, and physical activities are the means.

In an address on Education *of* the Physical vs. Education *through* the Physical, the same idea has been expressed by Dr. Jesse F. Williams, of Columbia University. We must get the conception that physical education is education; that we are teachers not acrobats; that we are training for health, neuro-muscular skills, sportsmanship, personality, and not developing weight lifters, high jumpers and parallel-bar champions.

Like all subjects in the school curriculum, physical education has gone through a series of stresses and strains. Since 1900 we have moved away from the old strict formal and military type of physical training over into those types leading to physical education. In the past 30 years there have been five trends or stresses in physical education: 1, the athletic and sports; 2, the informal and intra-mural; 3, the health; 4, the recreational; 5, the educational.

Physical Education is Education

At last we have come to realize that our profession is that of education; that our aims are the seven cardinal principles of general education—namely, to train for health, for worthy home membership, for the tools of learning, for vocational efficiency, for the wise use of leisure, for worthy citizenship, and for ethical character.

Up through the different stages of growth and development in concepts of the aims and place of physical education, we have arrived at the right solution. The old military aim that physical exercises and training were simply a means for making the citizen physically fit to become the fighting soldier is rapidly disappearing over the world. Back of all the old systems lurked this military aim. Physical activity was simply a means to an end, and that end was the making of a fit soldier.

Then during the middle of the last century we had the fads and thrills of physical culture. For 50 years we were dominated with leaders and their cults, their fads and fancies. It was the period of training for big muscles. The weight lifter, with big chest and bulging biceps, was the ideal. Emphasis was put upon the physique. It was the period also of frills in the field of rhythmics.

The third period we have just passed through is the period of physical training. We were not training the military nor the strong-armed man, but we were training the gymnast and acrobat. Activities were ends in themselves. Achievement as a skilled gymnast was the ideal.

Physical Activities, a Means to an End

To-day the complete reverse is true. The very opposite is the ideal. Physical activities are not ends in themselves but merely means for education. Rhythmics, gymnastics, games, sports, and athletics are the means to train for health, character, sportsmanship, personality, and good citizenship.

The sooner we get the conception that physical education is part of education—that our real profession is not physical education but rather education—our growth and influence will become broader and more significant. Physical education in the next 10 years is to make greater strides because of this new emphasis, and it will be the final emphasis. We have found our place at last. Education is like religion, one of the immutable institutions of human life. Governments may come and go, armies may fight and die, kings may rule and totter, but religion and education stay on forever.

Recent Strides in Physical Education

In the last 10 years, because of the cooperation of the general educator, there has been a great impetus to physical education. Previous to 1918 only 11 States had State compulsory physical education laws. To-day 35 States have compulsory physical education laws. Previous to 1918 only 4 States had State directors; to-day 20 States, representing 60 per cent of the population of the country, have State directors. Ten years ago there were less than 10,000 physical education teachers in the public-school systems of the country; to-day there are approximately 20,000 teachers devoting their time to physical education. Schools are building ample and adequate indoor and outdoor facilities. Few new junior and senior high schools are built without large gymnasiums and fine big athletic fields. Advances in physical education in the last 10 years have been rapid and startling. It has been estimated that in layout and equipment alone more than $25,000,000 was spent last year, besides approximately $60,000,000 for instruction in physical education. Not only has there been a great increase in facilities, but an increase in time allotment for this subject. In many junior high schools a daily 60-minute period is assigned to physical education, more time than to any other subject. Besides adequate facilities and time allotment, credit is given to this subject, in some cases on a par with the academic subjects, for college entrance requirement.

We have a great opportunity in education. We must grasp it and make the most of it, and in so doing we will raise the standing and the prestige of our teaching profession. However, this evokes a challenge from the general educator. We must produce programs that are educational. Our activities must not be activities for their own sake. Exercise must help health. Sports must beget sportsmanship. Gymnastics must develop neuro-muscular skills. Play must develop play habits for the wise use of leisure time. Activities are not ends in themselves. They are means by which we can train and develop man power.

Our profession is that of education; we must become educators.

More Native White Children in Alaska

An increase in 9 years of about 14 per cent in the number of native-born white children enrolled in public schools of Alaska is reported by the commissioner of education of the Territory. In a census of pupils taken during the school year 1918–19, Alaska was given as their birthplace by 56 per cent of the pupils enrolled. In a similar census taken in 1927–28, involving 3,895 children in 73 schools, results of which have recently been announced, 70 per cent of the pupils reported Alaska as the place of their birth. The total enrollment for the year was 4,829. Thirty-six States and 16 foreign countries were given as the birthplace of the remaining children.

Board Constituted to Advise Chilean Minister of Education

Composed Largely of Ex Officio Members, and Advice It Gives Is Expected to Accord with Policy of Government. Each Member Will Receive Salary of $1,500 a Year

By FREDERICK F. A. PEARSON

Second Secretary of American Embassy, Santiago, Chile

THE Acting Minister of Education for the Republic of Chile, Don Pablo Ramirez, has issued a decree establishing the "superentendencia" (supervising board) of public education, designed to assist the minister with technical advice. It is composed of the rector of the University of Chile, the general directors of primary, secondary, commercial, industrial, agricultural, physical, and artistic education, the rectors of certain universities especially selected by the President, and three persons who are or have been connected with education.

These gentlemen are to receive as compensation 12,000 pesos ($1,500) a year. They are (*a*) to advise upon the various grades and branches of the national education and the correlation of their programs; (*b*) to consider the general orientations of educational policy, and suggest the measures necessary for the improvement of education; (*c*) to pass on questions of competence, and on the assignments of new establishments to various branches of the ministry; (*d*) to indicate the times most advantageous for holding pedagogical congresses and assemblies, national and regional, under the auspices of the Government and in which various sections of the service must participate; and, in general, (*e*) to express themselves upon all those questions pertaining to education which the minister submits for their consideration.

While this decree establishes a body qualified to assist the minister with technical advice, to "consider the general orientation of educational policy," and suggest methods for improvement in education, thus apparently decentralizing the sources of educational policy and reform, yet it actually extends the President's influence in such matters through his power to select four members of the board. The decree, in brief, not only provides the minister with technical advice of high character but insures that this advice will not run counter to the general policy of the Government.

Official report to the Secretary of State.

High-School Boys Construct Their Own Gymnasium

Practical experience in rough construction under conditions similar to actual trade working conditions was gathered by the boys of the industrial arts classes of Needles (Calif.) High School. They built completely a 60 by 80 foot structure to serve as their gymnasium. This building, although covered with corrugated iron, serves admirably both as a gymnasium and as an indoor basket-ball court. It is the only indoor court of its size in this locality.

Since completion, the high-school basket-ball team has used it for all its home games and the town teams used it three nights per week during the past winter. It has served also as a social center for two or three large entertainments.

To facilitate rapid construction, the industrial arts students were so arranged that each of three classes worked two hours a day. Short lectures and demonstrations showing construction details were supplemented by illustrations on a small blackboard. The boys thus learned the how and the wherefore of all that related to the construction.

The boys volunteered to work on Saturdays, and this greatly facilitated the early completion of the building.—*H. L. Morehead, industrial arts instructor.*

New York Schools Encouraged to Plant Forests

School and school-district forests in New York State increased in number more than 50 per cent in 1928, and the increase during the past three years was more than 200 per cent, according to announcement of the State conservation department. The statement is made that if the average return from planted forests in the State equals the average return from municipal forests in Europe, $5 an acre, a school-district forest of 500 acres would yield a perpetual annual income of $2,500 from land which previously yielded nothing. Already 10 school forests in the State contain 10,000 or more trees each; the largest is Watson School Forest in Lewis County, which contains 69,000 trees, and is being planted by school children at the rate of 10,000 trees each year on Arbor Day. Trees are supplied at cost of transportation.

Recent Publications of the Bureau of Education

The following publications have been issued recently by the Bureau of Education of the Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Survey of negro colleges and universities. (Bulletin, 1928, no. 7.) $1.50.

Record of current educational publications, October–December, 1927, with index. (Bulletin, 1928, no. 23.) 20 cents.

Biennial survey of education, 1924–1926. (Bulletin, 1928, no. 25.) $2.30.

Accredited secondary schools in the United States. (Bulletin, 1928, no. 26.) 20 cents.

The rural junior high school. Report of a subcommittee of the National Committee on Research in Secondary Education. (Bulletin, 1928, no. 28.) 15 cents.

Educational directory, 1929. (Bulletin, 1929, no. 1.) 30 cents.

Self-help for college students. W. J. Greenleaf. (Bulletin, 1929, no. 2.) 25 cents.

Some essential viewpoints in supervision of rural schools. Abstracts of addresses delivered at the first conference of supervisors of the Northeastern States. (Bulletin, 1929, no. 3.) 15 cents.

Illiteracy in the several countries of the world. James F. Abel and Norman J. Bond. (Bulletin, 1929, no. 4.) 15 cents.

Digest of legislation for education of crippled children. Ward W. Keesecker. (Bulletin, 1929, no. 5.) 5 cents.

Salaries and salary trends of teachers in rural schools. W. H. Gaumnitz. (Bulletin, 1929, no. 6.) 10 cents.

Accredited higher institutions. Ella B. Ratcliffe. (Bulletin, 1929, no. 7.) 10 cents.

School health work, 1926–1928. James F. Rogers. (Bulletin, 1929, no. 8.) 5 cents.

Educational boards and foundations, 1926–1928. Henry R. Evans. (Bulletin, 1929, no. 9.) 5 cents.

Medical education, 1926–1928. N. P. Colwell. (Bulletin, 1929, no. 10.) 5 cents.

Higher education. Arthur J. Klein. (Bulletin, 1929, no. 11.) 10 cents.

Work of the Bureau of Education for the natives of Alaska. William Hamilton. (Bulletin, 1929, no. 12.) 5 cents.

Physical education in city public schools. Marie M. Ready. (Physical education series, no. 10.) 15 cents.

Per capita costs in teacher-training institutions, 1927–28. Frank M. Phillips. (Statistical circular, no. 11.) 5 cents.

Per capita costs in city schools, 1927–28. Frank M. Phillips. (Statistical circular, no. 12.) 5 cents.—*Mary S. Phillips.*

Rural Elementary School, Las Lomitas, Calif.

(*Continued from page 5*)

A pupil writes:

Many of the boys and girls in our room choose a duty at the beginning of the year. One group moves the piano from room to room on singing days. The flag is taken care of hy two girls or hoys. One boy looks after the volley hall and net. There is another boy, or girl, who is responsible for the hank every Friday morning hefore 9 o'clock. We also have a storekeeper who keeps a record of pencils and pens that are given to the pupils each year.

"Our motto is L. A. H., which means lend a hand," writes a fourth-grade girl of her club. "We have our meetings every Wednesday at 3 o'clock. We learn to be helpful. * * * All girls up to 10 years old would enjoy looking at our dolls we are dressing to send to poor children."

Library Facilities

An important service for pupils and adults is that provided by the library, which is a part of the county library system. San Mateo County, like many in California, maintains a county frec library. The public-school library resources are pooled in a common fund. From a central office books are distributed to branch libraries conveniently located throughout the county. The principal states that an average of 35 books is circulated each week.

Parent-Teacher Association

As stated above, thc parent-teacher association is responsible for much of the progress made in the school. An eighth-grade boy evaluates the work of this organization as follows:

The P. T. A. does very much for our school. Among thc many things they have given us are: A Victrola which enahlcs us to hear music hy great composers, a handball court at which we have so much fun playing, and some very good chairs and tahles.

They hired a cook and hought a kitchen range so we could have hot lunches; they hought expensive moving-picture machines and furnished us with wonderful films of other lands.

Once a year we give a play in honor of the P. T. A. in front of our school on the lawn.

The casual observer or the person examining in detail the work of this rural school is impressed with its educational program. Facilities have been generously provided by the patrons, but of greater importance is the manifest desire on their part to make it a worth-while school. There is constant effort to bring about its improvement. As a result, the community has a good progressive school. Its description may well be summarized in the short, terse sentence of a very small girl, a pupil in Las Lomitas, "Our school is a school of happiness." And one is not surprised, for the principal states, "We all love our school very, very much."

Working Students Have Abundant Opportunity

Working at occupations and trades characteristic of the community in which thc institution is located is enabling many young mcn and women to go through college. More than 200 different types of employment for collegc students are listcd in a recent publication of thc United States Bureau of Education, Bulletin 1929, No. 2, Self Help for Students, by Walter J. Grecnleaf, associate specialist in higher education. Waiting on table is apparently the most popular employment, for it docs not interfere materially with participation in collegc activities outside the classroom. Semiprofessional work, tutoring, printing and publishing jobs, and public-service work, are much sought; and some students gifted in music, expression, and design finance their college careers while improving technique in their art. Many men as well as women perform household tasks in homes of townspeople.

Gradual withdrawal from the library field by the Carnegie United Kingdom Trust (of Great Britain) is indicated by the fourteenth annual report (1927) of the corporation. The statement is made that in 1930 grants to counties and to thc central library for students will cease. Grants for only four borough library buildings remain to be claimed, and grants for book purchases to borough and urban district authorities will continue only a year or so beyond 1930. Demand for some time has outrun allocation, which was set last year at £8,000 a year for five years.

Cleveland Leads in Circulation of Books

Cleveland, Ohio, has a larger per capita book circulation by public libraries than any other large city in the United States. This is indicated by public-library statistics in cities over 200,000 population, for 1927–28, recently compiled by Marjorie Zinkie and published in the Library Journal. During that year Cleveland, with a population of approximately 984,500, had a book circulation of 7,725,742, or 7.84 books for each resident of the city. Milwaukee, with a per capita book circulation of 7.07, comes next; followed by Portland, 6.86 books per capita; Rochester, 6.34; Los Angcles, 6.10; Seattle, 6.4; and Minneapolis, 6.2. The circulation of New York Public Library was 3.56 books per capita, and that of the public libraries of Chicago was 4.20. The average per capita circulation of the 42 public libraries included in the list was 4.12 books. Cleveland, with $1.67, leads also in per capita expenditures for public libraries. Boston, Minneapolis, and Indianapolis are the only other cities in thc group which spend a dollar or more annually per capita for this purpose.

More Graduates in 1928 Than Students in 1908

A greater number of students were graduated in 1928 from public high schools in North Carolina than were enrolled in all public high schools in the State 20 years ago, according to a statement of thc State department of public instruction. Enrollment for the session 1907–8 was 7,144 students; the total number of graduates in 1928, of white and colored students, was 12,512.

During thc 4-year period, 1923–24 to 1927–28, the number of white pupils enrolled in high schools of the State increased from 59,160 to 89,749, a gain of approximately 52 per cent. The number of white graduates increased during the period from 6,969 to 11,278, or 61.8 per cent. During the same 4-year period enrollment in high schools for colored pupils increased from 4,715 to 10,942, a gain of 132 per cent; and thc number of graduates from colored high schools increased from 380 in 1924 to 1,234 in 1928, a gain of nearly 225 per cent.

State Higher Institutions Largely Coeducational

Of 96 State-supported colleges and universities in this country, 12 are for men students exclusivcly and 8 are for women students cxclusively. The remaining 74 institutions are coeducational. Five of the 96 institutions are in South Carolina; 5 in Virginia, 4 each in Georgia and in Texas; 3 each in Alabama, Colorado, Michigan, Mississippi, Montana, New Mexico, North Carolina, Ohio, Oklahoma, and South Dakota; 2 each in Florida, Indiana, Iowa, Kansas, Louisiana, Massachusetts, North Dakota, Oregon, Pennsylvania, Utah, and Washington; and 1 each in the remaining States.

More than 300 high schools for colored pupils are maintained in the Southern States. Eight years ago there were 11. According to the statement of B. C. Caldwell, field director of the Jeanes and Slater Funds for Negro Education, the Southern States are building high schools for colored youth faster than trained colored teachers can be prepared for them.

New Books In Education

By MARTHA R. McCABE

Acting Librarian, Bureau of Education

BLAKE, MABELLE BABCOCK *and others.* The education of the modern girl. With introduction by William Allan Neilson . . . Boston, New York, Houghton Mifflin company, 1929. xi, 219 p. 8°.

This volume consists of a series of papers on different subjects connected with girls and their schools. Each of the eight chapters deals with a different problem which is discussed by women who have had rich experience in the educational field, especially in the field of the girls' school. A similar study on the education of the modern boy appeared a few months ago. Parents of girls about to enter preparatory schools, and girls themselves, as well as teachers and deans of girls, will be interested in the discussions and the problems studied in this book.

BURGESS, MAY AYRES, *director.* Nurses, patients, and pocketbooks. A report of the economics of nursing conducted by the Committee on the grading of nursing schools. New York city, Committee on the grading of nursing schools, 1929. xii, 618 p. tables, diagrs. 8°.

This is the report of a nation-wide study of supply and demand in nursing service, being the first of three studies which the Committee on the grading of nursing schools has planned. The other two will appear later under the titles, What nurses need to know and how they may be taught; and, The grading of schools of nursing. The present volume appears in two parts, Part I gives the facts which the committee has gathered; and Part II analyzes their implications. While the study deals with the supply and the demand in the nursing service, it also leads to the educational significations of importance to the profession, and which are of economic value to patients as well as to hospitals.

GRAY, WILLIAM S. *and* MUNROE, RUTH. The reading interests and habits of adults. New York, The Macmillan company, 1929. xiii, 305 p. 12°. (Studies in adult education.)

This study is the result of a carefully considered plan for the investigation of the reading habits of adults undertaken by the American association for adult education and the American library association. The funds for the investigation were provided by the Carnegie corporation of New York, and the work was undertaken by five librarians and educators, viz.: C. C. Williamson, Willam S. Gray, Effie Power, E. L. Thorndike, and Henry Suzzallo. This group attempted to discover what it is in the experience of certain persons which causes them to acquire desirable reading habits, and what is lacking in the experience of others which leaves them without such reading habits. Their findings are given in this preliminary report.

HART, JOSEPH KINMONT. A social interpretation of education. New York, Henry Holt and company [1929]. xx, 458 p. 8°. (American social science series, general editor, Howard W. Odum.)

In the introduction, called The argument of the book, the author explains that his purpose is an examination of the factors and situations that are found in the contemporary school and community in order to find out what "a genuine education" is, and how it may be recognized and developed. The material is given in four parts: The institutional interpretation of education; The psychological interpretation of education; How we are educated; and, A community interpretation of education. Many of the problems that contribute to the progress of education are discussed. The author gives his explanation and his understanding of the educational processes, and their changes as influenced by the changing conditions of to-day, economic, scientific social, and international.

HYDE, GRANT MILNOR. Journalistic writing. For classes and for staffs of student newspapers and magazines. Second ed. New York, D. Appleton and company, 1929. xviii, 464 p. illus., tables, diagrs. 12°.

The author shows the development that has taken place in the field of high-school journalism since his earlier book was published in 1921, under the title, A Course in journalistic writing. He speaks from the viewpoint of a pioneer in the field, a participant in the progress that has taken place, as a teacher of journalism, a director of the publicity bureau in a State university, and as a faculty adviser of a student daily newspaper. Methods and devices are given, as well as exercises.

CLARK, KENNETH S. Music in industry. A presentation of facts brought forth by a survey made by the National bureau for the advancement of music, on musical activities among industrial and commercial workers. New York city, National bureau for the advancement of music, 1929. 383 p. illus., front. 8°.

The importance of music in all branches of activity is well defined. This study deals with the importance of music as the ally of both the employer and the employed in industry. The survey was made by the organization known as the National bureau for the advancement of music, and includes reports from a great many industrial plants giving the facts as to the musical organizations they maintain, their kind and character, number of employees involved, the effect upon production, turn-over, morale and good-will, as well as the effect of music as a means of self-expression and a social outlet.

COOK, WILLIAM ADELBERT. High-school teaching. Cincinnati, Ohio, C. A. Gregory company [1929]. xvi, 408 p. 12°. (Cooperative education series, edited by L. A. Pechstein.)

The subject of secondary education is one that challenges the attention of the American public at this time. The reorganization of secondary schools into some acceptable form, whether it be the 6–6, 6–3–3, 8–4, or 6–4–4 form, is being studied by educators to-day, and experiments are under way for the purpose of determining which form of organization is the most satisfactory. The book, which is intended for the use of high-school teachers primarily, contains basic information for the young teacher-in-training, for the teacher in service, and for principals, supervisors, and administrators. It may also be used for teachers' reading circles. The program of studies as a whole and the subjects of the curriculum are carefully discussed. Selected bibliographies are given.

ENGELHARDT, N. L. School building programs in American cities. New York city, Bureau of publications, Teachers college, Columbia university, 1929. xxv, 560 p. illus., tables, diagrs. maps. 8°.

The need of well-organized plans for the economic expenditure of money for school plants, and the necessity of adopting a school-building program have been discussed by the author. A series of reports on school-building programs are given in 10 chapters, representing that number of surveys of school systems. Each survey that is reported on was made by the author and Doctor Strayer, as well as other members of the staff of Teachers college, and was selected because of the varied conditions represented. It was thought that a study of the findings made in this volume would be of value to other school systems and their executives in forming programs for school building.

KLAPPER, PAUL. Contemporary education; its principles and practices. . . New York, London, D. Appleton and company [1929]. xxv, 660 p. tables, diagrs. 8°.

The purpose of the book is to coordinate the principles of psychological and social studies and to indicate their significance. Contemporary education is discussed in five parts. After devoting a chapter to the meaning and function of education, the author discusses education as adjustment, physical, social, economic, and mental. "Carefully selected reading lists" are given at some of the chapter endings.

MCGREGOR, A. LAURA. The junior high school teacher. Garden City, N. Y., Doubleday, Doran and company, inc., 1929. xv, 284 p. front., illus., diagrs. tables. 12°.

The author presents the relationships of the teacher and the child in the junior high school years. He attempts to analyze and describe junior high school life and experience, and offers suggestions for developing a wholesome environment for both teacher and pupil. Chapters are devoted to the special setting of the junior high school and its program of studies. Assignments and special readings are given at the chapter endings.

MARSHALL, L. C., *ed.* The collegiate school of business; its status at the close of the first quarter of the twentieth century. Edited in collaboration with A. W. Fehling, K. Ficek, R. E. Heilman, W. H. Kiekhofer, E. C. Longobardi, C. O. Ruggles, Frances Ruml, L. L. Sharfman, J. G. Smith, and J. Wiesner. Chicago, The University of Chicago press [1928]. ix, 468 p. tables (part fold.) diagrs. 8°.

This volume is a contribution to the literature on commercial education as administered in colleges and universities in the United States and Europe. Tabulated information is given showing the minimum requirements for graduation in the various university schools of business, with the prescribed subjects of the curriculum. For comparative purposes, the same information is given for the most important European collegiate schools of business. Bibliographical information is also furnished in the volume.

U. S. GOVERNMENT PRINTING OFFICE: 1929

TO PRESERVE THE GOOD AND REPUDIATE THE EVIL ARE THE GENERAL PURPOSES OF EDUCATION

TO SPECIFY the labors which education has yet to perform, would be only to pass in review the varied interests of humanity. Its general purposes are to preserve the good and to repudiate the evil which now exist, and to give scope to the sublime law of progression. It is its duty to take the accumulations in knowledge, of almost six thousand years, and to transfer the vast treasure to posterity. Suspend its functions for but one generation, and the experience and the achievements of the past are lost. The race must commence its fortunes anew, and must again spend six thousand years, before it can grope its way upward from barbarism to the present point of civilization. With the wisdom, education must also teach something of the follies of the past, for admonition and warning; for it has been well said, that mankind have seldom arrived at truth, on any subject, until they had first exhausted its errors.

—*HORACE MANN.*

PLACE OF SCHOLARSHIP IN A DEMOCRACY

A DEMOCRATIC society which is interpenetrated by scholarship approaches the ideal of human social organization. The American people have yet a long way to go before they even comprehend to the full the problems and ideals of democracy, much less solve the one and reach the other. The disinterestedness of the scholar, the disciplined character of his intelligence, his openness of mind, his willingness to learn, and his capacity to bring new happenings to the test of long experience and of classic standards of excellence, are a richer possession than any gold mine or oil field or industrial establishment, however huge and profitable. ¶Followers of the economic theory of the interpretation of human history conveniently overlook the debasing and demoralizing influence of unrelieved prosperity and of that contentment which leads to self-satisfaction and cynical unconcern for the needs and longings of others. Nothing so blinds the eyes to a great principle as a bulging pocketbook. For all this the scholar and his career provide the antidote. He goes his way quietly, patiently, effectively, courageously, pouring into the steaming cauldron of public opinion those new elements and those old influences which he believes will help it to become more palatable and more nourishing. He is less concerned with political and social forms than with the substance which underlies and conditions them.

—NICHOLAS MURRAY BUTLER.

SCHOOL LIFE

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Bureau of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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Secretary of the Interior, RAY LYMAN WILBUR · · · · · *Commissioner of Education,* WILLIAM JOHN COOPER

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Essential Subjects in a Teacher-Training Course for Sight-Saving Class Work

Through Organization of Sight-Saving Classes and Training of Teachers for Such Work, Children with Defective Vision are Coming to Their Own—The Opportunity of an Education Fitted to Their Needs and Abilities, Which is the Heritage of Every American Child

By ESTELLA LAWES
Director, Department for Sight-Saving, Cincinnati Public Schools

IN the pioneer days of sight-saving class work there were, naturally, no teachers trained to undertake this specialized form of education. Methods of teaching children with seriously defective vision had to be worked out from experimentation. When, however, it was realized that the sight-saving class movement had come to stay, the call for adequately trained teachers became urgent.

In general, teacher training in all fields is such an accepted fact that it is hardly necessary to discuss it in connection with sight-saving class work. How it is to be presented and what subject matter is to be used is quite a different matter.

Plans Should be Carefully Formulated

Ultimately the success of sight-saving classes lies in the hands of individual teachers scattered throughout the country, probably working almost entirely alone, and undoubtedly under widely different conditions. We do not need to be greatly concerned about the teachers for large systems, such as New York, Cleveland, and Detroit, where supervision is close and opportunities are offered for training while in service. The teacher in these places is well established, and has a certain standing in the community. Entrance into special fields is looked upon as a promotion and, as a consequence, attracts a great many teachers. But what is to be done about the 4,000 or more teachers who, according to the latest annual report of the National Society for the Prevention of Blindness, are needed for classes that should be organized throughout the United States? Eventually these classes will come; more and more interest is being shown in sight conservation.

The superintendent of schools of Kansas City wrote to the foregoing society, to the dean of the University of Cincinnati, and to the superintendent of schools in Cincinnati, saying that he was ready to open sight-saving classes, and requesting the sending of the best teacher available, with training in this special field. At that time some 30 teachers were enrolled for such special training in a summer course at the University of Cincinnati. They had come from all parts of the country, from widely different types of school systems, and with varying degrees of training as a background. Every one of these had been placed for the following school year, and no trained teacher was available for Kansas City. But that group, and the ones which preceded and followed, raised a series of questions which have a direct bearing on the situation in Kansas City, and on other communities establishing sight-saving classes.

Success Depends Upon Choice of Teachers

The first important question to be considered is that of the selection of teachers who shall be enrolled in special courses of this type. "Whom shall we teach?" is the question that most persons ask themselves when a course is under consideration. So often we see teachers who are failures in the regular school work, or who are physically handicapped, trying to enter special class work almost as a last resort. At one time, when the sight-saving department in Cincinnati was new, a teacher was recommended who was partially paralyzed, her face was twisted out of shape, and she had a speech defect. It was stated that these handicaps would not matter because the children probably could not see her very well, but experience proved that her appearance built up such a barrier between her and the parents and the other teachers that it was not possible for her to carry on any phase of this work successfully.

Personality is an Indispensable Requisite

Personality in a teacher probably counts more than any other one qualification. By her ability to meet people and to present her ideas she can make a success of sight-saving classes in a community. We have often said that the first qualification of a sight-saving class teacher is the ability to "flirt with the janitor," meaning that in order to get over the idea, she must be able to meet acceptably all types of people. It is obvious that we can not recommend to cities sending for teachers either those who are physically disqualified or who are professional failures in the regular field.

This brings up, therefore, a second point. Can we take merely a selected group for special training? Kansas City solved its own problem by sending for training one of its best teachers, the year following that in which the superintendent of schools wrote the letter referred to. This, after all, is probably the best plan to follow in the selection of teachers. Such a teacher knows her own school

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Cincinnati provides for the child with defective sight

system, its organization, and the individuals who are responsible for different phases of school activity; the course of study, and the standards of teaching; the city, its street-car lines, and the districts from which the children may be brought into sight-saving classes. It is much easier for this teacher to introduce the new element of sight conservation where the minor difficulties have already been mastered. Thus her administrative duties may be taken care of in half the time it would take a teacher who comes as a stranger to the system.

Teachers Should Have Recognized Standing

Another good point in this method of selecting teachers may be mentioned. It is absolutely essential that a teacher introducing such a new type of education in a community shall have a recognized standing, and the respect of other teachers in the system. If a good teacher is sent away for special training, she will be better prepared on her return to present the work to her fellow-teachers, and to enlist their interest. Further, the probability is that she will be able to gain their cooperation, because they know of her previous work in their own schools. In other words she does not have to "sell" her personality as well as the new idea.

In general, good teachers are happy and satisfied in their own positions. They are not likely to volunteer to enter a new field unless they are sought out, and the new work is represented to them as an opportunity for advancement and for greater service to the community. The ideal arrangement probably would be for the superintendent of schools to call in a number of his successful teachers who have administrative ability and who possess the necessary qualifications, and suggest to them sight-saving work as a new line of activity.

The ideal sight-conservation teacher should be young enough to be plastic, ready to accept new ideas, able to adapt old ones, and to fit into a variety of unusual conditions. Certainly, if she is to teach in a public-school system, she should have a public-school experience in order to maintain standards. Previous work with normally sighted children is essential if children in the sight-saving class are to be held up to the standard of the regular grades. This must be kept in mind always, because many of these children go back to the regular grades with eyes improved, and it would be tragic if several years of school progress were sacrificed. With the right teacher in charge, both things can be done at the same time.

High Standard Required of Teacher

This, of course, presupposes that the sight-saving class teacher qualify for her position in exactly the same way as the teacher of a regular grade. If we are putting a sight-saving class into an elementary school, the sight-saving class teacher should qualify as an elementary school teacher; her standing among teachers is better if this is a requisite. Particularly is this true when sight-saving classes are organized in junior or senior high schools. There the sight-saving class teacher, to hold her own place among the other teachers, must have the same qualifications demanded of regular junior or senior high-school teachers. She is at a decided disadvantage if her experience and training have been less.

Because we must not forget that the ultimate success of sight-saving class work lies in the hands of these individuals who are pioneering, we must see to it, so far as possible, that the right persons undertake to carry on the work. It is these teachers, strong in youth and enthusiasm, with the right training behind them, who will take the ideas which we have gathered up to this time, and through experiment and research bring them ultimately into such form and organization that, in the future, they may be accepted as standard practice. The teachers who come into this work during the next 10 years will do more for the movement in general than has been done in the past 10 years.

What Subjects Should be Taught

This brings us to the second important question: "What shall we teach those who are starting out in this work?" Two groups of teachers apply for training. The first includes those preparing to teach in such school systems as New York, Cleveland, and Detroit. The second, those who plan to open classes in new territories, where nothing is known of the work, and where all sorts of questions and difficulties may arise. Those in the first group are concerned mainly with new ideas in teaching, of learning something of eye hygiene, and of finding out generally what other teachers are doing in classes. When they enter this service, their rooms will be prepared, the children will be brought to them, possibly they will be following in the steps of a teacher who has already blazed the trail and set the standards for that section of the city. At any rate, all executive problems and problems of administration and organization will be cared for.

The situation is vastly different in the case of teachers who make up the second group. The hardest thing for them to find is a place to start. They find no room prepared for them. There are sight-saving class children in the community, of course; but who knows where they are? No one in the system may know anything of the type of work which can be done with such children or the advantages of having sight-saving classes. Most frequently there will be opposition to the introduction of such a very new and radical type of work as that of sight conservation. Not only must the teacher in this case establish her work, but at the same time she must break down barriers.

Local Training Often Most Satisfactory

A teacher-training course in a city school system can give exactly the training which is necessary for sight-saving class instructors who may be added to their department. But it is this second group of teachers who stand most in

need of instruction, encouragement, and help in meeting a variety of situations, a great many of which can be anticipated.

For all sight-saving-class teachers instruction in a teacher-training course is mainly an adaptation of modern ideas to this particular problem. Behind it all, of course, must be a knowledge of eye hygiene. Perhaps this should be merely the acquisition of a simple vocabulary and a knowledge of some of the common diseases of the eye, which will reveal the necessity for sending children to an oculist, and above all, for keeping her hands off in the treatment of cases. It may also give some knowledge of refractive errors, so that a teacher will know the necessity for keeping glasses straight and clean and realizing that even with correction these children do not see normally.

Knowledge of Eye Hygiene Required

Instruction in the organization of a sight-saving class and its management is of special interest to teachers starting in isolated communities. This gives them a knowledge of what kind of room to select, how it should be decorated, and why, what kind of light to use, what sort of equipment to purchase, something of the cooperating agencies which may be available, and how to get children to come into the class.

The history of sight-saving classes is always worth while, and possibly to the newer teachers coming in it is an essential thing, for through this knowledge they learn what has been done in the past and so avoid making mistakes which have been made before. They are thus enabled to take a step forward without retracing what was done in the old days.

Some study of schoolroom lighting is also valuable for teachers starting classes, should there be no superior to see to this. Incidentally, through the work which they have done in lighting sight-saving classrooms, a great deal has been accomplished in the lighting of rooms for many children throughout the country. Eventually we shall come to realize more and more the responsibility of the sight-saving-class teacher for the eye protection of all children in her immediate community.

Difficult to Obtain Satisfactory Teachers

The next important question, which is rather personal, is: "Who shall teach all this?" The content of the instruction suggested is divided into three parts: First, educational; second, medical; third, for lack of a better word, mechanical. In presenting the adaptation of sight conservation to general teaching methods the instructor must have a background both of modern teaching methods and of eye hygiene and should have a very practical knowledge of how school systems work. Teachers who take this training come from all types of systems, and no hard and fast rules can be laid down for their use.

Perhaps one of the most valuable things that can be done in this connection is to carry on a demonstration class. Summer schools for sight-saving-class children are not a new idea at all, and demonstration classes in all fields of education have been operated for many years in our best teacher-training institutions throughout the country, so that there is no necessity for defending the idea of a demonstration class. Much that is discussed theoretically can be shown to advantage in actual demonstration, and a class of this type makes the work very real to any group of teachers to whom the whole idea is new. In watching these children work, student-teachers gain the idea that, after all, children in a sight-saving group are in many respects normal, and that the same problems in their teaching will be met as in the teaching of any other group.

Not All Specialists Are Good Teachers

In presenting the medical work our difficulties are somewhat greater than in the educational field because medical men are rarely good teachers. Teaching is not their business. An oculist who is full of his subject is apt to be too technical, and to become so involved in details that the student-teacher loses sight of the larger principles underlying the subject. Often, too, the oculist does not know the work of the schools and of newer teaching methods, and must leave the connection between school work and eye hygiene to some one who has had training in both fields. It has been suggested that an elementary eye-hygiene course might well be given by a sight-saving class supervisor who has studied eye hygiene. In such a course information which is valuable to the sight-saving class teacher could be sorted out and organized. Of course, this should never take the place of work which the sight-saving class teacher ought to have directly with the oculist, but it may bridge the gap.

Mechanics of the Work Important

The mechanical phase of this work is an important one, and includes the selection of equipment, preparation of the room, lighting, and decoration. The work in lighting might well be presented by an expert in that field, one who has some knowledge of the effect of lighting on vision. But here again the technical man is apt to be too technical. We must teach our students the essentials of right lighting and the value of clean walls and fixtures. The teacher should know, too, something of how to proceed in getting these. But this field overlaps again that of the school person who often must bridge the gap between the technical expert and the teacher in the school system. It would seem then that all three fields—educational, medical, and mechanical—overlap, and that, in order to be entirely effective, those presenting these subjects in a teacher-training course should have some knowledge of the work which is being done by others in the field.

A great deal has been said about the ideal place to carry on teacher-training courses. Large cities must look to meet-

(*Continued on page 39*)

Corner in typical sight-saving classroom. Light comes over left shoulder, and falls on raised desks

Purpose and Organization of the National High School Honor Society

Sporadic Appearance of High-School Societies in Different Parts of United States, as Early as 1900, Indicated Advisability of Organization of a Recognized Honor Society for Secondary Schools, Which Should be National in its Scope. Organized in 1919, the Society has a Present Membership of Approximately 25,000

By EDWARD RYNEARSON

President National High School Honor Society; Director Vocational Guidance, Pittsburgh Public Schools

A COMMITTEE on a national honor society was appointed by the National Association of Secondary School Principals at the Chicago Meeting in 1919, and made a report in 1920. At the Atlantic City meeting in 1921, the committee, consisting of Claude Briggs, Lakewood, Ohio; H. V. Church, Cicero, Ill.; E. J. Eaton, Youngstown, Ohio; M. R. McDaniel, Oak Park, Ill.; Merle Prunty, Tulsa, Okla.; and Edward Rynearson, Pittsburgh, Pa., rewrote the constitution, restated its objectives, listed rules for eligibility, and made a report which was adopted by the association. Since 1921 charters have been granted to nearly 800 secondary schools, and between 20,000 and 25,000 boys and girls are wearing the emblem of this society. Other societies of similar nature had been organized before this: The Phi Beta Sigma in 1900, Cum Laude in 1906, Oasis Society in 1906, Arista Society in 1910, Mimerian in 1910, Pro Merito in 1916, and doubtless others.

Widespread Need of Honor Society Apparent

The fact that such societies were organized almost simultaneously in widely separated parts of our country, shows an urgent demand for some organization emphasizing the objectives of the secondary school. If these organizations filled a local need, and it was universally agreed that there should be a society of this kind, then why should it not be national in its scope and be fostered by the National Association of Secondary School Principals (now the department of secondary school principals of the National Education Association)? If there is a pride in wearing an emblem known to the local school, why not have an emblem that will be recognized from Maine to the Philippine Islands?

As stated in the constitution, the organization consists "of chapters in secondary schools of the United States, supported by public taxation or endowment, with standards equal to those of schools accredited by such agencies as the North Central Association of Colleges and Secondary Schools," etc.

It is difficult to enumerate all the objectives of the secondary school, but the committee that drafted the constitution stated: "The purpose of this organization shall be to create an entuhsiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in students of American secondary schools."

Objectives of the National Honor Society

1. Service is interpreted as: (*a*) Willingness to render cheerfully and enthusiastically any service to the school whenever called upon; (*b*) desire to perform thoroughly any assigned service in school procedure or student government, such as acting as proctor, citizenship committeeman, or serving voluntarily on the staff of the school publication, etc.; (*c*) readiness to show courtesy to visitors by acting as guide, selling tickets, looking after concessions, acting as big brother or sister to underclassmen, or assisting students behind in their work; (*d*) willingness to offer one's self as a representative of his class or school in interclass or interscholastic competition; (*e*) disposition to uphold scholarship and to maintain a loyal school attitude; (*f*) inclination to render any other worth-while service to the school, or through the school to the community.

2. Leadership is interpreted to mean: (*a*) Demonstrating a degree of initiative in classroom activities which leads to higher scholarship for all; (*b*) showing initiative in promoting any high-school activities; (*c*) successfully holding school offices, committee chairmanships, and other positions of responsibility; (*d*) contributing ideas which may be incorporated in the civic life of the school; (*e*) exerting a type of leadership which actively and wholesomely influences toward a fine leadership.

3. A student may gain recognition in character: (*a*) By meeting his individual obligations to the school promptly and completely; (*b*) by demonstrating an honest spirit in his class work, and a spirit of cordiality and sincerity toward his teachers and student associates; (*c*) by actively helping to rid the school of bad influences or environment; (*d*) by upholding the ideals of the Christian organization of the school whenever occasion affords opportunity; (*e*) by constantly demonstrating such qualities of personality, honesty, reliability, promptness, achievement, and morality as are indispensable to the finest young manhood and womanhood.

Pupils eligible to membership must have a scholarship rank in the first third of their respective graduating classes, and of pupils who receive their diplomas not more than 15 per cent may be members. Five per cent of the 11A pupils may be chosen, 10 per cent of the 12B pupils, and the remainder during the 12A semester. In some schools the opinion of present members concerning the eligibility of new members is taken into consideration by the faculty. Pupils often know more about their classmates than do the teachers. At least there is no harm in getting their estimates. A principal writes:

> The Honor Society was asked to recommend names of pupils to the faculty committee for selection. The faculty then selected members independently. No one but myself knew who composed the student list. Comparison showed perfect correlation, with the exception of one pupil whom the society was unwilling to recommend. They suggested investigation into his leadership qualities. According to the constitution, however, the election of members in each chapter shall be by the faculty, or by the principal and a committee of four or more members of the faculty whom he may select.

Qualifications for Membership

Most teachers think of pupils in terms of standing in their respective subjects. In order that they may consider all the merits of each pupil, it may be better to arrange the names in alphabetical order rather than in scholastic order.

Blue Rapids, Kans., requires a minimum of 15 points for eligibility to membership in the society, as follows: Class president, 5 points; president of G. R., Hi-Y or other organization, 5 points; other offices in organizations, 3 points; school letter in athletics, debate, scholarships, etc., 4 points; captain of team, 1 point additional; leading parts in plays or operettas, 3 points; minor parts, 1 point; membership in glee club, Hi-Y, Girl Reserve, 1 point; cheer leader, 4 points; assistant cheer leader, 2 points.

Spokane, Wash., has an excellent suggestive score card for rating candidates on the basis of leadership and service. There are four divisions of rating, the first of which enumerates the following major activities and services, each of which is given a value of four points: President A. S. B., editor school paper, football managers, letters in debate (with no scholastic credit), letters in basketball, editor school annual, business manager of annual, business manager of school paper, letters in football.

The second division lists 3 points for each of 15 activities. The third division lists 2 points for each of 11 activities. The fourth division lists 1 point for minor leads in plays and operettas and in school banking.

Value of the Society is Recognized

The Rochester (Minn.) junior-senior high school gives much prominence to the National Honor Society. The principal writes:

> In Rochester (Minn.) High School, the purpose of the National Honor Society is the underlying motive of all student endeavor. Every organization is an auxiliary of the society, emphasizing the same ideals which it emphasizes. It is the criterion of worth for all curriculum and extracurriculum activity. * * *
>
> Election to the National Honor Society is a reward for achievement. Only those ranking in the upper third of the class scholastically are eligible. A uniform basis for determing rank is gained by averaging percentage marks.
>
> A Junior Honor Society, composed of students who meet with the qualifications of the National Honor Society at the close of their ninth-grade year, serves as a stimulant to the superior students in the lower grades. The principles of the National Honor Society are kept before the group constantly, and their grades and progress are given special attention at regular intervals. The Junior Society, rather than the senior group, is the acting organization. * * *
>
> The greatest honor any student can achieve in the Rochester High School, except to win the right to wear the key of the Honor Society, is to be selected by a signed vote from the senior class as outstanding in leadership, scholarship, character, service, honesty, or sportsmanship. Each student named for being superior in one of these qualities is given a full-page picture in the school magazine. The student vote has never failed to select just the right individuals for this honor. Students would rather receive this recognition and tribute than to win an athletic "R."
>
> We have no elaborate ceremony of initiation. Keys are paid for from the student activities funds, and are presented on award night. The members have no individual program of activity; instead, the Honor Society is the major activity of the entire student body. A National Honor Society key, given just before graduation, is a reward for a life well lived.

Notifying Members of Their Election

In most high schools, pupils who have been elected are notified before the day of installation or initation. This plan must be followed by those schools in which the pupils rehearse their parts for the public exercises. In a few schools the names of those elected to membership are announced by the principal at the time of installation. This plan arouses the interest of the entire student body in the program. A special-delivery letter is mailed to each of the parents in the early morning of the day on which the announcement is to be made. They are told in this letter of the great honor that has been given their child, and are urged to be present at the public exercises.

Suggestions for Initiation Exercises

If "initiation" gives the impression of a secret fraternity use the word "installation" or "induction." These exercises should always be public, and may be made the occasion of celebrating some school or town anniversary, or the birthday of a national character whose life should be emulated by the youth.

The program should be dignified and impressive throughout. The school at large will judge the society to a great extent by the public exercises. Here is a great opportunity to create an enthusiasm for scholarship among those who have not been awakened to the importance of a complete development of their powers.

Will not the explanation of the torch, held high by the arm of youth, the emblem of the national society, be another opportunity to inspire all of the pupils with those ideals that challenge their highest and best powers?

The National Honor Society does not prescribe any particular ritual but gives each chapter freedom to use its own method of initiation, as well as in the many other details of organization.

Activities Conducted by Individual Chapters

In most high schools where chapters have been organized school authorities prefer that pupils who are members should not emphasize their membership, but rather in the daily routine of the many school activities, modestly show desirable qualities of character, leadership, and service among their classmates. In one high school three alumni members announced that, on three evenings each week, they would meet all first-year pupils whose school work was unsatisfactory. Another chapter assumes responsibility for publication of the honor roll in the school paper; keeps a list of volunteers who will help pupils requesting assistance in their studies; assigns to members of the National Honor Society for advice and assistance sophomores whose grades at the end of the first six weeks are poor; and presents scholarship assemblies each year at which the cardinal points of the National Honor Society are emphasized. A third chapter conducts a scholarship contest every five weeks. Copies of each student's report card are kept in the office, and by giving a value to each mark the winning rooms are determined and they are given a party. Each winning room is awarded a pennant which is held until the next contest. Active members of a fourth chapter purchased a scholastic cup, which is presented at the assembly after each report period; social meetings are held each month at homes of members; and a skit is put on each year before the student body. A fifth chapter publishes the handbook each year; coaches backward pupils during study hours; and alumni members have organized a graduate association which keeps in touch with the active membership. A sixth chapter started a scholarship fund to aid needy and worthy pupils through high school. A seventh chapter united with the Students' Council in making a successful drive to help relieve disastrous conditions brought about by the Vermont flood. One of the best pieces of work is done by a chapter whose members, through a lookout committee, search out those pupils who are promising in leadership, service, and character, but who are low in scholarship, and urge them to improve their scholarship records.

The National Junior Honor Society

Since the National Honor Society has proved its great usefulness to high schools in which chapters have been organized, numerous requests have come to the National Council for the organization of a junior society with practically the same objectives as those of the National Honor Society, in order that pupils in the eighth and ninth grades may receive an incentive to do their best in those grades where habits of study are largely formed. A few 6-year high schools that have chapters of the National Honor Society have already grouped honor pupils in the lower grades, and thus formed a nucleus for a local junior honor society.

Constitution Follows Model of Senior Society

In compliance with numerous requests for junior honor societies, that have come in answer to a questionnaire sent out in January, 1929, the executive committee of the department of secondary school principals of the National Education Association, at the Cleveland meeting authorized the National Council to organize a National Junior Honor Society. A constitution modeled largely after that in use in Central High School, Tulsa, Okla., was adopted. While objectives of the new society are practically the same as those of the National Honor Society, there is a difference in the method of election of members. The rules prescribe that—

> The initial election of members to a newly installed chapter of the National Junior Honor Society shall be from among the pupils who rank in the upper 10 per cent in scholarship. The level of scholastic achievement at or above which the upper 10 per cent of pupils are found shall become for the pupils of that school the

required scholastic achievement for admission to candidacy for membership in the society. The scholastic achievement standard of that school thereafter remains constant, and all students who can rise in scholarship to or above the initial upper 10 per cent scholastic level of that school are to be admitted to candidacy for election to membership. (Sec. 3, Art. VI.)

This year and hereafter the junior high school will be represented on the National Council.

A handbook for the National Junior Honor Society is being prepared and will be sent free to all members of the department of secondary school principals.

Members of the National Junior Honor Society, however, should clearly understand that membership in the junior society does not insure membership later in the National Honor Society. Of course, habits of study and concentration, the character displayed in and out of the classroom, services rendered the school or community, and ability to lead and guide others aright—all will be valuable assets, and should give to the individual pupil a momentum that will carry him among those pupils who will receive serious consideration when the time comes for election to the National Honor Society.

Membership in the Junior Honor Society of Central High School, Tulsa, Okla., is determined by the same standards as membership in the National Honor Society, except that no fixed percentage of a given class is admitted. The grading system is A, B, C, D. A represents the mark given to students in the upper quarter of a given class; B, the mark given to the middle 50 per cent; C, the mark given to the lowest quarter; and D, to failures. Students are homogeneously grouped on three levels—high, average, and low. Each group is graded as a separate unit.

Emblems of the Two Societies

The emblem of the National Honor Society is keystone in shape, made of gold, and costs $1.75 to $2.50. It is patented. In some cases the board of education purchases the emblems, and presents them to the boys and girls who have been elected to membership by the principal and teachers.

How a Charter May Be Obtained

For copy of model constitution for either the National Honor Society or the National Junior Honor Society, write to H. V. Church, secretary of the Department of Secondary School Principals, Sterling Morton High School, Cicero, Ill. The model constitution gives the essential points.

It is cause for rejoicing that, within these few years, nearly 25,000 of the best boys and girls in the secondary schools of the United States have been elected to membership in the National Honor Society. And this is only the beginning.

Severance Tax as a Source of School Revenue in the United States

Realizing the Inadequacy of the General Property Tax to Yield Sufficient Revenue for School Purposes, State Authorities Are Seeking an Equitable and Adequate System of Taxation. Among Recent Proposals the Severance Tax is Gaining Proponents

By FLETCHER HARPER SWIFT

Professor of Education, University of California

STUDY of the voluminous literature which has appeared within the past 10 years in connection with the problem of financing public educational institutions in the United States will show that the foremost leaders in this somewhat new field of scientific investigation appear to be in general agreement with respect to at least three major conclusions: 1. The remedy for the disastrous and ominous inequalities in educational opportunity and in school burdens now existing in nearly every State must come from the State itself. 2. In order to provide such a remedy the States must have at their disposal vastly larger funds. 3. Evils universally recognized as inherent in the general property tax necessitate the discovery of new sources of revenue.

The Need for New Sources of State School Support

At the present time no less than nine major types of taxes are employed in the United States for providing school revenue. They may well be presented arranged in the order of their frequency as follows:

Type of tax	Number of States using as source of State school funds
General property	27
Corporation	13
Business and occupation	8
Severance	7
Inheritance	6
Poll	5
Tobacco	5
Income	5
Gasoline and motor fuel	3

It must be borne in mind that the summary presented above does not indicate the total number of States which are levying the nine types of taxes referred to, but only those States which use such taxes as sources of State school support. As used in the present article, the term "State school tax" is employed to cover a tax on the proceeds of which the schools have a definite claim, or a tax the history of which shows it to have been created with a definite view of providing school revenues, even though the laws of the State concerned give the schools no legal claim to any portion of the proceeds. As examples of the former type the general property tax levied by Arkansas and corporation taxes levied by California may be cited. Examples of taxes of the second class are the income taxes of North Carolina and of Mississippi. In neither of these States do the schools have any legal claim on the proceeds of income taxes, but in both cases the present system of income taxes was adopted largely for the sake of providing increased revenues for public schools.

All thoughtful students of the educational situation recognize the desirability of discovering new sources of State school revenue, not merely for the sake of providing larger State funds, but in order to check the tendency to increase unduly the rates at present levied on general property, on corporations, and on other property subject to State taxation. It is the purpose of the present article to describe the status of one of the most important and most promising of the newer types of State taxes, a tax which it is the writer's belief should receive much consideration as a means of present and future relief.

Severance Tax Proposed as a Remedy

The severance tax is a tax levied upon all natural products severed from the soil, with the exception of agricultural products. It is based upon a recognition of the fact that when minerals, timber, clay, sand, oil, gas, and other natural products are removed from the soil, the State is permanently impoverished, and that those who profit from the inherent riches of the earth should pay tribute to the State.

Certain States, such as Louisiana, Arkansas, and Oklahoma, levy taxes on *all* natural products "severed from the soil or water" of the State, and classify such taxes as "severance taxes." Other States levy similar taxes upon a limited number of classes of natural products, and commonly classify such taxes as "occupation taxes" or "license taxes." Thus Montana levies a tax on metalliferous mines and oils; Alabama and Minnesota on minerals; Texas and Kentucky on oil; Pennsylvania on an-

thracite coal; and West Virginia places a production tax on coal, oil, gas, clay, and other mineral products, and on timber. None of the States just named specifically classify their respective taxes as "severance taxes." In the majority of cases they are classified and levied as "occupation taxes." Nevertheless it will be seen that in principle they constitute a limited severance tax.

For the purpose of levying general property taxes on the basis of the net value of annual products, both Utah and Nevada assess mines, a policy which embodies the principle of a limited severance tax. From this general introduction, attention may now be turned to a consideration of the policies of the States employing severance taxes specifically as a means of providing school revenue.

Severance Taxes on All Natural Products

Two States, Arkansas and Louisiana, levy severance taxes on all natural products. The policies of each will be briefly considered.

Louisiana.—This State is a pioneer in the severance method of taxation. The original law, approved June 30, 1920, provided for a 2 per cent tax on the gross value of all natural products other than agricultural. Subsequent legislation, enacted upon the recommendation of the Louisiana tax commission, classified natural products and provided different rates of taxation.

Prior to 1922 Louisiana devoted two-thirds of the proceeds of severance taxes to the State university and other State institutions. The remaining one-third was returned to the parishes wherein collected, to be used for the support of public schools.

In 1922 an act was passed whereby schools were deprived of the proceeds of severance taxes levied on natural products other than oil, gas, and salt. The following method of distribution is provided by the more recent act: Two-thirds of all severance taxes shall be credited to a special fund known as the State severance tax fund; the remaining one-third of severance taxes collected on oil, gas, and salt shall be returned to the parishes from which collected, and apportioned and distributed quarterly among the parish schools and such governing authorities as have jurisdiction over the territory from within which such taxes are collected; provided that no parish shall receive more than $200,000 in any one year from the proceeds of this tax.

Arkansas.—In the year 1923 Arkansas enacted her first severance tax law, consciously modeled after that of Louisiana and providing for a tax of 2.5 per cent of the gross market value of the annual production of natural products except for special rates provided for certain products. Two-thirds of the annual proceeds are credited to the State common-school fund. Such taxes provided 29.2 per cent of the receipts credited to this fund during the biennium 1924–26. The remaining one-third is returned to the county wherein originally collected, with the result that approximately 91 per cent of the moneys thus returned are paid to two counties, Ouichita and Union. Counties are required to devote one-half of their respective shares to their public schools and one-half to the county highway fund.

Severance Taxes on Certain Natural Products

Alabama.—In 1927 Alabama created a public-school fund to be known as the educational trust fund. Among the many types of taxes to be devoted to this fund are the following taxes on mineral products: (1) A coal tax of 2.5 cents per ton; (2) an iron-ore tax of 4.5 cents per ton; (3) a tax of 3 per cent of the net value at place of production on all other mineral products.

For the year 1927–28 appropriations totaling $2,441,006 were provided, to be paid from this fund.

Minnesota.—An occupation tax of 6 per cent is levied by the State upon the net value of all ores mined or produced. Although the laws provide for the levying of this tax upon all ores, at the present time practically all receipts are derived from the tax on iron ore. The State levies also a tax of 6 per cent upon all mining royalties. This supplements the occupation tax just described, since in computing the net value of ore products for the purposes of the occupation tax levy, royalties are deducted together with other production expenses.

The proceeds of these two taxes are distributed as follows: 40 per cent to the principal of the permanent school fund, 10 per cent to the principal of the permanent university fund, and 50 per cent to the State revenue fund. In 1926 these two taxes provided 7 per cent of the State revenue fund. This is significant, since in the same year 58.4 per cent of the current State aid for public schools was furnished by appropriations from this fund. Up to June 30, 1926, the occupation tax on ores had contributed to the permanent school fund $4,252,664, and the royalty tax $15,197,968.

Montana.—No State school tax is levied, but to the State common-school equalization fund created in 1927 a certain portion of the proceeds of four types of State taxes is devoted. These include 25 per cent of the oil license tax levied on petroleum, mineral and other crude oils, and 50 per cent of the proceeds of State taxes on metalliferous mines. In addition to this, 25 per cent of the proceeds of State oil license taxes are devoted to high-school aid.

Oklahoma.—A State tax of 3 per cent of the actual cash value of the gross production of natural gas, petroleum or other crude oil (less royalty interest) is levied, and a tax of one-half of 1 per cent on the gross value produced (less royalty interest) of asphalt and ores bearing lead, gold, silver, copper, zinc, and jack. This tax is in lieu of all other taxes, State and local.

One-third of the proceeds is returned to the county from which it is collected, and must be expended, one-half for common schools and one-half for roads and bridges. Two-thirds is retained by the State. By act of 1926, 25 per cent of proceeds of the gross production tax, not to exceed $1,500,000, shall be devoted to a State equalization fund, and the balance to the general revenue fund.

West Virginia.—A business occupation tax is levied upon a large number of activities, which for purposes of taxation are divided into no less than seven classes. Within the first class are included coal, oil, gas, and other minerals and timber.

In the year 1925–26 approximately 37 per cent of the total State taxes credited to the State general fund were derived from the proceeds of the severance (occupation) taxes just described. In the same year nearly half of the State general school fund (47.5 per cent) was provided by a transfer of $1,000,000 from the State general-revenue fund.

Equitable Nature of the Severance Tax

The severance tax, like the income tax, is growing steadily in popular esteem. Necessity for its use is explained in the following extract from the annual report of the Illinois Tax Commission in 1922:

> It is absolutely essential that the State of Illinois, by amendment of its constitution and the passage of appropriate legislation, provide by more modern methods for the realization of a substantial part of the revenue required for public purposes by the State and its political subdivisions, so that in some measure the vast bulk of property invisible to the assessing authorities physically, but productive of very large income values, may be required to contribute its fair proportion to the public burden.
>
> This can be accomplished in part by the use of production or severance taxes upon coal, oil, and mineral deposits in the State, which upon removal are forever lost as an element of value subject to taxation; and by licenses and business taxes upon the activities of the people engaged in trade and callings of such productive character as to be able to bear the same without impairing the maintenance and operation of essential industry.

Entrance fees to museums and galleries have been abolished by the Italian Government, according to word received from Henry P. Fletcher, American ambassador extraordinary and plenipotentiary at Rome.

We Blaze the Trail To-day for Future American Citizens

Rigidity, Frequently an Attribute of Schools of the Past, is Supplanted in Schools of To-day by Air of Spontaneity. The New Atmosphere of Freedom, Demanding Self-Restraint and Consideration for Others, Affords Valuable Training to Future Citizenry of Free America

By ELMER HOLBECK
Principal, Woodrow Wilson School, Passaic, N. J.

THIS is a great day at our school! It is installation day. Officers of our "school city" will be formally installed into office. Can you imagine a more beautiful, thrilling, or inspiring sight than to see 100 boys and girls, all officials of a student self-governing body, marching down the aisle of the school auditorium, while 1,000 people breathlessly look on. Yes; these are all citizens of the future, citizens who are following the ideals of commission government, the government which is to guide the destinies of the city in which they live. In 10 years or less most of the children in our school will be voters in this great democracy of ours which is fathering the youth of to-day. Voting and election will not be new to them; it has been part of their training.

Very Seriously They Accept Responsibility

Here are little Philip, and John, and Rose, elected by their fellow students to fill positions of leadership in their school. And so, with heads erect and eyes to the front, they are marching behind American flags and school colors, determined to carry on and do their bit for the school which they are governing.

Attention! The commissioners are seated. The mayor, a lad of 14 years, after a glad "Good morning, boys and girls" explains what citizenship means, and how to accomplish big things in school that may result in leadership in the community now, and in the days to come. The city clerk, oratorlike, sounds out the preamble while other heads of departments lay down regulations and rules for all to obey. And now the oath of office is taken—all solemnly pledge their support to self-control and student government. The school song and a cheer, led by young, important cheer leaders, ends the installation in a blaze of glory for the school city. They have had their say, and they have shown the school something of the importance of caring for one's self.

Very different is this method of teaching lessons in civic education and citizenship from the methods of yesterday. Schools have changed. This is self-evident. What progress, you ask, what changes? Pupils are not all moving in straight lines. Deathlike silence does not prevail. On the contrary, the children enjoy an environment of freedom. They work in groups, and move naturally and responsibly about the school. Here is a common piece of work to do and the children realize that they are working for themselves, with the teacher in the background as a guide when needed.

Much will be expected of these citizens of the future

Children Learn by Doing and Being

In Boston, in 1845, in an average school of 400 pupils, it is reported, 65 whippings were given in one day! You hold your breath aghast! Such antagonism between teacher and pupil is fast fleeting into oblivion. To-day when Miss Brown leaves her room, Peter immediately, without direction, assumes the rôle of teacher, and class work goes on uninterruptedly with all seriousness and dignity. Peter begins, "We are left in a position of trust. For our own good let us manage ourselves and do our work. Let us not break faith in that trust."

Go to the school to-day and see how pupils react to the placing of responsibility upon them. And the attitude of teachers of to-day is different from that of the past; they give pupils every opportunity to exercise initiative and to hold positions of responsibility. They feel themselves better teachers as they become less and less the main figure in the classroom.

Ideals of democracy prevail in the school, and the gap that must be bridged between the outside life of the child and his school relationships and experiences will not be so great in the future as it has been in the past.

The old school stressed formal government, without much attention to civic virtue and right habits of conduct. Jimmie must acquire certain useful facts in order to make him a good citizen; but this knowledge must be put into practice. Jimmie knows that it is wrong to come late to school, but if he fails to be punctual his knowledge is of little worth.

The new civilization demands much of us all. There are emergencies to meet and problems to be solved. An important responsibility of the school is to prepare children to meet these emergencies. This can best be brought about by providing children, in school, with experiences which they will encounter in later life. Pupils who successfully manage school traffic and the passing of lines will have a better conception of our city public safety department. Health officers who regulate the temperature and ventilation of the classroom, and sanitary conditions about the school building, will understand better the public health department.

Going to School a Joyous Adventure

Here and there, in the modern school, you will see pupils practicing citizenship as it affects matters of primary importance. Clubs are organized to discuss school problems. Pupils discuss ways and means of improving conditions in the community that their young eyes are quick to see need rectifying. The civics lessons now become a club affair. There

is fun in their debates, reports, and discussions. One club discusses the possibility of cleaning up the playgrounds, another outlines plans to reduce tardiness. Recently, a committee of a school club came to the office of the principal and said, "Our club just voted to raise a small sum of money for the Vermont relief fund. Can you suggest some ways to help us raise this money?" Pupils actuated by a desire to provide help for the distressed have learned an important lesson in civic education.

And so it goes in the new school of to-day. Pupils swing along to school merrily and willingly. One class will visit the city hall to-day, and later they are going down to study the post office. Won't that be fun. They are glad that their teacher approves the suggested visits; it will help them to understand better what the book may say about these places. Pupils like their school. They enjoy doing the responsible tasks assigned to them by alert teachers. After all, such experiences and activities make their school work real and full of meaning. You may talk for days on the qualifications of a citizen, but there is no assurance whatever that a boy or girl will be actuated to good citizenship. If, however, conditions are provided in which he may act the part of a citizen, you may be sure that he is at least on his way to right habits of conduct.

Conditions in Schools Have Greatly Changed

The teacher is no longer an autocrat exacting useless facts from inert pupils. The center of activity is the child. His whole life about the school is one of freedom. He is taught to use his initiative, to think, and to give expression to his thought. He enjoys positions of trust which call for decisions. I do not mean to say that pupils take care of themselves entirely. We must help them grow. With the proper stimulation they will do the rest.

With changing civilization, education has changed. The school must now equip boys and girls to do more than scratch the surface of knowledge. It must develop strong character, social-minded, self-governing persons who can look into the unknown future and solve its problems. When we think of the "whippings" and deplorable school conditions of the past, we may rejoice in what the schools are doing to-day. If we wish to blaze the trail for real citizens of the future, we must begin now to give them opportunities for practice. The self-government plan is a big step in the right direction.

Young Englishmen Trained for Emigration

"Migration training centers" in Great Britain for the preparation of young people for settlement in the Dominions have increased from 3 in 1922 with an annual capacity of a few hundred migrants to 15 at present with an annual capacity of about 10,000. The aim of the centers is twofold—to test applicants and eliminate those who are unsuitable, and to provide elementary training for those who give promise of making desirable settlers. The usual course includes the clearing of land and use of farm tools; care of stock and farm mechanics; and plowing and general cultivation, with care of horses and farm machinery; farm accounts; and English.

Nonresidents from 32 towns and cities comprise about half of the 300 students of the Junior College, Johnstown, Pa. The University of Pittsburgh supplies from its regular staff a faculty consisting of a director, a secretary, and about 26 instructors. The board of education of Johnstown furnishes and equips the rooms used by the college.

America's to-morrow is dependent upon just such school groups. Many faces show their Old-World origin

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· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Acting Editor - - - - - Henry R. Evans

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OCTOBER, 1929

Assistant Commissioner of Education

FOR the first time in its history, the Bureau of Education will have an Assistant Commissioner whose entire time will be devoted to the work of the office. Hitherto, the Chief Clerk, by congressional enactment, has acted as Commissioner during the absence of the Chief of the Office. On October 1, Miss Bess Goodykoontz, who was recently appointed Assistant Commissioner of the Bureau of Education, entered upon her official duties. Miss Goodykoontz is a specialist in elementary education, and comes well prepared for her work. A brief sketch of her educational training will be of interest to readers of School Life. Miss Goodykoontz was born in Waukon, Iowa, and attended the public schools there. After finishing high school, she taught in the rural schools and in city grade schools for several years. She graduated from the State University of Iowa, and also received a Master's degree from that institution. While in school at Iowa City, she taught in the experimental school for a year and was principal of the school for another year. Since then, Miss Goodykoontz has done public-school supervision in Green Bay, Wis., and taught summer school at Johns Hopkins University. She has been assistant professor of education in the department of elementary education of the University of Pittsburgh for the past five years. Besides campus teaching, this position included lecturing at university extension centers, institute work, and considerable consultative work with teachers and supervisory officers of city schools in the Pittsburgh district.

Miss Goodykoontz is one of the co-authors of the Horn "Learn-to-Study Readers." She has done editorial work on several sets of texts for elementary school use and has contributed articles on elementary school teaching to educational magazines. Last spring she acted as co-author of a series of radio talks on phases of children's reading.

Miss Goodykoontz is a member of Phi Beta Kappa and Pi Lambda Theta, national honorary professional fraternities. She is also a member of various national, State, and local educational organizations.

The bureau heartily welcomes Miss Goodykoontz. Her appointment to such an important official position is a decided recognition of the magnificent work accomplished by women in the field of education in the United States.

Vocational Work and Vocational Guidance

PRIOR to the so-called "industrial revolution" which ushered in the machine age, boys were trained in the home to do many useful and specific things. In the colonial days pretty much everything that was used by a country household was made in that household. The very living in such a little community of workers was educative. "White collar" jobs were confined mostly to lawyers, preachers, and teachers. In the schools emphasis was laid on cultural subjects, for the very reason that the trades and occupations were taught, to a great extent, in the homes.

Speaking of this period, Puffer, in his Vocational Guidance, says:

> Every boy as he grew up had virtually the whole of the world's work under his eye. Instead of vast factories, with "No admittance" on every door, where he might not see even his own father earn his bread, each lad had free run of a score of little shops, where every process lay open to his curious eyes. He knew masters and journeymen, he asked questions, and he learned. When it was time to select his own occupation he already knew a good deal about them all. If he did not come up in his father's trade, he might be apprenticed to his father's friend. At any rate, his elders probably knew the whole industrial field. They knew also their boy, who in a very real sense had already "seen life"—the real working life of grown men—far more completely than does the most precocious of modern city youths, and had responded by some show of interest or fitness. In those simpler times, the chance was small that a square peg would try to fit a round hole. There was, moreover, vastly more education to be had from the general community life than now. * * * In a thousand different, incidental ways each boy or girl had actually had a greater number of educative experiences than even the most favored of modern youth. We are too apt to forget, in these days of fetish worship of books, how effective was this ancient bookless, vocational training. "The daily doing of useful things" is in itself highly educative.

With the passing of the educative influences of the home society began to shift the burdens of civilization upon the school, so far as the training for citizenship is concerned. But the school, alas, was still immersed in cultural studies, many of them utterly unrelated to the practical affairs of life, and could not fill the gap left by the abandonment of vocational occupations in the home. Finally, manual training was introduced into the public schools as a "sop to Cerberus," because advanced pedagogues recognized the fact that "eye training" was an important adjunct to education. But this was found to be insufficient, and to-day most of our larger school systems, such as Boston, Detroit, Pittsburgh, and Milwaukee, in addition to the courses offered in vocational subjects, have organized schemes for guidance and placements.

Among a crowd of boys there is always a good percentage of "tool-minded" chaps who take to tools and machinery like ducks do to water. To overemphasize cultural studies among such lads is to kill all ambition and initiative among them. Many indifferent lawyers, doctors, and teachers should have been mechanics; but the so-called advantages of "white collar" jobs were impressed upon them when they were schoolboys and they missed their true vocations in life. There are also many men in industrial and technical lines of work who entered these occupational fields under undue and misguided influence, and who are without the necessary aptitudes and interests for success in their occupations. Had they been properly guided and encouraged by their teachers they would not have lost out in the struggle of life. The school of the future will be like the old colonial homestead, a nucleus of occupations. The scholar will have presented to him vistas of trades and professions for a possible life choice. He will be warned against certain professions and trades for which he has manifested no physical or psychological leanings. Less will be left to chance, as it is to-day. An excellent scheme is the "part-time school," where the pupil works part of his time in some chosen vocation—mechanical or commercial—and the other part in the school, the emphasis being laid upon those studies that have a direct bearing upon his factory or business career. In some of our Western cities this plan has proved very successful.

The necessity of vocational training and guidance is thus discussed by Charles W. Eliot: "It is high time that our teachers and leaders of the people understand that every civilized human being gets the larger part of his life training in the occupation through which he earns his livelihood, and that his schooling in youth should invariably be directed to prepare him in the best way for the best permanent occupation for which he is capable. In other words, the motive of the life career should be brought into play as early and as fully as possible."

The complexity and specialization of modern industrial life demand that intelligent guidance be given the youth of the land in order that they may find their way through the labyrinth. The lack of this guidance is seen in the army of "worn-outs" and "misfits" that haunt the county almshouse, crowd the benches in city parks, and find shelter in the cheap

lodging houses of the municipality. Think of the youths who shuffle their way into "blind alley" jobs only to find themselves down-and-out in a few years. The British Royal Commission on the Poor Laws states the matter as follows: "It is unfortunately only too clear that the mass of unemployment is continually being recruited by a stream of young men from industries which rely upon unskilled boy labor, and turn it adrift at manhood, without any specific industrial qualification, and that it will never be diminished till this stream is arrested."

The thousands who leave school before completing the grade studies to take up their life work, unprepared and half-baked, bear mute testimony to the fact that "something is rotten in Denmark," to use a Shakespearean phrase. If we want to be a proficient and productive nation we can not afford to neglect these things. The United States Government saw the necessity of encouraging and fostering vocational education when Congress passed the Smith-Hughes Vocational Education Act, and established the Board for Vocational Education.

American Education Week

AMERICAN education week, devoted each year to arousing and renewing the enthusiasm of the Nation for the cause of education, will be celebrated this year beginning Monday, November 11, ending Sunday, November 17. The benefits flowing therefrom have abundantly justified the wisdom of the Commissioner of Education who in 1920 introduced the practice. In each year since that time the observance of American education week has been marked by increased effectiveness. In spite of the great number of designated "days" and "weeks" that accentuate the calendar of American patriotic, social, and religious affairs, American education week is increasing in popularity, and it is more widely observed each year.

The program of education week is sponsored jointly by the American Legion and the National Education Association, two organizations that represent patriotism and education in their quintessence. It is an admirable admixture.

In the language of a former national commander of the Legion: "American education week turns the peoples' thoughts to those things which are basic in the Nation's life. It sets before the Nation the needs and problems of education. It has already made itself felt in positive ways for the Nation's good and is rich in promise for the future. American legionnaires support American Education Week for the plain and positive reason of its contributions to the Nation's continued progress.

"Education, as the fathers of the Republic pointed out from the very first, is the great bulwark of the Nation. In a democracy such as we have, the first essential to national well-being is an intelligent citizenry, itself passing upon questions of national policy and charting the Nation's course."

Each day of American education week provides a vital theme. These themes may be adapted to the needs of the community. Some schools prefer to emphasize one theme each year. Local posts of the American Legion and parent-teacher associations may be called upon for special assistance. The program for 1929, as set forth in the Journal of the National Education Association for October, 1929, is built around seven cardinal objectives of education as follows: Monday, November 11, Armistice Day—education for faithful citizenship; Tuesday, November 12, home and school day—education for worthy home membership; Wednesday, November 13, know your school day—education for mastery of the tools, technics, and spirit of learning; Thursday, November 14, school opportunity day—education for vocational and economic effectiveness; Friday, November 15, health day—education for health and safety; Saturday, November 16, community day—education for the wise use of leisure; Sunday, November 17, for God and country day—education for ethical character.

Occupational Survey of Cardozo High School, Washington, D. C.

To obtain a better understanding of the requirements of positions filled by graduates from the commercial department of the colored high school, the first high school of commerce to be established in the United States for colored pupils, Cardozo High School, Washington, D. C., has completed a follow-up study of the 843 former business students of the school. Inasmuch as the business subjects for colored pupils were introduced in 1886 in schools of the District of Columbia, the questionnaire was sent to those persons who graduated from the 2-year and 4-year commercial curricula during the 40 years from 1889 to 1928, inclusive. Of the 843 business students, replies were received from 333.

The survey shows that more than one-third of the graduates continued their education after leaving high school. Five women and 48 men graduated from colleges and universities, 5 men and 40 women graduated from normal schools, and 8 men and 12 women were attending higher institutions at the time the survey was made.

The 333 persons who responded to the questionnaire were engaged in practically 100 occupational fields. The women at home numbered 33. In professional occupations the distribution was: Medicine, 21; law, 19; and teaching, 17. A total of 85 clerks, stenographers, and bookkeepers represented the largest group. Among the other occupational groups, 12 were classed as letter carriers, 20 as messengers, and 6 as elevator operators. Many of the remainder were engaged in skilled trades that required either additional training or apprenticeship. One of the graduates was serving as valet to the President of the United States.

Studies of this kind are necessary to reveal the numerical importance of training for different kinds of positions, and to give direction to the organization of curricula to meet these demands. Studies of the occupational biographies that emphasize the requirements of the initial and subsequent positions, and analyses of the different occupations are contributing much to modern curriculum revision.—*J. C. Wright.*

Students May Possess Real Works of Art

Original etchings by well-known artists and reproductions of masterpieces of engraving, the property of Fogg Art Museum, are loaned to students of Harvard University to be hung in their rooms, and lived with and enjoyed for a period of three months. The plan was adopted at the suggestion of an undergraduate student in a competition fostered by the division of fine arts for the best method of cultivating among students a love for the best in art. Works of living artists displayed in the building of the Cooperative Society promote acquaintance with contemporary art, and members of the university and residents of Cambridge have the privilege of purchasing, if they wish, excellent paintings by men and women of the present day. The fine collections of Fogg Museum are freely accessible, and special exhibitions of loan collections are arranged from time to time.

Library Service to Schools of Washington County, Maryland

In Its Travels Throughout the Length and Breadth of the County, Which Covers Fifty Square Miles of Territory, the "Library Wagon" Visits 125 Classrooms, Supplying Books, and Bringing the Contagion of Literature, and the Joy of Reading to Widely Scattered Communities

By LILLIAN W. BARKDOLL

School Librarian, Washington County Free Library

IT does not seem possible that, a little more than a quarter of a century ago, a county library was a thing unheard of, though it was not undreamed of. The Washington County Free Library, Hagerstown, Md., opened its doors to the public in August, 1901, and a few years later began distributing books directly to the farmers and citizens of the rural districts through the use of a library wagon.

The original "wagon" was drawn by horses, and it was driven by a veteran of the Civil War who had the proud distinction of having been a drummer boy in the division commanded by General Lew Wallace. As was to be expected, the "General's books" had an excellent circulation throughout the county. "The wagon," still so called, has long since become a motor truck carrying from 300 to 500 books for selection and distribution on a day's trip.

Book Distribution Through the Public Schools

From the beginning it was recognized that a principal agency for distributing books through the county was by means of the public schools. It looked easy. However, a new idea takes time to penetrate and to develop. The busy, overworked teachers of that period with their devotion to textbooks, and overconfidence in them, saw only added duties and little need for more books for which they felt responsible.

Stimulating the Use of Library Books

It was possible to know and appreciate the views of the teacher, as well as the benefit and help to be obtained from the library, and with steady pressure, tempered by leniency, progress was made—the progress of the tortoise! This could not have been accomplished but for the cordial cooperation of the board of education and the supervisors of schools of Washington County. Now it is difficult to conceive of library work apart from the schools.

Washington County, Md., covers 50 square miles of territory. East and west it is bounded by mountains, with the beautiful, broad Cumberland Valley between; the historic Mason and Dixon line on the north; and the winding, hill-clad Potomac River on the south. Hagerstown, the only city of the county, is in the center of a rich farming "valley" community, with excellent highways radiating from it in all directions.

August sees a busy group in the school department of the Washington County Free Library. Careful collections of books must be made to supplement the curricula of the various grades; classroom parcels must be made up and checked ready for distribution; and all must be in shipshape order for the opening of schools in early September.

Now begins the real joy of the whole year's work. The department is ready for its visits to the 125 classrooms throughout the length and breadth of the county. (This is exclusive of other classrooms which are supplied by different means.)

Teacher, Pupil, and Librarian—a Triumvirate

The direct contact of teacher, pupil, and librarian has long been recognized as a primary factor in obtaining the best results, and the means are simple enough. A day's run is mapped out, with as little back-tracking as possible. Parcels of books for each school and classroom in that community are loaded into the "wagon," and we are off for a strenuous but happy day. The first to be visited is likely to be a one-room school not far from town where the day's work is just beginning. This is an ideal time. The "liberry teacher," the children's name throughout the county for the school librarian, must tell a story, of course. But first, what did she tell them last year? "It was about a little boy who bought a dream." (Boston: The Seller of Dreams, The Firelight-Fairy Book, Little, Brown & Co., New York.) This from one of the children, with eager, raised hands. "No, no," A very storm of protest. "It was 'Hansel and Gretel,' and you brought the pictures to show us. I remember the sugar-candy house." "Yes," this from another, "And once you told us about 'Brer Rabbit and the Tar Baby.' I own that book now, and I know a lot of Uncle Remus stories."

The "Liberry Wagon" when the "General" distributed books

"I found 'Hansel and Gretel' in a book you left last year, and 'The Well of the World's End' in a book I got for Christmas." (Jacobs: English Fairy Tales, Putnam Sons, New York.) This from a shy little girl who already has acquired the "reading habit." Hands are waving all over the room like banners in a parade, and each one is bubbling and bursting to talk, but time is pressing. So the "liberry teacher" holds up her hand, and when silence is restored asks if they would like to hear the story of "Little Heiskell," the brave soldier who is really a weather vane, and from his high vantage point over the old Market House, now the Municipal Building, watches over Hagerstown with jealous care. (Hurlbutt: Little Heiskell, Dutton, New York.) The story is too long for the entire telling, but the book is left behind in the collection to be found as a surprise after our departure.

Story Telling Here is a Delightful Task

This is one of the delightful schools, with children eager and responsive. Before the day is over we shall come to others tucked away in the folds of the hills, more or less isolated from the outside world. Here the children are shy, self-conscious, and inarticulate. If there is time, some response can be obtained, especially if one happens along at recess period. The out-of-doors makes for less restraint, and the children edge nearer and nearer to the story teller in their eagerness not to lose a word.

A day's work will include from 8 to 10 classroom visits. Beside the story for the children, there is a list of books for the teacher's inspection, her further requests to be noted, and discussions on ways and means to interest her pupils in reading and more reading—the dominant note in education to-day.

Then, too, the teacher is putting on a study of the Indians, or the Dutch, or the Japanese, or other peoples, and wants pictures and books and stories. Would she also like a few Indian relics, a wampum belt, or arrow heads, a tomahawk? If it is Holland, or some other country, she might like dolls in costume, which can be loaned for a short time, or may be examined at the central library if the school is accessible. There is a miniature jinrikisha; a Sicilian cart with a beautiful story to go with it. (Hill and Maxwell: Little Tonino, Macmillan Co., New York.)

The book truck is cordially welcomed all along the route

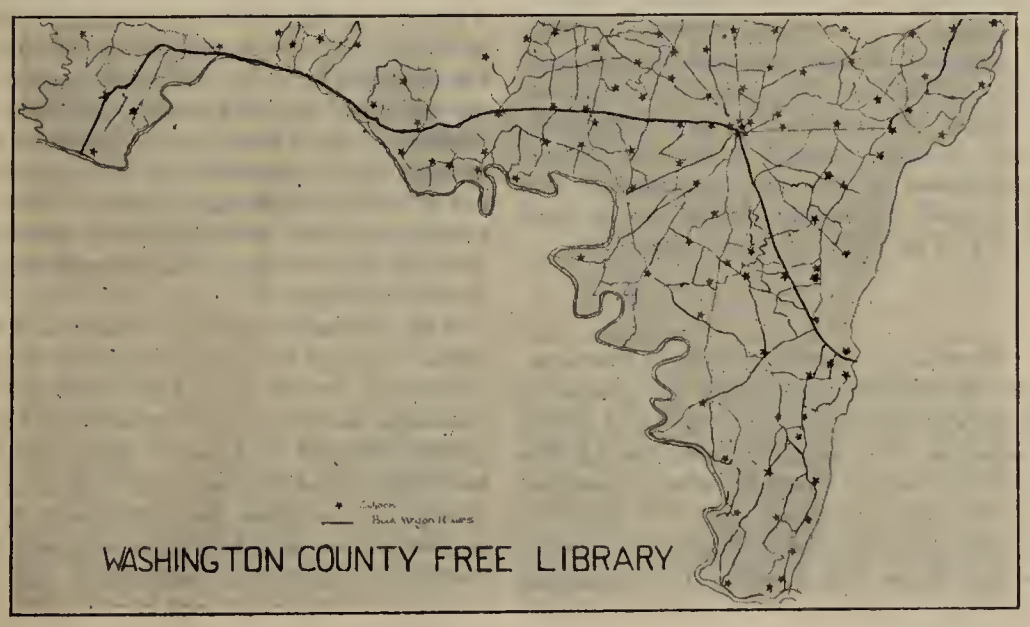
Tired Bodies and Happy Minds

What an interesting day, but it is fortunate for the library teacher and her assistants that work ends at 4 o'clock. Yet no matter how tiring or strenuous the day, all hands are on deck and eager for the next trip, with no lack of enthusiasm and energy; for, to paraphrase the old Scotchman's idea of women, "If the days are all alike, it is always with much of a difference."

The books delivered in person by the school department in the early autumn are returned by teachers to the central library in midwinter or earlier, and a new supply is sent by parcel post. Winter traveling through the mountains is not always possible, even if there were time to make more than one round of visits. A record of all books read by the pupils is kept on sheets provided for that purpose and when no special requests are made it is easy to choose the kind of books liked best by that particular school.

In addition to the central library, there are high-school centers in the larger towns with branch libraries or depository stations of their own. These are distributing points for school work as well as for the general public.

Last year the Smithsburg branch alone circulated 3,826 volumes exclusively for school use. This attractive branch owns its building and possesses the unique distinction of having converted the town jail into the town library. This was possible through the unerring and untiring efforts of a small group of club women of the village. The library has now between 4,000 and 5,000 available volumes, including an excellent reference collection for school and high-school purposes. While this branch is open but twice a week, it carries on all the activities to be found in a larger library, including a story hour all the year round, with an average attendance of more than 20. In summer the stories are told out-of-doors and in winter around a huge fireplace,



where Halloween chestnuts are roasted and Christmas marshmallows are toasted.

Williamsport, Hancock, Boonsboro, and Sharpsburg are other distributing points, each with its special circulation to schools of the respective communities.

A story-telling group on Locust Hill playground

During the school year the central library maintains depository stations in two of the city schools of outlying districts and furnishes a trained assistant to select and distribute books to pupils too young to make the long journey to the central library.

Another activity of the school department is its supervision of the purchase of books and the administration of high-school libraries. Many of the libraries are still in their infancy but are improving rapidly. However, their work must be supplemented by the Washington County Free Library. This means the use of several hundred books monthly, borrowed by the different departments for reference use alone.

Required High-School Reading Supplied by Library

In addition, with the aid of the English department, the school department selects and prepares for circulation books needed for the four years of required high-school reading. This collection comprises approximately 100 titles for each year, with not less than two copies, and usually three or more copies, for each title listed, making the entire collection more than 1,000 volumes. The books are chosen from classic and modern writers, but they must have certain requisites. They must be interesting; they must convey information, historical or otherwise; and above all, they must bring courage and inspiration to the reader.

Each year the school librarian gives a course of instruction to the high-school freshman class in the use of reference books. This includes the arrangement of their own school libraries, and especially such an arrangement that the best reference books in a required subject may be located without fumbling. The course consists of 12 simple lectures, beginning with the important parts of a book, and the range covers encyclopedias; dictionaries, general and biographical; gazetteers; anthologies; books of quotations; historical and periodical literature, etc.

Last year the school department, for all its activities, circulated 38,107 volumes. A good year for a small library, but we hope to do better this year. The one thing this department dreads above all others is the saturation point. There must always be more and better things to do.

Selective Admissions Naturally Reduce Failures

Failures of freshmen at the University of Chicago have been reduced from 14 per cent of all entering students to only 4 per cent, as the result of adoption by the college of the selective admission system. It is stated in this connection that in some colleges where high-school graduation is the only requirement for admission, freshman failures are as high as 25 to 30 per cent of matriculations.

Members of women's clubs to the number of 26,175 used study programs or library facilities of the University of North Carolina, extension division, during the past biennium. These women represented 1,276 clubs, of which only 531 were in North Carolina. Women's clubs in nearly every State, the District of Columbia, Hawaii, Canada, and China were included in the service.

French School Gives Free Technical Instruction

A free school, where technical, industrial, and domestic instruction is given without cost to young men and women who are unable to obtain a liberal arts education, is maintained at Amiens, France, by the Amiens Industrial Society, according to information contained in a recent report to the State Department from Rudolph J. Blais, American vice consul at Havre.

Governing Committee is Composed of Experts

The society in Amiens was founded in 1861 at a time of industrial depression. In 1864 it was recognized by the National Government as a public utility. From the first, instruction was given in textile arts (velvet, cotton, and wool), and at present 28 courses are offered in the apprentice school which was established in 1889. The majority of the members of the society are manufacturers whose establishments are located in the Amiens district. The school is governed by a committee chosen from the board of directors, each member of which is a specialist in some particular department of industry. To assist in meeting the need for technicians, the society is subsidized to a small extent by the State, the department, and the city of Amiens. The 3-year course in the apprentice school comprises French, arithmetic, geometry, applied mechanics, physics and chemistry, and the drafting of plans. Six hours a day are devoted to actual shop work.

In addition, about 2,000 pupils enroll annually in industrial and commercial courses, usually given in night classes. Twelve free public lectures are given each fall by leading textile manufacturers of France and professors of the Arts et Metiers School of Paris. The society maintains a commercial museum and has a library of 20,000 volumes, which is open at night. The only charge to students for instruction in the technical school is an initiation fee of 5 francs, and active soldiers of the French Army stationed at Amiens and injured French war veterans are admitted free to night classes. Workers' guilds, still in existence at Amiens, function as a sort of benevolent association for mill workers.

The Amiens Industrial Society is considered one of the most important institutions of its kind in France, and the technical instruction given is of a high order. Woolen and velvet cloth manufactured in the Picardy region is extensively used in other countries, as well as in France, and gold medals presented at a number of European exhibitions attest the high standard of workmanship maintained by the Amiens Industrial Society.

Recent Surveys Conducted by the Bureau of Education

Survey of Junior and Senior High Schools, Roanoke, Va.

At the request of the school board of Roanoke, Va., and with the approval of the State superintendent of public instruction of Virginia, the Bureau of Education recently conducted a survey of junior and senior high schools in Roanoke. W. S. Deffenbaugh and Carl A. Jessen, of the bureau staff, were designated by Acting Commissioner L. A. Kalbach to conduct the survey. Work on the survey was begun in March, 1929; the report was published in September by school authorities of Roanoke.

The school system at Roanoke is being reorganized on the 6–3–3 basis. Much of this reorganization has been carried through, but some of the seventh and eighth grade pupils are still in elementary schools, just as a few ninth-grade pupils have been assigned to senior high school. Within the next few years it is planned to have the system entirely on the 6–3–3 plan.

Certain features of the situation at Roanoke were not in need of investigation. Such subjects as administrative control, buildings, equipment, and finance (generally stock-in-trade for survey reports), are either entirely omitted or lightly touched upon in this survey. On the other hand, items on pupil load, pupil time outside of school hours, persistence in school, success of Roanoke high-school graduates in college, and occupational choices are given careful attention.

The most important finding of the survey is that the high schools of Roanoke, are doing an excellent piece of work with a selected group of students. The principal recommendation is that through subject offerings, extracurriculum activities, pupil load, supervision of instruction, testing programs, and guidance, the schools be made attractive and profitable to those pupils who now drop out at the end of the compulsory school-age year, or soon thereafter. Attainment of the full program recommended by the survey committee will take several years. A considerable number of the specific recommendations have been adopted by the board as a program for action during the current school year.

It was entirely apparent that the most cordial relations and understanding existed among the board of education, superintendent, principals, teachers, pupils, and patrons of the Roanoke schools. The survey was not requested because school conditions were felt to be poor or because of strife among factions. Roanoke thus proved its right to a place among that growing list of communities in which surveys are conducted purely for the improvement of already good school conditions.

A School Building Survey and Program for Mount Vernon, N. Y.

At the request of the Board of Education of Mount Vernon, N. Y., the United States Bureau of Education conducted a school building survey of that city in January and February, 1929. Miss Alice Barrows, specialist in school buildings of the Bureau of Education, was detailed as director of the survey. The preliminary report of the survey was sent to the board of education of Mount Vernon in April, and in June the people voted a bond issue of $3,000,000 the amount recommended by the survey for the first 5-year period of the building program.

The printed report of the survey and building program has just been published by the board of education of Mount Vernon, with a foreword by the United States Commissioner of Education, William John Cooper, in which he states. "This report will be helpful not only to school officers, teachers, and citizens of Mount Vernon but also to school officers, teachers, and citizens in all parts of the country, and to students of education generally."

The report will be of particular significance to cities in the immediate vicinity of large metropolitan areas like New York City, for it shows some of the problems in social and educational engineering created in surrounding cities by the inundation of populations from expanding metropolitan areas. The report states:

> It is inevitable that the New York population spreading over the whole metropolitan area in its attempt to find living quarters outside of the city, and yet within easy commuting distance of New York, should turn to a city of homes like Mount Vernon which is so accessible to the metropolis. The figures on population increase in the past 10 years show that the tendency has already begun for those who have business in New York to seek the comparative quiet, space, and fresh air of Mount Vernon. The problem with regard to the next 10 years is whether a sufficiently farsighted building program is carried out, so that the open spaces and fresh air remain a reality for present and future generations. * * * Unless the people make sure now that breathing spaces for themselves and their children are secured by the purchase of sites for playgrounds and modern school buildings, then history will repeat itself and the inhabitants of Mount Vernon will in future have to flee from their own city to seek more spacious living quarters for themselves, and open spaces for their children to play in, for the same reasons that the people in New York City are now pouring into Mount Vernon.

In 1929 there were 14,880 families in Mount Vernon, and it is estimated that by 1939 there will be 23,718 families. In 1929 the number of children of school age was 10,926. The survey staff estimates that the increase in school population in the next 10 years will be 57 per cent, which would mean that 17,166 children will have to be accommodated by 1939 and 14,000 in the next 5-year period to 1934. To accommodate this increase two new buildings and five additions will have to be constructed. The estimated cost of these buildings, with sites, is $3,000,000.

The survey report points out that standards for school buildings have changed greatly in the past 20 years because social and industrial conditions have changed, and schools have had to meet these changed conditions. "City children no longer find, outside of school, the variety of educational activities, such as opportunities for the study of nature, care of animals, work with tools, and the other hundred and one chores which used to challenge their resourcefulness and contribute to their growth in the small village or on the farm. Because the city deprives children of these activities, it has come to be generally recognized that the modern city school building must not only supply opportunities for study in good classrooms under wholesome conditions but it must also return to children the opportunity for healthy work and play which can no longer be supplied outside of school. This means that the modern city school building must have not only classrooms but shops, nature-study rooms, drawing and music rooms, cooking and sewing rooms, auditoriums, and gymnasiums. The elementary school building must have these facilities as well as the high school."

The report states: "It is a well-known fact that Mount Vernon schools are among the most progressive in the country. Mount Vernon has had the platoon plan for many years with modern school facilities, but the work has been carried on under the deplorable handicap of old buildings which were never planned for modern school activities. * * * The existing old buildings are in good repair. * * * And all of Mount Vernon's more recent buildings are of a fine, modern type. What the city needs is to give to *all* the children the advantages of this type of building."

One of the most interesting features of the report is the carefully planned population study made by the survey staff and the elaborate population map made for the survey by the Mount Vernon branch of the American Telephone & Telegraph Co. and printed in the report in seven colors. The appendix contains 30 statistical tables on the population study and building program.

Hygiene May Be Correlated With Other School Subjects

Assuming Interest on the Part of Teachers in Every Factor Having to do With the Promotion and Preservation of Health, Suggestions Are Given for Indirect Health Teaching in Schools by Correlation of the Study of Health With Other School Courses, thus Utilizing the Pupils' Own Everyday Experiences and Observation

By JAMES FREDERICK ROGERS, M. D.
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INFORMATION in regard to the human body and its care should, above all subjects, be taught as something more than a mere book study to be "taken" at specified times and in measured doses and have done with, or as something pigeonholed and altogether apart from other information. Attempts have been made in many schools to relate history, English, and other subjects to hygiene, directly or indirectly. This is not so simple as it may seem to the enthusiastic hygienist, but all teachers are presumably interested in health and, given a few examples of how it may be done, they can bring about sufficient correlation to relieve hygiene from isolation, and at the same time furnish a broader interest to other fields of learning. The following suggestions for such correlation may be useful. It is presumed that the teacher is able to determine what material is suitable for pupils of a given grade.

For Classes in Mathematics

If a man pays $1 in taxes for the prevention of malaria, instead of paying out $10 for doctors' bills and medicine for the treatment of this disease in his own family, how much does he save?

Have you ever considered the importance of the zoo sign "Don't feed the animals?" The manager of a zoo, unfamiliar with the care of animals, allows the public to feed them peanuts and candy. Some are taken sick, and he loses a chimpanzee valued at $500. A father and mother allow their children to eat anything they wish at any time, and the children live chiefly on candy. In consequence, none of them are as well as they might be and one is taken seriously sick and dies. Compare the loss, financial and otherwise, to the zoo and to the parents.

If a schoolboy, because of bad habits of living, is sick for 10 days of the school year of 200 days, how many days does he have left for play and work? What percentage of the days of the year is wasted?

Count the number of times you breathe in 1 minute, then estimate the number of times in 24 hours. Where does the energy for this work of breathing come from?

We breathe about 30 cubic inches of air at each respiration. How much do we breathe in an hour? In 24 hours? (The average number of respirations can be worked out in class.)

A large egg furnishes the human engine with about 100 calories of energy. Two medium slices of white bread also furnish this amount of energy. At current prices what are the relative costs of energy in these two foods? Should we live on the less costly to the exclusion of the other? Why?

Sanitary and medical work in the Canal Zone during the digging of the canal is said to have saved a total of 39,420,000 days of idleness from malaria or other illness. If the men were paid at the rate of $1.25 a day, whether they worked or not, how much money was saved?

In cities of the United States about 100 gallons of water per day are used per person. If the population of a city is 165,000 how many gallons will be used? Do you know the capacity of the reservoirs of your city? Find out and compare with population. What is done to safeguard or to purify the water for your community?

Formerly, in Italy about 15,000 deaths occurred each year from malaria, and about 2,000,000 cases of sickness were reported from this disease. In 1901–02 the State established a monopoly for quinine in order to reduce the price and insure quality. In 1902, 4,932 pounds of quinine were sold, and the deaths numbered 9,908. In 1906–07, 45,591 pounds were used, and the number of deaths was 4,875. Valuing each person who was saved from death at $25,000 what was the money value of the lives saved in 1906–07 as compared with 1902–03? What was the expense if figured from the present cost of quinine at your own druggist's?

Sickness is an Expensive Experience

The annual cost of sickness in the United States is estimated to be more than $1,400,000,000. How much is that for each person each year?

In 1922 about $60,000,000 was spent for health work in the United States. In the same year more than $92,000,000 was spent for chewing gum, $107,000,000 for perfumes and cosmetics, $806,000,000 for candy, and $1,823,000,000 for tobacco. How much money was spent for all, and what proportion of the whole went for better health? Do you think that any of the above expenditures may have made some people less healthy, and do you think that cosmetics, or playing the game of health, produce better results in good looks? Have beauty and health any connection?

A pint of milk supplies about 320 calories of energy. Compare the energy to be had at the same cost from eggs, lean meat, bananas, oranges, bread. Compare the mineral, protein, and fat content.

The left ventricle of your heart holds about 2 ounces of blood. How much blood, per minute, will be pumped out of it when sitting? When walking? When running up stairs?

In New York City, with a population of 3,446,042 in 1900, the number of deaths was about 70,872. In 1920 the death rate was 12.44 per 1,000. Had public health work apparently achieved any marked results?

In the city of Chicago in 1867 the number of deaths from tuberculosis was 541. The population was 225,000. What was the death rate for that year per 10,000? The number of deaths in 1922 from this disease was 2,220, and the death rate was 7.83 per 10,000. What was the population? By comparison with 1867, how many persons were saved from this disease in 1922?

The population and the total deaths in 1917 for certain European cities were as follows:

City	Population	Deaths
Amsterdam	630, 695	7, 885
Barcelona	629, 486	16, 253
Edinburgh	333, 043	4, 924
Florence	259, 239	5, 848
Manchester	763, 649	10, 207
Paris	2, 847, 229	44, 200
Stockholm	410, 800	4, 883
Zurich	209, 500	2, 187
New York City	5, 737, 492	78, 575

Work out the death rate (per 1,000) for each foreign city, and compare with that of New York City.

A nerve impulse travels at the rate of about 100 feet per second. How does

this compare with the velocity of light? of sound? of electricity? If you stepped on a tack, about how long would it take for the brain to receive the message of the accident? If with your arm you could reach the moon, how long would it take to feel that you had touched it?

We breathe about 30 cubic inches of air at each respiration. The air we breathe in (if pure) contains about 4 parts of CO_2 per 10,000. The air we breathe out contains 4 parts of CO_2 per 100. If we occupy an unventilated room 10 by 10 by 10 feet, how much CO_2 is in the air at the end of an hour? How many times should the air be changed in order to keep the CO_2 below 10 parts per 10,000? Calculate this for your own schoolroom, based on the number of pupils present. What other changes take place in the air?

A disease germ can reproduce itself in 30 minutes. If one such germ should have a suitable food supply (as a glass of milk), and other conditions favorable to development, how large would be its family in 24 hours? What conditions besides food are necessary?

The total length of the capillaries in a man's muscles, if placed end to end, has been estimated at 100,000 kilometers. Would this tube reach around the earth at the Equator? Each capillary is about one two-thousandth of an inch in diameter. What is the total surface of all the capillaries in a man's body?

A city has a population of 140,000. Its water supply is, say, 75 gallons per person per day. If it is suspected that the water is contaminated, how much liquid chlorine, per day, will be needed to make it safe if 40 parts per million are required for disinfection?

For Classes in English

Do you recall any references to health or disease in Shakespeare? Is there any reason to believe that Shakespeare was not a vigorous, well man?

Do you know any incident concerning Shakespeare's father which illustrates the sanitary or unsanitary conditions of the times? Was there much sickness in Shakespeare's time? (Death rate of London was over 40 per 1,000 and exceeded the birth rate. One-third of the children died before they reached the age of 5; only 7 per cent of the residents lived to be 70 years of age.) Compare with recent statistics for London or New York.

In connection with the reading of Ivanhoe, discuss sanitation in the Middle Ages. Discuss ideals of chivalry, and bring out the relation of high ideals to health. (Material to be obtained from histories of the Middle Ages, encyclopedias, etc.)

Make a collection of what great writers have said or written in regard to health.

Write an account of the ancient Olympic games, telling of their origin, nature of the contests, causes of decline. Compare with modern Olympic games, origin, nature of contests, people taking part. Compare winners by points per population of country. Adapt suggestions to study in history classes. (Abundant material in histories, encyclopedias, special books, histories of art, and in magazines or newspapers published during the period of modern games.)

For Classes in Geography

How long is the Panama Canal? How long is the alimentary canal? Which is more important to you? How long does it take food to pass through the alimentary canal? What happens if food is delayed too long?

Review the history of the Panama Canal.

History of Arctic exploration: Methods of protection against cold, food supplies, etc. Need of bodily vigor for such exploration. (See A Tenderfoot with Peary by George Borup.)

Tropical exploration: Compare with above. Dangers to health in Tropics as compared with Arctic regions. Compare nature of food and clothing and shelter needed, and health precautions necessary in tropical and Arctic explorations. Study ways of living in other countries and procure death rates.

For Classes in History (General)

In the Middle Ages the vigorous betook themselves to the military life; weaker men to the monastic life, where learning was kept alive. A vigorous body or even good health was considered nonessential to monastic existence; hence physical education was dissociated from mental activities of the cloister.

In Two Years Before the Mast see account of a disease due to lack of certain substances in the food. Did Dana suffer from this? Was this disease a serious one with sailors and explorers, and how is it now prevented? Was there really any excuse for having it in Dana's time? (See article on Scurvy in Encyclopedia, also in Evolution and Significance of the Public Health Movement—Winslow.)

Has climate influenced history and civilization? (Read Climate and Civilization—Ellsworth Huntington; Health and Social Progress—Binder.)

Look up the history of the child in industry especially in England in the early nineteenth century. Age and hours of work. What great leaders helped to do away with past fearful conditions?

Adult labor; its dangers, need of protection of workers from injury, etc. Are adult workers treated better than formerly? (Hours, prevention of accident, disease, etc.)

History of the Great Plague. (See Diary of Samuel Pepys, Defoe's The Year of the Plague, and encyclopedias.)

Does "plague" still exist? How is it caused or transmitted? How is it now prevented? What great persons were carried off before their time by typhus? How is this disease transmitted?

One disease has had more to do with the course of history than perhaps any other cause. Can you find examples of its effects on nations? (See Health and Social Progress—R. M. Binder.)

Why was this disease so named? What is its real cause? How was this cause discovered? How can the disease be prevented and what effect has this knowledge already had on the geography and economic history of the globe?

What do you know about the methods of sewage disposal in your own city?

What do you know about the results of the physical examination of men drafted for the late European war? Is fitness for war needed more than for peace?

What influence has disease had on wars? For example, Napoleon's Egyptian and Russian campaigns. Compare the record of typhoid fever in the Civil War and the Spanish-American War with that of the World War.

Value of Personal Hygiene

Study the physical characteristics of Napoleon and of other great men.

Study and write physical biographies of Washington, Franklin, Jefferson, Lincoln, Roosevelt, and other famous men.

Study the history of smallpox in this country.

Was smallpox of any consequence as a disease 150 years ago? What notable persons had it and recovered? What was the practice of inoculation and was it harmless? Compare with vaccination. Are the names of Cotton Mather, of Washington, or of Jefferson connected with inoculation or vaccination?

Study the history of yellow fever in this country: the history of malarial fever.

Compare conditions of living among early settlers and ourselves.

Compare mortality in country and in city; formerly, and in the twentieth century.

Compare mortality and average length of life in this country from the time of earliest records to the present.

How is health work a part of the history of the building of the Panama Canal? Are there dangerous occupations other than building Panama Canals?

What is done in various occupations for the health of the workers?

Compare death rate in the Northern and Southern States 20 years ago and at the present time. Does malaria affect this rate?

Does there seem to be any ground for the belief that malaria had much to do with the decline of the Roman Empire?

How Our Educational Systems May Be Made More Effective

Education Should Be Free to All, and Everyone Should Be Required to Obtain an Education. Opportunities Ignored Result not only in Serious Waste to Educational Systems, but Constitute a Distinct Loss to Society

By W. W. KEESECKER
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THE pertinent question before every progressive community is: "How can our educational system be made more effective?" Thanks to the efficacy of the American conception of democracy, under which no educational system is conceivably complete which does not reach every child regardless of his place of abode, or his physical, economic, or social condition, our statesmen and educators have joined Government and education in a perpetual alliance to give liberty and learning to all. Only through enlightened public opinion and well-principled moral sentiment can we hope for justice, equality, and security in democracy. Liberty with us is not to be construed as giving youth the privilege of remaining ignorant; it rather confers the privilege of obtaining an education, and enjoins upon youth the achievement of an education as an obligation to society and as security for the personal liberty and the well-being of all.

Waste Through Nonattendance

It is becoming more difficult to tolerate the economic and moral waste of ignorance. This awakening is one of the most significant developments of our time. President Coolidge, in an address before the National Education Association, Washington, D. C., July 4, 1924, said: "One of the chief rights of an American citizen is a right to education. The opportunity to secure it must not only be provided, but if necessary it must be made compulsory."

It is difficult to estimate the relative importance of the different elements affecting education. Without doubt, regular attendance at school is an important factor. Against indifferent parents and delinquent children who fail to conform to our educational ideals and citizenship standards, compulsory education laws need to be invoked. Statistics compiled in the United States Bureau of Education for the school year 1919–20 indicate that in the United States approximately 7,000,000 of the school population (5 to 17 years of age, inclusive) were not enrolled in either public or private schools. The 1920 census reported approximately 1,000,000 illiterate persons between the ages of 10 and 25 years. When 7,000,000 children of school age are permitted to remain out of school, it is not surprising that approximately 1,000,000 of the people of the country should remain illiterate beyond the school age.

The following figures show the percentages of school population not attending schools (not enrolled) in 1920, according to the census report of that year:

Years of age:	Per cent
5	81.2
6	36.7
7	16.7
8	11.5
9	9.6
10	7.0
11	6.1
12	6.8
13	7.5
14	13.7
15	27.1
16	49.2
17	65.4
18	78.3
19	86.2
20	91.7

The figures just given indicate that more children at 11 years of age attend school than at any other age, but that, nevertheless, 6 per cent of the children of that age in our country do not attend school at all. Far more serious waste, however, from nonattendance is shown for the years before 8 and after 13. Thus it would seem that the fairly effective school period might well be lengthened at each end. For 1924–25 it was estimated that every day during the school year 8,000,000 children of school age were absent from school.

Such conditions clearly show a serious leak in our educational systems. To abolish illiteracy and ignorance was without doubt the chief aim of compulsory school attendance laws. It therefore remains the problem of legislators, school officials, and the interested public friendly to education, through supplementary legislation or administrative rules or both, to provide for greater uniformity and efficiency of the present laws.

Effect of Compulsory Education Laws

A close study of the different features of compulsory school attendance laws and of school attendance and literacy in the States shows considerable correlation between certain laws and the record of attendance and literacy. Laws which are more rigid and definite seem, on the whole, to result in better attendance and more literacy than laws which are not nearly so rigid and definite. By "a more rigid and definite law" is meant "a law having a fairly high maximum attendance age, a reasonably high standard of education for exemption and for labor permits, few and definite exemptions; one placing specific duties on teachers and officers, requiring them to act immediately in truancy cases, and providing penalty for failure to act, etc."

In other words, it is axiomatic that a law requiring attendance from 7 to 17 years of age will secure more attendance than one requiring attendance from 8 to 14; that a school term of nine months will secure more attendance than one of six months; and that a law requiring an eighth-grade education for labor permits will secure more attendance than one requiring a fifth-grade education or none at all. It is also obvious that better enforcement would naturally follow a law requiring that truancies be reported immediately, or within 24 hours, than one requiring that they be reported weekly; that a law with a penalty provision for neglect of duty by teachers and attendance officers is likely to be more effective than one without such provision; and that a law which defines truancy is likely to obtain a more satisfactory court judgment than one without such definition.

How Efficiency May be Tested

The test of efficiency of any compulsory educational system may be fairly shown by the answers to two questions which are: First, What per cent of the total school population does it get into school, or otherwise reach? Second, How well does it keep pupils in school or in training elsewhere? Generally speaking, the law which scores satisfactorily in this test is a satisfactory law.

Necessity of Educational Laws

Compulsory education laws which require school attendance of children 6 years of age have been in operation for many years; this is also true of laws requiring attendance until 18 years of age. Results show that children 6 years of age make good progress in school, but under the laws of one-half the States they are not required to attend school until 8 years of age. Children who stay out of school until they reach the age of 8 are considerably handicapped when they start. Their retarded educational development tends to promote an attitude of embarrassment, a dislike for school, truancy, and early withdrawal. Thus permissive nonattendance during the years from 6 to 8 tends to defeat the very aim of the compulsory education law.

The first step in the education of the child is of utmost importance.

Five States now require attendance until the age of 18, and 5 others until 17; but on the other hand, 5 States even yet require attendance only until 14. Moreover, a dozen States require 80 or more months school attendance, while 13 States require less than 50 months of school attendance.

Requirement of little or no educational qualifications for labor permits, and granting them at an early age, tend to reduce school attendance. Seventeen States require an eighth-grade education for the issuance of labor permits, whereas 8 other States require only ability to read and write; and there still remain 6 or more States which appear to have no educational requirements. Laws which demand an eighth-grade education for labor permits seem to be operating satisfactorily.

Penalties upon parents are sufficient in most States to secure compliance on their part with educational requirements, but more than 30 States do not specify any penalty for principals or teachers who fail to report truancy, nor for attendance officers for failure to act in truancy cases. Greater concern and vigilance on the part of many principals, teachers and attendance officers could doubtless be stimulated by imposing adequate penalties upon them for failure to perform their duty in seeing that children for whom they are responsible attend school regularly.

Some Promising Tendencies Are Observable

In recent years some promising tendencies have manifested themselves with respect to increasing school attendance. Some of these tendencies are:

(1) To lengthen the period of compulsory education by making it effective at an earlier and to continue to a later age: The establishment of kindergartens and the requirement of compulsory attendance upon part-time continuation or evening schools.

(2) To increase the annual required school attendance.

(3) To extend compulsory legal provisions to include various handicapped children; also to provide parental schools for delinquents.

(4) To require more education for exemption and for the issuance of labor permits.

(5) To require public relief for indigent children and their compliance with the school attendance law.

(6) To provide transportation for children living beyond the usual walking distance of school.

These changes indicate an effort on the part of educators and legislators of many States to keep pace with changing needs in a changing world. Thus only through the improvement of our educational ideals and standards, and their universal application, can we approach the better democracy which we cherish and to which we are dedicated.

Leeds to Study Industrial Relationships

In an attempt to promote industrial as well as human welfare, and to insure the best possible relations between employers and employed, the Montague Burton Chair of Industrial Relations has been established at the University of Leeds, Yorkshire, England, according to information received from A. R. Thomson, American consul, Bradford, England.

Among other matters, the new chair will deal with conciliation and arbitration in Great Britain and elsewhere, arbitration laws in different countries, methods of work of joint industrial councils, trade boards, and their history, the aims of trade unionism and collective bargaining, and all forms of labor legislation, both national and international. It will also embrace the social side of economic life as distinct from the usual treatment of production, distribution, and exchange from the purely economic view.

Although it will be closely allied to the department of economics of the university, the new chair will handle its subject from different points of contact, with law on the one hand, and with history on the other, and to some extent with the wider analysis of human nature to be found in philosophy.

Meeting the Needs of Foreign Students

An adviser to students coming from foreign countries has been appointed by the George Washington University, Washington, D. C. Representatives of 43 different countries, including outlying parts of the United States where a foreign language is spoken, were registered last year at the university; and it is to insure that young people of these diverse cultures shall gain the most from their study at the university, both in academic achievement and in understanding of American ideals and institutions, that the appointment has been made. The incumbent, Dr. William Stull Holt, holds the degree of A. B. from Cornell University, A. M. from the George Washington University, and Ph. D. from Johns Hopkins University. Doctor Holt is a specialist in the field of history and political science. He possesses an intimate knowledge of international affairs, and he is a man of broad sympathies.

Teacher-Training Course for Sight-Saving Class Work

(Continued from page 23.)

ing their local needs, and courses should regularly be given either during the summer or during the regular school term. Possibly large cities will eventually give extension courses for their experienced teachers, as well as for the teacher who is new in the department.

Probably the greatest need at present is for training centers for teachers in isolated communities. These should be organized during the summer, when most teachers can take the training without loss of salary. Without doubt, in a very short time, training centers will be scattered all over the country. If the greatest help is to be given to those who enroll, training classes should not be too large.

Who Shall Teach the Teachers?

During the years in which summer work has been given at the University of Cincinnati classes have seemed to divide themselves into two groups: The experienced teacher group, and the group which is made up of persons in the field, to whom even the most elementary idea is entirely new. It has been extremely difficult to adapt lectures to the needs of these two groups. The advanced work given for the experienced teacher has seemed too difficult for the elementary group, and the elementary work is not particularly interesting to the teacher who has been in service for several years.

One suggestion seems to be worthy of consideration: That elementary courses be given where the whole field is covered by one instructor. This would mean that one instructor give the work in educational methods, in eye hygiene, in lighting, and in administration and history; making very definite connections between these various phases. Supplementary lectures may be given by specialists from time to time.

The second suggestion, carried out in the summer of 1928 at the University of Chicago, is that an advanced course, entirely under specialists in each field, be given for experienced teachers. This offers a possibility of research in a number of different lines, and it is desirable mainly for teachers wishing to do independent study.

After several years of work in teacher training of this type, we are realizing, as we could not have done in the beginning, the ramifications of the whole problem. It is too early to be didactic in the matter. Rather, we should urge free discussion from teachers and supervisors in service, to the end that we may have a knowledge of the best means of training teachers to serve the sight-saving-class child.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Bureau of Education

ALEXANDER, THOMAS. The training of elementary teachers in Germany. New York city, Bureau of publications, Teachers college, Columbia university, 1929. 340 p. 8°.

In Germany, since the War, there has been rapid change in the teacher-training situation. This volume aims to describe present conditions in the teachers colleges in the various German states, giving the facts as found in the individual institutions as to the prescribed program of studies, the curricula, examinations, appointment, tenure, and salaries of teachers, as well as the training of teachers in service. Any discussion of the kind furnished here is intended to be useful to students of education because it offers a general survey of conditions, and because such facts may be used for comparative purposes. An extended bibliography of material as found in German literature is given.

BARR, A. S. Characteristic differences in the teaching performance of good and poor teachers of the social studies. Bloomington, Ill., Public school publishing company [1929] viii, 127 p. tables. 12°.

This book gives a report of an investigation carried on by the author to observe in action certain selected teachers of the social studies, in order to analyze their teaching performance systematically, and to formulate an objective terminology which might be used by supervisors of teaching. The social studies included history, civics, and geography in junior and senior high schools. The teachers were selected by their superintendents, and were of two groups, an inferior and a superior group, 47 teachers being in each group. The findings are given in the last chapter, in a summary with conclusions.

BURTON, WILLIAM H. The nature and direction of learning. New York, London, D. Appleton and company [1929] xviii, 595 p. tables, diagrs. 12°. (Appleton series in supervision and teaching, edited by A. S. Barr and William H. Burton.)

The material in this volume has been organized into "Units," and the chapter headings appear as "Problems." In the five sections thus presented, the processes of learning and teaching are defined, the various types of learning and the pupil's learning activities are discussed, with a final unit given over to the subject of the activities of the teacher in planning and directing the pupil's learning processes. The latter includes suggestions for lesson assignments, the art of questioning, measuring ability, diagnostic procedures, grading, etc. The material and the methods described are the result of experiments tried out in the University of Chicago, where the author is associate professor of education. Additional references at the chapter ends appear as "Parallel readings." The case studies used as illustrations are unusual, and the absence of hackneyed terms is noticed.

COX, PHILIP W. L. The junior high school and its curriculum. New York, Chicago [etc.] Charles Scribner's sons [1929] xxii, 474 p. tables, diagrs. 12°.

Important problems in connection with the junior highschool type of organization are still being discussed, and there are still changes to be made in the hope of improvement. The author's purpose is to furnish an adequate philosophy for junior high-school teachers, and a program which harmonizes with it. A successful program must provide opportunities for each pupil to select his own work, and to follow and develop his own avocational interests.

DEWEY, JOHN. Characters and events. Popular essays in social and political philosophy, by John Dewey. Edited by Joseph Ratner. New York, Henry Holt and company [1929]. 2 v. front., port. 12°.

This volume comprises a collection of essays by John Dewey that have appeared in the New republic and other magazines. They deal with educational, social, and political matters. It has been the task of the editor to arrange the essays of the two volumes under the classifications: Characters (biographical sketches); Events and meanings; America (including essays on numerous political, social, and educational topics); War and peace; and Towards democracy. The philosophies of John Dewey have been founded upon his ideas of many of the questions of the social and political world, and as expressed by the editor, have been dressed in "the fashion of common speech and circumstance." The reader may in this volume find access to the essentials of Dewey's teaching.

GARRISON, S. C. *and* GARRISON, K. C. The psychology of elementary-school subjects. Richmond, Atlanta [etc.] Johnson publishing company [1929] xx, 569 p. tables, diagrs. 12°. (Johnson education series, under the editorship of Thomas Alexander and Rosamond Root.)

This study is concerned with the individual differences and the learning processes of children in the elementary schools as they are manifested toward the subjects of the curriculum. The problem of individual differences is the problem of learning, that is, the ability of the pupil to profit by instruction. The authors have had some years experience in this field and have collected data relating to child growth and learning which have been tried out in their classrooms. Measuring differences is discussed, and techniques are suggested for the purpose. The major part of the study is devoted to presenting the subjects that compose the elementary curriculum and how children learn them, and is especially designed for teachers and supervisors.

HUDELSON, EARL. Class size at the college level. Minneapolis, The University of Minnesota press, 1928. xxi, 299 p. tables, diagrs. 8°.

This study is one of a number of experimental studies fostered by the University of Minnesota committee on educational research. The importance of class size in colleges and universities has been debated by educationists for some time, and this study will assist in solving the problem. The effect of class size upon marks has been dealt with, as well as its relation to techniques of instruction, cost of instruction, the budget, staff, buildings, etc. The report includes the testimony of the faculty and of the students in regard to the advantages and the disadvantages of large and small classes. The available evidence seemed to show that class size is a "minor factor in educational efficiency, measured in terms of student achievement."

JORDAN, DAVID STARR. The trend of the American university. Stanford university, Stanford university press, 1929. ix, 126 p. front., port. 4°.

This volume by Doctor Jordan comprises three addresses which he delivered at different times: The evolution of the college curriculum; An apology for the American university; and The American university system, past and present. The essays are on the same general theme, namely, the change and progress in the curriculum of the American college and university. The first essay was published in 1887, and it is interesting to note that at this early date the author was advocating certain radical changes in the form of liberalized training in the universities, many of which have since been adopted. The other two essays were published in 1898 and 1927, respectively, and have historical connection with the first essay. These papers were selected from a large number written by Doctor Jordan, as they present the gradual development of liberal ideas in higher education.

MUSE, MAUDE BLANCHE. An introduction to efficient study habits according to the laws and principles governing economic learning. Philadelphia and London, W. B. Saunders company, 1929. 110 p. diagrs. 12°.

This is an attempt to solve the problem of how to possess an efficient study technique by stressing the psychological laws and principles which underlie each study method. The importance of the right study habits by pupils in elementary and high schools is recognized, and for this reason actual instruction in efficient methods of study is given in this volume.

RUCH, G. M. The objective or new-type examination. An introduction to educational measurement. Chicago, Atlanta [etc.] Scott, Foresman and company [1929] x, 478 p. tables, diagrs., music. 12°.

The traditional examination is gradually giving way before the advancing new-type or objective examination in the public schools. This volume presents a study of the reasons for this passing, with the advantages and the limitations of the new-type examinations. Instruction is given on how to construct the new tests, and many illustrative tests of all types are given, the recall, true-false, multiple choice, matching exercises, analogies, etc. To those who believe in the standard test as a more scientific instrument than the new-type test, the author suggests that there can be no ultimate conflict between the two, and that the objective tests will take the place of much of the traditional or essay examination in the measurement of information, at least, if not for the measurement of appreciational skills.

SCHMIDT, C. C. Teaching and learning the common branches. New York, London, D. Appleton and company [1929]. xix, 418 p. tables, diagrs. 12°. (Appleton series in special methods, ed. by Paul Klapper.)

This study is intended for the methods classes in teacher-training institutions, colleges, and high schools, as well as for teachers in service. The author's experiences of 20 years as supervisor of instruction, as superintendent, and as teacher have furnished him with material useful to others in the field. He contends that greater efficiency and economy may be brought about by adapting instruction to contemporary social needs, and by basing methods of teaching upon a sound psychology of learning, thus eliminatiug the waste resulting from uneconomical and ineffective methods of study. In his introduction Doctor Klapper states that the volume is more than a mere collection of teaching devices and techniques, and that emphasis is placed on the activities of the learner rather than on the teacher.

U. S. GOVERNMENT PRINTING OFFICE: 1929

EDUCATION IN A DEMOCRACY

WE shall not get an educated democracy only by instructing those who individually feel the need for education—who come to education more or less for its own sake. The great majority of men will always want education as an instrument for other purposes, and there is no reason why they should not. It is important that they should recognise that these purposes are best served—that education is a more serviceable weapon—if it is good education, i. e., if it teaches men to think independently and not to seek to bend the facts to their purposes

The Master of Balliol College
Oxford University

EDUCATION A FUNDAMENTAL NEED

EDUCATION, in our American sense, is the training of a whole people for a worthy and effective manhood and womanhood as the soul of good citizenship. By its very nature it must be the most influential motive power of our civilization. Like all formative agencies, it must be of slow growth and often of imperfect and capricious manifestation. Religious creeds and polities may be modified, forms of government changed, fashions of society—even the habits of home life—upset, the industrial methods of Christendom revolutionized, new types of literary and artistic culture created, before this profound, slow-moving, conservative central power, the education of the coming generations, is essentially transformed. Every attempt to lift a people above the average training of the younger third of its population by the inspiration of a revolutionary upheaval or the semi-insanity of a popular social, industrial, or political revolt, will inevitably find its level on the common ground of the organized educational life

A. D. Mayo

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SCHOOL LIFE

Volume XV
Number 3

November
1929

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MEMORIAL CONTINENTAL HALL, DAUGHTERS OF THE AMERICAN REVOLUTION, WHERE AMERICA RECENTLY HONORED A DISTINGUISHED SON OF BRITAIN

Issued Monthly [except July and August] by the Department of the Interior
Office of Education . . . . . Washington, D. C.
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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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VOL. XV WASHINGTON, D. C., NOVEMBER, 1929 No. 3

Countries in All Parts of the World Are Cooperating to Bring Together Home and School

Active Participation of Parents in Work of the Schools, Inaugurated in the United States More than 30 Years Ago, is Gradually Welding into One Purpose the Parenthood of the World in the Interest of Youth of Every Land. Methods Vary in Each Country as Internal Conditions and Needs Determine. Parent-Teacher Associations, Called by Many Different Names, Have almost Girdled the Globe

By MARGARETTA WILLIS REEVE

President, International Federation of Home and School

ALTHOUGH the movement to secure closer cooperation between home and school has been active in the United States for more than 30 years, little attention has been paid to its progress in other countries. The fact that the movement expresses a fundamental need is evidenced by the discovery that in at least 33 other nations attempts, in one form or another, have been made to develop such cooperation.

Cooperation Needed Between Home and School

General interest in this subject led in 1927 to the organization of an International Federation of Home and School. In response to an invitation issued in August of that year to foreign delegates attending the meeting of the World Federation of Education Associations in Toronto, Canada, representatives of 12 nations assembled to discuss the advisability of launching the movement, and voted unanimously that there was sufficient demand to justify the experiment. The object agreed upon was: "To bring together for conference and cooperation all those agencies which concern themselves with the care and training of children in home, school, and community; and with the education of parents to meet these responsibilities." Countries whose representatives accepted positions upon the board of managers were Austria, Belgium, Canada, China, Denmark, England, France, Germany, India, Ireland, Japan, Mexico, Switzerland, and the United States. To these have since been added Bulgaria, Cuba, Holland, Hungary, Jugoslavia, Latvia, Rumania, and Sweden; making 22 in all.

International Federation in Interest of Youth

The first action of the new organization was the making of a survey of the international field of parent-teacher activity. This task was undertaken by the International Bureau of Education, which sent out a questionnaire, first throughout Switzerland, and then to its correspondents in 55 other countries. In all 77 replies were received, representing 33 countries. Much valuable information was given, and a lively interest was shown in the results of the investigation. The findings, published by the international federation in English, French, Spanish, and German, have been widely distributed. The report groups tabulations under three heads: Associations financed or controlled by the Government; national organizations under private direction; and projects owing their existence to individual initiative and support.

Growth of Parent-Teacher Association Idea

In point of numbers, effectiveness, and influence, the National Congress of Parents and Teachers of the United States holds first place. This organization, with a membership of approximately 1,500,000, is entirely independent of Government direction, but works in closest accord with the Office of Education of the Interior Department and with the organized teachers of the Nation. Its story has been so fully placed before the readers of SCHOOL LIFE within the past two years that it will be unnecessary to go into details here. A brief bibliography is appended for the benefit of those unfamiliar with its activities.

Next in size and in date of organization is the Western Australia Federation of Parents' and Citizens' Associations, formed in 1921 by the union of 38 local groups.

Attention Directed to School Needs

The "set of objects" drawn up by the federation include: "A demand for complete and free medical inspection and treatment of school children; dental clinics in connection with the educational system; playgrounds controlled by trained kindergartners; land set aside in all districts for future educational requirements; cinemas in all State schools; hostels for country children studying in town; aftercare of all adolescents; central exhibitions of school work; school holiday exchange between school children of town and country districts; and cooperation by the federation in placing boys 'on the land' under proper conditions."

The federation has brought these objects before the proper authorities, and great progress has already been made toward their realization. A Guide Book for Parents' Associations has been compiled, an official organ, "The Parents' and Citizens' Broadcaster," has been established, and health and playground committees have been organized to promote among parents knowledge on these subjects. In other States of Australia school

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committees and parents' and citizens' associations are performing similar functions.

In 1916 the parent-teacher movement was introduced into Canada, beginning in the Province of Ontario, where there is a strong and influential organization. Thence it spread to the Provinces of British Columbia, Alberta, Saskatchewan, and Nova Scotia; and in 1927 these five provincial federations united to form the Canadian National Federation of Home and School. Since that time activity has greatly increased throughout the Dominion, and local units are springing up rapidly in other Provinces. Based upon the system and methods of the National Congress in the United States, but more closely allied with the Government in some instances, excellent progress has been made by these associations. Special emphasis is laid upon improvement of school conditions, health and recreation of children, and their education in international understanding and good will. Opportunities for parent education are also beginning to be recognized.

New National Groups Constantly Added

The latest national group formed to bring about parent-teacher cooperation is the Home and School Council of England, organized in June, 1929. This is a federation of some 40 agencies working for child welfare—parent-teacher and parents' associations, child study groups, and health and educational organizations of various types. Each group sends delegates to sit in the council, and as need and opportunity arise the central body correlates, encourages, and assists the separate activities.

Hitherto concerned chiefly with the material advantages obtainable for the schools through parent interest, meetings of the parent-teacher associations or parents' associations in England have been devoted to lectures, demonstrations of school work, or of sports, etc.; with occasional visiting days or weeks when parents are invited to attend classes and observe teaching. There has been little or no encouragement of parents to cooperate by assuming their share of responsibility, but closer acquaintance with methods employed in other countries is bringing about a marked increase in interest in the home and school movement, as well as in its wider applications to home and community conditions as an educational auxiliary of no mean importance.

Appreciation of Movement Increasing in France

In France the idea has expressed itself in a variety of ways, none of which has been completely successful because none is sufficiently general in character to meet the need for nation-wide programs and standards, though locally each has rendered valuable service. The intensely centralized system of education, the gulf between primary and secondary schools in France, and the heavy proportion of small town or rural communities, have thus far militated against any approach to such a movement as has been established in this country and in Canada and Australia. Politics, both national and local, ignorance on the part of teachers as to the real purpose and function of such organizations, and lack of leadership, especially in smaller communities where women have taken no part in civic or educational work except as teachers, are some of the causes assigned by those interested in its extension. A questionnaire recently sent out under the approval of the ministry of education brought replies which show widespread and growing desire for information and material upon the subject. A conference of leaders of various national groups, called under the auspices of the minister of education in Paris in June, 1929, resulted in a better understanding of the movement as repre sented in the International Federation of Home and School, and a readiness to cooperate so far as national conditions and systems will permit. There is in France a federation of 70 parents' asso ciations in the secondary schools; also school cooperative associations of pupils (Coopératives Scolaires), in which parents are taking an increasing interest; and quite an extensive organization known as "Friends of the School."

Different Organizations Meet Needs of Mothers

Groups of mothers are connected with many of the nursery schools (Écoles Maternelles), where teachers do admirable work in giving to the more humble mothers clear and practical instruction in the care and training of their little ones; and there are in some districts parent-teacher associatoins of the accepted type, functioning well and reporting highly satisfactory results. Through these various groups

Students of McKinley High School, Honolulu, in typical native scene. This school has an active parent-teacher association

seeking to bring home and school closer together, certain definite benefits are secured for the children. Clothing and food are supplied to needy pupils; festivals, cinemas, and school adornment bring beauty into their lives; courses in home management have been held for young girls and for mothers; holidays have been arranged for boys and girls, and through the cooperation of an important enterprise under private direction but recognized as a public utility by the Government, "L'Hygiéne par l'Example" (health by demonstration), health education, sanitation, and nutrition have been introduced into schools and through them into thousands of homes.

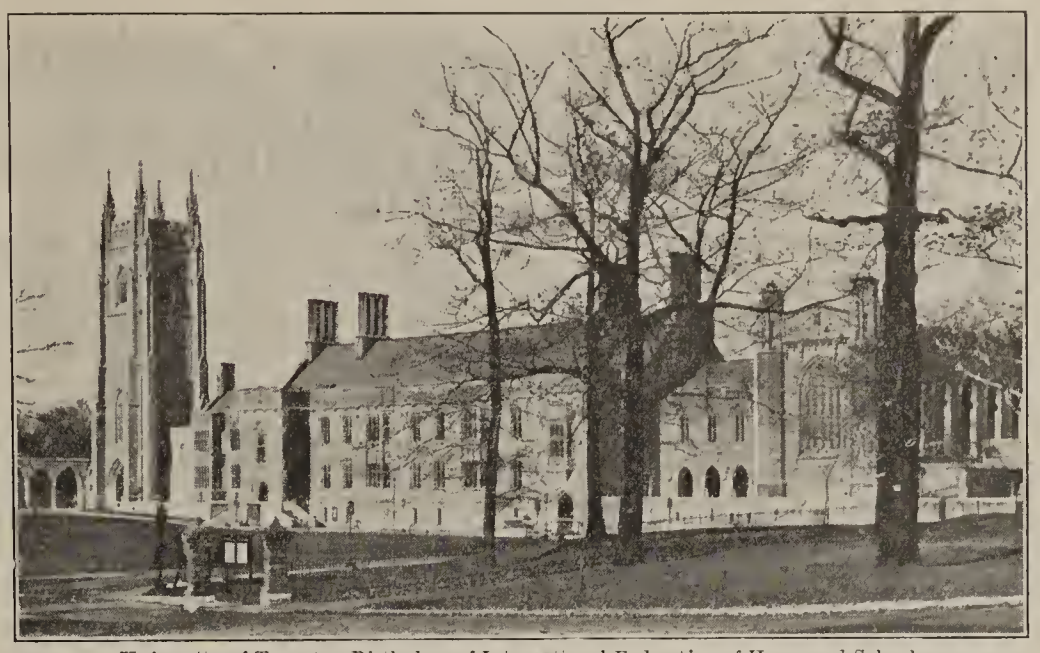
Political Domination Retards Work

In Austria and Germany there is extensive parent-teacher organization, but it is almost entirely controlled by politics, and parents have little or no part save to listen, and to furnish special equipment, scholarships, etc. Home life is untouched by its activities, contact with teachers being upon the ground of school improvement. Local units are grouped under the various types of school: Elementary, secondary, rural, and Catholic, each having its separate national administration. Here again, however, the leaven is at work, and many of the progressive teachers are seeking to bring about a change which shall permit of intelligent cooperation of the parents in matters of child training.

Hungary has thus far approached the solution of its recognized child problems through the École Maternelle, or combined nursery school and kindergarten, reaching thus the mothers of preschool children. It is of interest to note that in practically all European countries these Écoles Maternelles are under the State system, and therefore these parent groups constitute an important phase of home and school cooperation. Since they reach the parents when the children are but 2 years old, they play a major rôle in the establishment of good habits, both mental and physical. Hungary is eager to carry the movement into the upper schools, and a director has recently been appointed to inaugurate a national parent-teacher program.

Smaller Countries Falling into Line

Latvia has been "stepping forward" rapidly since the war. It has a system of school councils composed of the principal of the school and a parent and a teacher from each grade. This council has power to elect teachers, and its participation in school administration has given rise to many misunderstandings. There is a parents' and educators' association, controlled by the Social-Democrats, and there is also a Latvian Parents'



University of Toronto—Birthplace of International Federation of Home and School

Association. The racial divisions in this little country are so acute that each nationality has its own organization, and this last group, which is endeavoring to bring about national federation, is as yet too new for a fair estimate of its success and value.

Rumania has developed a good system of collaboration through school committees composed of parents, teachers, former pupils, communal authorities, and other interested citizens. These committees promote the welfare of the school, supply lectures, open-air schools, workshops, holiday homes and excursions, help needy children, and undertake the repair and sometimes the construction of school buildings. There is no national connection between the units.

Effective Work Done in Jugoslavia

Jugoslavia has in its secondary schools an association known as "Home and School," which seeks to promote cooperation between parents and teachers for the education of the child and improvement of the school, especially in procuring workshops, gymnasiums, playgrounds, etc. The secondary schools of Poland and Estonia also have such associations, and from Russia we hear of parents' associations, consisting chiefly of parents organized for the material assistance of schools.

Czechoslovakia has a number of individual groups doing good work, which, under the recently appointed director in the international federation, may be encouraged to unite. Their program is perhaps closer than that of any other national group of which we have knowledge, to the conception of the movement as it is held in the United States. Among others it covers these points: "Supervision of the education of youth, both in school and outside of school; promotion of the education of the family through advice, assistance, lectures, meetings; education of parents in child training, social science, and health; spread of knowledge with regard to school problems; maintenance of friendly relations between home and school; promotion of moral and physical training, and afterschool activities."

Home and School Cooperation in India

India has a league of parents and teachers which has for its chief object the abolition of the all-too-common corporal punishment, both at home and in schools of the country. It also endeavors to spread among parents and teachers a knowledge of newer discoveries and advances in the field of education. Apart from this organization, which is not of great extent geographically, there is little or no systematic work of this type, though great need is reported, and Indian educators are ready to lend their support. A vast field of usefulness exists, especially in smaller communities, where mothers should be reached with simple instruction in hygiene and child care. For young women and teachers going into rural districts, it should promote training in home economics and in community organization, in secondary schools and normal schools.

Appointment of Directors Promotes Movement

The All-India Federation of Teachers, at its session in Bombay in 1929, passed resolutions favoring national extension of home and school cooperation; and the All-India Women's Conference on Educational Reform made a strong plea for this movement. Two directors for India have been appointed in the International Federation of Home and School, and every possible assistance will be given to the work.

(Continued on page 59)

Training and Teaching Combinations of Teachers in Accredited Secondary Schools of the South

A study of the Training of Teachers and of Teaching Combinations in Accredited Secondary Schools of the Southern Association, to Determine to What Extent Subjects Taught are Those in Which Teachers Majored or Minored in Higher Institutions; and What Subject Combinations are Considered Desirable

By M. E. LIGON

Professor of Secondary Education, University of Kentucky

MUCH has been said in recent years about the training and placement of high-school teachers. This problem includes three fundamental factors: (1) The curriculum of the college in which the teacher receives his training; (2) certification of the teacher by the State board of education or its authorized agents; and (3) assignment of these teachers to their duties by superintendents and high-school principals. If much progress is to be made in the solution of this problem, the colleges, the State boards of education, and the administrators of local high schools must unite in a cooperative program.

Training and Teaching Problems in Southern States[s]

This paper will be concerned with the training and teaching combinations of teachers in secondary schools of the Association of Colleges and Secondary Schools of the Southern States. This problem was brought before the association at the annual meeting in 1925, in the form of a resolution requiring accredited schools to assign beginning teachers to teach the subjects in which they had majored or minored in college. The resolution precipitated a discussion which resulted in the appointment of a committee "to give this matter a thorough investigation and report at the next meeting." The author of this paper was made chairman of the committee.

In the autumn of 1926 the chairman of the committee prepared a questionnaire, which was sent to teachers by the secretary of the Secondary School Commission. Answers received gave information concerning the college attended, degrees received, major and minor subjects, other subjects studied, subjects now taught, what subjects instructors preferred to teach, and what subjects would make a good combination with the major subject now taught.

The total number of schools accredited by the association for 1926–27 was 933, and the number of teachers was 12,912. Replies to the questionnaire were received from 11,472 teachers, representing 838 schools.

Relation of Subjects Taught to Subjects Studied

In tabulating the major and minor preparation in relation to subjects taught, it was necessary to separate the teachers into two groups on the basis of their major subjects. The first group is made up of those teachers who have majored in academic subjects in colleges of arts and science and those teachers who have been trained in schools of a special character such as engineering, law, commercial subjects, etc. The second group consists of those teachers who have majored in education and minored in academic subjects. The separation into these two groups has been necessary in order that adequate comparisons might be made. In the case of teachers who have majored and minored in academic subjects in colleges of arts and science, it is natural to expect in the majority of cases that they would teach these majors and minors. On the other hand, teachers who have majored in education would be expected to teach their first and second minors. In making comparison of the teaching subjects of the two groups, the first and second minors of the latter group are to be compared with the majors and first minors of the first group.

In some respects the basis of grouping described in the preceding paragraph is unfair to the first group. In the first place, practically all the teachers without degrees fall in this class. Secondly, those teachers who have majored in psychology, geology, astronomy, bacteriology, etc., are in this group. Thirdly, those teachers who have received their training in special schools of engineering, commerce, law, etc., are in this group. The presence of these teachers within the main group tends to lower the number of teachers who are teaching their major subjects.

Subject Combinations Taught by Teachers

One is struck with the fact, as shown in Table 1, that only 42.84 per cent of the teachers are teaching the subject in which they majored in college. In Table 2 the number teaching the first minor is only 31.06 per cent of the teachers in this group. Item 11 in each of the tables, indicating the number of teaching subjects which were studied as neither majors nor minors, is significant.

One item of the questionnaire inquired concerning the subjects which instructors were teaching. Replies to this question

Majors in arts and sciences

TABLE 1.—*The combination of majors and minors and other subjects, and the number and per cent of teachers who teach these combinations*

Combinations	Number of teachers	Per cent of teachers
1. Number teaching major subject	4,499	42.84
2. Number teaching major and first minor	700	6.66
3. Number teaching major and second minor	341	3.25
4. Number teaching major and first and second minors	87	.82
5. Number teaching major and other subjects	946	9.00
6. Number teaching first minor only	864	8.23
7. Number teaching second minor only	411	3.91
8. Number teaching first and second minors	201	1.91
9. Number teaching first minor and other subjects	351	3.35
10. Number teaching second minor and other subjects	178	1.60
11. Number teaching other subjects not major or minor	1,462	13.92
12. Number not tabulated	463	4.41

Majors in education

TABLE 2.—*The combination of majors and minors and other subjects, and the number and per cent of teachers who teach these combinations*

Combinations	Number of teachers	Per cent of teachers
1. Number teaching major subject	53	5.47
2. Number teaching major and first minor	6	.62
3. Number teaching major and second minor	7	.72
4. Number teaching major and first and second minors	3	.31
5. Number teaching major and other subjects	16	1.65
6. Number teaching first minor only	301	31.06
7. Number teaching second minor only	117	12.07
8. Number teaching first and second minors	55	5.68
9. Number teaching first minor and other subjects	95	9.80
10. Number teaching second minor and other subjects	46	4.75
11. Number teaching other subjects not major or minor	253	26.11
12. Number not tabulated	17	1.75

Publication sponsored by the National Committee on Reasearch in Secondary Education, J. B. Edmonson, Chairman; C. A. Jessen, secretary.

have been arranged in Table 3. Subjects commonly taught in accredited schools of the association have been arranged in alphabetical order.

Table 3 indicates that very few well-defined combinations have been established. English, mathematics, French, Latin, science, social science, and Spanish are combined with practically every other subject in the curriculum. These are the subjects around which the curriculum is built. In the cases of English and the social sciences it appears that a teacher of any other subject is prepared to teach these. In the case of English the tabulation favors Latin and the social sciences as suitable combinations with English. In the case of mathematics, science and social science seem to be the favored combinations with mathematics.

TABLE 3.—*Showing combinations of subjects taught*

	Agriculture	Art	Coaching	Commercial	Education	English	Extracurricular	French	Home economics	Latin	Manual arts	Mathematics	Music	Physical culture	Psychology	Science	Social science	Spanish	Total
Agriculture	88	1				3				1	4	2		2		27	4		132
Art	11	64		1		1					2	1				1	1		82
Coaching			2	3							1	1					1		8
Commercial		1	2	584		8			1	2	6	17		1		4	9	3	638
Education					20	3		1	1	1	1	3		1	4	6	5		46
English	1	3		17	6	1,601	5	82	13	104	3	86	6	15	25	50	276	33	2,325
Extracurricular						1	18	5				1		1			1		27
French				1	1	50		176	3	46		19		1	1	18	45	67	428
Home economics		2		1		14		2	616	2	4	9		9	1	98	28	6	792
Latin				3	5	119	4	95	3	483	1	60	1		1	20	57	35	887
Manual arts	3		1	1			1			1	314	17	1	1		13	4	2	359
Mathematics	4	1	6	18	1	54	2	17	1	36	2	1,247	21	7	7	171	106	9	1,720
Music						3	1	1	1			1	129	5		1	2	2	146
Physical education	1		6	1		4			2	1		6		153	3	5	8	2	192
Psychology					3		1					1			3	2	2	1	13
Science	3		5	5	11	21	1	10	12	8	11	117	2	9	8	959	79	10	1,265
Social science	1	3	3	13	7	118	7	24	11	45	3	93	7	18	8	79	1,024	35	1,499
Spanish				2		31	3	31		31	4	24	1	2	1	6	25	247	408
Not tabulated																			505
Grand total																			11,472

Teachers' Choices in Subject Combinations

Anticipating a situation similar to that shown in Table 3, the teachers were asked to suggest a subject that would make a good teaching combination with their major subjects. The combinations suggested by the teachers were arranged in a table of the same form as Table 3. The combinations suggested were spread over almost as many subjects as are indicated in Table 3. The majority of English teachers favored French, Latin, and history as suitable combinations with English. Social-science teachers favored English as a good combination with the social-science group. Teachers of French favored Latin, Spanish, and English. Teachers of Latin favored English, French, and history. Teachers of mathematics suggested science as a suitable combination. This was verified by the teachers of science who suggested mathematics as a combination with science.

The facts of Table 3 center about the following combinations in the academic or literary subjects: English and Latin, English and social science, French and English, French and Latin, French and Spanish, Latin and English, Latin and French, Latin and social science, mathematics and science, science and mathematics, social science and English, Spanish and Latin, Spanish and French, Spanish and English.

The combinations suggested by the teachers center about the following combinations: English and Latin, English and French, English and history, social science and English, French and Latin, French and Spanish, French and English, Latin and English, Latin and French, Latin and history, mathematics and science, science and mathematics, Spanish and English, Spanish and Latin, Spanish and French.

The facts of Table 3 and the suggested combinations of the teachers indicate that well-defined teaching combinations can be arranged. Both groups of facts indicate that the following combinations can be established:

English and Latin, English and French, English and history, French and Latin, French and Spanish, Latin and history, mathematics and science, Spanish and English, Spanish and Latin.

The facts of this study bring us back to the statements of the opening paragraph. Principals, superintendents, and teachers must work out well-defined teaching combinations for the subjects commonly found in all high-school curricula. The colleges training teachers must then establish curricula which will train prospective teachers to teach these combinations. The State board of education must then certify these prospective teachers to teach the combinations of subjects in which they have received their training.

Summary of Results

From the results of this study the following conclusions can be drawn:

1. The per cent of teachers assigned to teach subjects in which they have made special preparation does not indicate that the assignment of teachers on the basis of training has received adequate attention.

2. Approximately 14 per cent of the teachers trained in liberal arts colleges are teaching subjects in which they neither majored nor minored.

3. Only 31.06 per cent of the teachers trained in teachers colleges are teaching their first minors.

4. Twenty-six per cent of the teachers trained in teachers' colleges are teaching subjects in which they neither majored nor minored.

5. Many teachers majored in subjects in colleges which are not taught in the high school.

6. Approximately one-fourth of the teachers are teaching two or more subjects.

7. The combinations of subjects which teachers are teaching indicate that due consideration has not been given to this problem.

8. The combinations of subjects suggested by the teachers indicate that the teachers would prefer to combine related subjects.

9. The high-school course of study has not received due consideration in planning curricula for the training of high-school teachers.

10. The number of teachers majoring in subjects not taught in the high school indicates that adequate guidance has not been provided by the colleges for students who are planning to teach in the secondary schools.

Agriculture will be taught hereafter in all public schools of Cuba. Visits to government agricultural stations will supplement theoretical work of the schools. A recent law makes a course in the elements of agriculture compulsory for all fourth-year secondary-school students.

A file of 100,000 references and 30,000 courses of study has been made by the bureau of curriculum research at Teachers College, Columbia University, New York City, in a 4-year project in bibliographical research on educational subjects. More than 60,000 of the references, which include every educational article published since 1910, have been abstracted and evaluated, and are ready for use.

Spain's University City Under Construction in Historic Madrid

To Make Real the Dream of King Alfonso to See Spain the Cultural Center of Spanish-Speaking World, a Great University City is Under Construction in Madrid. Other Nations Invited to Assist in Enterprise and Share in Benefits of New Educational Center

From INFORMATION SUPPLIED THE AMERICAN REPRESENTATIVE

By United Press Correspondents in Spain and America

SPAIN'S University City—Ciudad Universitaria—destined to be the cultural center of the Spanish-speaking world, is on the road to realization.

The idea back of the University City is relatively new. It originated in the brain of His Majesty, King Alfonso XIII, and he brought the matter to public attention in 1927 when he declined all the festivities that were proposed to commemorate the twenty-fifth anniversary of his reign which Spain celebrated that year, and told the people that nothing would please him more than for his country to support the movement for the construction of the new university in Madrid. The King's suggestion was warmly received, and not only is all of Spain interested in the work but other nations, particularly the Americas, are taking a part in its erection.

Dr. Don Florestan Aguilar, Viscount de Casa Aguilar, head of the Odontological School and secretary of the building commission of the University City, recently described the enterprise as "not national in scope, but international." "It will eventually be the center of higher learning for all of the Spanish-speaking countries of the world," he said, "and more than that—it will be a great center for students of other nations. Many students will come from the United States, not only to study the Spanish language, but to study the antecedents of their own country. Others will come to study art. Our interchange of students between France and Spain will be accentuated."

Construction Work Now Under Way

Two thousand men are at work on the campus, excavating, constructing roads, and erecting buildings. Doctor Aguilar explained that, in spite of the hugeness of the project, which calls for an expenditure of 360,000,000 pesetas, or about $53,000,000 (American), the building fund has on hand about 200,000,000 pesetas, part of this being obtained as loans from the Bank of Spain, which are to be repaid through the annual lottery for the benefit of the university, which produces about 12,000,000 pesetas per year.

The University is situated in one of the healthiest sections of Madrid, in the Moncloa Park district. On one side the campus will be linked to the Parque de Oeste; on the other it will have the Manzanares River; it will border the city on the third side, and the other end will reach the Pardo Palace, one of the Royal palaces. It will contain 1,615 acres (650 hectares), full of rolling hills, and in the distance may be seen the Guadarrama Mountains. On the campus 25,000 trees have been planted, and 25,000 more will follow. The monument to Queen Maria Cristina, who died early this year, will be erected at the university. There will be beautiful drives, and one of them, the Alfonso XIII Avenue, will be 40 meters wide and 3 kilometers long.

New University to Absorb Other Institutions

Although the University City is entirely new, it will absorb various institutions already at Moncloa, and later the University of Madrid will move to the new site.

The germ of the idea of the University City came 10 years ago from the need for immediate expansion of the Medical College, which was teaching 3,000 students with facilities for 400. Through the interest of the King, the Medical College obtained the grounds it needed, and in 1921 when the construction of hospitals to care for the wounded in the Moroccan campaigns became necessary, several buildings were added to the college. In addition, the School of Agricultural Engineers, Institute of Hygiene Alfonso XIII, the clinic of the Rubio Institute, the Cancer Institute, the Prince of Asturias School for orphans whose fathers were physicians, and the Casa Velasquez, a residence for French students, all of these built in the last few years, have been incorporated into the plan for the University City.

Provision Made for North American Students

One of the buildings nearing completion is the Amo Foundation, made possible by the generosity of the Spanish philanthropist now residing in California, Don Gregorio del Amo, who provided 2,000,000 pesetas for its erection. It will be devoted principally to housing North American students, and they will be provided with all the comforts found in modern American hotels and clubs. The building is equipped with the most modern heating and cooling machines; it has its own ice-making plant, has model kitchens, etc.

While no provision for housing South American students as individual groups has yet been made, Viscount Aguilar predicts that eventually Argentina, Chile, Peru, and Mexico will have their own buildings, and possibly other countries.

It is estimated that five years will be required for construction of the city. When completed it will be a busy center of more than 15,000 people, including students, professors, servants, nurses, and patients at the hospitals. One hospital alone will have 1,500 beds. The Medical College probably will have 4,000 pupils, and the Odontological College 1,000 when they move to the new plant. There will be schools of science, philosophy, law, and public health. The Institute of Fine Arts will include departments of architecture, painting, sculpture, and music.

University City Complete in Itself

In addition to the academic buildings, provision will be made to supply everything needed by the student so that he will not be forced to go to Madrid to hunt lodgings or do shopping, or even go to church. In addition to the buildings already projected, others probably will be erected through donations from interested persons or institutions.

School of Music Taken Over by University of Michigan

The University School of Music, which has been conducted heretofore as a separate unit by the University Musical Society of the University of Michigan, became this fall an integral part of the university. The school was founded in 1892, and has an enrollment of 750. It will be governed by the present directors, subject to approval of the regents. Students in the University School of Music will be on a parity with students in other schools and colleges of the university.

One month's earnings of students at the University of Southern California, Los Angeles, amounted recently to $142,678.81. It is said at the university that the general state of health and mind of students who are part-time workers compares favorably with that of students who make no such contribution to their own support; and that the practical experience gained, and the contacts made by the workers are a decided asset in their future careers.

The Library of the Office of Education and Some of its Special Collections

Being a Brief Story of the Beginnings and Growth of the Library of the Office of Education, Which has Expanded Within the Space of Less than 60 Years from a Small Selection of About 100 Volumes to its Present Status as One of the Largest and Most Complete Libraries of Pedagogical Literature in the World

By MARTHA R. McCABE
Acting Librarian, Office of Education
and
HENRY RIDGELY EVANS
Acting Editor, Office of Education

BOOKS are to the teacher and the research worker what tools are to the artisan and the laboratory to the scientist. From the inception of the Office of Education, formerly the Bureau of Education, the commissioners of education have stressed the importance of its library, and have done all in their power to secure appropriations from Congress for the purchase of books. When Gen. John Eaton succeeded Dr. Henry Barnard as commissioner in 1870, he found no library, only a small collection of city and State reports.

Small Collection Forms Nucleus of Library

Doctor Barnard, however, on assuming office in 1867, brought with him a small but excellent private pedagogical library, which upon his retirement was purchased by the Government. Around this as a nucleus, the library was built. In 1870 there were in the library (exclusive of Doctor Barnard's collection) no more than 100 volumes; to-day there are about 135,000 volumes.

General Eaton was an enthusiastic advocate of public libraries, and an epoch-making special report on the subject, issued during his term of office, gave a great impetus to the public library movement in the United States. It was entitled "Public Libraries in the United States, their History, Condition and Management, Part I," edited by S. R. Warren and S. M. Clark, 1876. According to early chroniclers of activities of the office, this report on public libraries revolutionized and almost recreated the methods and appliances of library management and administration. Francis Parkman, the American historian, wrote as follows to General Eaton: "I hope you will allow me to express my sense, not only of the indefatigable labor required in its preparation but of the great value of the result."

The foregoing report was supplemented by Rules for a Dictionary Catalogue, by Charles A. Cutter, four editions of which have been issued, and it is still in demand.

During the régime of Dr. William T. Harris the library was catalogued according to the decimal scheme of Melvil Dewey, and many works on philosophy and psychology were purchased.

Under the succeeding administration of Dr. Elmer E. Brown, with the cooperation of the Library of Congress, the library of the office was completely reorganized, and the classification of the Library of Congress was adopted and its printed cards used. Succeeding commissioners have also emphasized the value of the library and endeavored to place it on a higher footing.

A Special Educational Library Required

The character of the books demanded in a collection for the use of specialists in the educational field is widely different from the type of material in a large public library, the university library, or the subscription type of library, inasmuch as it must be confined to pedagogical, or closely allied literature. The teaching

Frontispiece to rare book on arithmetic

of the subjects of the curriculum of all grades of public and private schools, from the preschool age through the graduate and professional schools; the training of teachers; the organization, administration, and supervision of schools; school boards; school plants and building programs; and also research in all these fields, must be represented with the best publications to be obtained. No small part of the value and integrity of such a collection lies in the elimination of material that has no bearing upon, or but slight relation to, the main theme which is education; as well as in preventing the collection from becoming too large and too diversified in its character. On the other hand, everything pertaining to a thorough study of educational matters should find its place in a library of this character.

Collection of Official Educational Reports

Many years ago the Office of Education began the collection of the annual and biennial reports of State superintendents of public instruction, and of all official publications of the States. With the cooperation of State officers, this file has been made as complete as it is possible to make it. In some instances the collection is found to contain a more complete file than the States possess in their own State libraries. In addition to the State publications, reports of the larger and more important cities have also been collected, and they form an imposing array of material. These publications are kept up to date and furnish valuable information for the use of specialists in the office, for whom the material is primarily designed. Space has not been found adequate for collecting similar material from the smaller towns and villages.

Besides the books, and the reports and proceedings of various educational associations of the country, the library has for many years received and bound the volumes of educational periodicals, thus forming a practically complete file of the

Frontispiece to the Great Didactic of Comenius

most important periodicals on general and special subjects, especially of periodicals published by State departments of education, and by State education associations. These periodicals present a fairly accurate picture of the development of education in the individual States, and are of value in the history of education in that locality. In addition, catalogues and registers of the several hundred institutions of higher education in the United States, and in many foreign countries, have been collected as far back as their beginnings, whenever possible, and these are augmented by the reports of presidents and treasurers. It is safe to say that there is not to be found anywhere in the country so complete a collection of the catalogues of colleges and universities and teachers colleges as is to be found here. These are bound, and constitute a real field for research in the development of higher education in the United States.

Collection of Old and Rare Textbooks

The library of the Office of Education possesses another collection that is unique, namely, its museum of textbooks. Thousands of textbooks in the different subjects of the curriculum have been brought together here, and are classified under their subjects as readers, arithmetics, histories, English, language and literature, geographics, etc. Early specimens of textbooks appear in their quaint old bindings and types, along with modern textbooks, furnishing interesting comparisons of methods and content, as fascinating to a specialist in this field as are the old types of automobiles and airplanes in the National Museum to specialists in motor or aviation construction. The library acknowledges gratefully the cooperation of the Library of Congress, of publishers of textbooks, and of authors, in helping to build up this valuable collection of textbooks. Within this group are found many of the oldest McGuffey readers, including the early primers, which are now very rare—but well advertised to-day through the activities of Henry Ford and his McGuffey reader reprints—and a few rare textbooks used in the Confederate States during the Civil War. This collection of textbooks is not complete, and it is the hope of the library administrators that many additional old and rare books of the types alluded to may be acquired either by gift or by purchase, and be placed alongside those already on the shelves of the library. A few titles of old and rare foreign textbooks, French, German, Latin, Old English, etc., have been selected out of many others and are listed here:

Some Rare Books in the Library

Agricola, Rudolf. Rodolphi Agricolæ Phrisii, de inventione dialectica libri tres, cum scholiis Joannis Matthæi Phrissemii. Parisiis, apud Fran. Gryphium, 1538. 229 p. vellum. 8°.

Antoniano, Scritti da M. Silvio. (Tre libri) Dell' Educatione Christiana de I Figlivoli ... In Verona, 1584. Appresso Sebastiano dalle Donne, & Girolamo Stringari, Compagni. 185 p. vellum. 8°.

Boltz, M. Fridericus. Exercitatio Academica de Causis Jacturæ Rei Literariæ ... Vitembergæ, Saxonum, 1717. 200 p. (Original binding gone, rebound in half morocco.)

Crenius, Thomas. De Philologia Studiis Liberalis Doctrinæ, Informatione & Educatione Litterarla ... Lugduni in Batavis, Ex officina Davidis Severini, 1696. 480 p. vellum. 4°

Da Crauegna, Gio Giacomo Pierantonii. Diverse Operationi d'Arithmetica. Bologna, Giacomo Monti, 1652. 176 p. 8°. paper.

Declaration d'un des Beaux Desseins Qui Soient en France ... 1640. 68 p. 16°.

Flaminio, Giovanni Antonio. Flaminius Dialogus. [Dialogus de Educatione ...] 1524. 40 p. part vellum.

Martin, Benjamin. A new compleat and universal system or body of decimal arithmetick. London, Printed for George Keith in Grace-Church-Street, 1763. 402 p. (Original binding gone, replaced in paper.)

Varignon, de Monsieur. Elemens de Mathématique ... Des Academies Royales des Sciences de France, d'Angleterre, & de Prusse, Professeur de Mathématique au Collège de Mazarin, & Lecteur du Roy en Philosophie, au Collège Royal. A Amsterdam, chez François Changuion, 1734. 128 p. and 22 tables of illustration, folded. vellum. 4°.

Unique as an Educational Library

It should be said that the library of the Office of Education is not a competitor of the large public library, which must of necessity contain complete collections along general lines and also along very specific lines, for its constituency is the general public. The 135,000 volumes, or thereabouts, are not scattered over the various subjects in which the general public is interested, but are confined to the one subject of education, or pedagogy. It is one of the largest and most complete

libraries of pedagogical literature in the world, and it has a very definite work to accomplish. It aims to be of special service to the specialists of its own office and to the teachers and educators of the United States. The library also desires and plans to be of as great assistance as possible to its sister libraries of all types, large and small, and undertakes to do everything it can to encourage and assist libraries in general, and school libraries in particular, by giving information, advice as to book selection, book lists, and in rendering whatever service it may be able to perform.

In addition to this advisory service, the library furnishes several other distinctive and significant services to its constituency, namely: The interlibrary loan service; bibliographical service; educational research service; reference and information service; collecting and compiling information on libraries and on educational associations for the annual educational directory; printed catalogue-card service in cooperation with the Library of Congress; and the library contributes each month to School Life a page of annotated notices of New Books in Education.

Seeks to Meet Present Educational Demands

As the library has little available space for duplicates in its rapidly growing collection, most of its book lending is done through interlibrary loans, except in the case of borrowers in whose locality there is lack of adequate library facilities. In its bibliographical service, the library division compiles and several times a year publishes in bulletin form a Record of Current Educational Publications, giving a classified and annotated list of recent books and articles; and a series of Library Leaflets dealing with important current educational subjects. The library also supplies typewritten and mimeographed bibliographies.

Two years or more ago, at the request of many educators interested in educational research throughout the country, the new service of collecting information concerning educational research was inaugurated in the Office of Education and has been carried on in the library. The information includes reports on studies in educational research just completed, as well as of studies that are in progress in the various research agencies. Blank cards in questionnaire form are sent each year to all colleges and universities, research bureaus, and other agencies maintaining any educational research activities. Such studies are reported on cards which are returned to the library and filed for reference, and these are accessible to the public. This work has resulted in the issuing of two mimeographed studies, one in March and one in May, 1928; of Bulletin, 1928, No. 22, Bibliography of Research Studies in Education, 1926–27; and in the completed manuscript of another bulletin which will include the studies completed in 1927–28. Material for the current year, 1929–30, is now being collected. The library also maintains a reference and informational service in matters relating to education, conducted in part by correspondence, in part by telephone, and in part through personal calls upon the library.

The library of the Office of Education contains a number of rare old books of special interest to scholars. One parchment-bound folio, in particular, the Great Didactic of John Amos Comenius, published in Amsterdam in 1657, would delight the heart of a bibliophile.

Another rare folio is "Athenæ Oxonienses: An exact history of all the writers and bishops who have had their education in the most ancient and famous university of Oxford, from the fifteenth year of King Henry the Seventh, A. D. 1500, to the author's death in November, 1695 . . . to which are added the Fasti, or Annals, of the said University." By Anthony Wood, M. A., London, 1721.

Other interesting books are: Quintilian's "Regulæ pædagogicæ," printed in Würzburg, Germany, in 1783; and Jacob Middendorp's "Academiarum orbis Christiani libri duo, Coloniae, apud M. Cholinum, 1572," bound in hand-tooled parchment.

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For adults handicapped by deafness, educational and vocational courses are offered in evening classes in Gallaudet School for the Deaf, St. Louis. The purpose is to give deaf persons the advantages that are offered to hearing adults in day classes in public schools. Sessions are held twice a week, and 70 adults are enrolled, with an average attendance of 11 in each class.

Benefits of School Medical Inspection

The number of full-time school medical supervisors employed in New York State increased during the past four years from 3 to 47. A medical survey was made last year of every public school in the State with the exception of the large cities of New York, Buffalo, and Rochester. Of the 807,219 pupils registered, 661,512, nearly 82 per cent, were examined. Defects were found in 596,267 children, and of these 48.9 per cent, 292,047, received treatment. Of the defects treated, nutrition accounted for 18,910; teeth for 57,496; goiter, 1,693; eyes, 12,488; ears, 2,045; heart, 1,672; lungs, 916; speech, 1,637; and mental deficiency, 2,177.

Teachers Establish Their Own Credit Union

A credit union has recently been established by teachers in the public-school system of Highland Park, Mich. It is organized under the State banking laws, and is supervised by State bank examiners. Membership is limited to teachers approved by the board of directors. The union is authorized to accept deposits from members, as well as to form vacation and Christmas savings clubs. Members may borrow from the union at the rate of interest set by the board of directors.

A collection of 20,000 travel slides is included in the A. W. Swayne Collection of Visual Material recently acquired by the Chicago Public Library through gift of a private citizen. The library's collection now contains 42,896 slides, embracing material on religion, history, literature, art, physiology, sociology, and other subjects. Scripts and lecture notes are available on many subjects. The slides are loaned for three days to any properly qualified borrower for educational and recreational purposes.

Junior Red Crescent Organizing in Turkey

A junior section of the Turkish Red Crescent Society is now in process of organization in the schools of Turkey. The Junior Red Crescent will operate on much the same plan as the Junior Red Cross societies now functioning in 41 countries, and will promote similar aims of health, service, and international friendship among children. To help the new organization get under way, the American Junior Red Cross has recently made a gift of $2,500 through the national children's fund maintained by the elementary and high-school membership for national and international projects.

The American members have also aided, directly or indirectly, in the formation of most of the European Junior Red Cross societies. These societies have since been able to finance a great part of their own programs and have in their turn helped other groups in getting started. The earthquakes and floods of the past few years and the severe winter of last year, necessitating much emergency work on the part of the European pupils, have made these gifts especially timely in many of the countries.

It is into this heritage of mutual aid and interest that the new Turkish society will be welcomed by school groups all over the world.

· SCHOOL LIFE ·

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Acting Editor - - - - - Henry R. Evans

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NOVEMBER, 1929

James Ramsay MacDonald, Apostle of Peace

THE visit of James Ramsay MacDonald, Prime Minister of Great Britain, to this country in the interest of international peace, was an epoch-making event. His stay in Washington, D. C., as the guest of the President of the United States, was marked by many interesting ceremonies, but none more colorful and significant than the conferring upon him by George Washington University of the honorary degree of Doctor of Laws, at the university's fall convocation on October 9, 1929. The exercises were held in Memorial Continental Hall of the Daughters of the American Revolution. Mr. MacDonald was hailed as statesman and neighbor. Before a distinguished audience of educators, Government officials, members of the Diplomatic Corps, the Cabinet, the Supreme Court, and Congress, Dr. Cloyd Heck Marvin, president of the university, presented the degree. The citation was as follows:

"James Ramsay MacDonald: Prime Minister of Great Britain; social leader whose spiritual fervor and quiet will have wrought, through periods of stress, fine courage, steadfast understanding of service for public weal, and rugged sympathy toward men; statesman gifted to establish the ideal as reality and make it an enlightening power in the lives of men and of nations; neighbor and envoy of understanding between kindred peoples."

Mr. MacDonald, standing in front of the portrait of George Washington which graces the rostrum, replied as follows:

"Mr. President: In standing before you for the first time in these very distinguished robes which, I take it, embody the appreciation of this university for all those who are trying to promote the cause of peace in the world, I regret very much that I have been unable to accept various other invitations from universities to join them in their membership. But I take it, Mr. President, that those of you who are responsible for the conduct of this distinguished university will allow me to say that I regard you not only as yourselves, but as representatives of the other great educational institutions of the United States.

"I have been asked to say something to you. What can I say? I never attended a university, unfortunately. I have been, as I understand so many of you are here, people who have had to acquire your educational attainments in your spare hours and after having undergone the labor that you find necessary for the carning of your daily bread. My friends, my colleagues in academic circles here, I hope you will never forget that the finest education is the education that has been acquired by daily labor, by saving, not so much money as saving what is still more precious—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst.

"One word I should like to say to you, and one word only. You never can acquire anything in this world without purchasing it; purchasing it by your own efforts, your own work, your own sacrifice. You may attain high office in the State. It will never come to you as a gift. You may attain to high position in business. It will never come to you as the manna fell upon the children of Israel wandering in the desert. Your names may be emblazoned in the newspapers of your country, and other similar distinctions may come to you, but do remember that the way to that is a hard road, and that only men and women of untiring courage and stability can attain to it.

"Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness. That is the end of education, and the very first moment of the honor you have conferred upon me by making me one of your members, I take the opportunity, in these few sentences, of embodying to you all the experience I have had in a very varied and in a very—I was going to say 'up and down'—life. Remember, when you have had honors, you have to bear them, and the bearing of them entails sacrifice and burdens upon you.

"Mr. President, I want to express again my appreciation of the honor which has been conferred upon me."

Mr. MacDonald, who is the embodiment of simplicity, good humor, and kindly feeling, was greeted by the audience with tumultuous cheers and hand clapping. It was an inspiring occasion, and one that will not soon be forgotten in the annals of George Washington University.

Men like James Ramsay MacDonald, who rise from comparatively humble beginnings to places of power and significance in the world, are the men whom history loves to honor. The story of their early struggles for a livelihood, their heroic efforts to obtain an education and lift themselves above the masses, incites others in similar circumstances to attain to the highest things that life can give.

President Marvin, in addressing the graduating class, emphasized the real meaning of education in these words:

"Members of the graduating class: You have spent some years in living under rigid self-discipline. Now, you are to leave the halls where special counsel is constantly at your command. In the years spent here you have learned the challenges of work and the satisfactions of meticulously completed tasks. As you take up your activities of life outside of the university, think of life's satisfactions as growing out of self-assigned work. Such service will require the same type of habitual action as you have known in the competition here.

"You have learned that virtuous habits are not gained by rote nor exercised automatically. Conscious discriminating effort is the price paid for true action in life. Unless your activities have ennobled your mind, you may be only a bland yet obvious parasite.

"The hall marks of an educated man are critical intelligence, sanity of thought, nobility of spirit, willingness to serve.

"Let such disciplines as these continue to command, that each of you may be counted among the benefactors of the country and of the human race."

Colonial Education

WITH the coming of Thanksgiving Day we are reminded again of those hardy Pilgrim Fathers who landed on the shores of New England in December, 1620, to found one of the most remarkable Commonwealths in the world. In the fall of the following year they garnered their first harvest and then held a feast of thanksgiving, which is the origin of our present national festival. One of the blessings which we of the present have to be thankful for is the interest taken in free public education by the early settlers of New England. This brings up the subject of colonial education in general.

In New England the State very early assumed a definite responsibility for edu-

cation and, to a large extent, the support of the schools. Whereas in the middle colonies schools were maintained by the church, the southern colonies looked upon education as a family function. If one should seek the seed corn of public education in this country, he would find it in the chapter of our colonial history which relates to Massachusetts.

In 1647 the General Court of Massachusetts Bay Colony made it obligatory upon every township of 50 householders to establish a school and provide a master, who should be paid either by the parents of the children he taught or by public tax, as the majority of the town committee might prefer. Furthermore, every town of 100 families or householders was required under this law to establish a grammar school in which pupils might be prepared for college. This act became the basis of the public-school system of the Commonwealth of Massachusetts and the prototype of similar State systems throughout the United States. Connecticut, in 1650, enacted a law embodying the provision of the Massachusetts law.

In 1683 the Quaker colony of Pennsylvania passed a law that all children should be taught "so that they may be able to read the Scriptures and to write by the time they attain to 12 years of age; and that then they be taught some useful trade or skill, that the poor may work to live; and the rich, if they become poor, may not want: Of which every county court shall take care."

The Colony of Virginia in 1619 undertook the establishment of schools, but efforts in this direction were checked for a time by Indian wars.

The Dutch colonists of New Netherland had schools at an early date. New Amsterdam was the first Dutch settlement to establish a public school, in 1633, with Adam Roelantsen as schoolmaster. When the Dutch Colony came under English sovereignty and was known as New York, the English settlers, as Dr. Edwin E. Slosson says, in his The American Spirit in Education, "practically ignored the Dutch establishment of public education and sent their own children to private schools or let them do without instruction—the custom not only in England itself, but in the majority of the English colonies." In 1702, however, the people of New York passed a law authorizing the public support of a school teacher in New York City to instruct "male children of such parents as are of French and Dutch extraction as well as of the English."

The War for Independence interrupted educational activities in this country for the time being. Many schools fell into decay or were abandoned entirely. The Latin grammar schools and academies frequently closed their doors for lack of students, while the colleges were often deserted. "The period of the Revolution and the period of reorganization which followed, up to the beginning of our National Government (1775–1789)," says Cubberley, in his Public Education in the United States, "were together a time of rapid decline in educational advantages and increasing illiteracy among the people." The country was plunged in debt, commerce was practically dead, and the government of the Confederation was ineffective and helpless.

The new Constitution of the Union made no mention of education. The establishment of schools was left to the individual States—a power implied in the tenth amendment to the Constitution, ratified in 1791. Yet from the foundation of the Republic, the Federal Government encouraged education in the several States and made provision for schools in its Territories. The ordinance of 1785 respecting "the disposing of lands in the Western Territory," reserved section 16 of every township for the maintenance of public schools. The ordinance of 1787, "for the government of the Territory northwest of the river Ohio," confirmed the foregoing ordinance and declared that "religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged." Subsequent legislation for land-grant colleges, agricultural experiment stations, extension, and vocational education involved still further the principle of Federal aid to education.

Although no mention of education is made in the Federal Constitution, the framers thereof and other leading statesmen and publicists of the time were not oblivious to the need for general education in a Republic such as ours.

Washington, Jefferson, Franklin, and Madison, in no uncertain terms, urged the education of the masses. They realized that illiteracy would prove the death blow to democracy. This enthusiasm for popular education on the part of the Fathers of the Republic was to bear wonderful fruit. From the Revolutionary War to 1835 remarkable changes took place in education. The colonial type of schools, by the close of the period, practically disappeared and typically American schools took their place; that is to say, elementary schools controlled by the State and free to all children.

Study of the Constitution of the United States and of the State of Washington is required by State law, as a prerequisite to graduation from public schools of Washington, and also from private, denominational, and other schools of the State whose work is accepted in lieu of the work of public schools.

Office of Education of the Interior Department

Under a recent order of the Secretary of the Interior, Ray Lyman Wilbur, the subdivision of the Department of the Interior formerly known as the "Bureau of Education" will be called hereafter the "Office of Education."

Office of Education Makes School Survey of Huntington, W. Va.

At the request of the Board of Education of Huntington, W. Va., and with the approval of the State superintendent of public instruction, a survey of the Huntington school system with special reference to school costs was conducted by the Office of Education, United States Department of the Interior. W. S. Deffenbaugh and Dr. Frank M. Phillips, of the office staff, were designated by the Commissioner of Education to make the survey. Field work on the project was begun on May 20, and completed May 25. The report, which was submitted to the board of education early in July, was published immediately by the board, and also in newspapers of the city.

Recommendations regarding the general and business administration of the school system were made in the report, but for the most part it was restricted to the presentation of information regarding school expenditures in Huntington, which were analyzed and compared with such expenditures in other cities comparable to Huntington.

Convention of the National Commercial Teachers Federation

The thirty-second annual convention of the National Commercial Teachers Federation will be held December 26–28, 1929, in the Stevens Hotel, Chicago, Ill.

With the growth in membership attendance upon the convention increases each year, and many leaders in commercial education will be present. Discussions at "round tables" will center upon the most recent educational theory and procedure. A feature of the sectional meetings will be addresses by many leaders in secondary commercial education and in commercial teacher training.

As approximately 20 per cent of all secondary-school students are enrolled in the commercial curricula, this phase of education has become of increased importance to high-school principals and administrators.

International Congress on Commercial Education in First Postwar Session

Large Delegation Representing 37 Nations Attests Importance of Commercial Education. Keen Interest Manifested in American Business Practices. Cooperation Given by Interior Department, Office of Education, in Arrangements for Meeting

By LEVERETT S. LYON

The Brookings Institution, Washington, D. C.

A SIGNIFICANT event to all who are interested in education for business was the International Congress on Commercial Education held this fall in Amsterdam September 2–5, inclusive. Similar congresses had been held at Bordeaux (1886), Paris (1889), Bordeaux (1895), London (1896), Antwerp (1898), Venice (1899), Paris (1900), Milan (1906), Vienna (1910), and Budapest (1913). This congress marked the resumption of the international meetings.

Large International Representation

The congress was international in the full sense of the word. Not less than 37 nations were represented by the 600 delegates present. Germany led with the largest representation. France was second, followed by Great Britain. Important groups came from Austria, Belgium, and Holland, Among the smaller or more remote countries represented were Brazil, Chili, China, Ecuador, Egypt, Japan, Uruguay, and Venezuela.

Representatives to the congress were listed in three groups: Official delegates—those appointed by their Governments as representatives; representatives of collective members—those representing associations within their countries; and individual members. Among delegates appointed by the President of the United States the following were in attendance: Dr. Henry H. Hatfield, University of California, Berkeley; Dr. Thomas H. Healy, Georgetown University, Washington, D. C.; Clay D. Slinker, Des Moines (Iowa) public schools; Miss Eva M. Jessup, board of education, Los Angeles, Calif.; Lloyd L. Jones, board of education, Cleveland, Ohio; John R. Gregg, Gregg Publishing Company, New York City; and Dr. Leverett S. Lyon, the Brookings Institution, Washington, D. C.

At an informal meeting of the American delegation, Mr. Gregg was made chairman of the group, and by this election he became also an honorary vice president of the congress.

The program of the congress was arranged by the president, E. H. Boissevain, in cooperation with the executive committee, and with committees in different countries which form a part of the international organization. As the United States has at present no membership in this body, the Office of Education of the United States Department of the Interior, at the request of President Boissevain, assisted in organizing the American representation.

International Representation on Committees

The program of the congress was well organized, and it presented a fairly well-rounded view of business education. Centering around the keynote, "The international interplacement of economic relations and its effect on commercial education," such topics were discussed as the social and economic implications of education for business, postwar develop-

Thirty-seven nations represented in International Congress on Commercial Education at Amsterdam

ments in commercial education, and international exchange of young business men for practical training.

Interest in American Business Practices

That keen interest is felt in every type of American practice and experience was evidenced by the consideration given Professor Hatfield's paper on the development of education for business during the past 15 years in the United States. The probable changing status of the business college, the curriculum of high schools, and advance of the collegiate school of business were discussed.

Europe appears to be interested in salesmanship training, and several speakers admitted readily the lead of America in this field, both in schools and courses, and in the cooperation of schools and business for such training.

Plans for an American Group

The American delegates strongly favored some organization which would enable them to become a part of the International Society for Commercial Education, which comprises collective members, such as government authorities, public institutions, corporations, and societies. Members living in the same country form a national group. The organization of such a unit is left to the group itself. The society has a general meeting, such as the one held in Amsterdam, and is directed by a central committee, a managing committee, and an executive committee. The general meeting is, as a rule, held every three years. The society publishes a journal known as *The International Review for Commercial Education*. It was agreed by the American delegates that a group should be formed in the United States, which would probably take as its name, "International Society for Commercial Education—American Chapter." Membership in this organization would be open to anyone interested in commercial education.

Social Features Add Interest to Occasion

Social interests of the delegates were not overlooked. A dinner and reception were given on the evening before the formal opening of the congress, and the days of conference were broken by trips through the city, across the Zuiderzee, to quaint Marken, and by a motor trip to Zandvoort, a North Sea summer resort.

The congress attracts a very high type of European representation, comparable in every way to such a professional gathering as the American Economic Association or the American Historical Association. It is believed that in such a gathering of scholars the United States should continue to be represented.

Responsibility for Supervision of Alaskan Reindeer Industry Placed upon Governor of Alaska

Expansion of Reindeer Industry of Alaskan Natives Necessitates its Transfer from the Interior Department, Office of Education, To the Governor of the Territory of Alaska

"THE Commissioner of Education is no longer valet to Santa Claus."

In these words, William John Cooper, United States Commissioner of Education, informed his staff that the Secretary of the Interior, Ray Lyman Wilbur, had acted favorably upon the commissioner's recent recommendation that other officers in the Interior Department assume responsibility for the reindeer of Alaska. On and after November 1 the Governor of Alaska will assume supervision of this herd of a million reindeer.

Placing Responsibility Where It Belongs

This work has been a responsibility of the United States Office of Education for nearly 40 years, and is often cited as an example of the curious duties assigned to certain officials in Washington and an indication of the need of governmental reorganization.

In his annual report to the Secretary, Doctor Cooper summarizes the early beginnings of the reindeer industry in Alaska and explains why the Office of Education has had supervision of it. In the early nineties of last century, Dr. Sheldon Jackson, general agent of education in Alaska for the office, urged that the United States Government undertake to introduce the Siberian domestic reindeer into Alaska.

After two efforts in Congress had failed to get funds, an appeal was made to the people directly through the press of Boston, Chicago, New York, Philadelphia, and Washington. From this appeal came $2,146. With the money Doctor Jackson, in the face of great difficulties, secured 16 reindeer in Siberia, and, accomplishing what appeared to be the impossible, he transported them 1,000 miles through a stormy sea to one of the islands of Alaska. From this humble start in 1891, some million reindeer now graze on the tundra of this far northern territory, and bring to the fore new problems which have resulted in Commissioner Cooper's recommendation and Secretary Wilbur's transfer order.

Rarely has a Government undertaking worked out so ideally as the introduction into Alaska of an animal not native to it, to take the place of a food supply of whale and walrus which was being cut off by hunters from the outside world. The reindeer has been developed to the point where it supplies much of the food, clothing, and transportation for a whole people which, half a century ago, did not know of its existence.

The reindeer are, in fact, increasing in such numbers that it has become necessary to find an outlet for the products which they yield. The vast areas of Alaska that are of little use otherwise are capable of supporting even greater numbers of them, and of making an important contribution to the meat supply of the world. So great has been the success of the reindeer development of Alaska that this year Canadians have purchased 3,000 head which they are taking into that vast region along the Arctic east of the Mackenzie River, where, it is believed, the Alaska experiment can be repeated.

As the numbers of reindeer in Alaska have increased, new problems of administration have presented themselves. The time is coming when range control must be established. Already the problem of marketing reindeer meat has become an acute one. There are scientific problems, such as the control of the warble fly, which lays its eggs on the backs of the reindeer, from which grubs emerge, leaving holes which spoil the skins. There are also problems of crossbreeding with caribou, and the Biological Survey is conducting experiments on Nunivak Island.

Alaskan Governor the New Santa Claus

These problems, it is held, are not properly in the province of the Office of Education, which is a research educational agency. It is thought that they may be more advantageously handled by administrative officers on the ground than from Washington. The Governor of Alaska under the law of February 10, 1927, is the ex officio commissioner of the Department of the Interior. He is on the ground and his work is closely coordinated with the work of the ex officio commissioner for the Department of Commerce, Dennis Wynn, and the ex officio commissioner for the Department of Agriculture, Charles H. Flory. It is natural, therefore, that Governor Parks should become the Santa Claus in charge of all the reindeer with its problems of preparing, shipping, and marketing. The Secretary of the Interior has named Ernest Walker Sawyer, an executive assistant attached to his office, as contact man between himself and Alaska. Thus is an entirely new set-up established for handling this peculiar task of government.

Around the World—A Project in Human Geography

Seeing a Project Grow from Crude, Commonplace Materials to a Realistic Representation of Lands and Peoples in Different Parts of the World, and All the Work of Their Own Hands, Can Not Fail to Stimulate Minds and Hearts of Children

By EOLINE WALLACE MOORE

Professor of Education, Birmingham-Southern College

THE textbook for third-grade geography in our school is based upon a study of children of other lands. While the pupils enjoyed even the mere oral reading of the text in class, it seemed that there should be some way to help them actually to enter more understandingly into the activities of these far-away children. They must live with them if they would really know them. The idea of correlation of industrial arts with geography resulted in the working out of a project which incidentally motivated a surprising amount of supplementary reading, as well.

We decided to take an imaginary trip around the world, visiting the homes and schools of our foreign cousins, and seeing how they live. This desire of the children was strengthened by the showing of some pictures brought from the library, and by telling them some interesting stories of child life in other lands.

How We Shall Girdle the Globe

To help them choose the country which might interest them most, the pupils were permitted to look all through the little geography at the pictures. Then groups were formed to work out a picture of life in that country. Since the children had the idea of "around the world" so strongly in mind, we arranged tables part way around the schoolroom, and on these the different countries were represented. This was a departure from the usual procedure of making one sand-table representation at a time. The few tables that we could borrow were joined by planks, and all were covered by thick layers of newspaper. Location of the different countries on the tables was decided by studying the globe map.

The children were told to read as much as possible about their chosen country before beginning to plan their tables. A gratifying interest was developed in the library and book table.

What Countries We Shall See

In the free-work period before school the pupils were permitted to gather in groups and discuss plans for the individual project. The teacher visited the different groups, listening to plans, and offering suggestions. Pupils were assisted in selecting some scene for representation which would be typical of the country chosen, and which would show the childhood environment of that land. For instance, the Germany group chose to picture a little section bordering on the Rhine, with a tiny German village, and vineyards, not forgetting the "Mouse Tower." In the Switzerland group a chalet was perched upon a high mountain side, with a boy and girl driving the dog that pulled the milk cart. The purpose of the Philippine group was to illustrate a new-type school in a tropical setting, with native boys and girls in characteristic costumes playing around the schoolhouse.

Pictures in the textbook, as well as many pictures provided by the teacher, aided the pupils in the selection of typical scenes for the different countries, and a number of books and pictures were borrowed from the public library. Among the books they found suggestive were: Around the World, by Carroll; Little Folks of Far-Away Lands, by Whittum; Our Neighbors, Near and Far, by Thompson; and the Twin Books, by Perkins.

Foundation Work on the Project

When the scene had been agreed upon, a list was made of materials which would be needed, and the children were encouraged to utilize simple things—twigs for fences and trees, moss for grass, old kid gloves for Indian wigwams, paraffine for icebergs, rocks touched with kalsomine for snow peaks, and our fine white native clay for molding into many different subjects.

In the industrial arts periods the entire class was taught to fold and paste a type house of construction paper. These were varied to suit the needs of houses for the different countries. A fancy roof made a Chinese pagoda; an extra story and a red roof made a cottage for the German village. But the tiny Swiss chalet was made of little sticks, with the roof weighted with stones. Other periods were devoted to practice in clay modeling, so that the young artists might be able to make Indian pottery, houses for the Pueblo Indians, tea sets for the Chinese, and animals of different lands. Very realistic were the Eskimo dogs and the igloos made of clay blocks and sprinkled with a little flour for snow.

Two Tables Portray African Life

Africa had two tables, one for the desert and one for the black belt. Amid the billowing sands of the Sahara a caravan camped at an oasis, setting up tiny tents of white linen, under which rested Arabs in bright robes, and near by stood the patient clay camels. In the African "black belt" grew palm trees, made by pasting construction-paper leaves to tiny twigs. These were festooned with vines. In some trees were monkeys made of wire wrapped with brown yarn. Clay crocodiles and elephants were calmly resting in the shade, and a little brown baby played before the door of the rude stick-made hut.

Holland had the usual windmills, and the yard of the tile-roofed home of Hans and Greta was bright with paper tulips. The triumph of the China group was a coolie plowing the rice field, with the aid of a water buffalo.

In the Philippines they saw school life in the Tropics

They visited homes and schools in Japan

It was planned to begin our journey by going westward from Alabama, across the American Desert, and sailing from San Francisco. Therefore, one group modeled Alabama in relief, using different soils as needed, making cities of the smallest clay blocks, and being so ambitious even as to mix cement for the paved highways. A little paper train steamed joyously across the desert, passing the homes of our few remaining American Indians.

Listing Some of the Results

Our study and work together resulted in a quickened interest in the entire program of the classroom, bringing about the almost entire elimination of the discipline problem.

More intimate knowledge of the peoples studied and their geographic environment, thus promoting a world-citizenship attitude.

Increased skill in handwork, with incidental knowledge of the uses of many materials related to food, clothing, and shelter.

A noticeable improvement in silent-reading ability.

Growth in the elements of citizenship, cooperation, helpfulness, ability to work together, and appreciation of the labors of others.

Increased self-respect, and greater confidence in attacking problems, with a realization of the inspiration resulting from the doing of a worth-while piece of work.

Greater enjoyment of literature through the stories and poems of foreign lands given in the literature period. Especially delightful were the lullabies of different lands.

Teachers in Parliament

Forty-eight members of the present British Parliament have had experience in teaching or in educational administration. No fewer than 14 of them have been engaged in primary schools, and all these belong to the Labor Party. Three have come direct from the classroom.

Fifty rural farm schools have been established in Haiti. Eight industrial schools offering elementary and secondary instruction to both boys and girls have been established during the past three years. In one year district agricultural agents made 4,000 visits to farmers to instruct them in regard to farm problems.

Approximately 5 per cent of the children in the public schools have defective hearing, and many might be cured or their hearing loss retarded if preventive clinics were in operation, asserts Mrs. James F. Norris, chairman of a committee of the American Federation of Organizations for the Hard of Hearing.

International Educational Cooperation

Portuguese schools of Oakland, Calif., and New Bedford, Mass., are recognized for all purposes as primary schools of the Portuguese Republic, according to a decree issued by the Ministry of Public Instruction of Portugal.

For the training of young men for leadership in the business field, particularly in manufacturing and finance, the F. C. Austin Building in Chicago, valued at more than $3,000,000, has been donated by the owner to Northwestern University. It will be held as an endowment, and the income, which it is thought will amount eventually to about $200,000 a year, will be used for scholarships for young men who give promise of becoming successful business executives.

Boys May Use Famous Cricket Grounds

Cricket grounds of Oxford University, when not in use by undergraduate students, are thrown open to boys in Oxford City elementary schools. Since establishment of this precedent about seven years ago the movement has extended and many other English schools and clubs have thrown open their private cricket grounds for this purpose, giving thousands of boys the opportunity of playing the game under favorable conditions.

Hair Cuts Free to Poor Children

A barber's "clinic" in Marinette, Wis., provides free hair cuts for children in public schools who need this service, and whose parents can not afford to pay for it. Three members of the Barbers' Association of Marinette donate their time on one or two mornings each month, and materials and equipment are provided without charge by the association. The hair cuts are given in the school health center of the junior high school. As many as 70 children have been given hair cuts in one morning. The average is between 40 and 50.

Advisory Committee on Education

The National Advisory Committee on Education, appointed by the Secretary of the Interior for the purpose of making a study of present relations of the National Government to education, held its first formal meeting in the Secretary's office, United States Department of the Interior, on October 14. Thirty-seven of the 49 members were present, and great interest was manifested in the proceedings. Dr. Charles R. Mann was chairman of the committee.

A general statement on Federal policies of education was outlined, and something of its scope, functions, and activities was presented. Secretary Wilbur was requested to arrange for the employment of full-time experts to make investigations which the committee's work demanded. Some of the subjects to be studied are: Child welfare, home economics, national education, the library, research in general, commercial education, radio, etc.

It was decided to have a conference later with the National Education Association and the Land Grant College Association. The next meeting of the committee will be held April 28, 1930.

Book Service of the Library Association of Portland to Schools of Multnomah County, Oreg.

Up Hill, Down Stream, and into the Forest Primeval, Travels the Librarian to Bring Books and the Library Atmosphere to Small County Schools. Scope of the Service Increases as Larger Permanent Buildings Replace Inadequate One-Room Schools. Each Year About 35,000 Books Are Circulated

By ANNE M. MULHERON
Librarian, Library Association of Portland

EXTENDING for 50 miles along the historic Columbia River which separates Oregon from Washington, Multnomah County is long and narrow. It covers 450 square miles of territory. For the most part the county is comparatively level, although its hills rise to 500 and 600 feet, and its few small mountains reach a height of 2,000 feet. In general, the activities are agricultural, with farms not too far scattered; but about one-tenth of the area of the county is in national forest. It is estimated that the city of Portland, lying at the extreme western end of the county, with a population of approximately 340,000, covers about one-eighth of the entire territory of the county.

Extensive Library Work Through County Schools

The Library Association of Portland, which is the Multnomah County Free Library, gives book service to the entire county. Outside the city of Portland, where naturally the work is concentrated, the larger part of it is done through county schools.

In the city the library provides classroom libraries for grade schools and high schools, and, since the platoon system has been in effect, it has supplied books to libraries in platoon schools. Work in city schools is intensive, and in the county it is not less intensive except as conditions may prevent. Each county school is supplied with a collection of books specially chosen to meet its peculiar needs. These are distributed to the separate rooms, and last year 217 collections, including 5,413 volumes, were sent to county schools.

In former years and even up to five years ago, when the majority of the schools had but one teacher and one room, the box included a general library of about 30 books which aimed to include things of interest for the entire school.

As the years have passed these 1-room schools have almost disappeared, so that to-day there are few of them in Multnomah County. Instead of the tiny building with a dingy front yard, a flock of dinner pails and coats in the entrance, bad ventilation, central heating plant in the form of an old-fashioned wood stove in the middle of the floor, and mediocre pictures on unattractive walls, there are to-day many cement and brick schools of the finest type with all the modern improvements which are demanded in our city schools.

One-room Libraries Circulate Books

Books which are selected and sent to classrooms in the 45 schools of Multnomah County outside of Portland are, with about two exceptions, the only libraries to which the children have access.

Of course, whether or not the children read the books depends almost entirely upon the teacher. An enthusiastic teacher will always make readers of her children, and it is pitiful to contemplate the state of affairs when a diffident or nonreading woman is in charge. These children, isolated in many instances from other children and from amusements, naturally turn to books if exposed to them, but if books are shut up in a case and never referred to they can not be expected to become enthusiastic readers. Fortunately, this seldom happens and for the most part teachers are not only eager to have their charges read the books in their collection but request additions to supplement it during the year.

Majority of Schools Visited Annually

The head of the school department of the library association has always taken these county schools as her especial charge. With 76 schools in the city and 45 in the county, and with extremely inclement weather during much of the school year, it is sometimes difficult to do personal visiting; but at least two visits are made annually to all county schools except a very few. About three of the schools are in the primeval forests of Multnomah County and off the good roads, and, unless the trip is undertaken early in the fall before the rains soften the woodland tracks, it is almost impossible to reach them. To reach one of the schools necessitates travel for at least three hours over the most thrillingly scenic mountain roads, so narrow in spots that two cars can not pass, so lonely in other spots that it is miles between houses, but so heavenly beautiful almost

Rejoicing is general when the book truck arrives

all the way that there is a perfect succession of exclamations of admiration and wonder. In the lumber mill at the top of the mountain is the school, reached by about 150 steps, and here there may be anywhere from 3 to 20 pupils.

Winter deliveries increase the thrill of adventure in library work

School Librarian Sure of a Welcome

Another school is located on an island, and only a few times in the history of the library has this school been visited. The drive to it is not so many miles (along the Columbia River on the Washington side), but one must take a chance on making connection with a rowboat which eventually reaches the island. This is an entirely agricultural territory, and there may be a very few children in the school, or again there may be a respectable enrollment. When a library visitor can not reach them, letters telling about the books are sent and the teacher is reached when she comes to teachers' meetings at the county superintendent's office.

The visit of the school librarian, in the remote school especially, is an occasion of great rejoicing. In the first place, she is one of the very few people who visit them; and second, and perhaps most important, she has a story for them. And how they love it. Her main object is to stimulate an interest in the books which she has sent, and she tries to accomplish this by short talks on as many books as possible. Then she explains about the reading certificate, a device to encourage home reading, resorted to in schools remote from branch libraries and city facilities. If a child reads five books from his school collection and reports on them either in writing or orally to the librarian when she makes her spring trip, he is awarded a certificate. It might be interesting to note that about 35,000 books a year are circulated to the county schools.

To the high schools in the county, three in number outside of Portland, special service is also given.

During the summer, when schools are closed, the library operates its book wagon over so many routes that practically all school districts are touched once every week, or at the least every two weeks. The books supplied both in winter and in summer are of a purely recreational nature—that is to say, they are chosen with the idea of stimulating the reading habit, but in no sense are they all fiction. They are books of all classes, chosen from the best in children's literature. All collections are selected to form a well-rounded library, and by a scheme of lists they cover a range of literature which enables a child to have a chance to become acquainted with a great many books during his elementary-school life.

Books prove more engrossing than logs descending the flume

Desk Libraries Provided for Teachers

The teachers have special privileges in their teachers' reference or desk libraries. At the beginning of the school year they pick out what they need for their own use—not books on methods, but texts or material to supplement their own texts. They may keep these small collections for the term or the year, and they are always welcome to choose additional titles from the school-department collection. During the past year 131 teachers' reference libraries, containing a total of 2,272 books, were sent out. The school department of the main library, with its staff of trained librarians, has a full and adequate collection of books on methods and pedagogy in general, as well as thousands of well-selected and nicely mounted pictures. These are all at the disposal of teachers in the county, as well as of residents of Portland. As Portland is about the only place to go in Multnomah County, the teachers from even the remotest schools come to town more or less frequently, and most of them find that a 15-minute visit to the school department of the public library on Saturday mornings keeps them well supplied with all the teaching aids they need.

Brief Items of Foreign Educational News

A school in Mittenwald, Bavaria, for training in the making of violins is believed to be the only school of its kind in the world. It is a State enterprise, established 70 years ago, and the majority of the townspeople are or have been students of the school. According to recent reports the industry is now threatened by machine competition.

The Brazilian Government has authorized the opening of a credit of 1,000 contos ($125,000) for the construction within the confines of the University of Paris of a students' house, the object of which shall be to facilitate the efforts of Brazilian students to enter upon and carry on their studies in the French capital.—*Edwin V. Morgan, American Ambassador, Rio de Janiero, Brazil.*

The Cuban Department of Public Instruction and Fine Arts has ordered the publication in English of a history of Cuba, to be presented to American public schools, according to the *Diario de la Marina.* It is stated that this action was prompted by misstatements in books now used in American schools.—*C. B. Curtis, American chargé d'affaires ad interim, Habana, Cuba.*

For the construction of a hall of instruction at Heidelberg University, Germany, a fund of $500,000 has been donated by a group of Americans, many of them business and professional men of New York City. The fund was presented to the university through the American ambassador to Germany, and upon him honorary citizenship was conferred by the Lord Mayor of the ancient university city.

A Hittite museum, to be erected at Angora by the University of Chicago, has been authorized by the Turkish Government. The project is in connection with explorations in which the university has been participating in the Near East, in the search for remains of pre-Babylonian and Hittite civilizations. Recent dispatches indicate the discovery in Anatolia of the remains of a 5,000-year-old village.

Museum classes in the Royal Ontario Museum, Toronto, have been instituted recently for children in public schools of the city. This is made possible by the recent appointment of a museum teacher of wide experience. The plan is that all fourth-book children shall visit the museum at least once before the end of the school year. Talks will be given on subjects correlated with geography and British and Canadian history, using the exhibits as illustrative material.

A special educational commission composed of three teachers to visit the United States and Europe has been created by an act of the Congress of Paraguay approved by the President of the Republic. The work of the commission is expected to continue over a period of two years, and will include educational legislation; methods and equipment as applied to primary, secondary, and normal instruction; industrial education; training of women for home duties; work with abnormal children; and pedagogical laboratories.

Ontario Promotes Vocational and Technical Instruction

Building for a vocational and technical school will be constructed in Kingston, Ontario, at a cost of $300,000 to $400,000 according to information received through the State Department from George Gregg Fuller, American consul, Kingston. A site adjoining the Collegiate Institute has been approved by the Ontario Department of Education, and it is expected that the building will be completed in about a year.

Coeducation Restricted in Chile

In a report on educational progress in Chile received by the State Department from Hon. W. S. Culbertson, United States ambassador to Chile, it is stated that a recent decree on education has been published by the minister of education. The ambassador explains that some of the original proposals are considered to be "of an idealism too high" to be put into immediate effect, and among these he mentions the question of coeducation. He states that after "extensive discussion in educational circles, the proposal actually to establish coeducation in secondary schools of the country has been rejected in the belief that the temperament of Chilean children approaching maturity is such that coeducation would be detrimental to their moral as well as their educational progress."

Literacy Drive in Foochow, China

A campaign for the promotion of literacy as well as of patriotism has been inaugurated in Foochow, China, according to information received from Samuel Sokobin, American consul at Foochow, transmitted through the Department of State. The campaign is sponsored by the Fukien Government Bureau of Education, and has been carried out vigorously by means of posters, handbills, parades, visits in homes, and speeches to laborers and soldiers. Free tuition and books are promised those enrolling, and classes are open to all between the ages of 12 and 50 years. It was announced that instruction would begin June 10 last. The following subjects compose the curriculum: Instruction in simplified Chinese by use of the Thousand Character Course, study of the three principles of the People's party as expounded by the late Sun Yat Sen, the writing of Chinese characters, letter writing, and arithmetic. In certain schools the plan includes instruction in English.

Adult Education Among Jews

A meeting was held recently at Jews' College, London, to initiate the work of the Council for Jewish Adult Education. According to report of the Times, London, representatives were present from the Independent Order of B'Nai B'Rith (which body had originally sponsored the scheme), the Association of Jewish Friendly Societies, the English Zionist Federation, the Inter-University Jewish Federation, Jews' College, and the Union of Young Israel Societies of Great Britain and Ireland.

Arthur Blok, who presided, outlined as follows the reasons for the formation of the council and its aim: "Whereas it has been found desirable to provide extended facilities for Jewish adult education under conditions such as will definitely exclude controversies of a religious nature, and in which all sections of the community could participate, a joint council for the purpose shall be and is hereby formed."

The aim of the council is "To provide or to assist in providing organized continuous courses of lectures in the form of classes for adults or adolescents in Jewish literature, history, sociology, and other educational subjects of interest to Jews." An executive council was elected with instructions to take steps to carry the constitution into effect.—*Barbara E. Lambdin.*

World Cooperation Brings Home and School Together

(Continued from page 43)

Holland has a law which requires that parents shall assemble in schools not less than twice a year. On these occasions addresses are made, a demonstration of school work or activity is arranged, and a "social hour" promotes some slight acquaintance among parents and teachers. But results are meager, and the law is "more honored in the breach than in the observance." The division of the school system into three sections—State, Catholic, and Christian Church schools—increases the difficulty of securing any national standards, but a definite effort has recently been made to obtain active organization and a united program among the units of at least one of the three groups mentioned. The best home and school work at present done in Holland is that carried on by the Museum for Parents and Educators. Established in a large school building in Rotterdam, this museum has a complete display of material connected with child care and training, mental, moral, and physical, and in connection with it a training school for young women is conducted. Those qualified go out with a traveling exhibit of the same type to demonstrate new ideas and methods in schools and to parents throughout the country.

Plan of School Exhibits in Switzerland

A somewhat similar organization is the "Pro Juventute," in Switzerland. Exhibits, carefully planned and provided with demonstrators, go out in cars and stop in a community for a period sufficient to allow the instructor to reach local parents and to give encouragement and the newest educational devices to teachers in the more remote neighborhoods. One year the exhibit covers the needs of the preschool child, the next year it is planned for the child of elementary school age, and the third year it is concerned with the adolescent, after which the cycle is repeated. There is some parent-teacher organization, and much is done by local units in hygiene, scholarships, vacation camps, occupations, etc. There is some motion in the direction of a national home and school organization, but as yet the intense individualism of the cantons, which maintain rigidly the independence of their 22 State administrations, stands in the way of progress.

Norway, Sweden, and Denmark have all made some progress, starting 20 years ago with a form of school council, but their efforts have been, until very recently, restricted to school improvement. Where discussion of problems has been encouraged, it has been allowed in open meetings, with the inevitable ill feelings as a result, and this has condemned the movement in the eyes of most of the educators. Sweden and Denmark have recently come into the federation, and are ready to forward the newer conception of it as a civic project and an opportunity for parent education.

Work Promoted Through Church Schools

In Belgium a fine and strong movement, the League for Home Education (Ligue de l'Education Familiale) is doing excellent work, chiefly through the church schools, but it has influenced the homes and parents of the nation toward the study and understanding of children. Though there is no national organization, parent-teacher work of a high type is done in many localities. A notable example is found in the section of Brussels called St. Gilles, where an able superintendent has grasped the full significance of the idea and has produced some remarkable results, especially in character training, and community organization in support of the school system.

In Scotland, Edinburgh has recently formed a "Council of Home and School" which is working in close harmony with educational authorities. It is ably directed by a fine group of men and women and is expanding its program from one chiefly concerned with school improvement to one embracing all the aspects of child welfare. Particularly happy results are obtained through nursery schools and kindergartens of the state system, where the mothers are gathered into groups and given practical instruction in health and nutrition.

School Improvement Associations in Latin America

Cuba has some 1,300 associations scattered throughout the island republic, but as yet they have not been brought into national relationship. In the past they were school improvement leagues only, but the superintendent-general has been imbued with the newer methods and is taking steps to bring about, in the near future, a general federation, with higher standards. The most effective piece of work done in Cuba to bring home and school together is the training in home economics and child care given to high-school girls in the "School of the Home" (Escuela del Hogar), a section of the state system. Demonstration clinics for babies are conducted, in which the girls have certain duties, instruction is given to the mothers in the presence of the class, and all work done in the school has a definite relation to the needs of the average home.

Mexico, for many years, has had scattered parent-teacher associations, many of which have done excellent work, but with its entry into the International Federation its progress has become more rapid toward national organization. Associations in the Federal District, which centers around Mexico City, have been formed into a large Federal Council, and this will serve as a nucleus for the units in all other districts. Much admirable health work has been accomplished through these groups, and in the rural districts they have been remarkably successful in developing community life and recreation.

South America has sporadic organization with Brazil and Uruguay leading, as far as reports indicate. The difficulty in Latin countries seems to lie in the indifference of parents, who shift their responsibilities upon the schools; and in the tendency of the women to take no part in social or educational activity. Most of the American schools in both South America and Asiatic countries have fairly successful associations, but as they are usually connected with missionary effort, they do not reach the general public to any appreciable extent.

Basis for Cooperation of Home and School

In this brief sketch of a world-wide movement many countries deserving mention have been omitted, but some idea may be gained of the universal stirring of interest in the problem of securing the rounded education of the "whole child."

The wide variation in educational and social systems in different countries makes impossible general employment of methods which have proved successful in the United States, but study made of the movement in all these nations has served to emphasize the universal applicability of the principles which have been evolved through long experience of the national organization in our country, and which may be thus summarized:

1. Absolute noninterference with school administration.
2. Intelligent support of the school system.
3. Development within the home of attitudes and conditions correlated with those given by the school.
4. Establishment, on a basis of common objectives, of such sympathetic relations between parents and teachers as will lead to private and friendly consideration and solution of problems connected with the child.
5. Recognition of entire equality between the partners in this cooperative enterprise in the responsibility for its success.
6. Active employment of the power of the combined forces of home and school for the improvement of community conditions, which may support or bring to naught the best efforts of both parents and teachers.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

AMERICAN LIBRARY ASSOCIATION. COLLEGE AND REFERENCE SECTION. College and reference library yearbook, number one. Chicago, American library association, 1929. 133 p. tables, fold. plans. 8°.

The appearance of this, the first yearbook of the college and reference section of the American Library Association, marks the culmination of a plan formulated over a year ago at the 1928 meeting of that association. The preparation of the yearbook was undertaken by a committee of college and reference librarians, of which Charles B. Shaw, librarian of Swarthmore was the chairman. The volume contains among other things, an extensive bibliography on American college library administration, classified by subject; a record of gifts to college and reference libraries; tables of statistics of enrollment, agencies, service, growth, salaries and hours, and finance. A directory of college and reference librarians is furnished, together with a number of plans for college library buildings.

BROOKS, FOWLER D. The psychology of adolescence. Boston, New York [etc.], Houghton Mifflin company [1929]. xxiii, 652 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by Ellwood P. Cubberley.)

The adolescent period of youth is the theme of this study as distinguished from the many studies covering the much-discussed theme of the very young child, which continues to be a most prolific one with educational writers. The adolescent field is important, as everything that takes place at adolescence is largely determined by what has taken place in the training of the youth before that period. The book contains in usable form the results of many individual investigations of the problems of physical growth, and the mental, moral, social, and religious development of young people during the adolescent and preadolescent years. The material presented has been selected and adapted from the author's wide experience in experimental work as being the most serviceable of that which had been actually used in his classroom.

GERMANE, CHARLES E. *and* GERMANE, EDITH GAYTON. Character education. A program for the school and the home. New York, Newark [etc.], Silver, Burdett and company [1929]. xviii, 224, x, p. tables. 12°.

At the present time there is manifest a great interest in furnishing young students training in character—the curriculum must contain it, the school program must provide for it, the teacher and supervisor must be trained and earnest in their efforts to make the subject attractive. The authors state that the home and school must cooperate intelligently and zealously in any program of character education that will be successful. The study, therefore, is presented in two parts: 1. How can the school build character? and 2, How can the school and home cooperate to build character? Each section is provided with methods and outlines and pertinent suggestions for carrying out a program of character building, and references for further reading have also been furnished.

HARPER, SAMUEL NORTHRUP. Civic training in Soviet Russia. Chicago, Ill., the University of Chicago press [1929], xvii, 401 p. 4°. (Studies in the making of citizens.)

This study is one of a series of similar studies to be made in an effort to examine objectively the broad trends of civic training in some of the modern nations. The other countries included in the series will be England, Austria-Hungary, Italy, Germany, Switzerland, France, and the United States. The authors of the studies have been announced, and will include men and women who know the conditions whereof they write. The author of this volume has based his study upon an extensive reading of the Soviet press and literature, supplemented by a 3-months' visit in Russia in 1926, and by a number of previous visits which form a background. He presents many phases of civic education in Soviet Russia, among them being the general education among the Soviets, Soviet institutions of political education, literature, the radio, cinema and music, etc., with their educational features.

MELVIN, A. GORDON. Progressive teaching. An interpretation for the guidance of teaching in the public schools. New York, D. Appleton and company [1929]. xii, 272 p. illus., tables (part fold.) diagrs. 12°.

The title of the book is the theme around which a great deal of the scientific thinking regarding the American school system is concentrated to-day. The author of this study thinks that the development of the newer schoolroom practice is the greatest hope for the improvement of the public schools. He hopes that this contribution to the literature of the field may add to the improvement in that direction by providing material that may be used in the adequate training of teachers. Many of the well-known questions have been dealt with concerning child study, directing child study, etc. These are augmented by a discussion of the conduct unit, in general, and its value as a common basis for school work. The final chapters in the book are taken up with suggestions for vitalizing teaching, and measuring its results.

MORRIS, JOHN T. Considerations in establishing a junior college. New York city, Bureau of publications, Teachers college, Columbia university, 1929. 63 p. tables, diagrs., maps. 8°. (Teachers college, Columbia university. Contributions to education, no. 343.)

This study deals with local conditions at Mount Pleasant, Pa. The problems involved, however, would be those concerned in the establishment of a junior college in any locality. The three questions to be investigated are: (1) What are the economic conditions of the community? (2) what are the social-racial features? and (3) to what extent does the community support higher education? These considerations form the objectivo criteria for establishing a junior college under the auspices of a university, in the opinion of the author. The basic requisites should be, economic stability, social-racial normality, and educational achievement and potentialities. Other supplementary requisites might be: The size of the population; size, nature, and scatter of the school population; adequacy of transportation facilities; and status of town as a civic center.

O'SHEA, M. V. Newer ways with children. New York, Greenburg, publisher, inc., [1929]. ix, 419 p. 8°.

Although normal young children are probably much the same to-day as they have been from time immemorial, conditions have changed, and the treatment of children should change. The author states that new times bring new problems, and he deals with a number of them in a brief way. Old-fashioned methods of dealing with children of the present day must go, and many of the questions confronting both parents and teachers are discussed in the hope of adjusting natural trends to present-day conditions.

PROCTOR, WILLIAM MARTIN. Vocations: The world's work and its workers. Boston, New York [etc.], Houghton Mifflin company [1929]. x, 382. p. illus., front., tables. 12°.

The growing demand for vocational information to supply the needs of educational and vocational counselors in the public schools furnished the *raison d'être* for this study. A real contribution to present-day educational needs is well-organized material that will successfully help boys and girls to find themselves and their life careers. It has been difficult for those directing this type of work with young students to furnish them the necessary material describing the various kinds of work in which the world's workers are engaged. This book brings together a large amount of material descriptive of the different callings, sets forth the qualities demanded, training needed, the opportunities, the incomes derived, etc.

REEVES, FLOYD W. *and* RUSSELL, JOHN DALE. College organization and administration. A report based upon a series of surveys of church colleges. Indianapolis, Ind., Disciples of Christ, Board of education, 1929. 324 p. tables, diagrs. 8°.

The authors discuss the service that higher educational institutions render society, and offer much information regarding their control, organization, and internal administration. Chapters are devoted to the physical plant, the curriculum, the problems of the students, the instructional load, the faculties, etc. The financial questions of budgets, costs, scholarships and loan funds, and support are also discussed.

SCHWEICKHARD, DEAN M. Industrial-arts in education. Peoria, Ill., The Manual arts press [1929]. 367 p. illus., front. 12°.

In the opinion of the author, the development that has taken place in industrial education has now acquired sufficient stability to insure its legitimate place in the school system. He proceeds upon that assumption in offering his study of the industrial-arts theme. The subject is treated on the intermediate school level, for the most part, as the author considers the educational value of industrial arts in the early grades has been well recognized. Several sections are suggestive to teachers and supervisors in this branch of work, namely, the bases of industrial-arts organization, their place and objectives; a study of occupations, shopwork, drawing, vocational guidance; and the preparation and personal qualities of industrial-arts teachers. The appendixes afford detailed courses of study for grades one to seven, with suggested "activities."

U. S. GOVERNMENT PRINTING OFFICE: 1929

MAN'S RESPONSE TO THE IDEAL

LATENT in everybody, reachable in very many, is a spark of idealism which you can touch, be it adult rural laborer or be it professor. You can rouse it, and you can get it to flame up. If you do that, you have a great moving force in the individual; and if you get it in many individuals, you have a great moving force in the nation. It is possible, if you have the genius to do it, to appeal successfully to almost everybody; it is certainly possible to appeal successfully to a great many. Borne down though they may be by the weight of worldliness that rests upon their shoulders, indifferent as they may seem to the highest things of the spirit, yet these things are there with them, and if you can just break through the crust, if you can just get them for a moment, then you have awakened a great force which, if you can awaken it sufficiently, will transform society. That is the secret of national education; to ask the highest, to ask the best, and to base your movement upon nothing short of idealism. That may seem a hard task, and it may look as if the quality was not present extensively. But it is not so really.

—*LORD HALDANE.*

MAN IS HIS OWN TEACHER

THE FINEST EDUCATION is the education that has been acquired by daily labor, by saving, not so much money but what is still more precious—time and opportunity. It is those moments that pass by us, almost unconsidered, that should be used in attaining to that great satisfaction of mind, that peace of conscience, which comes from making the very best of the opportunities that God has implanted in our midst. * * * You never can acquire anything in this world without purchasing it; purchasing it by your own efforts, your own work, your own sacrifice. It will never come to you as a gift. * * * Let us all value education. Let us all appreciate it as something more than mere knowledge, because after all, knowledge is a sort of outward ornament. The education that is real is the education that means our being of finer temper, more adaptable, more flexible. Let us assimilate knowledge until it becomes ourselves, showing itself in character, reliability, straightforwardness. That is the end of education.

—*JAMES RAMSAY MACDONALD.*

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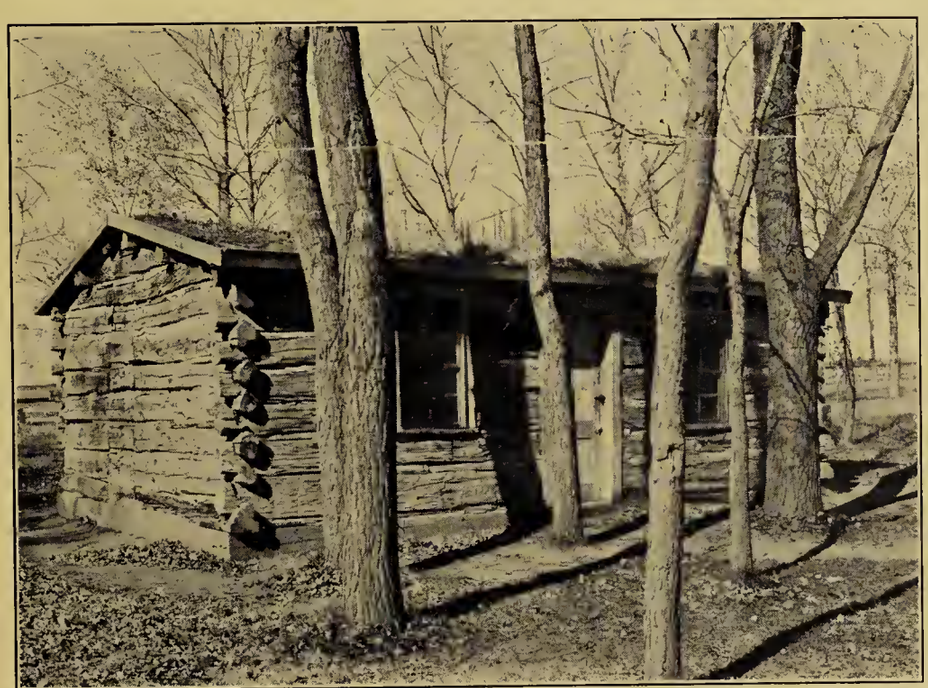

THEODORE ROOSEVELT'S ORIGINAL NORTH DAKOTA RANCH CABIN
IN ROOSEVELT PARK, BISMARCK, NORTH DAKOTA

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR - - - - *Commissioner of Education*, WILLIAM JOHN COOPER

VOL. XV WASHINGTON, D. C., DECEMBER, 1929 No. 4

Educational Program of More than a Million Organized Parents

Inspired with the High Ideal of Utmost Endeavor in the Interest of the Child—His Physical, Mental, and Moral Well-Being—the Parent-Teacher Association Is Working with Devotion and Determination. The Present Trend Is Toward Parent Education. As a Step Toward This End, Far-Reaching Plans Have Been Made to Promote Among Parents a Sympathetic Understanding of the School System

By INA CADDELL MARRS

President, National Congress of Parents and Teachers

THE National Congress of Parents and Teachers is the National organization which unites the activities of the members of about 20,000 local parent-teacher associations in the United States, Hawaii, and Alaska. These organizations represent a membership of approximately 1,400,000 parents and teachers. Their declared objects are: To promote child welfare in home, school, church, and community; to raise the standards of home life; to secure more adequate laws for the care and protection of women and children; to bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child; and to develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, moral, and spiritual education.

The Standard Is None Too High

That is a large order, but none too large. High standards for the education and welfare of children are the supremesa feguards of civilization. President Hoover has set a high goal in his statement of the child's bill of rights, but none too high. The progress of any nation is in exact ratio to the care and protection given to its rising generation of boys and girls. The home and the school are the two institutions society has ordained for this service.

The American people are definitely committed to a sound program of education. Our educational system is constantly undergoing the most searching study in order that it may meet the needs of a rapidly changing civilization, and provide the kind of education which is essential for a self-governing nation—for "An uneducated people can be governed, but only an educated people can govern itself." It is the high goal of the National Congress of Parents and Teachers to develop in every community in this country an organization which will promote unity of effort in all that concerns the education and welfare of children.

The oak tree symbol of the P. T. A.

Seven Main Objectives in Education

A few years ago seven main objectives in education were stated by the National Education Association. Teachers and laymen alike welcomed a simple, practical statement which everybody could understand. The seven key words of these goals of education are health, home, school, vocation, leisure, character, and citizenship. The National Congress of Parents and Teachers, representing both laymen and teachers, promptly accepted these tangible and definite objectives as its permanent platform. National and State conventions are presenting inspiring programs setting forth practical methods by means of which parents and teachers may achieve these great purposes in the lives of the children for whose guidance they are responsible. Thousands of local parent-teacher associations are planning their programs from year to year on these subjects.

The trend of local parent-teacher associations is very definitely toward parent education, and away from the more elementary stage of being a source for supplying school equipment and as a medium of entertainment. The programs of the majority of associations are now devoted to problems affecting the well-being of children. Study groups are organized in associations of all types—preschool, grade school, and high school. The number of such groups increased more than 400 per cent during the past year. They are literally springing up over night.

Meetings Have Educational Value

Equal in importance to programs of study groups is the informal education which characterizes every well-conducted parent-teacher meeting. The reports of standing committees are a fertile source of information, for each of the committee subjects offers an inviting field for study and activity, and each committee may become a source of information to the entire membership.

The national congress has some 25 or more standing committees covering prac-

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tically every subject which immediately affects child life. The needs of children are so many and so varied in the complex age in which we live that the congress recognizes the necessity for rallying to the service of its member associations the best resources the country affords. Many of the national chairmen are distinguished specialists who give freely of their time and ability, for they recognize in the parent-teacher association an excellent medium for reaching parents. For each important subject there is a national chairman, who works in close cooperation with the State chairman of the same subject. The State chairman in turn offers assistance to every local parent-teacher association. Local associations choose the committees according to the needs in their own communities.

Work of Public Welfare Committees

In the field of public welfare there are committees on citizenship, legislation, juvenile protection, library extension, motion pictures, recreation, and safety. For example, juvenile protection committees study the laws for the protection of children, which every parent should know. They find out the causes of delinquency and the program of their community for the removal of these causes.

The national chairman of motion pictures publishes in each issue of the Child Welfare Magazine (official publication of the congress) a list of motion pictures recommended for the family. Local parent-teacher associations announce this list at their meetings and post it on school and library bulletin boards. The local committee cooperates with managers of motion-picture theaters who are earnestly trying to present only high-class pictures. They find the great majority will gladly exclude objectional films and present only the best if people will support the best.

The national committee on safety has the generous support and helpful guidance of the National Safety Council. This council has printed a simple and practical survey on home, school, and community safety, which is sent free of charge to any local association. A congress leaflet on safety, available to all local associations, gives full information about obtaining literature on this subject.

Standing Committees on Education

The department of education of the congress serves a most important purpose. There are standing committees on school education, physical education, student loans and scholarships, kindergarten extension, humane education, art, music, drama, and pageantry. Under the direction of these committees, kindergartens are established, "Know-your-own school" programs are carried on, and boys and girls are helped to continue in school who might otherwise be forced into industry at an early age because of economic pressure or parental indifference. Singing choruses among mothers are being organized in hundreds of associations. These will be brought together in a great national chorus at the national convention which meets in Denver next May.

Best of all, a sympathetic understanding on the part of parents of the school system with respect to its curriculum, equipment and needs, and problems affecting the teaching staff, is an important step toward the development of an informed public opinion regarding education.

The department of home service has active committees on home education, children's reading, home economics, social standards, thrift, and spiritual training. Indeed, it is evident that parent education about children and their interests—at home, at school, and in the community—is the outstanding objective of parent-teacher associations, with wisely organized cooperation on a nation-wide scale as the means for getting it done.

The department of health promotes a well-rounded program of health education; physical, social, and mental hygiene being recognized as of equal importance in building sound health attitudes and habits. A "summer round-up" of the children who enter school for the first time in September has been conducted by the national congress for the past four years. The purpose of the round-up is to see that children enter school in good physical condition, as free as possible from remediable defects. Thousands of children have been given an opportunity for freer, happier lives through the careful preparation which has been made during the summer for their entrance upon school life in the fall.

Enlistment in the Service of Childhood

Parent-teacher associations are giving important service in bridging the gap between laymen and specialists in the many fields of child welfare. Much information is available for solving the problems of individual parents and for meeting community needs. The difficulty seems to be to get need and supply together. National organizations such as the Playground and Recreation Association of America, the American Social Hygiene Association, the National Committee on Mental Hygiene, the Federal Office of Education, and the Children's Bureau, the Department of Agriculture, and a score of others, are finding that the parent-teacher association is an excellent channel for broadcasting the service they have to give toward the building up of finer citizenship through better home and community life.

In the last analysis, the parent-teacher movement is fundamentally a great educational movement. It is a democratic, cooperative effort uniting all adults who are interested in building a better citizenship for a better America—irrespective of race, creed, or social, economic, or educational differences. It seeks to unite the universal interest of parents, teachers, and other citizens in the service of childhood for the achievement of its great purposes.

The education of children is accomplished through many agencies and influences. It is therefore essential that these factors should be coordinated in a harmonious program that will insure the maximum development of which each child is capable. For the achievement of this high purpose the National Congress of Parents and Teachers is organized.

Study group, West School Parent-Teacher Association, Washington, D. C.

Housing and Equipping the Washington Child Research Center

Part I. Selecting a Site and Reconstructing the House

Child Research Center started by 8 cooperating Agencies in Washington, D. C. Problems of Locating and Housing Included Exposure, Drainage, Playyard Space, Rearrangement of Rooms, and Cost of Reconstruction. Experience in Meeting These Problems will be Suggestive to Others Organizing Nursery School Research Laboratories and Behavior Clinics

By MARY DABNEY DAVIS

Specialist in Nursery–Kindergarten–Primary Education, Office of Education

and

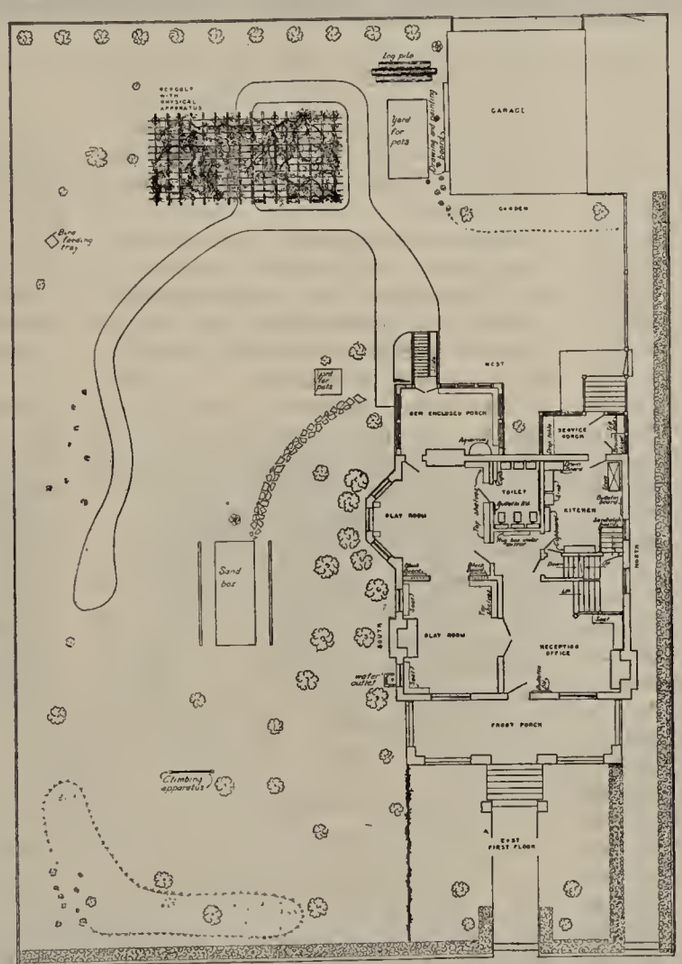
CHRISTINE M. HEINIG

Nursery School Director, Washington Child Research Center

A UNIQUE coordination of interests in child study and parent education was effected with the organization of the Washington Child Research Center. Representatives of 8 organizations which have been working independently in the field of child development and parent education decided to pool their interests and efforts and create a laboratory for child study. These organizations include the Federal Office of Education, the Bureau of Home Economics, the U. S. Public Health Service, George Washington University, the University of Maryland, and 3 organizations—the American Association of University Women, American Home Economics Association, and the Committee on Child Development of the National Research Council. Representatives from each of these organizations form the present executive board of the Washington Child Research Center. The program determined for the center required a nursery school of normally developed 3-year-old children as a laboratory for research, and facilities for conducting a behavior clinic.

One of the first problems faced by the executive board was to find a suitable building for the center and to equip it. This responsibility was given to a housing committee.[1] The adventure involved in securing and equipping the house was so illuminating that the committee was asked to prepare a report of its work.

As a result, the several tasks involved in the selection and reconstruction of a building, and the purchasing and construction of equipment necessary to meet the needs of a research center and its laboratory, are described in this report. An attempt has also been made to indicate the educational principles which guided the work.



This diagram shows the location of house on the plot, zoning of play apparatus in yard, and arrangement of first-floor rooms. Housekeeper's quarters and children's coat rooms are in basement. Offices, library, and children's sleeping rooms are on the second and third floors

Selecting the House

Many plans for housing the center were considered: To lease land and build a one-story house on the plan of a Chinese compound, to secure rooms in a public-school building, and to adapt garages or a residence to meet the center's needs. During the search for available property, many questions arose which developed the following criteria:

The Site

Location of property: (1) In or near a residential district in which there are young children; (2) situated as centrally as possible for all the coordinating organizations, and fairly near the center of the city; (3) easily accessible by street car or bus; (4) if possible, near an orphan asylum, children's hospital, or other child-caring organization through which control groups of children might be obtained.

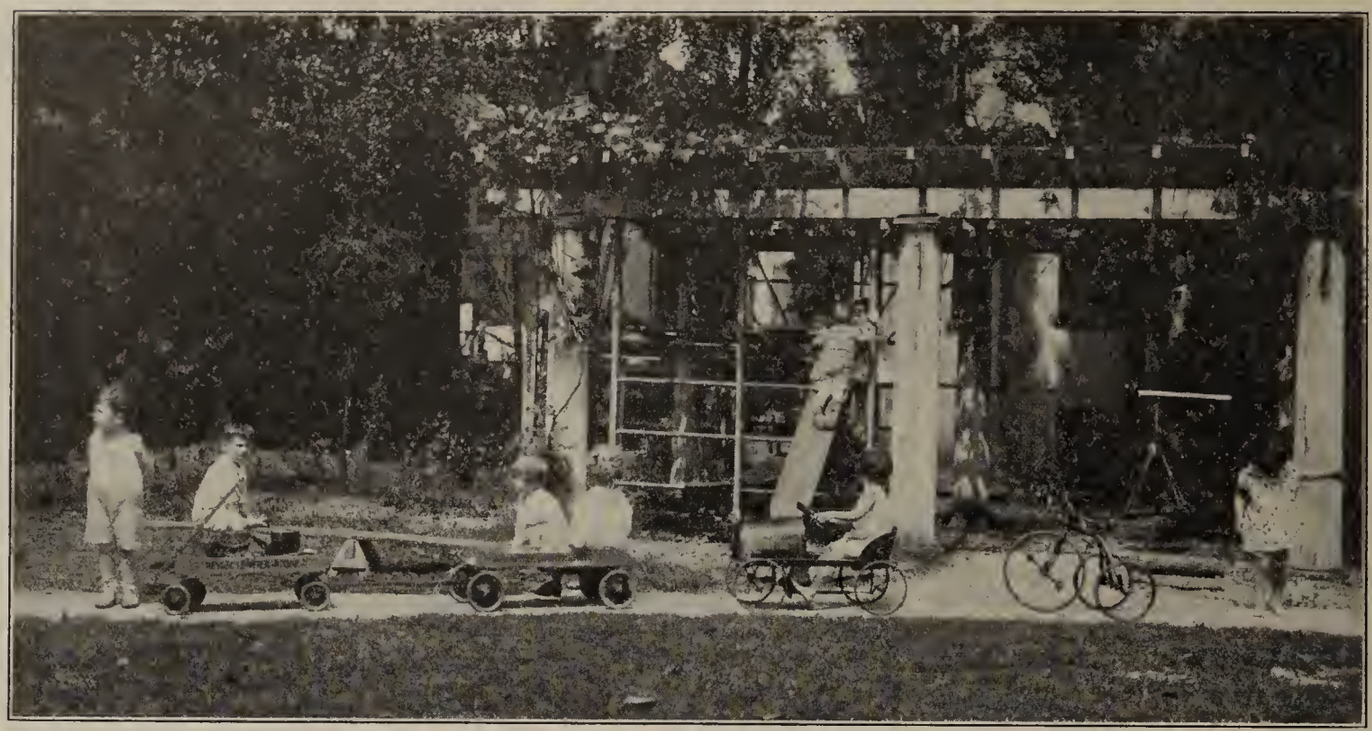
Size and situation of grounds: (1) Adequate playyard space; (2) grounds well drained, exposed to morning sunlight, and free from encroaching buildings that would interfere with free circulation of air; (3) yard, regular in shape and securely fenced; (4) removed from excessive noise, dirt, and confusion of traffic.

City regulations; (1) Proper consideration of zoning laws for establishing schools in residential districts.

Exposure: (1) Southern and eastern exposures to assure adequate sunshine; (2) playroom exposure protected from adjacent buildings by playyard.

Structure: (1) Strong and well-built; (2) tight floors, windows, and door frames; (3) outside playroom doors protected with vestibules; (4) low window sills to admit a maximum amount of direct sunshine, and to allow children to see out

[1] Housing committee: Anna E. Richardson, field worker in child development and parent education, American Home Economics Association; Grover E. Kempf surgeon, U. S. Public Health Service; Mary Dabney Davis, specialist in nursery-kindergarten-primary education, U. S. Office of Education.



Pergola at rear of yard supports both climbing and swinging apparatus. The cement walk not only provides a proper surface for the use of wheel toys, but is so laid that it satisfies the children's desire for adventure

easily; (5) stairs broken by landings; (6) simple architecture.

Number and arrangement of rooms: (1) For the nursery school—playrooms, toilet, sleeping, and examination rooms, kitchen, and adequate closets or spaces for constructing them, all located on first two floors of the building; (2) offices—for the director, for clerical, research, and teaching staff; (3) living quarters for a resident housekeeper; (4) halls and rooms adapted to route children on arrival for physical examination, necessary changes of clothing, toilet needs, and entrance to playrooms and playyard; (5) rooms arranged compactly to insure economy of effort for supervision of children's activities, and to make adjustments for group meetings; (6) toilet facilities easily accessible from play and sleeping rooms and playyard; (7) director's office and waiting room easily accessible to main entrance.

Service systems: (1) Heating plant—test adequacy of heating plant and if necessary determine the amount of additional radiation the furnace might carry (hot water systems of heating are preferred to hot air or steam); (2) gas service—discover regulations governing size of meter required for service rendered, and for type of institution registering for the service; (3) electric service—insure adequate lighting for halls, rooms, stairways, porches, and closets (overhead lighting systems throw fewer shadows and give better general illumination than side lights); outlets are needed for service in the kitchen, laundry, and rooms requiring supplementary heat; (4) plumbing—examine sewerage outlets to determine their capacity for carrying additional toilets; consider adaptability of house construction to installation of new plumbing connections; determine adequacy of present water supply.

Business arrangements: (1) Assure adequate lease with option of renewal; (2) secure permission for reconstruction of building, and determine responsibility for returning it to original condition at termination of lease; (3) hold owner responsible for dry cellar, tight roof, weatherproof outside construction of the house, and adequate water, heating, and lighting systems.

The greatest difficulties encountered in finding a house for the Washington center were adequate yard space, southern and eastern exposure, and satisfactory lease for the property. Finally a detached, 12-room brick house was found which met the major requirements. The distribution of rooms adapted for the center's programs can be seen in the diagram:

Reconstructing the House

Major items of reconstruction in the house selected included converting the butler's pantry into a toilet room, inserting two windows in the south wall of the front playroom, cutting a door from the hall directly to the basement stairway, adding a sun porch with a deck roof at the back of the house, and rearranging the basement to provide a suite of rooms for the housekeeper, in order to isolate the furnace room in which an oil burner was installed, and to provide ample space for the children's coats and hats and a toilet room for them near the basement entrance.

Plans for these adjustments and for the interior decorating were based on certain definite ideas of the kind of surroundings which should be prepared for children, parents, and staff using the research center. These ideas and illustrations of the way in which they were demonstrated are summarized in the following statements:

Space, actual and effected: A house in which 25 three-year-old children, a teaching staff, as well as students and visitors are moving about, must have space enough and proper adjustment of equipment to avoid congestion and confusion. Rooms in the house selected for the research center are not large, about 14 by 15 feet on the average. Every effort was made to conserve all available space and to effect space by the manner in which changes in structure were made and in which equipment was installed and by the scheme for decoration. For example: (1) All unnecessary decorative features which either actually occupied space or seemed to do so, were removed. These included paneling on the walls, ornamentation on woodwork, overhanging cupboards, and a superfluous fireplace. (2) French doors were installed where doors were needed. (3) New windows were made as wide as possible, though the height corresponds with others. (4) Cupboards, simple in design, were installed close to the walls. (5) A uniform color for walls was used throughout the house, and in each room the walls and equipment, or the woodwork and equipment, were kept the same color.

Light, actual and simulated: Light, adequately capitalized, creates a desirable atmosphere of life and vitality. This requires adding, reflecting, simulating and

softening sunshine. More direct light was provided by adding the sun porch, by replacing stained-glass window panels with clear glass, and by cutting 2 windows in the south wall of the playroom. Sunlight was reflected or simulated (1) by using a cream-colored wall paper or wall paint in all rooms; (2) by painting the trim in the basement coat room a Chinese red; (3) by painting interiors of all closets and cupboards cream color; (4) by using light colored window shades; and (5) in the north windows using transparent, luminous window hangings. Brilliant sunshine in the playrooms was softened by

Sleeping equipment in use

painting the trim a soft luminous green-blue color.

A setting for effective work: A physical set-up that insures economy of effort aids efficient work. A home-like atmosphere is also an aid, particularly in a situation in which natural reactions of young children and their parents are essential to the work under way. Economy of effort was cared for (1) by providing easy access of the nursery-school playrooms to the kitchen, coat room, playground, sleeping and toilet rooms, and easy access of the director's office to the clerical, study, and examination rooms; (2) by convenient arrangements of cupboards for food and dish storage, of tables and shelves for work bases, of refrigerator and cleaning equipment cupboard on the service porch; (3) by an outdoor storage space to protect the children's playyard toys and apparatus; (4) by fencing the playyard so as to combine all play space within one unit; (5) by installation of electric outlets and fixtures in strategic places; (6) by using linoleum floor coverings to deaden sound, and to facilitate cleaning of the playrooms, kitchen, and children's toilet; (7) by using gloss finish paint in the children's rooms to assure ease in cleaning; (8) by installation of an automatic furnace heater to provide even temperature with a minimum amount of attention; (9) by installation of bulletin boards to care for notices to staff and parents, for menus and receipts, and for records of the children's activities. Both homelikeness and economy of space were considered by building visitor's benches over exposed radiators in the playrooms, by the informal combination of a waiting room and clerk's office in the entrance hall, and by the arrangement of furniture in the library and staff offices.

An architect was engaged to draw plans of the house and to write specifications for the work to be done. This was necessary to obtain proper building permits and to guide contractors in making their estimates. It also helped the committee to visualize proposed structural changes.

Estimates were submitted by contractors for the construction work, for decorating, for plumbing, and for electrical work. These estimates indicated details of the work to be done and the great need for forethought to avoid making changes in specifications after bids were accepted. Eliminations and substitutions were made in the work anticipated when all proposed work proved financially impossible. For example, the cost of reconstructing the upstairs bathroom and installing six junior-size fixtures was about equal to the cost of constructing a sun porch. Money was available for just one of these items, and the porch was chosen. This decision later proved to be of educational benefit. Steps and benches were designed to help the children adjust to adult-sized toilet fixtures.

Pantry converted into first-floor toilet room. Bathroom equipped with junior size fixtures; height of basin, 21 inches; of toilet, 10 inches

Work was started the first week in January, 1928, and the nursery school was opened February 22. The total cost for reconstruction work was $4,033.56.

(Concluded in January number of SCHOOL LIFE)

Large playroom made possible by opening sliding doors. Note the carpenter-built doll's bed, hollow-box building blocks, section of fencing with balance board and wooden supply boxes, some of which are partitioned. Also note window seat over the radiator, celotex display space on the wall, linoleum floor covering non-tipping stool, and the open supply shelving

Comparison of Advantages and Disadvantages in Developing Extracurricular Activity Program in Large and in Small High Schools

Introduction and Administration of Extracurricular Activities in High Schools Depend to Appreciable Extent upon Size of School. In a Study of the Situation, Largely from Viewpoint of the Student, Consensus of Opinion was that Neither Type of School Possesses All Advantages nor All Disadvantages—That Small Schools Must Guard Against Lack of Vision and Large Schools Against Loss of the Personal Element

By JOSEPH ROEMER

Professor of Secondary Education and High-School Visitor, University of Florida

IN much of our educational writing and thinking in secondary education, today, we are not discriminating clearly between the large and the small high school. Most of our thinking is in terms of the large school.

During the past two summers while teaching in the University of Michigan courses in the organization and administration of extracurricular activities in the secondary school, one of the newer administrative phases of secondary education, the writer in trying to get clearly before his students the fact that there are problems related to this phase of the school program which are peculiar to each type of school, worked out a study which is presented below.

Students Aid in Solution of School Problem

In order to help his students to think clearly and concisely about the problems, each student was asked to write out in terse sentences what he considered to be the chief advantages and disadvantages encountered in trying to introduce an extracurricular activities program in a large high school, and to do the same for the small high school. These papers or statements were then put in the hands of a committee who worked them into the form of a questionnaire or check sheet and, with a page of instructions, they were given back to the students to be filled out. The opinions of the class were tabulated from these check sheets into four tables.

The 105 persons who filled the blank were mostly graduate students. They were distributed as follows: 20 principals, 4 vocational counselors, 3 deans of girls, 41 teachers, 4 athletic directors, 2 librarians, 14 department heads, 2 directors of extracurricular activities, 3 assistant principals, 1 college registrar, 9 city superintendents, 1 county superintendent, and 1 State supervisor. Sixteen States were represented in the group, with the bulk of the students coming, of course, from the State of Michigan.

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As indicated above, the large and small high schools were compared or contrasted on the general theory that in many instances the circumstances and conditions which constituted hindrances or handicaps in developing extracurricular activity programs in the small high school, would prove to be to the advantage of the large high school, and vice versa.

Scope of the Questionnaire

For the sake of clarity the items in the check sheet or questionnaire were numbered from 1 to 64. They were arranged into four sections, as follows:

I. Items 1 to 10: Some of the difficulties encountered hindering the development of the extracurricular activity program in the large high school.

II. Items 11 to 25: Some favorable conditions encountered aiding the development of the extracurricular activity program in the small high school.

III. Items 26 to 43: Some difficulties encountered hindering the development of the extracurricular activity program in the small high school.

IV. Items 44 to 64: Some favorable conditions encountered aiding the development of the extracurricular activity program in the large high school.

Each group of items was arranged on a separate sheet of paper with space left at the right-hand side in which to place figures. The sheet of instructions said in part:

> Not all the class agree as to what constitutes advantages and disadvantages in our large and small schools. In order to pool the combined opinion of the class, this check sheet has been prepared. Many of the advantages of the small high school are listed as disadvantages of the large, and vice versa. In I will be found many statements just opposite to those in II and vice versa.
>
> Sometimes a statement may have as many as three or four correspondingly opposite statements on the other page. Place the numeral of the statement under II in the blank under I, opposite the statement to which it corresponds. Likewise, place the number of the statement under I in the corresponding blank under II. In all cases the numbers on the two pages simply change places. If you do not agree with the statement, and in your judgment it is incorrect, place a cross in the blank after the statement. Go through the same process of comparison with the statements under III and IV.

Since space will not permit printing the tables in detail, the more salient features of each one have been pulled out and stated in condensed form in parallel columns for the convenience of the reader. Although there was a rather wide range of opinions among the 105 persons participating in the project, yet, on the whole, there was a somewhat close agreement among them. Tables A to D give only the more important points of the four larger tables on which they were based.

Somewhat Close Student Agreement Shown

The importance of items was determined from closeness of agreement. It must be understood, therefore, that the range of distribution of opinions is not fully shown.

The numerals appearing on the left margin refer to the statements placed opposite them. These numerals, as is seen, go straight through from 1 to 64. In the parallel columns at the right the numerals refer to the same statements, but are placed in irregular order for the purpose of showing relationship.

The numerals in parentheses in the right-hand column, after each statement, show the number of persons in each instance who checked that statement. In some cases more than one point or statement received a high score; in that event, all the chief ones are given. With this explanation the résumé of the four tables follows:

Interesting Developments of the Survey

A careful, detailed study of the tables will show many interesting things. Although there is a wide range of opinion, yet in each instance there is a rather close agreement on one or more essentials. The writer, by way of conclusion, wishes to call the attention of the reader to a few fundamental things that seem to stand out when educators compare the conditions, difficulties, and advantages met with in large and small high schools in the successful development and administration of a program of extracurricular activities.

TABLE A

Difficulties in Large High School Contrasted with Favorable Conditions in Small High School

In the large high school there is a probability of:

1. The individual being submerged in the group.
2. There being less opportunity for pupil-teacher contact.
3. There being a less number of interests in common to the whole group, due to racial, industrial, and other differences.
4. There being a smaller percentage of pupils having an opportunity of participating in major activities of the school.
5. The reticent pupil being overlooked.
6. The school spirit being lessened by the competition of outside interests in the community.
7. Increasing the difficulty of teacher-parent contacts.
8. Teachers becoming too highly specialized, and thus giving biased judgment in guidance.
9. Overorganization submerging the individuality of pupil and teacher in the machinery of the system.
10. The administration thinking in terms of mass production, rather than in terms of development of the individual pupil.

In the small high school there is opportunity for:

15. Personal recognition and identification of pupils (97).
16. A close pupil-teacher contact (100).
23. A more homogeneous group, due to the absence of racial, industrial, and other differences (99).
25. A larger percentage of pupils participating in major activities of the school (104).

13. The reticent pupil to receive more attention (101).
11. Strong school support by the community owing to few outside attractions (89).
18. Obtaining easily a unified school spirit (73).
19. A close relationship between school and community interests (71).
20. Intimate relationships between the home and the school (104).
21. More counsel and guidance work with individuals (60). (Approximately 25 per cent of the answers were "No" to question No. 8.)
12. More easily discovering abilities, aptitudes, and capacities of pupils (38).
15. Personal recognition and identification of pupils (44).
14. Individualized instruction in problem cases (48).
15. Personal recognition and identification of pupils (41).
21. More counsel and guidance work with individuals (36).
24. Pupil contact with school executives (49).

TABLE B

Favorable Conditions in a Small High School Contrasted with Difficulties in a Large High School

In the small high school there is opportunity for:

11. Strong school support by the community owing to few outside attractions.
12. More easily discovering abilities, aptitudes, and capacities of pupils.
13. The reticent pupil to receive more attention.
14. Individualized instruction in problem cases.
15. Personal recognition and identification of pupils.
16. A close pupil-teacher contact.
17. An intimate acquaintance between all the pupils.
18. Obtaining easily a unified school spirit.
19. A close relationship between school and community interests.
20. Intimate relationships between the home and the school.
21. More counsel and guidance work with individuals.
22. A greater number of leaders, proportionately.
23. A more homogeneous group, due to the absence of racial, industrial, and other differences.
24. Pupil contact with school executives.
25. A larger percentage of pupils participating in major activities of the school.

In the large high school there is a probability of:

6. The school spirit being lessened by the competition of outside interests in the community (91).
1. The individual being submerged in the group (34).
2. There being less opportunity for pupil-teacher contact (29).
5. The reticent pupil being overlooked (34).
9. Over-organization submerging the individuality of pupil and teacher in the machinery of the system (37).
10. The administration thinking in terms of mass production rather than in terms of development of the individual pupil (30).
5. The reticent pupil being overlooked (95).
1. The individual being submerged in the group (40).
10. The administration thinking in terms of mass production rather than in terms of development of the individual pupil (49).
1. The individual being submerged in the group (92).
2. There being less opportunity for pupil-teacher contact (95).
1. The individual being submerged in the group (55).
6. The school spirit being lessened by the competition of outside interests in the community (77).
6. The school spirit being lessened by the competition of outside interests in the community (70).
7. Increasing the difficulty of teacher-parent contacts (104).
2. There being less opportunity for pupil-teacher contact (57).
8. Teachers becoming too highly specialized, and thus giving biased judgment in guidance (58).
4. There being a smaller percentage of pupils having an opportunity of participating in major activities of the school (43). (Approximately 25 per cent of the cases did not answer this statement.)
3. There being a less number of interests in common to the whole group, due to racial, industrial, and other differences (99).
2. There being less opportunity for pupil-teacher contact (49).
10. The administration thinking in terms of mass productions, rather than in terms of development of the individual pupil (50).
4. There being a smaller percentage of pupils having an opportunity of participating in major activities of the school (100).

TABLE C

Difficulties in the Small High School Contrasted with Favorable Conditions in Large High School

The small high school meets with difficulty in having:

26. No ability grouping, interests, etc.
27. Only a small percentage of leaders.
28. No opportunity for leader meetings.
29. Little opportunity for home-room or intramural activity contests.
30. Few men on the faculty for boys' counselors.
31. No trained directors for extracurricular activities.
32. Little diversity of interests and talent among the faculty.
33. Little opportunity for students to participate in school government.
34. Little to which to point with pride to aid development of civic interest.
35. A poorly trained faculty.
36. Poor equipment.
37. A limited student body which does not make possible cosmopolitan ideas and attitudes.
38. A greater turnover in the faculty.
39. A limited program, making adjustment to individual needs more difficult.
40. A limited range of activities for the pupils.
41. A few leaders, who are usually overworked.
42. A small group thus doing away with the pride that comes from working with numbers.
43. An overloaded teaching staff.

In the large high school it is possible to have:

51. Better opportunity for homogeneous grouping (100).
56. More opportunities for developing leaders (66).
56. More opportunities for developing leaders (49).
61. Leadership training more real and less artificial (30). (Twenty per cent believed this "Not true.")
52. More interclass and intramural activities (93).
62. Both a boys' and a girls' counselor (94).
47. Trained directors of extracurricular work (96).
44. Wide diversity of interests in the faculty (95).
59. More practice in student democracy (80). (Approximately 30 per cent believed this "Not true"; approximately 20 per cent left this statement blank.)
45. More better-trained teachers (95).
54. Better equipment for extracurricular work (104).
55. A certain amount of enthusiasm that goes with numbers (46).
57. A greater range of talent among the students (47).
63. Students meet with more life situations (34).
50. A large percentage of experienced teachers and small turnover (100).
53. A more varied social program of activities (46).
64. A more efficient program of extracurricular activities (51).
53. A more varied social program of activities (75).
64. A more efficient program of extracurricular activities (41).
56. More opportunities for developing leaders (55).
55. A certain amount of enthusiasm that goes with numbers (95).
49. The teaching load of faculty adjusted to the extracurricular activity work (98).

TABLE D

Favorable Conditions in Large High School Contrasted with Difficulties in the Small High School

In the large high school it is possible to have:	The small high school meets with difficulty in having:
44. Wide diversity of interests in the faculty.	32. Little diversity of interests and talent among the faculty (98).
45. More better-trained teachers.	35. A poorly trained faculty (103).
46. More special training among the teachers for extracurricular work.	31. No trained directors for extracurricular activities (69).
47. Trained directors of extracurricular work.	31. No trained directors for extracurricular activities (99).
48. Diversity in extracurricular offerings, due to diversity in faculty interests and training.	32. Little diversity of interests and talent among the faculty (77).
49. The teaching load of faculty adjusted to the extracurricular activity work.	43. An overloaded teaching staff (100).
50. A large percentage of experienced teachers and small turnover.	38. A greater turnover in the faculty (98).
51. Better opportunity for homogeneous grouping.	26. No ability grouping, interests, etc. (95).
52. More interclass and intramural activities.	29. Little opportunity for home-room or intramural activity contests (93).
53. A more varied social program of activities.	40. A limited range of activities for the pupils (64).
54. Better equipment for extracurricular work.	36. Poor equipment (103).
55. A certain amount of enthusiasm that goes with numbers.	42. A small group thus doing away with the pride that comes from working with numbers (94).
56. More opportunities for developing leaders.	27. Only a small percentage of leaders (63). 28. No opportunity for leader meetings (51).
57. A greater range of talent among the students.	37. A limited student body which does not make possible cosmopolitan ideas and attitudes (47). 41. A few leaders who are usually overworked (32).
58. Less community interference.	34. Little to which to point with pride to aid in the development of civic interest (22). (Approximately 20 per cent did not believe this statement; approximately 60 per cent did not answer the statement.)
59. More practice in student democracy.	33. Little opportunity for students to participate in school government (77).
60. Less "riding on family prestige" by students.	37. A limited student body which does not make possible cosmopolitan ideas and attitudes (22). (Approximately 20 per cent marked the statement "Not true"; approximately 55 per cent did not answer the statement.)
61. Leadership training more real and less artificial.	27. Only a small percentage of leaders (25). 28. No opportunity for leader meetings (32).
62. Both a boys' and a girls' counselor.	30. Few men on the faculty for boys' counselors (96).
63. Students meet with more life situations.	37. A limited student body which does not make possible cosmopolitan ideas and attitudes (45).
64. A more efficient program of extracurricular activities.	29. Little opportunity for home-room or intramural activity contests (32). 39. A limited program, making adjustment to individual needs more difficult (47). 40. A limited range of activities for the pupils (35).

The large high school, with its strong staff of specialized teachers; its larger group of counselors and directors of student affairs; its greater diversity of talents and interests among the faculty; its larger opportunity for developing leaders through interclass and intramural activities due to numbers; and its splendid equipment, making it possible to do a great piece of extracurricular activity work; unless constantly guarded, is liable, according to the opinion and experience of these students, to become a great machine for mass production, thus submerging the individual. If the pupil is of the reticent type, he is liable to be lost; but if he is of the more aggressive type, he is apt to find a wider range of activities in which to indulge—at the expense, possibly, of his academic training. Finally there is found to be little opportunity for parent-teacher contact and also for teacher-pupil guidance, thus tending toward overorganization at the expense of the individual.

Advantages—Disadvantages of Small High School

The small high school, with its splendid opportunity for close, personal pupil-teacher contact; its many opportunities for guidance through the most intimate human relationships between teacher and pupil; its opportunities for individualized instruction due to small numbers; and the close relationship possible between school and home, is found, on the other hand, to be tremendously handicapped due to the fact that there are no trained directors of student activities; there is little opportunity for leader meetings; little chance for home-room or intramural contests; little diversity of interests and talent among the faculty, usually a rather poorly trained faculty with a large annual turn-over; and generally very poor equipment. All this may mean a restricted program, making adjustment to individual needs very difficult; a limited range of activities for pupils; and a few leaders being overworked.

A Brief General Summary

To restate the problem, the large high school, with its wonderful equipment and highly-trained faculty, is liable to drift into mass production, thus losing sight of the individual pupil and the more human side of education. The small high school, on the other hand, with its many opportunities for personal contacts and intimate relationships, is in danger of becoming sterile and flat due to a lack of the stimulation and vision which comes from well-trained faculties with ample equipment and an enthusiasm, generated in a virile atmosphere of work and progress.

Course for Elementary School Principals

A course in problems of the elementary school principalship is offered by the New York State College for Teachers, Albany. In addition to school management, equipment and maintenance of buildings, auditorium and extra-class activities, and pupil guidance, the course will include elementary-school research, and the principal's relation to the community.

Edgar Allen Poe Annual Essay Contest

To stimulate interest in the writings of Edgar Allen Poe, an annual prize of $100, beginning in 1930, will be given by the Edgar Allen Poe Society (Inc.), to the author of the best critical essay on the works of that great American poet, prose-writer, and mystic. Decision will be made by a committee of five persons selected by the society, which has its headquarters at 640 Fort Washington Avenue, New York City.

State Government to be Studied

A course in Pennsylvania State government, given at the State capitol in Harrisburg, is offered this year for the first time as an extension course by the department of physical science of Bucknell University. Cooperation of public officials has made possible a series of lectures dealing with the organization, functions, and current activities of the several governmental departments. Each subject will be treated by an outstanding leader in the official life of the State. The course is open to anyone able to fulfill entrance requirements of Bucknell University, and it carries credit toward a bachelor of arts or a bachelor of science degree. Class discussions, reports on textbook assignments, and collateral reading will supplement lectures. Anyone interested, regardless of previous training, may attend the lectures and participate as far as possible in the course. A small tuition charge is made.

Brief Items of Foreign Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

AN academy of Czechoslovak culture was inaugurated recently at Los Angeles University of International Relations, which is affiliated with the University of Southern California.

Children of workers are attending English secondary schools in steadily increasing numbers. In 1921 parents of 2.8 per cent of the boys and 3.2 per cent of the girls were unskilled workers; by 1925–26 the proportion had increased to 4 per cent for the boys and 4.1 per cent for the girls. Skilled workers comprised 21 per cent of the parents of pupils in boys' schools and 21.1 per cent in girls' schools.

University of British Columbia Inaugurates Commerce School

A department of commerce was instituted this fall in the University of British Columbia, located at Vancouver. The purpose is to prepare college-trained experts for commercial life. The American Consul-General, Ernest L. Harris, in a communication to the Department of State, reports the appointment of the first faculty member of economics and commerce, and states that additional instructors will be added as the enrollment increases. The expectation is that eventually the department will offer courses in all branches of trade and commerce.

London Center for English Folk Dance Society

To commemorate the work of Cecil Sharpe, who was instrumental in reviving folk songs and dances in England, and to provide a center for the English Folk Dance Society, a fund of £31,500 has been raised by the society for the erection of a building in London. It will be located at the junction of Regent's Park Road and Gloucester Road. The enterprise, while national in scope, is felt to have international significance, and the building will provide a meeting place in London for folk dance enthusiasts throughout the world. Provision has been made for a library, which will include Mr. Sharpe's private collection of books and copies of his manuscripts. There will be a large hall for demonstrations and concerts, and it is hoped that eventually an amphitheater may be constructed for open-air dancing.

Manual and Industrial Arts Promoted in Minas Geraes

A labor university has been planned for the State of Minas Geraes, Brazil, according to information from Rudolf E. Schoenfeld, chargé d'affaires ad interim, Rio de Janeiro. It will be located at Bello Horizonte, and will consist of two sections—one embracing a group of technical and trade schools, the other consisting of a commercial and industrial art museum with facilities for disseminating information on methods and materials used in modern industry. Provision will be made in the schools for the training of artisans as well as of advanced technicians and specialists. In the work emphasis will be placed upon training for vocations that will assist in developing the natural resources of Minas Geraes. The expectation is that each of the 214 municipalities in the State will send from 1 to 3 students and pay their expenses, and that such students will specialize upon a type of work of particular interest to their communities, to which they will return upon completion of the course. It is planned to assist students financially in establishing themselves in their native communities, and in this way the Labor University will be an influence in promoting many small industries within the State and in holding for their own communities artisans and technicians, many of whom have heretofore been compelled to migrate to larger cities in order to obtain employment.

To Promote International Understanding

A holiday school for English, French, and German boys and girls was maintained during the past summer in England, at Bedales School, Petersfield, with an enrollment of about 140. The children were between the ages of 12 and 16 years, pupils from secondary schools in different parts of the three countries. For them an educational program was planned, the central feature of which was the attempt to master the three languages represented through the stimulating medium of association and conversation, together with the presentation of plays, and poetic, musical, and artistic entertainments.

Pupils were divided into working groups of about 18 each, composed of students from the three countries in equal numbers; with three national leaders, men and women. In class work, recreation, and at the table, the international distribution was maintained; and as part of the educational entertainment, pictures of the three countries were shown. Excursions were planned to places of interest, including visits to nearby towns and picnics in the countryside of Hampshire and Surrey.

This is believed to be the first organized attempt made in England to bring together as many as three nationalities into one educational environment, though two such ventures had been made before—one in Germany, and one in France—both of which met with such success as to warrant furtherance of the experiment.

Minority Schools in Lithuania

In communities of not less than 500 inhabitants, minority elementary schools may be established in Lithuania. Under exceptional circumstances, with the sanction of the Ministry of Education, a foreign school may be established for as many as 20 pupils. Minority secondary schools, according to statement of Hugh S. Fullerton, American consul, Kovno, exist only in cities and larger towns.

The curriculum of such schools must conform to official requirements, and the Lithuanian language must be taught as a separate subject in the second, third, and fourth grades of elementary schools, and in secondary schools.

The rights of a State school are enjoyed only by the Polish schools of Panevezys, and by the Jewish nonclassical school of Ukmerge. State school rights may be accorded pupils of other institutions if a representative of the Ministry of Education is permitted to be present at final examinations.

In minority schools the ministry is responsible for the payment of teachers' salaries, and for the upkeep of buildings, purchase of equipment, and foundation and maintenance of libraries.

Minority schools may be founded by municipalities, public or religious organizations, or by individuals; but the requirement is that teachers shall be Lithuanian citizens, and possess educational and moral qualifications equal to those demanded of native Lithuanian teachers. The language of instruction in minority schools is that of the nationality for which the school is established.

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DECEMBER, 1929

Christmas

CHRISTMAS!—hale and hearty, bluff old Father Christmas—will soon be with us again, with cornucopia filled with largesses for the little ones.

Christmas is peculiarly dedicated to child life, for it marks the birthday of the Babe of Bethlehem, with the Magi from the East coming to lay their gifts of gold, frankincense, and myrrh at His feet. As we gather around the Christmas tree to witness the delight of little children our thoughts range back to our own childhood and youth. Vanished faces that we loved rise before us from out of the shadowy past.

What is the origin of the Christmas tree? Some contend that it goes back to the tree worship of our pagan ancestors of the North; for the tree was sacred to the gods. In Scandinavian mythology the wonderful Tree of Life, Igdrasil, had its roots in the Kingdom of the Fates, who spun and cut the thread of human life. "The Christmas tree," says a learned writer on the subject, "is a kind of sacrament linking mankind to the mysteries of the woodland." Doctor Tille thinks that the Christmas tree comes from a union of two elements: "The old Roman custom of decking houses with laurels and green trees at the Kalends of January, and the popular belief that on every Christmas Eve apple and other trees blossomed and bore fruit." In England there was an ancient belief in trees blossoming at Christmas. The idea was connected with the legend of St. Joseph of Arimathea, who when he took up his residence at Glastonbury planted his staff in the ground, whereupon it put forth leaves; moreover, it burgeoned every Christmas Eve.

The great exemplifier of the Christmas spirit in modern times was Charles Dickens. If he had never written anything but the Christmas Carol, he would have immortalized his name among Anglo-Saxon people. Here we see the very heart of Yuletide displayed. We laugh and we shed tears over the quaint old mystical story.

Scott, Thackeray, and George Eliot sit in the seats of the mighty, their brows crowned with laurel, but they never got so close to the hearts of the common people as did Charles Dickens. Dickens might be called the painter of the masses. W. W. Crotch, in his psychological study of Dickens, compares the master to Shakespeare. He says: "They were alike in the fact that they delighted in the common people, in the flotsam and the jetsam of the towns and taverns, and in the strange and almost picturesque variety of the quaint vagrom characters of the countryside. And they were alike also in this important factor, that at the period of their youth both witnessed a quickening of national consciousness, an upheaval of class distinction, and a great surge of strength and inspiration within the minds of their fellow countrymen. . . . Finally there is this great cardinal resemblance between the two: That both of them felt there to be an actual correspondence, an invisible but most potent contact between the mind of man and the inanimate nature that surrounds him."

"I have shown my soul to the people," says a neglected poet in one of Mr. Crossland's Literary Parables, "and they were not interested. What shall I do?" The wise mentor replies: "Show them their own!" And this is what Charles Dickens did for the English people. He showed them their own souls.

Dickens was the champion of child life, and called the attention of the world to the abuses perpetrated upon the children of his day. We think of him as a many-sided genius but rarely do we think of him in the light of an educator. James L. Hughes, in his Dickens as an Educator, New York, 1901, presents this aspect of the master's work in the most admirable manner. Dr. William T. Harris, while Commissioner of Education of the United States, wrote the preface to the foregoing book. He says: "It will be admitted that Charles Dickens has done more than any one else to secure for the child a considerate treatment of his tender age. 'It is a crime against a child to rob it of its childhood.' This principle was announced by Dickens, and it has come to be generally recognized and adopted. Gradually it is changing the methods of primary instruction and bringing into vogue a milder form of discipline and a more stimulative teaching—arousing the child's self-activity instead of repressing it. * * * Walter Scott, in his Schoolmaster, has caricatured pedantry; so has Shakespeare. But Dickens has discovered a variety of types of pedantry and made them all easily recognizable and odious to us. More than this, he has attacked the evil of cramming, the evil of isolation from the family in the boarding school for too young children, and the evil of unintercsting instruction."

Mr. Hughes, in introducing his work to the public, says: "This book has two purposes: To prove that Dickens was the great apostle of the 'new education' to the English-speaking world and to bring into connected form the educational principles of one of the world's greatest educators and one of its two most sympathetic friends of childhood."

To sum up, Dickens was essentially a child-trainer rather than a teacher. In his grand cycle of romances he describes 28 schools and their teachers. Who can forget the school experiences of David Copperfield, Paul Dombey, the Jupes, Tom Gradgrind, and other children?

In closing this all-too-brief résumé of the merits of Dickens the educator, let us say in the language of Tiny Tim, the charming little boy in the Christmas Carol, "God bless us every one!"

United States Office of Education Administrative Changes

Accompanying the change in name of the Bureau of Education of the Department of the Interior to the Office of Education, a reorganization of the internal conduct of the office has been effected on a simpler plan. Instead of the 10 divisions formerly maintained through which the distinctive activities of the Office of Education have heretofore been carried out, under the new plan 6 administrative divisions have been set up, as follows:

Division A, Administration.—In charge of the chief clerk, including (1) the housing, and routine administration of the offices at Washington; (2) Alaskan schools—all administrative duties.

Division B, Educational Research and Investigations.—In charge of the assistant commissioner, including (1) collegiate and professional schools; (2) American schools systems; (3) special problems (including indigenous peoples); (4) foreign schools systems; (5) statistical service.

Division C, Publications.—In charge of the editor-in-chief, including (1) biennial survey; (2) School Life; (3) bulletin service.

Division D, Library Service.—In charge of librarian, including (1) the library of education; (2) service to librarians; (3) service to office staff; (4) service to schools of education (survey data, etc.).

Division E, Educational Service.—In charge of service chief, including (1) correspondence lessons; (2) education by radio; (3) cooperation with other officials of the Federal Government; (4) cooperation with nonofficial agencies; (5) organization and direction of local surveys; (6) approved promotional work.

Division F, Major Educational Surveys.—In charge of the commissioner.

Strengthening Our Elementary School Foundation

The Day Has Passed in America when Education is Considered the Right of Only the Elect. Yet School Statistics Show that the Ideal of Education to the Capacity of Each Individual is Still Unachieved. In Meeting the Present Situation, the Elementary School is an Important Factor

By BESS GOODYKOONTZ
Assistant Commissioner of Education

SINCE the early days in this country when education was for a few, and a rather select few, we have gone far in broadening the extent of educational opportunities. We are definitely committed to the ideals of free, universal education, believing that thereby we may provide for the welfare and happiness of each individual and at the same time secure an intelligent, interested, efficient citizenship for the maintenance of our democratic ideals.

Educational Standards Must Steadily Advance

We are constantly setting the goals higher—now we are saying, "A high-school education for every boy and girl." Since 1918 the enrollment in high schools throughout the country has doubled, until now about 55 per cent of the boys and girls of high-school age are in high school. And these fine new high schools throughout the country, with their well-equipped classrooms, laboratories, libraries, gymnasiums, auditoriums, and shops, are helping greatly in making possible the education which leads to happy, worthy, intelligent citizenship.

But where are the others? It is not enough for only 55 per cent of our boys and girls to share these privileges. The truth is that many of the others are not prepared for high school. Of each 1,000 children who begin school in the first grade, nearly all finish the fifth grade. but from this point they drop out rapidly—between 60 and 70 per cent of them finish the eighth grade.

The Tragedy of Low Educational Standards

If continued, this means that about a third of our boys and girls may not go on to the varied courses of training so generously provided in the high schools. Many will not have developed facility in using the reading, writing, and arithmetic tools, and will almost certainly not have developed any basis of understanding or appreciation of social and economic principles and organizations.

But worse still, many children of elementary-school age are not in school at all. The last census showed that we have in this country a million and a half children who did not attend school for a single day in the year. Add to this the numbers of children who did attend, but very irregularly or for short terms, and we have a good-sized army of children growing up both untrained and uneducated.

Who are these children who drop out after finishing the fifth grade, or who attend school very irregularly, or not at all? Some of them are the million children between 7 and 13 years of age in rural districts who were reported in the last census as not attending any school. Some of them belong to the million negro children between 5 and 17 years of age who were not enrolled in school according to school attendance reports for 1925–1926. Still more are those who drop out to go to work, as they may do in more than half of our States, with only a fourth, fifth, or sixth grade education. Some of them must work, but to some a job seems more nearly the real center of learning than does the school which they have known.

Some of the Children Who Drop Out

Others who do not profit from the established systems of elementary education are those mentally, physically, and morally handicapped children, for whom educational facilities suited to their especial needs have not yet been provided in some States and localities. And still another group, often uncared for, is made up of those children who do not progress evenly through the grades of the elementary school, but who fail again and again for one reason or another, and who eventually drop out of school with a meager, unsatisfactory educational experience.

Here, then, is a great group of children for whom the public-school system is not providing a sound foundational education, fitting them neither for continued study in a high school with its broader facilities for developing both intellectual interests and practical skills, nor for intelligent participation in life's responsibilities. If the elementary school is to furnish these foundations, parents, teachers, and school administrators must unite in requiring certain changes in our present elementary-school organization.

Besides adequate legislation and administrative machinery to secure enrollment and attendance of all children of school age and to provide schools for children so enrolled, certain internal changes are needed.

Not All Elementary Schools Adequately Equipped

First, we must recognize in practice as well as in principle that children are not equipped either in interest or in ability to do exactly the same work, and provide a much wider field of studies than is usually offered by the elementary school.

In some places the junior high school has provided courses in science, manual and domestic arts, and vocational training. Similar suitable material should be offered in other elementary grades to provide for well-rounded training. The general average of elementary schools shows that little attention is given to natural sciences, social sciences, vocational interests, or leisure time interests. We are furnishing a rather unbalanced diet; there should be more variety.

In the scond place, we should more generously provide equipment for elementary schools. Many cities throughout the country are providing in their elementary schools well-equipped laboratories, gymnasiums, libraries, workshops, music and art rooms. But too many elementary-school pupils are spending their school years in barely furnished and meagerly equipped classrooms which in no way meet the higher standards set for high-school equipment. Schools need books, but not books alone.

Third, we must provide social and financial recognition adequate to make superior, well-trained, experienced teachers willing to teach in the elementary school. It is illogical to accept lower standards of instruction for pupils who have not yet developed independence in study than would be accepted for older, more experienced pupils. If the elementary school is to furnish a sound basic education, conditions must be such that teachers will select their place of service on the basis of where they can serve best. This will be done when compensation matches service.

Children Must Not Feel Themselves Failures

And, fourth, the elementary school must insure against failure of its pupils. They may not all achieve on the same level or in the same amount or degree, but in different types of schools, or courses within schools, they will find the kind of training suited to their needs and abilities.

All these things we must bring about if we would strengthen our elementary schools to build sound foundations for happy successful living.

Raising the School-Leaving Age in Great Britain

The Question of Adding One Year to the Present School-Leaving Age Has Long Been Discussed in Great Britain. For Years Teachers and Far-Seeing Friends of Education Have Advocated It as a Needed Reform. Interest Is Widespread; and the Measure Is Favored by the Labor Government Now in Power

By JAMES F. ABEL

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RAISING the school-leaving age from 14 to 15 is just now the main educational question in Great Britain. Extending for the children of Great Britain the time of compulsory school attendance by one year is an educational move of major proportions. Probably it will be done. At the May elections two of the political parties announced themselves in favor of it, and a third voiced no opposition. Apparently the English people have accepted the principle. The ways, means, and time of applying it are the subject of many meetings, investigations, and discussions, and on these points the differences of opinion are considerable. Expressions that it should not be carried out are very few.

Present Government Favorable to Action

The present Labor Government is committed to it. Shortly after his call to the office last June, the president of the board of education addressed to the teachers of England an appeal for active help, advice, and support in overcoming obstacles, and in securing patient and hopeful public opinion in the formative years of the changes to be made in education, particularly in regard to raising the school age and providing nursery schools. To the House of Commons, on July 18, he made the statement that:

> His Majesty's Government have carefully considered the most suitable date for raising the school age to 15. After weighing all the circumstances they have decided to prepare the necessary legislation to raise the school age to 15 as from April 1, 1931.

Not long after this announcement he held a conference with representatives of the principal associations of local education authorities, discussed with them the measures required for giving effect to the decision, and asked the authorities to begin considering at once the steps they would take to provide necessary accommodation for the additional pupils that would be kept in school when the act went into operation.

About October 1, the board issued Circular 1404 calling the attention of local education authorities to its decision, and stating that in view of the great task and the comparatively short time in which to accomplish it, the board will raise its present grant of 20 per cent of approved building expenditures to 50 per cent, "subject only to the condition that this expenditure shall represent an effective contribution to an approved scheme of reorganization and development." In other words, the National Government will assume one-half the cost of providing the necessary accommodation.

Change Contemplated for a Long Time

This change in the school-leaving age is not at all unexpected. As a matter of fact, it has been contemplated since 1918 and has been more or less before the British public for the past decade. The education act of 1921 fixed the compulsory education age at from 5 or 6 to 14 years, but gave local education authorities power to raise the age to 15 if they wished. Two or three, notably Plymouth, have already done so. The education act of 1918 for Scotland gave the Government power to change the age from 14 to 15 when it would, and no special legislation is now needed for that country. It is necessary in England.

The movement was given much impetus by the work of the Hadow Committee, appointed in 1924 to consider and report upon the organization, objective, and curriculum of courses of study suitable for children who remain in full-time attendance at schools, other than secondary schools, up to the age of 15. Its report, "The Education of the Adolescent," was widely read and discussed in England, and attracted much attention among school men in other countries.

Recommendations of Far-Reaching Importance

In effect, the report set up the objective of a universal system of post-primary education for all normal children between the ages of 11 and 14, and as soon as possible, between 11 and 15. Primary education is to be regarded as ending at about the age of 11 plus. The second stage should then begin, a stage in which there will be a variety of types of education—all controlled by the common aim of providing for the needs of children who are entering and passing through the stage of adolescence. The Hadow Committee saw that the 3 years from 11 plus to 14 made all too short a term in which to give good post-primary training, and included in its recommendations:

> It is desirable that legislation should be passed fixing the age of 15 years as that up to which attendance at school will become obligatory after the lapse of 5 years from the date of this report—that is to say, at the beginning of the school year 1932.

Since the committee was appointed by the board of education, its views would ordinarily have had all the weight of an official pronouncement, but the board, unwilling to withhold from the public data and opinions of such importance until the board could give them full consideration, published it with the statement that the board could not be considered as committed to all the conclusions and recommendations.

After the Hadow Committee's findings had been in the hands of the public some 16 months, the board issued its pamphlet No. 60 on the "New Prospect in Education," to suggest ways of meeting, and to give examples of attempts to meet the problems raised by them. The board prefaced its pamphlet with the statement that:

> In the first place, it is important to grasp the fact that the report had in mind all sorts and conditions of children, the humble and the weak as well as the mighty and the strong, and that to concentrate especially on the erection of a few splendidly equipped schools for selected children is to miss the real lesson. The advance contemplated is not on a narrow and selective front, but the whole line is to move forward.

Economic Determination of School-Leaving Age

As a matter of fact, the difference in England between those parents that allow their children to leave school at 14 and those that keep them in school after that age is a purely economic one. The children of wealthy parents stay in school; those of poor parents leave. Raising the age will put all the children on the same level for at least another year. That is one of the chief arguments for the reform.

Problems involved are many; the main ones are the provision of buildings and equipment; arranging for additional teaching staff; changing the curricula; and deciding upon maintenance allowances, if any are to be given, and their amount. Numerically, from 400,000 to 450,000 children in England will be kept in school one year longer; in Scotland, about 60,000. The estimate is that Scotland will need 1,550 more teachers; England between 9,000 and 10,000. The per annum cost for each child in elementary education in England is roughly £12; in Scotland, £14. This means that approximately £4,800,000 in England, and £840,000 in Scotland must be expended annually in addition to the amounts now used for education in those countries. The large cities will have the heavier responsibilities. London will be required to take care of about 50,000 additional pupils. Glasgow must provide 21 per

cent of the increased accommodation for the 60,000 children in Scotland. Leeds will add 5,000 to its present total of 68,000 children.

Change Not Immediately Effective

This does not mean that the entire change will be effective on April 1, 1931; the law will not come into full operation until a year later. The school year varies in different localities. It may be either 3 or 4 terms. The 400,000 to 500,000 children affected will be absorbed during the year in 3 or 4 groups by holding in school at the close of each term one-third or one-fourth of the children that come within the provisions of the law.

Great Britain already has practically a full 8-year term of compulsory education. Few countries have more than that, and in those countries the law is not always strictly enforced; most countries are content with 8 years or less, and in many of these law enforcement is very lax. The change to 9 years, if made in Great Britain, will be in the nature of pioneering, a new step for one of the larger nations. The record of the British Government assures that the law will be carried out in no haphazard way.

The Additional Year Will Enrich Education

This is far more than adding one year of school attendance. English laymen and educators alike are thoroughly aware of the fact that merely another year of attendance would be of little value, and that the entire school curriculum must be revamped and the final year of the child's schooling be made a vital thing—more valuable than any of the previous years or, perhaps, than all of them together. Apparently the school men and women of Great Britain sense their responsibility and are willing, even glad, to meet it. The Scottish Educational Journal says:

> It is evident that the change over will not be easy, so that the fullest possible measure of cooperation is needed to make the path as smooth as possible. On none is a heavier burden of responsibility for such a consummation laid than on the teachers of Scotland. For years they have used all their resources of influence and argument to persuade public and parliamentary opinion to introduce this reform. None have studied the problems involved with more assiduity. It is therefore their duty now—and we know it will be gladly performed—to do everything in their power to assist those who are entrusted with the task of giving shape to their aspirations.

What It Will Mean to the Masses

The Journal of Education and School World comes to the task more cheerfully and challengingly:

> The difficulties of which we have spoken are really the sign of great opportunity—the greatest opportunity that has ever fallen to the teaching profession in this country. Think of it. A 4-year course from 11 to 15 for the children of "the masses," with complete freedom to try out interesting experiments. The thing has never happened before. It has not happened in the secondary schools, because the secondary-school teacher is bound hand and foot by the requirements of an external and an almost exclusively academic examination, a fate from which may the modern schools be delivered!

Space does not permit discussing here the economic, industrial, unemployment, and other phases of the general situation in Great Britain that have been paramount matters in making the raising of the school-leaving age seem to be a wise national policy. Some opposition has developed, much of which has been answered by the direct question, "If you could avoid it, would you allow your children to leave school at 14?"

Educational Values in Children's Christmas Gifts

FROM the elaborate display of gifts for children in shops and in illustrated advertisements, it would seem that the selection of a Christmas gift for a child is a simple problem. Yet for parents who realize the educational value of play, who seek gifts of permanent worth that will give the greatest satisfaction for the longest period of time, the selection may be difficult. They may find valuable suggestions among common tools and raw materials.

Children Know What They Want

Children's interests are both modern and utilitarian. They want toys which represent the latest mechanical achievements, things that produce action. Children beg to have the automobile, the radio, and the airplane. They want toys with which they can keep pace with the life about them. The test of a child's toy is the test of use. Too often parents and children are keenly disappointed to find that the much-longed-for, ingenious mechanical toy must be put aside because the limitations of its mechanical operations have been exhausted. It is then either taken apart or broken to discover its mechanism. If a toy can stand the real test—if it can be taken apart and put together again—it is valuable. If not, it is soon discarded by the child for a more useful piece of equipment.

Gifts which possess distinct qualities for physical and social expression hold the interest of children. The pair of skates, the kiddie car, the unbreakable doll, the attractive and interesting book, are among the cherished and never-exhaustible gifts.

Among the displayed gifts are found many pieces of equipment and materials so common that they are not given the consideration they deserve. Saws, hammers, spades, shovels, buckets, blunted scissors, and household utensils are valuable and acceptable gifts for children. Such raw materials as wood, glue, paper, cord, wire, paint, dyes, fabrics, soap, clay, lime, cement—all, are most stimulating to the creative aptitudes of children.

Children Enjoy Their Own Handiwork

What boy would not like to build his own radio set? What girl would not like to dye her own fabrics, weave her own scarf, and sew for herself as well as for her doll if she had the necessary materials out of which she could design and fashion whatever garment she chose? Given the necessary things with which to work, what boy or girl would not be challenged to exercise both ingenuity and skill in the fabrication of materials and equipment?

The child who is sensitive to sound finds satisfaction in fashioning his own musical instruments. The child who loves color will find delight in the variation of effects secured through the application of dyes and paints to paper, wood, or woven fabrics. The child whose eye discerns the fineness of line and form will delight in drawing and in modeling, and for the boy or girl who seeks enjoyment in books, there is no limit to the selection.

It is through experimenting with color that children learn to enjoy and to distinguish values in color. It is through the use of raw materials that children acquire a knowledge of the characteristics and possibilities of materials. In a stimulating environment imagination finds opportunity for expression. Children love to investigate, to manipulate, to construct, to create.

Simple Things Are Often Best

Educational possibilities of simple tools and materials are almost unlimited. They exact ingenuity on the part of children. No mere pulling of a string or winding of a spring produces results. The manipulation of materials and shaping it to some purpose requires thought and considerable skill. Such activities offer abundant possibilities for constructive abilities to assert themselves—for the child to think, to plan, to create, to enjoy the results of his labors, and to learn by actual experience. Parents interested in educational opportunities for their children may find the selection of Christmas gifts an interesting educational adventure.—*Mina M. Langvick.*

The Art Museum's Educational Service to Industrial Arts

Service of American Art Museums to Industrial Arts is Increasing. It is a Large Field Constantly Widening. Oriental Peoples for a Long Time, and Europeans More Recently, Have Realized the Advantage of Combining Utility and Beauty. America is Fast Awakening to the Necessity of Following Their Example in Making Art Useful and Industry Beautiful

By GLADYS POTTER WILLIAMS

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BEFORE 1918 there was virtually no American style of design. The industrial designers and manufacturers were eager for inspiration. The art museums felt they had much to contribute, and so a definite program was started which has grown steadily in influence and scope. It was hoped that this service would help the American designer and manufacturer to compete with European nations and enable them to take their place in the industrial arts world. In 1927 this hope had not been fully realized.

The purpose of this study is to trace the growth of the art museum's service to the industrial arts in order to discover how far the problem had been solved. Development of the educational work of art museums during the period 1918–1928 shows definite stages which were the result of varying conditions.

The First Period, 1918–1923

This first period witnessed the inauguration of museum educational services to industrial designers and manufacturers in America. During this time 35 museums offered free general service to the public. Of these the following had undertaken free educational service before 1918:

The Art Institute of Chicago; Boston Museum of Art; Cleveland Museum of Art; Metropolitan Museum of Art, New York City; Toledo Museum of Art; and the St. Louis Art Museum.

Similar service was instituted in 1919 by the Brooklyn Museum of Art and Sciences; the Albright Gallery, Buffalo; Brooks Memorial Museum; Carnegie Institute, Pittsburgh; Cincinnati Art Museum; Corcoran Gallery of Art, Washington, D. C.; Detroit Art Museum; Herron Institute, Indianapolis; Newark Museum of Art and Science; Portland Art Association; Pennsylvania Museum; Park Museum, Providence, R. I.; Syracuse Museum; Minneapolis Art Institute; and the Art Museum, Worcester (Mass.).

Such service was instituted in 1920 by the Charleston (S. C.) Museum; the Kansas City Art Institute; Montclair (N. J.) Art Museum; Milwaukee Art Institute; Rochester Memorial Art Gallery; and the Springfield (Mass.) Museum. In 1921 the Hackley Gallery of Art, Muskegon; the Staten Island Art Museum; and the University Museum of Philadelphia instituted similar service.

Additional Museums Fall into Line

Other museums to enter the movement in offering their services were: The Arnott Gallery, Elmira, N. Y., in 1922; the Fort Worth Art Association; National Museum, Independence; the Hall Group, Philadelphia, and Butler Institute, Youngstown, Ohio. In 1923 the Baltimore Museum of Art entered the movement; and in 1927, the Brunswick (Me.) Museum; the Columbus Gallery of Fine Arts; and the Fogg Art Museum of Harvard University.

This record is complete in so far as museums have had records of their educational service published in American art annuals.

The prevailing difficulty has been the lack of understanding on the part of the public as to the place of museums in modern life. Furthermore, insufficient funds and difficulties due to an inefficiently organized system handicapped the isolated museum. In 1920 cooperation among museums was believed to be the remedy for these faults. Museum authorities realized that through cooperation they could establish a systematic interchange of information and service between museums, increase the number of active museums, and create in the public mind a clearer understanding of the function of the museum. This resulted in the organization of a practical program for the American Association of Museums, in order to give a strong backing to each active museum.

The Second Period of Developmen

The second period began in 1923, when the American Association of Museums succeeded in securing funds for a 3-year program to prove the value of organized cooperation among museums. During the first year following the adoption of this program the association attempted four projects. The first project undertaken was to develop the periodical, "Museum Work," in order to give all museums an official means of communication. The second project was to conduct researches into the principles and practices of museum work undertaken by the staff and other interested agencies. The third was to establish a bureau of information at Washington; and the fourth was to promote on the part of the public a clearer understanding of museums and their aims.

Museum Research Stimulated

A significant outcome of the second project was Richards' analysis of European industrial art museums, commenced in 1925. This was carried on in behalf of the American Association of Museums, to afford a better understanding of methods of furthering the development of industrial arts in America. He reported 78 industrial museums, separate from other museums, in Europe. Because the influence of industrial art so intimately touches the American home, thereby affecting the American taste, Richards maintained that the establishment of separate industrial art museums in America would be feasible notwithstanding the expense. The possible service of such museums to designers, craftsmen, and manufacturers would offer the following advantages: (1) Freedom from the condescension of art museums; (2) concentration upon service in a specific field, to increase efficiency.

Facing New Problems

It was through the efficiency of her separate industrial art museums that France was able, within less than 30 years, to change her status in the industrial art world to one of eminent position.

The part in our civilization played by the industrial arts demands serious consideration of the problem by our museums, especially as to the scope and character of collections; methods of display; exhibits to be held; activities for the public; and special methods of interpretation for designers, craftsmen, and manufacturers.

One of the first observable results of this newly organized program was an increase in the visits to museums. By 1925, several museums had a yearly attendance of over a million, in contrast to a few hundred at the beginning of 1918. This new interest on the part of the public necessitated a rearrangement of collections in order to appeal to the tastes and needs of different types of visitors. New ideas were constantly evolved and developed in making adjustments to meet new situations.

Other results should be noted: (1) Contributions to scientific research studies, including Coleman's inspection of more

than 200 American museums; (2) an exploratory study of installation of collections, commenced in 1925 by Dr. E. S. Robinson, of the University of Chicago, has been continued by a research worker under Doctor Robinson at Yale University, and later by one at Harvard University; and (3), through the efforts of the association, an exhibition in America of industrial art objects from the International Exposition of Modern, Decorative, and Industrial Art, held at Paris in 1925. Before its return to Paris the collection was displayed in art museums of New York, Boston, Cleveland, Chicago, Detroit, St. Louis, Minneapolis, Pittsburgh, and Buffalo. This gave industrial art workers and manufacturers of this country an opportunity to study the European modern idea in design and to compare the designs.

Another undertaking in the effort to make museums more vital in the life of the community has been the attempt to strengthen intermuseum relations in America and the establishment of international relations with British and French museum associations.

The Third Period of Development

The year 1927 marks the beginning of the third period. During that year modernistic design of 30 years' standing in Europe began to be felt in America, and attracted the attention of some of the most noted museum officials, industrial designers, manufacturers, and architects. The Metropolitan Museum recognized this as reflecting the spirit of the day.

"Modernism," like all decorative periods, has become a power affecting the artistic trend of social power. It has become closely related to an interested and participating public. In America the movement, though in its infancy, is full of a hearty, vigorous energy. America is in a transition stage; it is on the verge of entering upon a remarkable development in the evolution of art, yet in the embryonic state.

Museums Give Enthusiastic Cooperation

By 1928 museums were giving valuable help in furthering the development of an American style. The foundation of all museum teaching is the development of an appreciation for art objects. In 1917 this phase of art teaching was scarcely begun. By 1927 practically every American museum was endeavoring to teach art appreciation, although museums still have no definite theory as to how it should be taught.

A questionnaire sent to 41 of the largest museums early in 1928 revealed the fact that 14 museums were offering educational service to industrial arts and that the Art Institute of Chicago was making plans to inaugurate such work. Free educational service to the public was offered by 39 museums. Such service to the industrial arts took the following forms:

1. Free use of galleries to designers, manufacturers, and producers with or without instruction.
2. Rooms provided for study hours.
3. Interpretation of collections, given to individuals, groups, and societies.
4. Lectures given to designers, manufacturers, producers, and salespeople.
5. Visits by staff members to factories, shops, and department stores in order that, through better understanding of workers' problems, improved service may be given.
6. Provision for study in textile rooms and print rooms.
7. Opening of libraries to visitors seeking information.
8. Reproductions of collections loaned to industrial firms.
9. Prints, photographs, lantern slides loaned to designers and manufacturers.

During the period 1918–1928 no fewer than 14 museums held exhibits classified under one of the following heads: Industrial art exhibitions; craftsmen exhibitions; homeland exhibitions; and comparative exhibitions.

Special Exhibits an Important Factor

The Metropolitan began in 1917 its annual Industrial Art Exhibition, and is continuing these exhibitions on a much larger scale than in 1918. The Cleveland Museum of Art in 1919 began its annual series of exhibits known as the Cleveland Artists and Craftsmen Exhibition. The "Homeland" and "Comparative Exhibitions" were not held annually. The "Homeland Exhibitions" were promoted with the purpose of fostering a closer relationship between the foreign-born and native American by showing a sympathetic interest in the home countries of the newer Americans. The "Comparative Exhibitions" gave an opportunity for the study of industrial art objects made during different periods.

These exhibitions revealed the following facts: 1. An increased interest in museums by designers, manufacturers, and general public. 2. That museums perform a definite laboratory function in serving the industrial arts through their collections. 3. They give an opportunity to discover preferences of the public, and

(Continued on page 79)

Textile Room—Industrial Arts—Metropolitan Museum, New York City

The Contribution of City Parks to the Work of City Schools

City Parks Have a Value All Their Own. They Offer the Only Place in Many Communities Where Fresh Air and Recreation Are Free to All. They Conserve Health; They Possess Great Educational Value; They Are an Important Agency in the Promotion of Democracy. Cooperation Among City, School, and Park Officials Will Realize These Benefits for a Community

By FLORENCE C. FOX
Associate Specialist in Elementary Education, Office of Education

THE city opens a public park for the child's pleasure and amusement, keeps it clean, fills it with trees and shrubs to make it woodsy and with flowers to make it beautiful. It gives him a tennis court and a golf links where he needs to pay but half a dime for the game. It opens a wading and a swimming pool for his use and employs a caretaker to protect him in his games and sports. It engages a band to entertain him and collects a menagerie of wild beasts for his study and delectation.

How to Use City Parks

The city park has a fourfold value to the people who visit it. Its first value, perhaps, is the esthetic appreciation it arouses in the hearts of both the grown-up and the child. Appreciation of beauty is a natural instinct, and does not depend upon birth or training. The poorest tenement child, by way of contrast to his home surroundings if for no other reason, undoubtedly enjoys a visit to one of our city parks as much as the Fifth Avenue boy or girl. Jacob Riis has said, "We must put the robin and the dandelion into men's lives if we would have good citizenship."

Hand in hand with the esthetic go the educational, hygienic, and economic values of the city park. They dovetail together, each enhancing and supplementing the other. Happiness, health, and mental alertness are all offered the frequent visitor to these recreation centers.

The two views of the Bronx River Parkway at Williamsbridge in New York City were taken before and after the improvements had been made on this strip of land along the banks of the Bronx River. A movement to clear away the rubbish which accumulates along a river bank and to beautify these spots with grass and trees, shrubs and flowers is widespread throughout the country. The possibilities of this type of recreational area are appreciated more and more, and in many cities the unsightly river bank has been transformed into an attractive parkway. Every city now has its system of parks, some of vast extent; but in a city's plan for recreational areas the beauty and value of the river bank is a recent discovery.

Some of our cities are using their parks as community centers and offer a regular program for the public meetings that are held there.[1] The programs in Boston Park are a mixture of motion pictures, community singing, silent talks on the screen, and slides, and five-minute punchy talks by individuals on some interesting community subject. Since the plan went into effect, Boston Park shows have offered no less than 2,000 programs to 2,500,000 people. Boy Scouts have assisted in the meetings. They have acted as ushers and leaders in the singing, and have given at the close of the evening a patriotic drill in the form of a color guard carrying different flags of the Nation and of the city.

Zoological Collections have Great Educative Value

Of all the educative values which a city park may possess, the zoological garden is the most attractive and tangible. While the care of the animals is of paramount importance to the caretaker, the menagerie is arranged for the benefit of the visitor. This necessitates crowding and confinement of the animals, and often brings about insanitary conditions that are hazardous for the visitors and for the animals themselves. One has noticed the bored and stoical expression on the face of the old lion in his cage, and has felt that he is dreaming of the days when he was free to wander through the wide open spaces of his native haunts.

Some such appreciation of the effect of confinement behind bars on wild animal life has led the Chicago Zoological Society to build their new zoological gardens after the barless plan now in use in some foreign countries. Here the animals roam about in their native setting with no sign of restraining bars in sight. Here are bears, lions, wolves, and other formidable beasts within a few feet of people; held back from their human visitors and from each other by a deep moat, or a series of moats. Gardens in the Chicago Zoo are separated into special areas by the moats which surround the habitat of each individual group. For humane treatment of animals this plan of confinement should win universal approval.

The object of the Chicago Zoological Society, as of every other, is primarily to aid education. Its aims as stated are:

Bronx River Parkway before its conversion into a park

[1] American City Magazine, vol. 29.

The foundation, maintenance, and control of zoological parks or gardens and other collections; the promotion of zoology and kindred subjects; the instruction and recreation of the people; the collection, holding, and expenditure of funds for zoological research and publication; the protection of wild life, and kindred purposes.[1]

Civic and Patriotic Value of Memorials

After a war is over the people of a country endeavor to express in some manner their appreciation of the service rendered by the men who played their gallant part in the conflict. Such memorials often take the form of a statue of the hero, or of groups of statuary that are symbolic of some heroic deed in his life. Often a fountain with a flow of crystal water adds beauty to the memorial. The city of Washington has many statues along its streets and in its public parks. They contribute much of interest both to the resident and to the throngs of tourists who visit the city throughout the year. No child can see the shaft of granite dedicated to Washington's memory and the marble columns of the Lincoln shrine without some appreciation of the high ideals for which these great Americans stand.

More and more the cities of America are dedicating their municipal centers to our heroes of the Great War. Large tracts of land in business sections of the city have been requisitioned, and at great outlay of money and labor have been transformed into memorial parks, where public buildings are erected that house the official offices of the city.

In Indianapolis, the State of Indiana has taken over a line of city blocks half a mile in length for a memorial plaza in which is erected a memorial shrine in honor of the men and women who served in the World War. The national home of the American Legion is located here, and other buildings are planned as National and State memorials.

The buildings used by our heroes during their lifetime are often preserved in city parks. General Grant's headquarters in Fremont Park, Philadelphia, and Roosevelt's ranch cabin in Roosevelt Park, Bismarck, N. Dak., are visited yearly by thousands of people who appreciate the service these great men rendered to their country.

[1] American City Magazine, vol. 29.

The Parkway is now one of the beauty spots of New York City

Memorials are of Many Different Types

Cities are honoring their noble dead in many different ways. In the city of Circleville, Ohio, a chime of 11 bells has been hung in the courthouse tower and the bells are rung morning and evening, every day in the year. The largest of the bells is inscribed with the quotation, "To live in hearts we leave behind is not to die."

Savannah, Ga., has constructed a wide boulevard, the Victory Drive, 3 miles in length and with a central parkway bordered with palm trees, each tree named for one of the men of Chatham County who lost his life in the Great War.

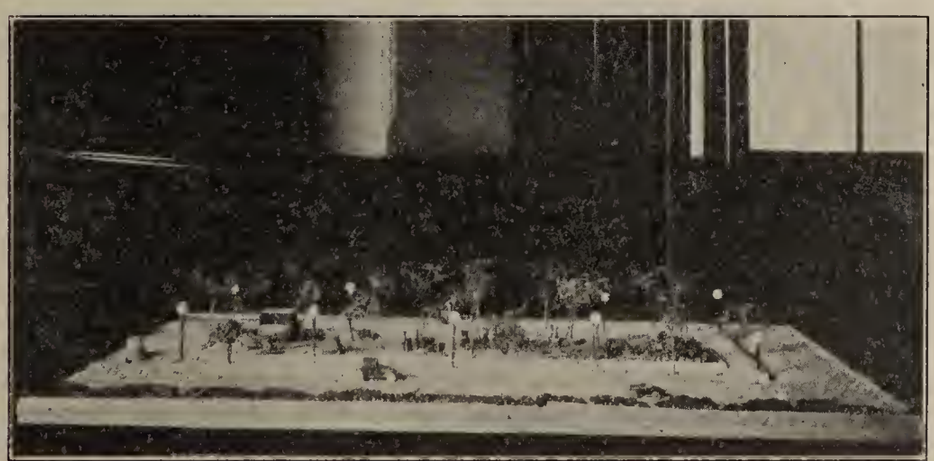
In Shreveport, La., a new memorial auditorium has been erected that will seat 5,000 people.

To be surrounded day by day with these reminders of brave lives and great achievements can not but impress our boys and girls with the fact that self-sacrifice and nobility of character will endure when lesser attributes are forgotten.

A graphic account of a school May Day pageant in Central Park, New York City, describes the day of the festival as warm and bright, when 900 children came marching over the greensward of Central Park, gay with costumes of every land and every time. "There were quaint colonial dames and squires, dainty Dresden shepherds and shepherdesses, clowns and mountebanks for the May Day sports; athletes with rods and dumbbells, uniformed in suits of blue crossbarred with white; Robin Hood and his foresters in woodland green with long bows and arrows; groups of dancing, singing wood flowers, tulips, snowdrops, and crocuses. There was the crowning of the queen, surrounded by her knights and ladies; the winding of the Maypole by the Dresden dancers; the feats of skill in games and archery. It was a beautiful sight to see in the heart of a great metropolis."

Costumes for this pageant were planned and made by the children during their sewing periods. The Maypole, the bows and arrows, the staves, and the swords were fashioned in the sloyd room. Songs and games were taught by the supervisor of music, and feats of skill by the physical director. History and literature were important subjects of study during these preparations, together with lessons in music, drama, drawing, construction, and writing.

Pageants less elaborate than this are well worth the time and work put upon them. A historical episode lends itself especially to this type of presentation. Its historical and literary values are evident. It provides a strong motive for



Children build a city park on a sand table

manual training. Cooperation and harmony are developed and the artistic sense of color is cultivated.

A strong motive lay back of the carrying out of a project by a class of fifth-grade pupils—the construction of a city park on a sand table for exhibition later at the Sesquicentennial in Philadelphia.

For a permanent exhibit it was thought best to build this project with plaster of Paris, but sand-table modeling will do for a temporary exhibit. Actual measurements were taken of the width of streets, sidewalks, and parking near the school; the height of trees, lamp-posts, and even the curbing. Figures were then reduced in due proportion to fractions of an inch.

Dried stalks of golden rod were used for trees, and as the scene represented an autumn landscape with trees in autumn colors, they were dipped first in shellac and then in small pots of green, red, yellow, and brown oil paints; and they made an almost perfect representation of an elm tree. Shrubs and flowers were prepared in the same way.

Lead soldiers were bought at 10-cent stores, and after their guns were broken off they closely resembled up-to-date chauffeurs. To represent women strolling through the park, clay dresses and hats were modeled over the uniforms of the toy soldiers. Benches cut out of tin and painted black offered resting places, and toy automobiles were placed at intervals in the grounds. A fruitstand near the entrance offered clay fruit for sale.

Suggestions for Teachers

Have pupils make a list of the benefits they enjoy in our city parks. Ask them, "Do you visit the city parks often? What do you do there? What safeguards for the public health do you see there? Do the people conform to these rules? What are the penalties for disregarding them? Are rules necessary?"

Plan with the children a pageant in your class, to be given in the city park. Call the class together and select the play. Arrange committees to take charge of certain parts of the pageant. You will need committees on planning the play, on costumes, on accessories, on directing it. Study the May Day pageant given in Central Park, which you will find in "Plays and Pageants," by Percival Chubb. The play, "How Charlemagne Found Holland," based upon an incident in medieval history, is in the same volume.

Study the history of your own town and see if you can discover incidents that will make a good play. On application to the Office of Education of the Interior Department, Washington, D. C., you will receive references to historical pageants that have been given in other towns and cities. Upon these you can model a pageant for your own community.

Home Work of Elementary School Children and its Correlative Class Study

Investigation, from Two Different Angles, of Home Work of Elementary Children in Schools of New York City Involved Study Habits of Pupils in 150 Schools. To Improve Situation, Unsatisfactory Alike to Parents and Teachers, Specific Recommendations Are Made Concerning Assignments and General Plan of Home Work

By JOSEPH H. WADE

District Superintendent, Department of Education of the City of New York

TO investigate the problem of home work in elementary schools of New York City, the president of the Association of District Superintendents of the city recently appointed a committee. Of this committee the writer was chairman.

Experienced Committee of Investigation Appointed

After careful and thorough consideration of the subject it was unanimously decided by the committee to formulate a report which would supplement to some extent the admirable report on the problem of home work which had previously been made to the New York Academy of Public Education by its committee on administration. The members of the committee of the academy were, with one exception, district superintendents of schools in New York City who were thoroughly familiar with the work of elementary schools. In fact district superintendents may be considered field officers of the department of education.

In order to draft a report which would be based on real information and not on theory, the committee sent out a questionnaire. To this, 616 replies were received. Answers came from the following sources: Superintendents, examiners, and instructors in training schools, 15; principals of high schools and training schools, 6; principals of elementary schools, 172; assistant principals of elementary schools, 56; class teachers in elementary schools, 367.

Survey Conducted in 150 Schools

The investigation entailed a personal survey by members of the committee and other members of the academy, and covered the subject in more than 150 schools. The published report was used by the present committee of district superintendents in formulating its report. In addition to the information on hand, members of the committee submitted a summary of recommendations and suggestions as a result of their personal experience with the problem in their respective districts.

Many of the suggestions emphasized the need of teaching pupils how to study, and also the necessity of carefully considering home conditions and environment of pupils. It was found that many teachers in the higher grades use the time for actual study only, but that in the lower grades teachers use most of the time for explanation.

It developed in the investigation that a number of principals consider it necessary to forbid teachers to do any clerical work during study periods. The time should not be used to correct compositions, or to write up records or reports. It is for the teacher the most important period of the day, when individual work may be done which the mass teaching of our public schools renders difficult. Some teachers make no regular subdivision of the time into a period for explanation, and one for study, but give explanations to the entire class.

Assignment of Work for Home Study

Use of the period depended to some extent upon the subject assigned, or its special difficulty. Other teachers used the period for correction and explanation of the home work of the previous day. But use of all the time for this purpose would defeat the main object to be attained, namely, training pupils in habits of study.

Teachers and supervisors urged that study periods be marked by easy but quiet discipline, during which time the teacher might help individual pupils, or a group, or the whole class. Many insisted that it should not be made a period for sustained written work.

Superintendents recommended that some uniform procedure be adopted by the principal to regulate the general plan of home study, especially in the higher grades. Attention was called to the difficulty of getting boys to do real study, though they will do written work. Home assignments should be given for drill and review, but never for new work. The committee found that the home-work problem is equally unsatisfactory to both parents and teachers. In all assignments of home work teachers must consider the ability of the classes under their charge.

We all realize that in many homes there is little opportunity for the quiet and

concentration which children need in their study, but parents who are ambitious for the success of their children will often manage to secure both the place and time for such home work.

Home Conditions Are an Important Factor

We learn by experience that pupils who have the most leisure and also the greatest privacy for their home work are not always among the most successful pupils in school. We find that in some cases children do not begin their home work until late in the evening when they should be in bed, and we know that many children spend their evenings on the street or in cheap entertainments and take up their home work at the last moment merely because of the feeling that they must make some showing. Such home work naturally counts for little in the child's progress through school.

In summarizing the suggestions and recommendations of the previous report on this subject, made by the committee of the Academy of Education, the present committee of district superintendents formulated the following statement:

Suggestions and Recommendations

1. There is a real demand for home work performed under proper supervision.
2. Compulsory home work should be prohibited for children below the fourth school year.
3. For pupils in seventh-year classes, the maximum time for home lessons should be one hour. In eighth-year classes it should be one hour and a half.
4. Home study properly explained and carefully supervised will develop self-reliance, neatness, concentration, accuracy, industry, responsibility, thoroughness, and the habit of study.
5. Proper home study is a factor in the improvement not only of the school, but of the home as well.
6. Principals and teachers must use every means to make home work both honest and effective.
7. Systematic plans must be made for the supervision of all home work so that it may not become an undue strain upon the energy of the class teacher, nor take time which should be devoted to class instruction.
8. In assigning home work, actual study should demand one-half the additional time which is given to written work.
9. Principals have no more important duty than carefully to supervise both the assignments of home study and the methods of determining the honesty and efficiency of results.
10. No home work should be permitted unless adequate explanation has been given in school by the teacher.
11. In departmental work there is great danger of assignment of excessive home work. In graduation classes, however, pupils must become thoroughly accustomed to home work or they will be badly handicapped when they enter high school.
12. It is advisable in most schools to ask parents at least once a week to sign the written home work.
13. The same amount of home work should not be expected from all classes in the same grade. The "two" or slower classes should be given a smaller portion than "one" classe of the same grade.
14. The chief aim of home work should be to supplement classroom instruction. It should be educational, and it should not be regarded as a preventive measure to keep children off the street.
15. To a great degree home work varies according to neighborhood conditions.
16. Quality, not quantity, should be the standard of efficiency in judging the results of home work.
17. Principals should control the specialists in departmental work, and prevent the demand for the preparation of too elaborate notebooks, drawings, maps, or essays.
18. In every school some uniform plan should be adopted to regulate the general plan of home study, and throughout all grades teachers should be directed in the use of the study period where such period is utilized.

The Teacher is Key to Situation

Every intelligent teacher should ask herself, How can I excite in my pupils an interest in their studies? She must look for the motives that will induce interest—first in the class work, and then in the home work. If a class as a whole neglects its home study we may be sure that the teacher is largely to blame. She has not trained her pupils how to study. She has not excited any interest in the work, or she has assigned home work without necessary explanation and we may expect the natural result of lack of interest.

The committee urged teachers not to depend upon the assistance of parents in the problem of home work. Such help may or may not be granted. Many parents, even if willing to help, are unable to do so, and they are right in considering that the teacher is the expert who trains the child to study. Therefore, while home work is important for pupils in the higher grades, we must realize that for the elementary child the classroom is the best place for study. There we have intelligent and expert supervisors of the work, books and other helps are at hand, and the child has the quiet and environment that are necessary for the fullest concentration.

Art Museum's Service to Industrial Arts

(Continued from page 75)

prove that good design "sells" the article. 4. They afford an opportunity for industrial art workers to make a comparative study of the works of other designers.

Another important service carried on by museums is in giving inspiration and instruction through illustrated and printed matter. This is done through bulletins, museum news, pamphlets, quarterlies, leaflets, monographs, and technical literature.

The Problem Must be Squarely Faced

In 1927 America found that, due to lack of originality, she could not exhibit her designs in competition with those of Europe. In the same year museum officials and designers became vitally interested in modern design, recognizing that it reflected the spirit of the age. The wonders of machinery, new means of travel, new manners, customs, and attitudes, all furnish inspiration to designers; possession, therefore, of a new set of beliefs gives them a goal toward which to work. Those interested in the new design feel it must reflect the spirit of American life to-day. The most striking inspiration for some of the modern designs in furniture and in table silver has been suggested by the skyscraper. American design is in a transitory stage of development, but the plan of procedure has been chosen, and with museum advice as to artistic quality, the road is open for the creation of a contemporary American design.

Museums serve as a clearing house for changing ideals in design. With these new beliefs and aims, museums will need to revise their educational methods in order to further the new trends in design which stand for severe structural simplicity, severity of line and form devoid of ornament. Museums are able to do a very important work through the development in designers and the public as well, of a discriminating taste that will enable them to select the most worth while, sane ideas, and ignore the far-fetched element often present in some of the modern designs.

During the years 1918–1928 most of the notable American art museums have changed into the new-type active museum, willing to serve and to promote the interests of a great democracy in all matters pertaining to artistic expression. At present, its greatest problem is in seeking to place American design on a par with European design. The status of art museums has changed, in that they have become an organized body of educational institutions, anxious to face new problems as they appear in a changing democracy.

New Books In Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

BURGESS, ERNEST W., *ed.* Personality and the social group. Chicago, Ill., The University of Chicago press [1929]. xii, 230 p. tables. 12°. (The University of Chicago sociological series; editorial committee: Ellsworth Faris, Robert E. Park, Ernest W. Burgess.)

This is a collection of articles by a group of sociologists on subjects representing a new approach to the study of personality, that is, the point of view which regards personality as a product of group life. Twenty chapters, representing 20 specialists, present aspects of human behavior, and are indicative of present interest in the research into personality now being developed among social psychologists. The book gives a picture of opinions and points of view, methods of study, etc., employed by sociologists in their research which will, in the editor's opinion, stimulate growth in the cultural approach to the study of the subject of personality.

HARTSHORNE, HUGH; MAY, MARK A.; *and* MALLER, JULIUS B. Studies in service and self-control . . . By the Character education inquiry . . . in cooperation with the Institute of social and religious research . . . Book 1, Studies in service; book 2, Studies in self-control. New York, The Macmillan company, 1929. xxiii, 559 p. tables, diagrs.

The first volume in this series, inaugurated by the Character education inquiry, was Studies in deceit. The present study was instigated by the Religious education association and other national bodies in the expectation of making an exploratory study in the outcomes of religious and ethical instruction, and a period of 5 years was devoted to the investigation. The authors have dealt primarily with behaviors, although motives were also studied at times. A number of tests were devised and administered to children, to measure cooperative and charitable behavior, the factors associated with service, the measurement of self-control, and the factors associated with self-control. The conclusion reached and the implications are presented in the concluding chapter of the volume.

JONES, JANE LOUISE. A personnel study of women deans in colleges and universities. New York city, Bureau of publications, Teachers college, Columbia university, 1928. 155 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 326.)

This is an investigation of the number of women performing the functions of deans, their academic rank, their work as teachers, their salaries, social relationships, duties and schedules of a day's work, their vocational guidance activities, and the professional training of deans. Among other data furnished is a directory of accredited colleges and universities having a woman dean, and a time chart for deans to be used for conferences, social functions, etc.

LEONARD, R. J.; EVENDEN, E. S.; *and* O'REAR, F. B. Survey of higher education for the United Lutheran church in America . . . New York city, Teachers college, Columbia university, 1929. 3 v. illus. (incl. maps) tables, diagrs. 8°.

This survey was made at the direction of the Board of education of the United Lutheran church of America by the authors named and other members of Teachers college, Columbia university, both staff members and graduate students. The plan of the survey included a picture in general of the educational work of this church, and its evaluation. A special investigation was made of each college under the care of the church, its history, charter and legal restrictions, its external and internal administration, the instructional staff, students, curricula, finances, physical plants, and extracurricular activities. The study also involved special investigations of athletics, student publications, student self-government, the library, extension activities, etc. The survey presents a real contribution to the literature of the denominational or church college.

MCGREGOR, A. LAURA. The junior high school teacher. Garden City, N. Y., Doubleday, Doran & company, inc., 1929. xv, 284 p. front., illus., tables, diagrs. 8°.

The junior high school is defined in the opening pages, 10 distinguishing characteristics of this type of organization being given as furnished by the Research division of the National education association. Considerable space is given over to a discussion of the school program, administrative factors such as centralization, departmentalization, differentiation, the teacher as director of learning in the classroom, as counselor in the home-room, as coworker in the school community, and as a student in the educational world. The training and compensation of the junior high school teacher are dealt with in the last chapter.

MATEER, FLORENCE. Just normal children. New York and London, D. Appleton and company [1929]. xiv, 294 p. 12°.

A number of "cases" have been brought together in this study, each case representing a well-known type of child, and each constituting a problem to be solved. The author combines the qualities of a trained clinical psychologist with those of an apt story-teller. In dealing with each typical case, the needed treatment is suggested and the method outlined in detail. The discussion is carried on in the question-and-answer form at times, and is designed for both teachers and parents, to give them a proper understanding of "the factors that affect behavior—mentally, emotionally, socially, educationally and economically."

THWING, CHARLES FRANKLIN. Education and religion. New York, The Macmillan company, 1929. 264 p. 8°. (The Bedell lectures for 1926–27; and other addresses on construction and reconstruction in education.)

This book includes four lectures of the Bedell foundation, created by its founders for the purpose of interpreting both natural and revealed religion, and for examining the relations of science and religion. The remaining chapters represent addresses given by a college president on those subjects of vital interest to a student body. The chapters on the legal and medical professions, and the ministry provide material for vocational counselors. The superior student is the subject of some discussion, in which three direct methods of aiding such students are suggested: (1) By inspiring devotion to the great subjects, mainly by offering enriched courses; by conferences with teachers; by reading and research; (2) by making use of the tutorial method, or bringing the great teacher and the superior student together; and (3) by furnishing great teachers and leaders for this purpose.

WERNER, OSCAR HELMUTH. Every college student's problems. New York, Newark [etc.] Silver, Burdett and company [1929]. ix, 370, xix p. tables, diagrs. 8°.

The author emphasizes the importance of starting right, considering the value of orientation in the beginning days or weeks of the freshman year. Ways of meeting many of the problems that perplex students have been suggested—how to study, how to think, how to form reliable judgments, etc. One of the most thoughtful parts of the study has to do with the theme of forming right judgments without which no young man or woman can be a success. Judgment is shown as a high type of thinking, and suggestions are given in the way of developing reliable judgments. An extensive, classified bibliography has been furnished with the volume.

WILLIAMS, CORA L. Adding a new dimension to education. San Francisco, California press, publishers, 1928. x, 285 p. 8°.

The writer of this book is director of the Williams institute for creative education, Berkeley, Calif. A new philosophy of education has been formulated, and is here presented as a growth in consciousness—all human values, including genius itself, are possible through the right integration. In describing this type of work being done with students, "the portrait of a school," Williams institute, is presented, as the portrait of an entity in the process of becoming a new thing in education, embodying what the author terms "the principle of human relativity."

WOOD, BEN D. *and* FREEMAN, FRANK N. Motion pictures in the classroom; an experiment to measure the value of motion pictures as supplementary aids in regular classroom instruction. Boston, New York [etc.] Houghton Mifflin company [1929]. xxi, 392 p. illus., tables, diagrs. 12°.

This volume presents the report of an experiment conducted in 12 cities by a Committee on visual education appointed by the National education association in 1922. The committee was appointed annually, Dr. Charles H. Judd being the chairman of the first committee, and Dr. Thomas E. Finegan, and Dr. Frank Cody each serving as chairman later on. The cooperation of the Eastman kodak co. was also engaged in the undertaking. The investigation involved the testing of nearly 11,000 children in more than 300 geography and general science classes taught by nearly 200 teachers in grades 4 to 9, and distributed in 12 cities scattered widely over the United States. The report is summarized and the findings are given.

U. S. GOVERNMENT PRINTING OFFICE: 1929

Christmas Program for Parent-Teacher Associations

By ELLEN C. LOMBARD

THE DECEMBER PROGRAM of parent-teacher associations offers an excellent opportunity to develop the spirit and meaning of Christmas; it may anticipate the holidays by surrounding the school and the home with an atmosphere of joyful expectancy. ¶Teachers will be relieved at an opportune time in the school year, if the parents in the association will take much of the responsibility for planning and carrying out Christmas programs on the last half-day of the school term. ¶Since the children will be at home for a week or more some provision should be made for them to entertain themselves. These days will result in happy memories of the home. This is a time for the younger ones to dramatize the stories they like, and for the older ones to arrange plays for the enjoyment of the family and the neighbors. ¶At Christmas time the ever-present problem of selecting suitable gifts is again to be met. There should be more books, better books, books of fiction, and books of poetry, and they should be of lasting value. Subscriptions to good magazines for children will make Christmas last throughout the year.

READINGS

"*The only gift is a portion of thyself.*"—Emerson.

THE BIRTH OF CHRIST. (The gift to the world.) *In the* Bible (any ed.) Luke 2, 8–20, inclusive.

"Good tidings of great joy which shall be to all people."

GIFTS. *In* Essays. Ralph Waldo Emerson. Boston, Houghton Mifflin Co.

"Next to things of necessity the rule for a gift * * * is that we might convey to some person that which properly belonged to his character and was easily associated with him in thought."

A CHRISTMAS CAROL. Charles Dickens. Akron, Ohio, Saalfield Publishing Co., 1929. 24 p. illus.

Miser Scrooge, Bob Cratchit, Tiny Tim, and the Cratchit family in general are characters that Dickens made immortal. The writings of Dickens gave a new meaning to Christmas.

WHY THE CHIMES RANG. Raymond McDonald Alden. Indianapolis, Ind., Bobbs-Merrill, 1908.

Joy in service to others, self-sacrifice and discrimination in giving are some of the spiritual values developed in this tale.

CHRISTMAS EVERY DAY, and Other Stories Told for Children. William Dean Howells. New York, Harper Bros., 1893. 150 p.

Full of fun and a subtle influence in curbing Christmas desires, told in whimsical fashion.

BIRDS' CHRISTMAS CAROL. Kate Douglas Wiggin. Boston, Houghton Mifflin Co., 1916. 69 p.

"If you buy everything, it doesn't show so much love." Carol Bird.

A FEW HOLIDAY PLAYS AND PAGEANTS FOR CHILDREN

"*At Christmas play and make good cheer,*
For Christmas comes but once a year."

LITTLE PLAYS FOR CHRISTMAS. Ada Clark *and others*. Chicago, Beckley-Cardy Co., 1928. 132 p. illus.

Eight short plays suited to the ability of smaller children, and for intermediate and larger children. Ethical but not religious. Suitable for home or school.

JOLLY PLAYS FOR HOLIDAYS. Carolyn Wells. Boston, Mass., Walter H. Baker, 1914. 148 p.

A collection of 6 Christmas plays: The Greatest Gift; Christmas Gifts of All Nations; The Greatest Day of the Year; Is Santa Claus a Fraud?; A Substitute for Santa Claus; The Day Before Christmas. (For older boys and girls.)

THE TOY SHOP. Percival Wilde. Boston, Mass., Walter H. Baker, 1924. 47p.

Time: Christmas. *Place:* The Toy Shop. Betsey and Bobby locked on Christmas Eve in a toy shop. Their dramatic discovery. For reading only. Dramatic presentations may be made upon written permission of the author.

EIGHT LITTLE PLAYS FOR CHILDREN. Rose Fyleman. New York, Doran, 1925. 94 p.

Father Christmas, p. 88–94. A play for a toy theater which might be adapted for children.

SPECIAL DAY PAGEANTS. For Little People. Bemis and Kennedy. New York, A. S. Barnes, 1927. 48 p.

Twenty-one little pageants suitable for children from the first to the fourth grades. The Christmas pageant is easily arranged for very little ones.

LITTLE PLAYS FOR LITTLE PEOPLE. Sanford and Schauffler. New York, Dodd, Mead & Co., 1929. 361 p.

"Every child loves to pretend, and the whole art of acting is doing nothing more nor less than pretending to be somebody else. Children if left to themselves will make up their own plays." They frequently dramatize the stories they read in school.

PLAYS FOR OUR AMERICAN HOLIDAYS. Schauffler and Sanford. New York, Dodd, Mead & Co., 1928. Plays for Christmas, p. 3–133.

"Recreation through laughter" is the aim of these plays. They present character education in a new way. (For all ages of children.)

PLAYS FOR CHILDREN. Alice I. Hazeltine. St. Louis, Mo., St. Louis Public Library, monthly bulletin, 1918.

(See Plays for Special Days, p. 320. Christmas Day.)

PICTURE BOOKS FOR LITTLE ONES

PICTURE BOOKS. Randolph Caldicott. New York, Frederick Warne & Co.

PETER RABBIT SERIES. Beatrix Potter. New York, Frederick Warne & Co. (3–7 years.)

THE GOLDEN GOOSE BOOK. Leslie L. Brooke. New York, Frederick Warne & Co. (3–7 years.)

FAVORITE MOTHER GOOSE RHYMES. Blanche Fisher Wright. New York, Rand McNally & Co. (5–8 years.)

THE CHILD'S FIRST BOOKS. A study of picture and story books for the preschool child. New York, Child Study Association of America, Inc., 1925. (Includes an annotated list.)

STORIES TO TELL OR READ TO YOUNGER CHILDREN

STORIES TO TELL TO CHILDREN. Sara Cone Bryant. Boston, Houghton Mifflin Co. (3–9 years.)

THE CHILDREN'S BOOK. Horace E. Scudder. Boston, Houghton Mifflin Co. (6–13 years.)

FAIRY TALES. Hans Christian Andersen. (Any good edition.) (8–13 years.)

RHYMES AND STORIES. Marion Florence Lansing. New York, Ginn & Co., 1907. 182 p. illus. (Favorite folk tales.)

POETRY FOR CHILDREN

THE GOLDEN STAIRCASE. Louis Chisholm. New York, Putnam's Sons. (5–12 years.)

BALLADS FOR LITTLE FOLKS. Alice and Phoebe Cary. Boston, Houghton Mifflin Co. (4–10 years.)

RHYMES OF CHILDHOOD. James Whitcomb Riley. Indianapolis, Ind., Bobbs-Merrill. (5–10 years.)

SING-SONG. Christina Rossetti. New York, Macmillan Co. (9–13 years.)

A CHILD'S GARDEN OF VERSES. Robert Louis Stevenson. (5–12 years.)

FOR THE CHILDREN'S LIBRARY

ALICE IN WONDERLAND. Lewis Carroll. New York, Dutton & Co. (Ages 8 and over.)

CINDERELLA. New York, University Press. 62 p.

A choice edition artistically illustrated.

LITTLE WOMEN. Louisa M. Alcott. Boston, Little, Brown & Co., 1928. (10–14 years.)

LITTLE MEN. Louisa M. Alcott. Boston, Little, Brown & Co., 1928. (10–14 years.)

THE HOLLY-TREE AND OTHER CHRISTMAS STORIES. Charles Dickens. Scribner's Sons [n. d.].

MASTER SKYLARK. John Bennett. New York, Century Co., 1924. 322 p.

THE AENEID FOR BOYS AND GIRLS. Alfred J. Church. New York, Macmillan Co. (10–15 years.)

Greek legends and myths retold.

FAIRY STORIES AND FABLES. James Baldwin. New York, American Book Co., 1895. 176 p. (7–11 years.)

FOLK STORIES AND FABLES. Eva March Tappan. (The Children's Hour.) Vol. I. Boston, Houghton Mifflin Co., 1907.

STORY HOUR FAVORITES. Wilhelmina Harper. New York, Century Co., 1919. (3–8 years.)

FIRELIGHT STORIES. Carolyn Sherwin Bailey. Springfield, Mass., Milton Bradley Co., 1907.

CHRISTMAS IN STORYLAND. Maud Van Buren and Katherine I. Bemis. New York, Century Co., 1927. 327 p.

LAD: A DOG. Albert Payson Terhune. New York, Dutton & Co. (For children and adults.)

A dog story that boys like to read.

SMOKY. Will James. New York, Charles Scribner's Sons. 1928. 262 p. (For children and adults.)

"Smoky is just a horse, but all horse."

WHEN WE WERE VERY YOUNG. A. A. Milne. New York, Dutton & Co. (5–8 years.)

PRIZE CHILDREN'S STORIES

THE TRUMPETER OF KRAKOW. Eric P. Kelly. New York, Macmillan Co., 1929. 213 p. illus.

Adventure and mystery surround this story of a trumpeter in the ancient city of Krakow.

GAY-NECK. illus. Dhan Gopal Mukerji. New York, Dutton & Co., 1928. 197 p.

Good to read to a mixed group of adults and children. The story of a pigeon and his training.

THE TRADE WIND. Cornelia Meigs. Boston, Little, Brown & Co., 1929.

A story of adventure on the high seas.

LIST OF MAGAZINES FOR BOYS AND GIRLS

Buddy Book, Child Life, Child Play, John Martin's Book, Junior Home, Nature Magazine, Popular Mechanics, Popular Science Monthly, and St Nicholas.

CHRISTMAS *for* ALL

THE first quality of a spiritual gift is its universality. It belongs to all people. The exigencies of time and space may call for a limited reception at first, but the gift is not for a privileged few but for all men. * * * ¶And indeed one of the most characteristic features of the Christmas spirit is the desire to share its celebration as widely as possible. The spirit of generosity is abroad. We can not bear to hear of anyone left out. Every appeal for neglected humanity falls on sympathetic ears. The solidarity of the human race is an accepted axiom at this season. ¶The next step toward the fulfillment of the Christmas spirit is evident; we must make the attitude of good will a permanent spiritual relation with all men. ¶There are many signs to the unjaundiced eye that this movement is begun. May it receive a fresh impetus and an increasing stability in each Christmas season.

—*HENRY VAN DYKE.*

SCHOOL LIFE

Volume XV
Number 5

January
1930

EQUIPMENT DESIGNED FOR THE NURSERY SCHOOL OF THE WASHINGTON CHILD RESEARCH CENTER
ADAPTED FOR THE HOME PLAYYARD

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

SCHOOL LIFE is an official organ of the Department of the Interior, Office of Education. It is published monthly, except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Office of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year. *Club rate:* Fifty copies or more will be sent in bulk to one address at the rate of 35 cents a year each.

SCHOOL LIFE

Issued Monthly, except July and August, by the Department of the Interior, Office of Education
Secretary of the Interior, RAY LYMAN WILBUR . . . . *Commissioner of Education,* WILLIAM JOHN COOPER

VOL. XV WASHINGTON, D. C., JANUARY, 1930 No. 5

The Training of Leaders in Parent-Teacher Work

Nearing a Third of a Century of Service, the Parent-Teacher Movement is Looking Far Ahead, and Planning for Growth and Improvement in Coming Years. To This End, an Immediate Need is Provision for Training of Men and Women for Leadership in Parent-Teacher Work

By Mrs. HUGH BRADFORD
Third Vice President, National Congress of Parents and Teachers

THE training of leaders for parent-teacher work is a vital phase of adult education. No phase of educational work is of greater interest and value than the training of men and women to understand and to secure the best possible education for the two generations that concern them most—their own and that of their children. Parent-teacher associations are concerned primarily with exactly that project. The training of leaders in parent-teacher work should result in the most efficient approach toward that result.

Widespread Interest in Parent-Teacher Work

Parent-teacher associations exist in every State of the Union, and in nearly every nation. Few communities in the United States are without an organization of this character. Locally they are undertaking to promote a greater interest in problems that are of immediate concern to their community, such as better schools, better homes, wholesome recreation, good health, safety, and all that these and kindred projects connote. These organizations are the friends of education, the foes to all demoralizing agencies; they seek to inform themselves as to their community needs, and how they may solve the problems that have been accepted as their responsibility. Solutions are not always readily found, and local associations depend largely upon the experience of their leaders in choosing the best methods of approach to their problems.

Parent-Teacher Movement a Unifying Force

In a national way, the parent-teacher movement is a tremendous, unified force to secure, with the aid of State branches, the realization of a vision which for over 30 years has been our motivating impulse: A Nation which shall hold uppermost in its mind the development of a citizenry so straightforward and unafraid that selfishness and greed shall slink into the recesses of the past; that good morals and good health shall go hand in hand, unmolested by sinister environment; and that ours shall be a Nation dominated by its desire to serve humanity.

The large and changing membership of parent-teacher groups needs constant instruction by trained leaders. A million and a half of men and women have expressed a belief in the parent-teacher movement. The number is increasing rapidly each year, despite the fact that many parents of older children drop out at the conclusion of their children's school course. Consequently, the increase reported each year is not a true indication of the number of new members.

Importance of Training New Members

New members must be instructed as to the real objects of the movement, as well as in methods of obtaining results. With eager new members to serve, there must be trained leaders to direct their interests and enthusiasm. A leader who is untrained may wreck good impulses and destroy the efficiency of an organization. It is essential, therefore, to the success of the whole movement that each local unit should be able to secure an efficient administrator. This is especially true of the larger groups that represent important cities, and also of counties, States, or the Nation, where leaders have greater responsibilities. It is also desirable that these leaders should remain in the work through many years.

The increasing scope of the work requires leaders who will keep informed of enlarging possibilities and of most effective methods. In earlier years less educational work was done, and more emphasis was placed upon obtaining material assistance for the schools. To-day parents are seeking to know education in all the phases that touch home life. While the ideals of the organization continue true to those of the founders, other needs have developed which demand the promotion of definite programs on health, home relationships, child study, and community service. Development of these programs is a part of leadership training.

The Need is for Trained Leadership

Just as there are two types of educators represented in the title of our organization, one might say that two types of leaders are necessary—parents and teachers. The type known professionally as the teacher group is composed of those whose credentials entitle them to serve in classrooms, teacher-training institutions, and colleges, who know parent-teacher work through active participation in the several groups that carry on for the national, State, local, council, and district organizations. This is the smaller group. As a rule this group has its interest centering in the school aspect of the work, since personal interest generally began with a school affiliation.

Real Leaders are Born, not Made

No hard-and-fast line can be drawn between this type of leader and another who has become a leader chiefly because of home interest in children, and who is not professionally connected with the schools. Many teachers, particularly those who return to the profession after

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marriage, are also sensing the need to set up a program which shall unify home and school interests.

The training of these two types concerns us equally. The larger group, those who are parents and "lay" leaders, are actually doing the greater part of the leadership work. It is an interesting fact that a very large percentage of such leaders have been teachers.

Teacher-Training Institutions Give Special Courses

For many, training for leadership begins in participation in a parent-teacher association. It consists in listening, in doing, and in studying the activities nearest at hand; in attending conferences on special projects, and "schools of instruction" on leadership work; and in attendance on council, district, State and National conventions. These conferences, schools of instruction, and conventions are conducted for the purpose of giving information and inspiration to leaders who generally are holding some administrative office in our organization.

More intensive training is given for teachers and parents through the inclusion of parent-teacher courses in summer sessions of teacher-training institutions. This interest of colleges and training schools is grounded upon several contributing elements. The young teacher must be trained to adjust himself or herself effectively to the community in which service is given. Ignorance of any factor that affects education handicaps the teacher. The parent-teacher association is so closely allied to school activities that every teacher should appreciate its possibilities and ideals. A teacher who does not take advantage of every opportunity to create a friendly receptive attitude for the education given by the school is only partly a success. The older teacher probably has recognized the possibilities of a parent-teacher association, but wishes to do more practical work, and to study methods of developing programs and activities best suited to his or her own school.

Credit Courses in Parent-Teacher Work

The need is that teachers should know what responsibilities leaders assume, and how undertakings should be carried out, even if they do not themselves anticipate doing leadership work. Again, by university and college credit courses that count on credentials and degrees, teachers seek to advance their professional efficiency. For all these reasons, a demand has been created in every State for parent-teacher courses. Those who build courses in education realize the need of including courses in parent-teacher leadership work.

In 1928, according to report of our executive secretary, Mrs. A. C. Watkins, credit courses were given by instructors in 17 colleges and universities, and in addition 7 noncredit courses were given. Last year the number increased materially. Such courses are especially designed for leaders, and they deal particularly with administrative work in local organizations, since it is there that first principles must be taught. The practical and educational value is thoroughly developed. Programs and activities are correlated; problems of interpreting school programs through home channels are discussed as well as methods of interesting foreign-born parents in modern American education, and other kindred topics. Leaflets; the handbook of the organization, Parents and Teachers; our convention proceedings; and similar literature are studied. Correspondence courses have been arranged by Mrs. A. C. Watkins. Those who qualify in the foregoing will be recognized as properly equipped to teach parent-teacher classes.

The Demand is for More Trained Leaders

A new type of leader is now demanded—one who knows the organization and who can also lead in the parental education courses which are the outgrowth of success of the parent-teacher association. As soon as associations understood that the best way to promote child welfare was to increase the knowledge of members as to child nature, a demand arose for parent education. The associations have created the demand, supplied the membership, and assimilated the instruction. Unfortunately there are not enough trained leaders to supply the demand. Colleges and universities are, therefore, busily preparing courses that include instruction leading to credentials in parent education. This has greatly stimulated interest among educational administrators. They are everywhere welcoming this new phase of educational development, and are crediting its creation and success to the parent-teacher movement. Ignorant parents are not successful parents, and lack of understanding on the part of parents not only means inefficiency in the home but also hampers the program of the school. To the extent, therefore, that through the efforts of trained leaders we are able to have informed members we shall be able successfully and intelligently to cooperate in child-welfare work, and to make a real contribution to educational progress.

Migratory schools for children of cotton pickers are maintained in Corcoran and Dallas Districts, Calif. For Mexican children in schools of Placentia, Calif., who work during the walnut-picking season a half-day school session is arranged.

Automobiles of the passenger type in California at one time exceeded by more than 100,000 the total enrollment in public schools of the State, including kindergartens, elementary and high schools, junior colleges, teachers' colleges, and the State University.

Defects of Vision

Considering the nature of the eye, it is little wonder that at school age many children present refractive errors of considerable importance, including many that are overcome by accommodation and do not appear in ordinary tests. According to reports of examinations of most medical inspectors with some experience, at least 10 to 12 per cent of children present defects of vision which may affect health or interfere with school progress and which warrant the application of glasses.—*School Health Studies, No. 15, by Dr. James Frederick Rogers, chief, division of physical education and school hygiene, Office of Education.*

Connecticut Safeguards Foster Parents

Approximately a quarter of a million children in the United States, deprived of parental care, are under the guardianship of public and private child-caring agencies according to a statement of Dr. Arnold Gesell, director of the Yale University Psychoclinic, New Haven, Conn. A constant turnover greatly augments these figures.

To safeguard foster parents in the adoption of children in Connecticut, mental examinations are made by the Yale University Psychoclinic of dependent children referred to the clinic by the State bureau of child welfare, as well as by private child-placing agencies. The official mental examination calls for definite information concerning (*a*) the child's intelligence, whether superior, normal, dull, inferior, or feeble-minded; (*b*) the child's educational outlook, his probable ability to complete grammar school, high school, and college, or to take special class work or vocational training; (*c*) evidence of epilepsy or any history of convulsions; and (*d*) whether the child would be likely to do well if placed in a family home and, if so, the desirability of an ordinary home or a superior home.

Doctor Gesell states that Pennsylvania, through some 200 child-caring agencies; annually cares for 25,000 children; Massachusetts, with about 75 agencies, cares for some 15,000 children; and New York, with about 200 agencies, cares for 40,000 children.

Do School Marks Indicate Needs or Abilities of Children?

Marking of Children of Differing Mental Abilities and Opportunities Entails upon Teachers Responsibility of So Planning School Work that, in Return for Conscientious Application, Conditions of Success May be Assured all Children—the Less Gifted as Well as the Superior Child

By MINA M. LANGVICK

Specialist in Rural School Curriculum, Office of Education

CHILDREN'S marks for the first half of the school year have been recorded, distributed to the children, and filed in the office records. Teachers feel a sense of relief that examination papers have been corrected and the finals averaged. Children *feel*—yes, there is the vulnerable point of the whole situation from an educational standpoint.

Children Regard School Marks Seriously

The "mark" is the school's measure of achievement or failure. To the majority of children it is perhaps a reasonably fair measure of effort and achievement, and a stimulus to greater effort and greater achievements. To the minority—children in the upper and lower quartiles—it may not be either a fair measure of effort or achievement, or a stimulus to greater effort.

To those at the upper end of the scale the mark may represent an overestimation of effort, and as such may inadvertently serve as an assurance of safety, a barometer as it were of the effort needed to "get by" for the year. These children recognize that the work required to secure the rank they hold has not been a real test of application. Unless the work itself challenges them, they may continue upon a plane far beneath their own abilities or the efforts of the less capable, with the consequent formation of undesirable habits and waste of valuable time.

Marks May Stimulate or Discourage

To those at the marginal edge of success or failure the mark is often an underestimation of effort and may serve as a "stigma" from which the child may find it difficult to recover; and it is an injustice which should not be tolerated. Repeated failure of children who either lack ability to do the work assigned, or whose efforts have been underestimated, may prove disastrous. The school's influence may become negative. It may affect not only the child's attitude toward school but his whole attitude toward life. It may become a most effective instrument for habituating or condemning the child to failure.

It is generally agreed that the school exists for the child. If so, it must be conceded that the child has a right to a measurable degree of success. Reasonable success for every child implies (1) a curriculum so flexible in its content and organization that it will challenge each child and stimulate him to the utmost of his ability, and (2) a curriculum so adjusted to his needs that sufficient opportunity for achievement will be provided to balance the scale in favor of success rather than of failure.

Teachers' Responsibility in Marking the Child

No greater responsibility or opportunity rests upon teachers and school officials at this time of the year than to assure to the children under their direction and supervision adequate conditions for success.

The provision of satisfactory conditions presupposes an intelligent study of each child and his needs: (1) If possible, a physical examination and the removal of defects—for physical disability rather than mental incapacity may be the cause of retardation. (2) Careful analysis of the child's difficulties in the educational activities in which he is failing to achieve. Discovery of the specific difficulties confronting children is essential to their removal. (3) A study of the content of the curriculum in an effort to provide educational material which comes within the range of the ability and the experience of the individual, and which challenges the child's intelligence. (4) A study of the mental-social reactions of the individual child, in order that conditions which might stimulate negative reactions may be removed and the child placed in the most positive and constructive environment possible.

Traditions May Be Set Aside

This may mean the discontinuance of certain traditional practices and conceptions, and the development of new attitudes and procedures. It may necessitate overcoming the conception (if it still prevails) that good teaching is measured by close marking, failures, and repetitions. Pupil achievement is a better criterion of good teaching. It may even preclude the same standards for all. It may set askew the graceful outlines of a true normal curve. Normal curves of distribution have their place in the field of research, in the testing out of educational procedures, but not in the practice of branding an individual child as a failure despite his efforts or limitations and abilities. It requires a substitute for the ineffective and destructive policy of "marking down" as a measure of discipline. Efficient teaching interprets discipline in more constructive terms. It implies a philosophy of education and of life which primarily regards children as "human beings," individuals with rights to be respected.

What School Marks Should Indicate

Teachers' marks have been found to be unreliable and subjective. Teachers are, with few exceptions, painstaking in their efforts to place a fair estimate upon the child's work. The fault lies not with the teacher, but with the retainment of traditional practices, such as the measurement of educational progress by the time during which the child is exposed to education, rather than by educational growth; and the process of mass promotion rather than individual progress.

When education is more fully conceived of as growth and in terms of individual progress, children will be studied and dealt with as individuals. They will not be passed or failed in accordance with their ability or inability to adjust themselves to a standardized, inflexible curriculum; but the curriculum will be adjusted to their needs, and they will progress on the level which they can attain, and will be happy in their achievements. They will find enjoyment and stimulation in an atmosphere in which each can stretch his imagination toward greater accomplishments.

School Marks—A Discouragement or Incentive

Viewed from the standpoint of society, the child who is happy in achievement, who has formed habits of success and acquired an attitude of expectancy of success in his efforts, is an asset; the child who is unhappy because he is gauged by standards of achievement other than his ability, and has acquired a record of repeated failures and entrenched habits of failure, is a liability. Who is concerned?

Sixty thousand mounted pictures, 18,000 lantern slides, and a goodly stock of motion-picture films in the educational museum of the Cleveland (Ohio) School of Education are available to the public schools of the city, and they are constantly used. Ninety-nine per cent of the elementary schools have motion-picture machines.

Housing and Equipping the Washington Child Research Center

Part II. Purchasing and Constructing Nursery School Equipment

Understanding of Child Development Essential in Selecting Proper Play and Service Equipment. Play Apparatus Must Be Strong and Adjustable. Design Should Appeal to Children's Interests. Cost Prices for Equipment Provided at the Center May Guide Others Interested in Equipping a Nursery School and Research Laboratory

By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Office of Education

and

CHRISTINE M. HEINIG

Nursery School Director, Washington Child Research Center

CERTAIN factors which need to be considered in planning equipment for a nursery school include (1) the purpose for which equipment is to be provided, (2) the physical make-up of the equipment, (3) its availability on the market, and (4) the practicability of building it. The following descriptions of these factors can be applied to the educative equipment for all nursery schools.

Criteria for the use of equipment.—Play apparatus should use and coordinate the child's larger body muscles, especially those in the abdomen, back, chest, arms, and legs. The way these muscles are used should assure right body development and correct posture. Equipment provided for this purpose should stimulate activities of stretching, pulling, balancing, jumping, and hanging. For these purposes special consideration should be given to the equipment, as follows: The size and weight of movable portions of apparatus must provide easy manipulation for the children, yet weight enough to offer resistance. Materials which a child handles by himself may weigh 3 or 4 pounds, while larger materials generally carried by two or more children may weigh 8 or 9 pounds. The exercise of lifting is especially desirable for developing back muscles. The test of the maximum load a child should lift is determined by his posture in lifting.

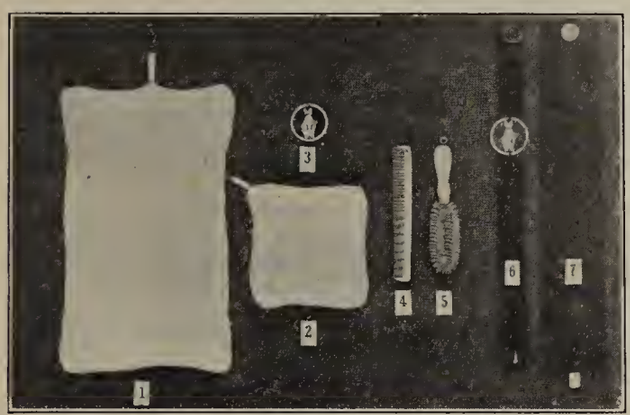
Boards of different widths and thicknesses, used with "horses" of varying heights, offer increasingly difficult problems in motor control

The equipment should be designed so as to invite and sustain the child's interests, appeal to his growing mind, and offer opportunities for the developmental needs of his growing body. The equipment must therefore be manipulative rather than mechanical. It should suggest a variety of activities rather than dictate certain ones. Adjustability, which makes it possible to raise or lower, lengthen or combine parts of the apparatus, adds vitality to what might otherwise be unmotivated activity of the 3-year-old. Though adjustability adds to the initial expense of the apparatus, it is more than compensated for by continued interest in its use, and by the encouragement it gives to initiative, ingenuity, and constructive activity. It also fosters courage and cooperation. It meets individual differences in rates of physical growth and provides opportunities for social adjustments. Equipment which meets these needs includes balance boards of several widths and thicknesses which may be used in combination with wooden horses or ladders for climbing, balancing, jouncing, etc.; ladders with and without adjustable rungs; seesaws; rolling box; rocking-board and rocking-horse; swings; knotted rope; swinging rings; wagons; and varieties of wheel and pedal toys.

Sensory motor control and development through use of the smaller body muscles may be cared for by satisfying the desire of young children to manipulate, to take apart and put together, to sort, to investigate, to collect and to possess the things which have to do with the welfare of his immediate person. Through using some of the following materials this development takes place, and the child also becomes acquainted with texture, size, mobility or stability, weight, color, and usability of things with which he comes in contact in his environment. These materials include *sorting and fitting materials*, such as spools, bath tiles, large nuts, small pill boxes, odd-shaped blocks, large buttons, puzzles, interlocking toys, pegs, beads, insets, buttoning belts; *art materials*, such as paper, crayons, chalks, paint; *plastic materials*, such as plasticine, clay, soil, gravel, and water; *construction materials*, such as building blocks, hammer, nails, soft wood or cork; *tossing, rolling, feeling, and weighing materials*, which, in addition to many of those already mentioned include balls, textiles, stones, sticks, etc.

Aside from the social cooperation developed through attention to other developmental needs, equipment should satisfy the child's desire to imitate life about him in his social and family relationships, and it should provide experiences with animal and plant life. The importance of opportunities for observation and understanding of the phenomena of life processes which nature experiences provide can not be overestimated. In addition to materials already listed, equipment which will satisfy those needs includes: (1) Playthings, such as dolls, doll housekeeping furniture, wooden and stuffed toy animals, autos, trains and small wheeled toys, and picture, story, and song books; (2) actual housekeeping equipment, such as dishes, silver, napkins, service mats, doilies, vases, brooms, mops, dustpans, dusters, and dishwashing paraphernalia; (3) cages and inclosures for pets, aquaria for fish and tadpoles, garden space and bird-feeding stations.

When the sand box is opened, the covers provide additional play space. Hollow square cover-supports in the middle of the sand box are especially intriguing for the children's play



Individual equipment for developing habits of personal hygiene: (1) Turkish towel, 9″ by 6″; (2) wash cloth, 6″ by 6″; (3) indentification tag used for bathroom equipment, cot bed, blankets, floor rug, chair, and cupboards for wraps and clothes; (4) comb; (5) nail brush; (6 and 7) two types of easy-buttoning belts used to hold resting rugs. This rug, made of cotton baling dyed in bright colors, is used as the background for the picture

Most of the development of right mental and physical habits in the nursery school depends upon the way in which the use of equipment and apparatus is guided by the teacher. It is well to provide a limited number of favored kinds of equipment, allowing the children an opportunity for sharing, waiting turns, and consideration for the rights of others. Identification marks give the child a sense of ownership for his own individual equipment. Materials used in developing personal hygiene habits should be fitted to the size and ability of the children and be accessible during the day's activity.

Selecting purchasable equipment.—Some of the equipment and play materials may be purchased ready-made. Such equipment needs careful selection to insure its adaptation to nursery-school usage. The following suggestions developed when purchasing equipment for the Washington center: (1) Cot beds—two types available, folding and stationary. Points to consider are body posture, sanitation, economy of space, use in research studies. (2) Sheets may be purchased economically in correct sizes. The 68-inch single blankets, cut in half and bound, are practical and economical. (3) Towels, wash cloths, and bibs are best made of soft absorbent material which can be easily laundered and used rough dried. Wash cloths, 6 by 6 inches, are small enough for most of the water to be squeezed from them by the small child's hand. (4) Table mats of colorful waterproof material—shellacked on the under side to prevent curling, are attractive and economical. (5) Fabric serving trays are small and light in weight. (6) Service china of strong biscuit ware does not chip easily. A non-cracking medium glaze and a colorful and simple decoration are desirable. Plates and bowls should be deep enough to hold average portions of food and should have plain round edges to aid children in carrying them. Pitchers should have handles which children can grip easily, and the lip should be accentuated to facilitate pouring. Pitchers and glasses must stand firmly. All serving dishes should be covered, and of heavy crockery so as to maintain heat. (7) Silver of child size should include a rounded spoon and a straight-sided wide fork with rounded tines. Additional pieces of adult size are required for the teaching staff. (8) For cleaning facilities, small mops, brushes, pails, and cloths should be made easily accessible. (9) Chairs should be purchased in at least three heights—8, 9, and 10 inches. Tables should accordingly range from 17 to 19 inches in height.

Constructed equipment.—For the sake of economy, to meet the needs of the children, to be suggestive to parents for home reproduction, and to take advantage of the house and grounds secured for the Washington center, most of the equipment was constructed by carpenters. Such equipment included the following: (1) A slide board 12 feet long was incor-

Luncheon service equipment: (1) Self-help bib of white ratiné with colored binding; (2) waterproof plate doily and silver; (3) pitcher with good gripping handle and well-defined lip; (4) china service of tea plate, cereal bowl, and sauce dish; (5) heavy glass with narrow grip; (6) papier-maché tray; (7) vase for table flowers; (8) basket for carrying silver and teachers' service

Stationary and adjustable ladders and boards in one end of the pergola give opportunity for such activities as climbing, balancing, jouncing, and sliding

porated in the stairway leading to the playground from the sun porch. (2) Climbing apparatus and swings were installed in a pergola already in the yard. (3) A sand box was designed to fit a arge space in the yard well exposed to sunshine and partially surrounded by shading bushes. (4) Tables, benches, large drawing easel suitable for continued use out of doors, and animal pens were constructed. (5) Hollow boxes for indoor and outdoor building blocks were made at a box factory. (6) Wooden supply trays, stools, a rocking horse, a doll's bed, a wardrobe box, and a table were constructed.

Many Things to be Considered in Planning Equipment for a Center

In planning both the purchased and the constructed equipment for a nursery school, at least three major factors must be considered: First, the vigorous manipulation to which equipment is constantly subjected both indoors and out of doors; second, the need of frequent washing and sterilizing of both play materials and of apparatus, for purposes of sanitation; and, third, the immediate needs of the children concerned. These details are described in the captions accompanying the photographs and drawings. Other ideas to be considered in making equipment include the following: (1) Take advantage of all features in the house or on the grounds which suggest possible play apparatus or devices which may aid teaching techniques. (2) In rented property install structural equipment in the house with screws and bolts, rather than nails, to assure ownership and to facilitate possible moving. (3) Wooden or large cotter pins are the best fastenings for adjustable apparatus. (4) All exposed corners should be rounded and edges beveled. (5) For cupboards, wood should be properly mitered at the corners in order to provide strength and at the same time avoid the necessity of unsightly supports. (6) Such wood substitutes as beaver board and Celotex are excellent material for bulletin boards, screens, and backs of cupboards. (7) Stock D white pine is a satisfactory wood for most equipment. However, wood should be adapted to the use for which it is designed and should be selected for its flexibility, weight, size, and its nonwarping, nonrotting, nonsplintering, and seasoned qualities. (8) All equipment should be finished with bright-colored paint or oil. (9) Portable apparatus may be used both for indoor and outdoor play. (10) For the use of wheel toys it is essential to have cement walks or play space. Adventure is provided for children by laying a winding walk among shrubbery and structures. (11) Placement of outdoor equipment should be so zoned that group interests are divided.

Summary of Equipment—Purchased, Constructed, and Loaned

Dining-room equipment:	
Furniture—Round tables, 36-inch, drop-leaf, 18 inches high, 4 at $12.50, shipping costs $5.40; chairs, 9 to 11 inches high, 30 at $4, 10 per cent discount, unpainted; paint, 3 coats for tables and chairs, $15.27; 4 serving tables, charged under construction	$178.67
Dishes—4 dozen 8-inch tea plates; 3 dozen sauce dishes; 3 dozen cereal dishes, $39.54; 11 pitchers—1 3-quart with lid, 1 2-quart, 2 1-quart, 7 1-pint, $9.91; 4 dozen glasses, $1.20	50.65
Silver—4 dozen children's spoons; 2½ dozen children's forks; ½ dozen each—tablespoons, knives, forks; 1 dozen teaspoons	24.17
Trays—6, white fabric	3.24
Oilcloth—3 yards for table doilies, donated.	
Total	256.73
Bathroom equipment:	
Linen—3 dozen, 6 by 6 inch wash cloths; 4 dozen, 9 by 16 inch towels	5.34
Toilet articles—25 combs; 25 nail brushes; 2 bath stools; 2 toilet-seat insets; 10 dozen hooks; 3 paper-towel cabinets, furnished with order for towels; steps, benches, and toilet-paper racks, charged under construction	11.25
Total	16.59
Sleeping equipment:	
Cots—8 stationary, at $13.50; 12 folding, at $7 less 20 per cent	175.20
Bedding—4 dozen sheets at 58 cents apiece; 8 blankets at $2.95, 4 at $3.95; labor for cutting and binding blankets, $12.18	79.42
Miscellaneous—2 bed screens; 4 costumers, charged under construction.	
Total	254.62

Kitchen equipment:

Linen—2 dozen towels; 2 dozen dish cloths	$9.00
Kitchen utensils—2 large casseroles; 3 dozen custard dishes	7.75
1 each—meat chopper, pail, set of saucepans, pitcher, double boiler, collander, dish pan	9.00
1 each—aluminum pan, bread knife, butcher knife, can opener, potato ricer, flour sifter, bread box, salt and pepper boxes, dish drainer, ice pan, egg beater, cabbage slicer, egg slicer, yellow bowl; 4 paring knives; 3 each teaspoons and tablespoons	17.53
2 each—mixing bowls, dippers, baking pans, strainers, spatulas, galvanized spoons, aluminum spoons, wooden paddles, apple corers, small bowls; 1 each—dishpan, saucepan, collander, grater, fork, lemon squeezer, orange squeezer; 6 bread pans; 3 wooden spoons; 5 measuring cups; 24 large glass jars; 1 set scales; and 1 refrigerator	(Loaned.)
Housekeeping utensils—3 each—aluminum trays, children's mops and brooms; 1 each—carpet sweeper, electric iron, garbage can, broom, brush, dustpan, mop, soap dish, window washer; 1 porcelain table top; 6 pot holders	20.93
Total	64.21

Play materials:

Wheel toys—3 wagons, $6.50; 1 each—wheelbarrow, $1.50, pedal bike, $2.50; bicycle, $10.50; stick horse, 45 cents; tricycle and large wagon (loaned)	21.45

Play materials—Continued.

Doll equipment—3 dolls at $1; 2 wicker child rockers at $4.45; 1 each—doll carriage, $2.09; table, bed, and wardrobe box, carpenter-made; bed mattress and pillows, $1.75; washing set, 50 cents; teddy bear, $1.75	$17.99
Graphic material—3 tons sand at $10; bogus paper, $1.80; newsprint, $2.50; crayons, $3; chalks, $1; paint brushes, $2.65; show-card paint, $1.50; clay and plasticine, $1.40	43.85
Toys—2 dozen 6-inch wooden animals, contributed; 9 balls, 8, 6, 4, and 3 inches in diameter, $2.73; auto, $1; train, 65 cents; fire engine, $1.25; tractor, $1; hook and ladder, $1.25; horse, $1; elephant, $1; rabbit, dogs, ducks, $1.50; beads 1-inch colored, wooden, $5; shoestrings, 64 cents; hammer and nails, 20 cents; sand toys—12 shovels, 6 sprinklers, 6 pails, sand dishes, $5.05; garden tools, $1.50; design set, $1.50	25.27
Blocks—25 indoor building blocks, 5 by 8 by 11 inches, $6; 15 outdoor building blocks, 5½ by 11½ by 25½ inches, $4.95; color cubes, $4.75	15.70
Miscellaneous—Pictures and picture books, $6.15; peg boards and insets, made by carpenter; baskets—berry, bushel, half-bushel, and hampers, $5	11.15
Total	135.41

Play apparatus:

1 section indoor fence; 1 each—indoor and outdoor balance boards with rubber treads, rocking board, rocking horse, sand box, cheese box, slide built into steps; 4 each—swings, climbing ladders (3 stationary, 1 movable); 7 boards; 10 saw horses (5 sizes). For materials, labor, and paint	422.84

Examination equipment:

Examination table, $27; 2 stethoscopes, at $2.25; 2 percussion hammers, at $1.75; hemoglobin scale and needle, at $1.55; examination blanks, $5; 1 dozen test tubes, 45 cents; 2 measuring scales, at $1.20; 1 child's table, $1	$45.40

Office equipment:

1 each—typist desk, secondhand, $22.50; library table, $45; magazine table for reception room, $8.50; 2 each—filing cases, secondhand, $25.25; sanitary couches, $14.95; couch covers, $10.75; 2 typewriters, at $70; 3 desk trays, $1.45; rugs, $98; 5 waste baskets (no charge)	366.40
1 each—filing table, small library table; 2 desk chairs; 4 office desks; 5 each—small study tables, straight wooden chairs, Windsor chairs, upholstered chairs (loaned).	

Miscellaneous:

Linoleum, $262.80; window shades for entire house, $48.75; curtain materials, $26.53; curtain rods and brackets, $17.83; piano, $250; lamp shade for playroom, $7.50; 4 doormats, $5.85; hardware, etc., $20.24	639.50

Summary of equipment costs:

Dining room	256.73
Bathroom	16.59
Sleeping room	254.62
Kitchen	64.21
Play materials	135.41
Play apparatus	422.84
Examination room	45.40
Offices	366.4
Miscellaneous	639.5
Grand total	2,201.70

Swings of different types installed in the other end of the pergola; log swing for arch development, self-propelled swing, and the customary swing with a board seat

Locating and Minimizing Difficulties of Junior High School Pupils

Modern Pedagogy, True to the Meaning of the Word, Seeks to Fit Education to the Pupil, and to This End Studies His Abilities and Needs—Approach to This Study was by Means of the Pupil's Own Reactions as Recorded by Himself

By CHARLES FORREST ALLEN
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WITH the advent of the junior high school, many changes have come over that part of the traditional school formerly assigned to the last two years of the elementary school and to the first year of the 4-year high school.

Frequently these changes have been studied from the viewpoint of the adult, especially of teachers and principals. In the investigation here reported, an attempt has been made to attack the problem from the pupil's standpoint and to secure from pupils constructive suggestions for a supervisory program in the junior high school.

Schools Participate in the Survey

Pupils were requested to answer the following six questions of major importance: (1) Is a junior high school pupil overworked? (2) How many subjects do the pupils study daily? (3) What relation do pupil answers bear to the program of studies, the curricula, and the course of study? (4) What is the relation between most popular subjects and easiest subjects? Between clear assignments and easy subjects? (5) Are pupils overburdened with clerical work? (6) What school practices are most confusing to the student entering school?

The following schools, geographically distributed, cooperated in the study: Morey Junior High School, Denver, Colo.; Hutchins Intermediate School, Detroit, Mich.; Kirby Smith Junior High School, Jacksonville, Fla.; West Side Junior High School, Little Rock, Ark.; King Junior High School, Los Angeles, Calif.; Hamilton Junior High School, Oakland, Calif.; Washington Junior High School, Rochester, N. Y.; Ben Blewett Junior High School, St. Louis, Mo.; and Hines Junior High School, Washington, D. C.

Is a Junior High School Pupil Overworked?

The study indicates that the typical junior high school pupil spends approximately 44 minutes in preparation for each of five subjects, or a total of three and one-half hours daily. In all but one of the schools reporting, approximately half of this time is spent in study at school and the other half in home study. It developed in the survey that in some subjects, and in all schools, many pupils spend an undue amount of time in preparation; nevertheless the sum total is not too great. In the table given below it will be noted that pupils in the 7B grade required more preparation than did pupils in the 7A grade. This fact should be significant. It may be that there is a lack of articulation between the 6A and the 7B grades; a difference in the nature of assignments; that the change from elementary to secondary methods is confusing; that the secondary teachers were using high-school methods; and that extracurriculum activities and other causes were confusing to the incoming students; and that because of the foregoing, or for other reasons, these 7B pupils were spending too much time in lesson preparation.

The Pupil Load

The gradually increasing amount of time spent in preparation by pupils in grades 7A to 9A is approximately as it should be. The wide range of lesson preparation for each subject in each half grade, as shown in the table, should be significant to teachers, administrators, and curriculum builders. The table shows a very wide divergence of procedures in the different schools studied, some schools requiring more than twice as much preparation for a certain subject as do other schools. It is no wonder, therefore, that pupils transferring from school to school seem to be below standard in one subject and above standard in another subject.

In schools embraced in the survey it seems that the general practice is to require of pupils five major subjects and one minor subject. But evidently there are exceptions—due to reasons of health, scheduling, irregularity, part-time attendance, or other causes. The fact that a junior high school pupil is required to carry five major subjects and one minor subject is in itself evidence that the preparation required for each subject should not be so great as that of the student who carries but four subjects in the senior high school.

Answer to the question as to what relation a pupil's answers bear to the program of studies, the curricula, and the course of study has been partly indicated in the discussion above.

Duplication of Findings for Curriculum Practice

When students in one school spend 24 minutes in preparation of 9A Latin, while students in another school spend as much as 140 minutes in such preparations, there should be a difference in the courses of study and in the credit allowed; likewise when pupils spend 35 minutes on general science, while the same pupils spend 85 minutes on English, as shown in one of the tabulations, there is cause for adjustment of the local curriculums and courses of study.

It may be that one department is sponsored by a more aggresive head; that the particular department is attempting to cover too much subject matter; or that the credit allotment for respective subjects should be revised according to the amount of time required. It may also be that some subjects—such as foreign languages, Latin, and certain commercial work—should be commenced in the higher grades. The study shows that Latin and French are universally considered difficult.

The author checked the data in one school by going back three years and determining the percentage of failures per subject as compared with the subject requiring most preparation. In this school it was shown that the subjects requiring most time and preparation were also those subjects in which there was the greatest percentage of failures. Furthermore, these same data were checked with reference to the number of failures in each half grade, with the result that the courses of study are being revised so as better to equalize the work in the various grades.

Many Causes Affect Work of Students

Information in the second part of the questionnaire concerning the relation between most popular subjects and easiest subjects, between clear assignments and easy subjects, was tabulated for the purpose of determining the relation between

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Medians and ranges in minutes of study preparation reported by pupils, by subjects,[1] and by grades in nine junior high schools

Subject	Grade and median number of minutes						Grade and range in number of minutes					
	7B	7A	8B	8A	9B	9A	7B	7A	8B	8A	9B	9A
English	43.4	37.4	38.5	36.4	39.1	48.5	26.9–55.2	12.2–61.3	23.1–44.1	30.0–54.1	27.3–57.4	35.0–83.9
Mathematics	47.6	41.3	43.6	41.6	54.5	61.2	25.4–82.1	12.0–80	30.2–49.3	30.0–60.8	37.0–73.3	42.0–82.7
Social science	41.7	33.9	37.5	44.5	50.8	54.3	27.6–59.5	13.7–67.2	28.1–48.2	27.8–54.5	27.7–76.6	36.0–85.6
Science	39.2	29.4	30.8	34.4	37.9	46	15.8–58	10.0–42	13.5–36.5	12.6–39	15.7–54.2	21.7–60.9
Commercial [2]	15	31.8	37.2	45	44	53.5	15.0–25	20.0–40.6	25.3–44	35.8–60	29.0–56.8	39.0–87.4
Spanish			32.9	40.5	45.2	44.5			26.3–39.5	39.1–41.9	33.9–69.2	39.0–65
French			65	40.5	75.6	70			00.0–65	40.3–41.9	42.5–97.8	69.0–79
Latin	36.9	43.9	44.6	43.4	53.1	50.8	11.6–79	00.0–43.9	24.0–73.4	29.0–68.7	17.5–64.6	24.3–140.8
Boys' industrial	41.9	24.7	38.4	52.9	28.4	45.0	00.0–49	12.0–43.2	20.7–55.0	17.0–63.0	8.6–60.0	30.0–76.7
Girls' industrial	46.4	19.0	43.8	29.3	52.5	65.0	40.2–50.8	12.0–29.2	22.9–63.0	21.7–55.0	30.0–59.2	44.0–90.0

[1] Among other subjects mentioned by one or more schools were: Art, music, health, gymnasium, auditorium, guidance, orchestra, and writing. Total time allotment ranged from 10 to 64 minutes daily.
[2] 1 school reported 120 minutes for shorthand, and 74 minutes for penmanship.

pupils' preferences in the subjects they studied; and to see if possible what effect clear assignments had upon the percentage of failures. The study showed that for the three subjects required in all schools—English, mathematics, and social science—the number of pupils listing those subjects as most difficult was practically equal to the number listing the same subjects as least difficult. This fact indicates a matter of preference and individual difficulty in the presentation of these subjects.

Relationship of Difficulty to Assignment

A further study of individual replies showed little agreement as to which subject is difficult for any one student. English might be difficult for one, mathemathics for another, and social science for still another. Furthermore, English and social science might be difficult for a certain pupil and mathematics might be easy for him. Likewise, almost any combination of difficulties and easy preparation were found, indicating the wide variety of individual abilities. It seems, however, that Latin was difficult for almost all pupils.

A large number of students indicated that assignments are not clear, and it was evident that many others thought the assignments clear when really they were not clear. This fact the writer checked to his own satisfaction by visiting rooms and asking pupils to write the assignment, which he compared afterwards with the teacher's written assignment. Study and observation clearly indicate that supervisors and teachers may well give special attention to clarifying their assignments.

Relationship of Difficulty to Student Preference

The writer also checked individual pupil replies in one school to compare those indicating "subject least difficult," "assignment clear," and "liked best." A random selection of several hundred replies showed that 33 per cent indicated that when students considered the subject as "least difficult" they also listed it as "assignment clear" and "liked best." In other words, there was a strong indication that if a teacher made her assignments clear, the lesson was not thought difficult and the pupil liked to do the work. Likewise, it was shown that if the assignment was not clear, the subject was thought difficult and the pupil disliked the work. On the other hand, it may be true, of course, that the pupil reported the assignment not clear and the subject difficult because he did not like it. Regardless of which supposition is true, the study indicates that a teacher must make her assignments clear if she expects pupils to do satisfactory work. Furthermore, it is the business of the teacher so to motivate the subject that the pupil will want to do the work. Probably homogeneous grouping will prove helpful in solving these problems.

Are Pupils Overburdened with Clerical Work?

Pupil replies to the question regarding amount of time spent in grading papers and on other clerical work indicated very clearly that a majority of pupils spend little or no time in this kind of work. The study does show very conclusively that in some schools certain pupils are asked by teachers to do entirely too much grading of papers and other clerical work. The study also shows the advisability of consideration in some schools of local practice in the matter of pupil service. Some scheme should be provided for evaluating and limiting the clerical activities of pupils. Probably the question of apportioning the services now performed by a few so that such services will be performed by many is a problem meriting consideration in each of the nine schools concerned in the survey. The study showed that in some of the schools many pupils complained of the requirement of too much clerical work by a teacher. On the other hand, the fact that pupils of some teachers stated that they were never called upon to do any clerical work is also significant.

Information concerning the school practices that are confusing to students entering school was of such a variety that it is not tabulated here.

Problems of Articulation in Junior High Schools

From the study a few significant facts were brought out, however. In certain schools where the practice was for representatives of the junior high school to conduct incoming 7B pupils through the building on "visitors' days," replies indicated that pupils had little difficulty in finding the rooms and of observing other routine regulations. In one of these schools where, because of new building conditions, the practice of observing "visitors' days" had been discontinued, pupils who had not had the advantage of participation in "visitors' days" showed by their replies that locating certain rooms and other routine was very confusing to them, whereas it had not been confusing to previous groups who had the advantage of taking part in "visitors' days."

The items, in order of importance, listed by the pupils as being most confusing to them are as follows: (1) Finding room; (2) remembering schedules; (3) remembering rules of school; (4) keeping up with assignments; (5) loss of misplaced wraps, etc.; (6) being required to hand in many written lessons on the same day; (7) being required to hand in papers with different mechanical arrangements to meet different teachers' directions; (8) remembering teachers' names, and the kind of replies desired; and (9) learning how to study.

The significance of these difficulties is self-evident and should be suggestive to teachers, supervisors, and administrators.

Conclusions

The original study comprised more than 50 typewritten pages. Only a few of the more significant items that should be suggestive and usable have been mentioned in this discussion. These may be summarized as follows:

(Continued on page 97)

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· SCHOOL LIFE ·

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The New Year

A Happy New Year to you all! On the 1st of January of this year, we are changing not merely one figure in our calendar but two figures, for we are passing from the decade of the twenties into the decade of the thirties. If we are thinking historically we may, on January 1, look back 100 years from an administration which finds in the White House, the first President born and reared west of the Mississippi River to the first so-called Westerner, Andrew Jackson, of Tennessee. This would lead to reflection upon the marvelous changes in our country, in size, in wealth, in power, even in institutions.

We educators might be tempted to speak at great length upon the development of the public school and college within the century. I think, in fact, that we should give some thought to this hundred-year period. There is coming, however, within the decade a time very propitious for this discussion, namely, the hundredth anniversary of the significant work of Horace Mann in Massachusetts. Therefore, let us wait until 1937 for this discussion, but in the meantime let us be thinking about it.

With the opening of each new year we talk facetiously about good resolutions, etc. I do not find any one time in the year peculiarly suited to the making of new resolutions. I believe that they should be made and new policies should be instituted as occasion arises. There is no magic in a particular day. Yet we in this country do celebrate with much noise and festivity the passing of one year and the incoming of another. I suppose it is one indication of a tendency of the human mind to fall in with a plan to measure things exactly and a zeal to settle affairs with finality.

I hope that in this regard the decade about to open marks some outstanding efforts on the part of the leaders in educational thought. Philosophers have speculated with such concepts as time and space. All of us in our early struggles with mathematics have been so surrounded by tangible evidence of three dimensions that we have wondered whether or not the mathematicians who talked about a fourth dimension and who made us struggle with a fourth, fifth, and even "nth" powers were not a little "off." To-day, however, it is the common knowledge of every educated man that our giant telescopes register the movements of bodies so far away that their distances must be measured not by feet and yards and miles but by *light years*. Certainly when we record the movements of heavenly bodies by light which started from its source hundreds of thousands and even millions of years ago, our notion of the border line between the concept of time and the concept of space is somewhat disturbed.

When we reflect upon the upsetting effect of the findings of an Einstein upon some of the rather positive conclusions of the earlier scientists we are led to wonder whether there is any fact in all of our vast compendia of knowledge which may be set down as *absolute* truth.

Perhaps the decade just upon us will mark as distinct revolutions in our thinking as the decade of the 1830's made in our manner of dress and in our ways of living.—*W. J. C.*

The Newer Conception of Education

FORTUNATELY for humanity, the *divine afflatus* does not descend exclusively upon the well-born, those who come into the world surrounded by every luxury, but it falls equally upon the humble and the lowly. For this we should be devoutly thankful. The greatest geniuses in the world have been men who have risen from the ranks—poets, painters, scientists, inventors, and reformers; men who have passed through the fires of suffering, poverty, and neglect. It is by contending with great obstacles that a man brings to the surface the talent that is in him. Luxury enervates its votaries; the worship of the golden calf destroys genuine religious feeling and the desire to serve one's fellow man.

When the rich young man approached the great Nazarene and asked what he should do to have eternal life, the reply vouchsafed was: "Sell all that thou hast, and give to the poor, * * * and come and follow Me." What did the young inquirer after truth do? He fell back into the crowd that surrounded the Master and sorrowfully hurried away. It was asking too much, to give up the flesh pots of Egypt, the luxury and elegance of life, the freedom from want and poverty, to follow an unknown preacher and reformer with His little band of disciples, most of whom were men of very humble origin, fishermen and the like. And so the *divine afflatus* rarely descends upon the sybarite, the trifler, and the rich man. The men who save the nation are generally from the ranks.

Of the great men of our American Revolution, we love to dwell most on Benjamin Franklin, the descendant of a race of sturdy and ingenious artisans; the printer's apprentice, who became a statesman, a philosopher, and a scientist; whose fame has spread through all nations. Upon Franklin descended the sacred fire.

There is one phase of this remarkable man's career that is comparatively unknown, viz, the *educational*. His ideas on education are given in his two papers that deal with the English Academy in Philadelphia. In these he advocated the founding of a school in which the chief subjects of instruction should be English, arithmetic, geometry, astronomy, and history—"those things that are likely to be most useful and most ornamental, regard being had to the several professions for which they are intended." He urged the acquisition of useful knowledge as well as of morality.

In a paper on The Academy, written in 1789, he tells us that "the Latinists were combined to decry the English school as useless. It was without example, they said, as indeed they still say, that a school for teaching the vulgar tongue, and the sciences in that tongue, was ever joined with a college."

Franklin was an earnest advocate of education and deserves a leading place among American educators, although he was no pedagogue in the literal sense of the word. But he had risen from humble surroundings, he knew life from the standpoint of the masses, and he was intensely patriotic and farseeing.

Dr. C. R. Mann, in discussing Benjamin Franklin's educational ideas and what they have led to, says: "The wonder is that a century and a half elapsed after Franklin's lucid exposition of the subject before the country at large could rid itself of its ancient traditions and give unquestioned moral support and social sanction to his sane and sensible precepts and conclusions." Franklin undoubtedly was far ahead of his time.

Another great man, William Penn, in 1693, wrote as follows on education: "The world * * * ought to be the subject of the education of our youth, who, at twenty, when they should be fit for business, know little or nothing of it. We are in pain to make them scholars, but not men! To talk, rather than know, which is true Canting; * * * to know grammar and rhetorick, and a strange tongue or two, that it is ten to one may never be useful to them; leaving their natural genius to mechanical and physical, or natural knowledge, uncultivated and neglected."

More and more emphasis is being put to-day upon the sciences; to relating the schools to real life. A certain insight into the humanities is most desirable. But we should not overstress classical studies. The ancient Greeks did not devote their attention to the study of Sanskrit, but to the world about them; and we should do the same. The Nation needs its tool-minded men, its chemists, and its agriculturists. But this does not mean that the arts—music, painting, sculpture, dramatics—should be neglected. The cultivation of the arts gives beauty and spiritual meaning to life, without which we should sink to the level of automatons. It would be better if the fine arts were to take a more prominent place in our educational curriculum. Too long have they been sidetracked.

The great war has shown us the necessity for men of technical training; for skilled workmen. Vocational education has come to stay. A more radical and democratic education impends. "The country has been struggling since its origin to develop an educational system that expresses the American spirit." The Army schools have shown us the way to attain the newer ideals of education—in which physical exercise, self-discipline, initiative, and resourcefulness are thoroughly blended.

Educational Meetings, Atlantic City

Education in the Spirit of Life is the theme adopted for the meeting of the department of superintendence of the National Education Association in Atlantic City, N. J., February 22–27, 1930. Sessions will be held in the Atlantic City Auditorium, and Dr. Frank Cody, president of the department, will preside.

Among other meetings to be held conjointly with the sessions of the department is the third national conference of supervisors and teachers of home economics, which will convene on February 23. Sessions will be held in the Lake Como room of the Chelsea Hotel. Monday afternoon will be devoted to research, Tuesday to health education of the child, and on Wednesday afternoon an opportunity will be given for round-table discussions.

For each branch of vocational education in public schools of Baltimore, an advisory committee representing employers and employees engaged in the corresponding industry, has been constituted. The committees assist in determining courses of study, methods of instruction, and equipment.

Recent Educational Conferences Held in Washington, D. C.

The Advisory Committee on National Illiteracy

WITH the taking of the next Federal Census in 1930, the question of illiteracy looms large on the horizon of national affairs. As good citizenship is the bedrock on which the Republic stands, it is of paramount importance that there should be an intelligent citizenry to exercise the right of the ballot, and to promote the advancement of economic, ethical, and civic interests. It becomes necessary, then, to take cognizance of the illiteracy that exists in the Nation, and that steps be taken to eradicate it as speedily as possible. This is not only a local but a national issue.

President Approves Appointment of Committee

With these points in view, Secretary Ray Lyman Wilbur, of the United States Department of the Interior, with the approval of President Hoover, on November 16, 1929, announced the appointment of a number of distinguished citizens as members of an Advisory Committee on National Illiteracy to study the question in all its phases.

This committee convened for a preliminary session on December 7, in the office of the Secretary of the Interior, Washington, D. C., and effected the following organization: Ray Lyman Wilbur, chairman; William John Cooper, vice chairman; Mrs. Cora Wilson Stewart, chairman of the executive committee of seven; and Rufus W. Weaver, secretary-treasurer.

Membership of the committee is as follows: William John Cooper, United States Commissioner of Education; Senator Henry J. Allen, Kansas; J. A. C. Chandler, Virginia; A. Caswell Ellis, Ohio; Mrs. Cora Wilson Stewart, Kentucky; T. H. Harris, Louisiana; Raymond B. Fosdick, New York; Glenn Frank, Wisconsin; John H. Finley, New York; Dr. C. R. Mann, Washington, D. C.; A. E. Winship, Massachusetts; Lorado Taft, Illinois; Mrs. Ruth Bryan Owen, Florida; John W. Abercrombie, Alabama; M. L. Brittain, Georgia; Mrs. A. H. Reeve, Pennsylvania; Herbert S. Houston, New York; Henry Goddard Leach, New York; Rufus W. Weaver, Washington, D. C.; Frank Cody, Michigan; R. A. Nestos, North Dakota; and Mrs. Marvin Bristol Rosenbury, Wisconsin.

Among the State superintendents of public instruction present by invitation were: J. H. Hope, South Carolina; A. B. Meredith, Connecticut; William C. Cook, West Virginia; John A. H. Keith, Pennsylvania; A. T. Allen, North Carolina; M. L. Duggan, Georgia; Harris Hart, Virginia; and N. D. Showalter, Washington.

The members of the executive committee of the department of adult education of the National Education Association present by invitation were: L. R. Alderman, Office of Education, chairman; A. W. Castle, Pennsylvania; Marguerite Burnett, Delaware; Mrs. Elizabeth C. Morriss, North Carolina; Alonzo Grace, Ohio; James A. Moyer, Massachusetts; and W. C. Smith, New York.

Superintendent M. L. Duggan, of Georgia, announced the presence by his invitation of R. E. Roundtree, of the Education Board of Georgia, and I. S. Smith, State supervisor in Georgia.

Secretary Wilbur States Purpose of Meeting

Doctor Wilbur outlined the matters to be considered under the following 6 heads: "(1) What is illiteracy? (2) What procedure is necessary to find the facts concerning illiteracy? (3) What is being done at the present time to meet the situation? (4) What is the place of the volunteer agency in this field? (5) What techniques should be used to teach adults who wish to learn to read and write? (6) Shall Americanization be combined with the illiteracy movement, or should it remain separate?"

In discussing work with special groups, such as negroes, Indians, and immigrants, Doctor Wilbur described the Indian as essentially "picture-minded," and not "alphabet-minded," and stated that special methods of instruction adapted to his racial characteristics should be considered.

State Efforts for Reduction of Illiteracy

L. R. Alderman, specialist in adult education of the Office of Education, presented an outline of what has been accomplished in adult education in New York, Connecticut, Rhode Island, Pennsylvania, California, Delaware, North Carolina, and South Carolina. He said, in part:

> There has been an effort in some States by school officials and outside organizations to reduce the number of illiterates before the 1930 census is taken. This work has been difficult because it was hard to locate those persons who could not read or write. * * * In some places a local census was taken, and it was found that there was considerable variance between these records and those reported by the United States Bureau of the Census. The State Department of Education of Nebraska has undertaken to ascertain, at the time of the

annual school census in June, the names and addresses of all adults in the school districts, together with information as to whether they can read and write. This information will be most valuable in planning elementary instruction needed by those beyond compulsory school age.

Different Aspects of Work Presented

Mrs. Elizabeth C. Morriss, of Buncombe County, N. C., reported the plans successfully operated in that county by which adults were able to cover the first three grades by completing a course embracing 100 lessons, 2 of which are given each week, at a total cost of $30 per student.

It was stated at the meeting that South Carolina and Alabama exceeded all other States in the matter of the reduction of illiteracy.

Former Gov. R. A. Nestos, of North Dakota, described the campaign in his State by which adult illiteracy was reduced to a minimum.

Dr. C. R. Mann suggested that the results of a study of technique be furnished by the committee.

Mrs. Cora Wilson Stewart, of Kentucky, explained that certain textbooks for illiterates prepared by her had been based on the program of the State in promoting better farming, good roads, health and sanitation, forestry, citizenship, etc.

Dr. John W. Abercrombie, of Alabama, suggested that there should be representation on the committee from the Negro, the Indian, and possibly other groups.

Census May Assist in Reduction of Illiteracy

After an extended discussion on the matter of securing the names and addresses of all illiterates in the United States immediately following the census of 1930, it was agreed that the committee should take steps at once to engage the active cooperation of the Census Bureau in having a complete copy of the illiteracy record of each State given to the department of education of that State.

Dr. William John Cooper, United States Commissioner of Education, presided at the afternoon session of the committee, during which the requirements of teachers in adult education in the several States were discussed.

The committee appointed to make a report upon the six phases of an illiteracy program set up three subcommittees, in addition to the executive committee, as the initial step to carry out the suggestions of the Secretary of the Interior—a subcommittee on technique in teaching illiterates, a subcommittee on publicity, and a subcommittee on finance.

At 12.30 o'clock the members of the committee were received at the White House by the President, who expressed his sympathy with the movement to eradicate illiteracy.

Conference on Home Making Held in the Office of Education

By EMELINE S. WHITCOMB

Specialist in Home Economics, Office of Education

TO CONSIDER the place and function of home economics in American education a small group of well-known educators—representatives in their respective fields of education and also of the different sections of the country—was called into conference on December 6–7 by the Commissioner of Education, William John Cooper, in the auditorium of the Department of the Interior at Washington.

Dr. James E. Russell, dean emeritus of Teachers College, Columbia University, acted as general chairman. He stated that the object of the conference was to bring together administrative men and women in education and specialists in home-making education, for purposes of mutual understanding as to the aims and objectives in this department of education.

Home Making an Essential Part of School Curriculum

Doctor Russell stated that (1) in too many schools of the country home economics is still looked upon as a special subject added to the curriculum, rather than as an essential part of the curriculum; (2) that it has never been given an equal chance among other school subjects; and (3) that little has been done by school administrators to incorporate home economics as an integral part of the school curriculum.

Commissioner Cooper suggested that it would be well for home-making specialists to consider those outside as well as those inside the school; that teachers of home-making subjects might well undertake to devise courses and methods of teaching that would not only interest adults but also awaken a permanent desire to pursue the work.

Such courses should include, among others, information in personal and public health, guidance as to vocational and educational opportunities in the field of home economics, and use of leisure hours. It is not enough for the public to provide education for those *in* the schools; those *outside* deserve the school's attention.

In connection with changes in the content of the home-economics curriculum, it would be advantageous if a better understanding existed among school administrators, deans of education, and college and university presidents in regard to the fundamental value of home-making education. It would be well to convince high-school principals and school superintendents as to their larger responsibility to those outside of the high schools who never enter college, yet who should have the help of the high-school system and of high-school teachers.

The question of college entrance credit for home-economics courses was thoroughly discussed by Presidents George F. Zook, of Akron University, and Walter A. Jessup, of the State University of Iowa; Dean Shelton Phelps, of Peabody College; and principals of high schools, superintendents of schools, and home-making specialists.

To Subserve Interests, Needs, and Activities of Girls

The consensus of opinion was that college entrance credit for home-economics courses is not the most important issue, however desirable. Rather, that courses providing for the interests, needs, and activities of girls are more essential; and that all State colleges and universities, and many privately endowed institutions, recognize home economics for college-entrance credit. The California Home Economics Association has developed three high-school courses, namely: Science of the household, and nutrition, which are interchangeable as to credits with high-school courses in the science department; and the course in citizen home making, dealing specifically with social and economic relationships of the family, and which is acceptable to the State Board of Education of California as one unit of a social-science major. Acceptance of such a course is on the basis of its being an introduction to economics.

Doctor Bonser, of Teachers College, presented a scholarly paper on "The outstanding problems confronting home economics in the schools." A full report of this paper will be ready for distribution in the near future, and a report of the entire conference shortly afterwards. It will be known as Home Economics Letter No. 10.

The conference unanimously voted to request the commissioner to call a series of regional home conferences in other parts of the United States.

National Council of State Superintendents and Commissioners of Education

By Mrs. KATHERINE M. COOK

Chief, Rural Education Division, Office of Education

THE second annual meeting of the Council of State Superintendents and Commissioners of Education with the Office of Education, United States Department, of the Interior, was held in the auditorium of the Interior Department Building, Washington, D. C., on December 9 and 10. Thirty-five States were represented, a marked evidence of the interest aroused in this new departure of the council. The program was prepared jointly by the

Commissioner of Education and President Meredith, of the council.

Large Official State Representation

Dr. William John Cooper, United States Commissioner of Education, presided the first day of the conference, and Dr. A. B. Meredith. Commissioner of Education of Connecticut, the second day.

The Secretary of the Interior, Ray Lyman Wilbur, in addressing the opening meeting, pointed to overorganization as a danger of education, and a further teaching of biology as one of its great needs. He said:

America Must Organize Along Lines of Interest

The genius of the American people lies in its capacity to organize itself along the lines of its own interests. Doctors, lawyers, business men, are doing this—they pool the information in their fields that it may be more widely and effectively used. It is wise that education should do the same thing. In education the danger lies in carrying this idea too far. It is a matter of pride that the peas raised by the farmer can be harvested by machinery and can travel all the way to the sealed can without knowing the touch of the human hand. In education, mechanics should not go too far. What the children receive as individuals is the important thing. It would be a great tragedy if all the peas were turned out just alike.

My feeling is that biology is one of the studies that is receiving altogether too little attention. Education, after all, is not of much use unless its possessor knows of life itself. True education lies in the capacity to see life as it is. The further study of biology would accomplish this end, as well as provide an understanding that would aid in more intelligent living.

The first session of the first day was given over in large part to consideration of matters national in scope, under direction of Federal authorities or national committees. The function and purpose of the Office of Education were set forth by the United States Commissioner of Education. In connection with his presentation, Doctor Cooper explained to the council the recent reorganization of the Office of Education. Dr. Charles R. Mann, director of the American Council on Education and chairman of the National Advisory Committee on Education, recently appointed by the Secretary of the Interior, followed with an explanation of the organization and purposes and something of the plan of work of his committee. Dr. J. F. Rogers, of the Office of Education, outlined the organization and explained the objectives and purposes of the White House conference on child welfare and protection. Senator David I. Walsh, of Massachusetts, delivered an address on the proposed tercentenary celebration of the founding of the Massachusetts Bay Colony in 1930, and requested cooperation of the council in promoting a nation-wide recognition of the event. Miss Alice Barrows, of the Office of Education, explained the extensive study being conducted of the school-building activities of State departments of education and described the plan for an advisory council on school-building problems.

States Conduct Experiments in Education

Following the discussion of these nation-wide projects the council discussed experimental work in State departments of education. A. F. Harman, State superintendent of education in Alabama, spoke on the functions of State departments in general, and particularly outlined the experimental work carried on in that State. Discussion followed by Harris Hart, State superintendent of public instruction of Virginia, and John A. H. Keith, State superintendent of Pennsylvania.

The Monday evening meeting was held in connection with a dinner given at the Cosmos Club. This arrangement combined an opportunity for social intercourse and for carrying on the business of the meeting. The dinner was attended by 72 representatives of State departments of education and of the Office of Education. The program marked a high spot of excellence and interest. Rarely on any program has a more comprehensive and forward-looking presentation of the subject of teacher training been presented. The three leading speakers were John A. H. Keith, of Pennsylvania; N. D. Showalter, State superintendent of public instruction of Washington; and Alonzo F. Myers, director of teacher preparation in Connecticut. The United States Commissioner of Education, who was the presiding officer, also called upon Doctor Waldo, president of the State Teachers College at Kalamazoo, Mich., and Ned Dearborn, formerly of the staff of the State Department of Education in New York, who discussed the proposed study of teacher training.

States Should Compile Comparable Educational Statistics

A feature of the second day's program was a report of the committee appointed a year ago to study ways and means of securing uniform, comparable educational statistics from all States. The report was given by Alfred D. Simpson, assistant commissioner of finance of New York. It presented the result of a year's work by a representative group of experts in educational statistics from State departments of education, the Office of Education of the Interior Department, and other agencies.

State and Federal Cooperation Recommended

Two plans were set forth in the report—one for immediate action and one as offering a permanent solution for the existing difficulty of complete, comparable educational statistics. Doctor Simpson made the point that only after a complete and comprehensive study had been made of the entire statistical situation, based upon a study of local administrative organizations within each State, and of types of statistics and means of collecting and compiling them as practiced in individual units within States, will the final solution be possible. Doctor Simpson urged that the Congress be petitioned for an appropriation of $500,000 to enable the Office of Education to make such a study.

In the group of State superintendents, Dr. William John Cooper, Commissioner of Education; and Miss Bess Goodykoontz, Assistant Commissioner of Education; are in the center

Benjamin Franklin and Thrift Education in the United States

At Least Once a Year, in Connection with the Annual Observance of Thrift Week, the Thought of America Turns to Benjamin Franklin, One of the Earliest Exponents in the Rich New World of the Value and Necessity of Thrift

By HENRY RIDGELY EVANS
Acting Editor, Office of Education

BENJAMIN FRANKLIN has been justly called the "many-sided Franklin." Science, statesmanship, diplomacy, philosophy, and education all engaged his earnest attention, and were alike developed by him along new and unique lines. He will ever remain for us the type of the "self-educated" man; the man of profound "common sense," who raised himself from poverty to affluence; the man whom kings delighted to honor. To-day he is regarded as the apostle of thrift, the promoter of frugality, honesty, and plain living. In his Poor Richard's Almanac he exerted a great influence upon the people of his time—an influence that lasted many years after his death and did no little in building up the infant Republic. To-day we see a recrudescence of the Franklin cult in the nation-wide promotion of the thrift movement. In his autobiography Franklin says:

How the Almanac Came into Existence

In 1732 I first published my Almanac, under the name of Richard Saunders; it was continued by me about 25 years, commonly called Poor Richard's Almanac. * * * And observing that it was generally read, scarce any neighborhood in the Province being without it, I considered it as a proper vehicle for conveying instruction among the common people, who bought scarcely any other books; I, therefore, filled all the little spaces that occurred between the remarkable days in the calendar with proverbial sentences, chiefly such as inculcated industry and frugality as the means of procuring wealth, and thereby securing virtue; it being more difficult for a man in want to act always honestly, as, to use here one of those proverbs, *it is hard for an empty sack to stand upright.*

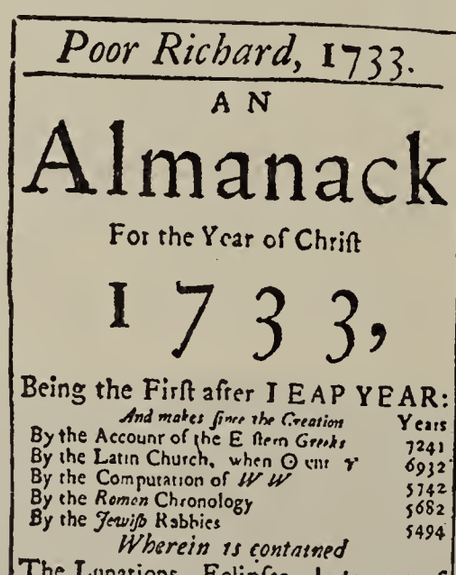
Franklin did not originate all the sayings of Poor Richard, but declared that they were "the wisdom of many ages and nations." He further remarked that "not a tenth part of this wisdom was my own, * * * but rather the gleanings I had made of all ages and nations." But these homely proverbs were all "tinged with that mother wit which strongly and individually marks so much that he said and wrote, and those of which he was himself the originator rank with the best of the world's philosophy." Finally, these maxims were gathered together in one issue of the Almanac, "assembled and formed," as Franklin tells us, "into a conneeted discourse prefixed to the Almanac of 1757 as the harangue of a wise old man to the people attending an auction." The pamphlet was copied everywhere. Seventy-five editions were printed in English, 56 in French, 11 in German, and 9 in Italian. It has been translated into Spanish, Danish, Swedish, Welsh, Polish, Gaelic, Russian, Bohemian, Dutch, Chinese, modern Greek, and phonetic writing. It has been printed four hundred times, and is popular at the present day.

Sayings of Poor Richard Had Great Influence

During the early years of the Republic, when tastes were comparatively simple, people set great store by the proverbs of Poor Richard. Thousands were influenced to habits of thrift and attributed their success in life to them.

Here are a few of Poor Richard's sayings:

"Lost time is never found again. . . . Let us then be up and doing, and doing to the purpose."


Poor Richard, 1733.

AN

Almanack

For the Year of Chriſt

1733,

Being the Firſt after LEAP YEAR:

And makes ſince the Creation — Years

By the Account of the Eaſtern Greeks 7241
By the Latin Church, when ⊙ ent ♈ 6932
By the Computation of W W 5742
By the Romen Chronology 5682
By the Jewiſh Rabbies 5494

Wherein is contained

The Lunations, Eclipſes, Judgment of the Weather, Spring Tides, Planets Motions & mutual Aſpects, Sun and Moon's Riſing and Setting, Length of Days, Time of High Water, Fairs, Courts, and obſervable Days

Fitted to the Latitude of Forty Degrees, and a Meridian of Five Hours Weſt from London, but may without ſenſible Error ſerve all the adjacent Places, even from Newfoundland to South-Carolina.

By RICHARD SAUNDERS, Philom.

PHILADELPHIA:
Printed and ſold by B FRANKLIN, at the New Printing Office near the Market

Title Page of Poor Richard's Almanac

"What signifies wishing and hoping for better times? We make these times better, if we bestir ourselves."

"Industry need not wish, and he that lives upon hopes will die fasting."

"There are no gains without pains."

"At the workingman's house hunger looks in but dares not enter."

> "Plow deep while sluggards sleep,
> And you shall have corn to sell and to keep.
> He that with the plow would thrive,
> Himself must either hold or drive."

"If you would be wealthy think of saving as well as getting."

"If you would know the value of money, go and try to borrow some."

"Pride is as loud a beggar as want, and a great deal more saucy."

"When you have bought one fine thing you must buy 10 more."

"'Tis as truly folly for the poor to ape the rich as for the frog to swell in order to equal the ox; 'tis, however, a folly soon punished, for pride that dines on vanity sups on contempt."

Regarding complaints about taxation, Poor Richard remarks:

> Friends and neighbors, the taxes are indeed very heavy, and if those laid on by the Government were the only ones we had to pay, we might the more easily discharge them; but we have many others, and much more grievous to some of us. We are taxed twice as much by our idleness, three times as much by our pride, and four times as much by our folly; and from these taxes the commissioners can not ease or deliver us by allowing an abatement. However, let us hearken to good advice, and something may be done for us. God helps them that help themselves, as poor Richard says.

Franklin's Thrift Influence Invoked by the Government

When our Government started the war-savings-stamps campaign of 1919, it chose Franklin's birthday, January 17, as the day on which to begin the drive. It also put the benign face of the philosopher and printer upon the stamps. Franklin was, indeed, the incarnation of industry and patriotism.

Prior to the World War, we were noted as a nation of spenders. Our natural resources were wasted to an incredible extent. Statesmen and publicists who inveighed against the extravagant habits of the American people were looked upon as prophets of ill omen, incurable pessimists and alarmists, and their warnings were either held in contempt or disregarded entirely. A word was invented for the thrifty man, the rather invidious term "tightwad"; the lavish spender was glorified. Into this atmosphere of "prodigal expenditure and culpable waste," to use the words of Edward Bok, "came of his own volition the immigrant, who was forced to practice *thrift*, one of the great basic principles of life. He came into an environment bristling with antagonism and hostility to one of his well-grounded and fundamental qualities. Notwith-

standing the demands of American life, he still persisted in his habits of thrift, and, by practicing economy, often rose to affluence and wealth."

The immigrant's lower standard of living is not to be advocated, but one must admire his ingrained thrift. It took, perhaps, the terrible cataclysm of war to bring Americans to the realization that "provision for others is a fundamental responsibility of human life." The Nation at large awoke to its shortcomings. Never before was there such saving and working and giving from the rank and file as the war stimulated. Selfishness gave way to patriotism. To-day, as a result of this conservation movement, the savings banks are filled with money, which goes to show that many people are practicing thrift. But *all* are not. Many have fallen back into their old habits of extravagance. The effort to "get rich quick" has caused thousands to waste their money in wildcat schemes.

Children Should be Early Taught to Save

The teaching of thrift should begin early in life. The school savings banks in public schools are doing wonders in inculcating habits of economy and saving among pupils. Another great factor is the teaching of home economics to girls—the future mothers and housekeepers of the Nation. In teaching thrift I do not refer only to the saving of money, but to the saving of time, the saving of health, and the saving of our natural resources.

The history of the "thrift movement" in this country can not be written without paying a tribute to Theodore Roosevelt. Says S. W. Straus:

> That Theodore Roosevelt well appreciated the direct financial advantages of thrift was shown in the tremendous conservation policies inaugurated by the United States Government during his administration. No President was ever responsible for carrying out such a gigantic thrift program. He put a stop to the annual waste in a vast amount of water power, mines, lumber, and arable soil; he reclaimed millions of acres of arid lands. In constructive statesmanship during his period of office these policies stand out as among the most noteworthy achievements of the Roosevelt administration.

Sentiment Crystallized in Formation of Thrift Society

On January 13, 1914, the American Society for Thrift was organized. It was formed to "promote thrift among the people of the United States: (1) By education in the principles of saving and economy. (2) Inquiry into and inspiration of the examples of other nations among which thrift has a greater development and recognition as a fundamental need for individual and public prosperity, good citizenship, and tranquillity. (3) By uniting for active inquiry into and discussion of thrift and its phases, the organizations and institutions which represent the educational, commercial, industrial, fraternal, civic, municipal, and juvenile forces of the United States." The society publishes information about thrift and has in no little measure helped the cause in the United States. Its first activities were the encouragement of school gardening, a movement which later became one of the great factors of our war-time thrift. During the two seasons of the war the so-called war gardens added $850,000,000 worth of food to our supply.

BENJAMIN FRANKLIN—THE APOSTLE OF THRIFT

The National Thrift Movement is "an educational endeavor nation-wide, the object of which is to help the individual and the family to think straight and act wisely in the use of money in the realms of earning, spending, saving and investing, and giving.

Organizations Promoting National Thrift Week

For more than a decade (since June, 1917) the national thrift committee of the Y. M. C. A., 347 Madison Avenue, New York City, has fostered this nation-wide movement with the indorsement and cooperation of 47 associations, including the National Education Association, the National Congress of Parents and Teachers, the American Bankers' Association, General Federation of Women's Clubs, and the Kiwanis and other service organizations. The National Thrift Committee is composed of prominent citizens drawn from these groups.

National Thrift Week, which begins always on Benjamin Franklin's birthday, January 17, is observed in hundreds of communities. The movement generally is inaugurated by the local Y. M. C. A.

The daily topics for this season are: January 17, Friday—National thrift day; January 18, Saturday—National budget day; January 19, Sunday—National share-with-others day; January 20, Monday—National make-a-will day; January 21, Tuesday—National own-your-own-home day; January 22, Wednesday—National life insurance day; January 23, Thursday—National safe investment day.

The basis of the movement is the "10-point creed," which, it is said, will assure success and happiness to all who follow it: (1) Work and earn; (2) make a budget; (3) record expenditures; (4) have a bank account; (5) own life insurance; (6) own your home; (7) make a will; (8) invest in safe securities; (9) pay bills promptly; (10) share with others.

The official motto is *For success and happiness.*

State-Wide College Extension Work in Arkansas

A Recent Development in Education, College Extension Service Offers Educational Opportunity to Thousands. In Arkansas, Organization of State-Wide Extension Service has Increased Scope of Work, Reduced Expenses, and Assures Instruction of Highest Character

By A. M. HARDING

Director, State-Wide Extension Service, Arkansas

INSTITUTIONS of higher learning in Arkansas are meeting the demands for resident instruction made upon them by the people of the State, but they realize that it is also their duty to make available their resources and faculties to all citizens of Arkansas. As soon as it became evident that extension work is not a fad, but that it has come to stay, those in charge of the institutions began to study the question as to how they might discharge this obligation to the people of Arkansas in the most economical and efficient manner.

Correspondence Courses Projected by Several Institutions

Several institutions went so far as to appoint directors of extension and to prepare correspondence courses. They soon realized, however, that it is a useless expenditure of the State's money to have several institutions in the same State offering more or less duplicate courses by mail.

For obvious reasons it is necessary to have institutions of higher learning located in different parts of a State. However, these reasons do not apply to correspondence work. So far as this type of work is concerned, the student is just as close to one school as he is to another. If he will drop his lessons into the mail box, the postal service will do the rest.

After some deliberation and correspondence with the State university, which is a member of the National University Extension Association and has been carrying on extension work for many years, a conference was called to discuss ways and means of conducting extension work in Arkansas, without useless duplication of effort, at less expense to the people of the State, and in such a manner that no institution in any other State would question the credit which the student receives.

State-Wide Extension Service Organized

As a result of this conference the State-wide Extension Service was formed by combining the faculties of the following institutions, and placing them at the disposal of the people of Arkansas through one administrative office at the State university: Arkansas Polytechnic College, Jonesboro A. and M. College, Magnolia A. and M. College, Monticello A. and M. College, Little Rock Junior College, Hendrix-Henderson College, Ouachita College, Henderson State Teachers College, Arkansas College, Fort Smith Junior College, and the University of Arkansas.

Much money has been saved by maintaining only one director of extension at a single executive office, rather than one director with an office force at each of the several institutions. This saving in overhead expenses has been passed on to extension students in the form of a reduction in fees.

The first four colleges on the list are State-supported junior agricultural colleges that are rendering efficient service to the people of the districts which they represent. In addition to their work in agriculture they are also devoting much of their energy to the problem of training teachers for schools of the State. Hendrix-Henderson College, Ouachita College, and Arkansas College are denominational institutions, each of which maintains a 4-year curriculum, and grants the bachelor's degree. Henderson State Teachers College is also a 4-year college which was recently established by the State for the training of teachers. The Little Rock Junior College and the Fort Smith Junior College are standard institutions which are maintained by the boards of education of the cities named.

Meets Need in Nearly Every Field

These colleges, together with the University of Arkansas with its college of liberal arts, college of engineering, college of agriculture, college of education, graduate school, and schools of law, medicine, and business administration, are able to supply the demands of the people of Arkansas for extension work in almost every field. By offering in extension every college course that is adapted to work of that type, these institutions bring the advantages of a college education within the reach of every citizen of the State.

The director of the State-wide Extension Service maintains an office at the State university. This puts him in close touch with his largest group of instructors, and also makes possible the sending out of books from the large university library. All cooperating colleges agree not to conduct extension class work or correspondence work except through the executive office at the university. In order that high standards may be constantly maintained so that there will be no difficulty about the transfer of credit, all extension work is conducted in such a way as to meet the high standards of the National University Extension Association and of other standardizing agencies.

The executive office furnishes all blank forms for enrollment, both in extension classes and in correspondence courses. All extension instructors use for their extension classes outlines of courses which are furnished by the executive office. In almost all cases these are the outlines which have been used by the university for several years.

Faculty Supplied by Caaperating Calleges

Each of the cooperating colleges has contributed to the State-wide Extension Service some of the best members of its faculty. In every case the extension instructor holds one or more graduate degrees, and has had large teaching experience. All extension instructors are approved by the head of the corresponding department at the university for the particular course they propose to teach, and they are then appointed by the president of the university as university extension instructors. Their names are carried in the regular university bulletin. A complete list of instructors is kept on file in the executive office, and instructors in extension classes and correspondence courses are assigned by the director of the State-wide Extension Service.

Every extension-class instructor makes a weekly report to the administrative office showing, among other things, the names of those who were absent from his classes. The reason for this report is obvious. The teaching load of an instructor, including teaching in residence and in extension, is in no case greater than the maximum set by the North Central Association of Colleges and Secondary Schools.

State-Wide Caoperatian Reduces Expense ta Students

All financial transactions of the State-wide Extension Service pass through the business office of the university. All fees are payable in advance at the time of enrollment, and all checks must be made payable to the University of Arkansas. The standard fee for a correspondence course is $4 per semester hour, eight

lessons being equivalent to one semester hour.

In view of the fact that extension instructors are located in several different parts of the State, the director can usually pick an instructor who can meet an extension class without much expense of travel. After only one year of operation the State-wide Extension Service was able to reduce its fees for extension-class work from $10 per student for a 2-semester-hour course to a flat rate of $185, plus the traveling expenses of the instructor. In several classes the extension students are receiving this instruction at less than $5 per student.

After an extension instructor has been assigned to a class by the director, the instructor will make a contract with the university to teach this class and, upon completion of the course, will be paid by the university. Instructors who read reports from correspondence students are paid monthly by the university for reading papers.

When one of the member institutions receives an enrollment for a correspondence course, this enrollment is sent on to the executive office. A uniform enrollment blank is used. Enrollments sent in by the cooperating colleges are easily identified by the color of the enrollment blanks, or by the characteristic marginal markings. In every case the director assigns the correspondence student to a member of the faculty of the school that sends in the enrollment, if he has an extension instructor on that faculty who is teaching that particular subject. Otherwise, the student is assigned to a member of some other faculty.

Executive Office Manages all Details

After a student has been enrolled for a correspondence course he sends all his lessons to the executive office. These lessons are then sent to the proper instructor and, after they come back from the instructor, are then forwarded to the student. This gives the executive office complete control of the situation, and makes it possible to maintain a very efficient "follow-up" system which reduces the number of failures.

Whenever a group of persons desire to form an extension class, some member of the group serves as secretary and collects the necessary amount of money from the members of the group. The secretary then notifies the director of the State-wide Extension Service that his group is organized and would like to study a certain subject. An investigation is made by the director and, if he finds that every member of the group is able to meet university entrance requirements, he will accept the enrollment fee and assign an instructor to the class. Every extension class must hold 8 meetings of 2 hours each for a credit of 1 semester hour, no two of which meetings may be held on the same day.

When an extension class is organized at any point in the State, the director will generally assign to that class some extension instructor who is a member of the faculty of the college most favorably situated geographically with reference to the class. This cuts down the cost of travel and reduces the enrollment fee.

In All Work High Standards are Maintained

The high standards of the National University Extension Association, of which the University of Arkansas is a member, are constantly maintained. Credit for all the extension class and correspondence work done by the State-wide Extension Service is filed in the registrar's office at the university, where it may be transferred to any other institution upon request. Credit for extension work up to a maximum of 30 semester hours is accepted at full value by the university and all colleges which sponsor the State-wide Extension Service.

Those who have been in charge of the activities of the State-wide Extension Service in Arkansas since its organization several years ago appreciate the fact that extension education is the outstanding development of the past decade in the educational world. They realize, however, that what we have here is a new venture in the field of extension education. They have, therefore, been very careful to make haste slowly and to conduct the work according to the highest standards. This resulted in holding down the total enrollment to a figure which was less than half of what it otherwise might have been. As a natural result, the people of Arkansas have great confidence in the State-wide Extension Service, and have come to realize that here is an opportunity of studying regular college courses under properly qualified extension instructors. Although the director of the State-wide Extension Service is not particularly interested in enrollment figures, it is gratifying to note that extension enrollments have increased every month, and that it will soon be necessary to employ several full-time extension instructors who will devote all of their energies to extension work.

A sand box relief map showing the battles of Cæsar, following the study of his campaigns in the Commentaries, was made by pupils in Latin II class of the Jasper (Minn.) High School.

Locating and Minimizing Difficulties of Junior High School Pupils

(Continued from page 89)

1. The junior high school pupil is overworked by some teachers in some grades in all schools; likewise he is underworked by some teachers in some subjects in all schools.

2. The average junior high school pupil carries a load of approximately 30 periods weekly, 25 of which are devoted to major subjects and the remaining 5 to minor subjects of a nonpreparation nature.

3. The study clearly indicates a need for closer articulation between the work above and the work below in all grades and in all subjects. It shows furthermore that subject matter in some grades in certain courses of study should be revised so as to require less work in some half grades and more in other half grades. Likewise the study clearly indicates that the present scheme of credit allowance for the various subjects is not in proportion to the time required. The study also suggests the desirability of homogeneous grouping, and seriously raises a question as to the advisability of continuing Latin and foreign languages as they are now taught in junior high schools.

4. The question concerning the clearness of assignments gives further emphasis to the need of homogeneous grouping. Some pupils seem to have no trouble in understanding the assignment, while others in the same group do have trouble. The difficulty is probably caused by indefinite assignments and to inability of the teacher to arouse on the part of pupils a proper attitude of mind. Much of the fault may be in the nature of classroom procedure.

5. The study suggests that the local administration should keep a careful check on the amount of clerical work teachers request of willing and efficient pupils.

6. The study suggests also the advisability of some means of acquainting pupils with the routine of the local junior high school.

7. Finally, this study suggests another method of attack for supervisory and administrative school officials in locating the school practices—curricular and extra-curricular—which are affecting the efficiency of their schools.

Original historical plays were written and acted last year by senior-class students in American history in the Richland Center (Wis.) High School. Participation was considered a substitute for certain outside reading required. The plan worked well, and aroused much interest especially among the best pupils.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

NO PUBLIC SCHOOL in Denver is without some playground space, and all new buildings with the exception of the smallest elementary schools are provided with gymnasiums. To provide a site and an adequate playground for a school in the old section of the city an expenditure of $103,586 was recently required. To forestall school needs, the policy has been adopted by the board of education of purchasing a block of land for each school in the new sections of the city. This can usually be acquired at a cost of from $3,500 to $10,000.

Approximately $48,262,000 was earned in one year by 75,000 boys 14 to 16 years of age, attending continuation schools in the State of New York, as shown by a study recently completed by the industrial education bureau of the State department of education. Annual earnings range from $150 to $1,300, with an average of $643.50. About half the boys had completed the eighth grade before leaving full-time school. Most of the boys attending continuation schools are employed; only 1½ per cent reported unemployment.

Medical Aid Widely Distributed

Of 18 medical schools assisted during 1928 by the Rockefeller Foundation, according to figures recently made public, 9 were located in Europe, 2 each were in Canada and China, and 1 each in Haiti, Brazil, Japan, Siam, and Syria. In addition, medical departments of 22 schools in three different countries were assisted, laboratory supplies were given to 18 investigators in 10 countries, and medical literature was supplied 247 institutions in 17 national areas.

Pittsburgh Promotes Love of Art

More than 40 oil paintings, the work of Pittsburgh artists, have been donated from time to time to schools of Pittsburgh by "One hundred friends of Pittsburgh art." Eight paintings were presented recently by this volunteer organization, which has for its purpose improvement of the schools as well as the promotion of art. On the occasion of each presentation, a representative from the art department interprets the picture to the children and tells them about the artist.

Library Lends Oil Paintings

A loan collection of original pictures by Portland artists—oils, water colors, pastels, and etchings—is maintained by the Portland (Oreg.) Library Association. A photographic catalogue of the loan collection has been issued. Application by card is made for the loan, and library rules must be observed. Pictures may be kept for one month. A fine of 10 cents per day is imposed if the picture is not returned in time, and such funds are used to meet certain incidental expenses. The project is sponsored by the Society of Oregon Artists, by whom the pictures are kept insured.

Education Forging Ahead in North Carolina

Public-school enrollment in North Carolina has nearly doubled during the past 25 years. According to a recent report of the State superintendent of public instruction, the number of pupils in public schools of the State increased from 457,659 during the session 1902–3 to 848,778 in 1927–28; and the percentage of enrollment in average daily attendance likewise increased, from 58 to 75.5. During this period the school term was lengthened from an average of 90 days to an average of 148.9 days. Growth in the number of teachers employed has been steady, expanding from 9,062 to 23,932. Value of school property increased during the period from $2,447,685 in 1902–3 to $100,929,364 in 1927–28. Total annual expenditures of the State for current expenses for public education during the 25-year period mounted from $1,577,723 to $26,580,686.

First Meeting of World Library Congress

The first meeting of the International Federation of Library Associations was held during the past summer in Rome-Venice. Since 1877 library conferences of an international character have been held in London, Brussels, Prague, and Edinburgh, as well as in America, but the formal proposition for the organization of the union was first made at the Prague Library Congress in June, 1926, on behalf of the French Library Association. Action was decided upon at the meeting in Edinburgh in 1927. At the meeting for organization in Rome in 1928, thirteen nations were represented, and the invitation of the Italian Government was accepted to act as host for the first world library congress, to be held the following year. As far as possible, only international questions of a bibliographical and technical character will be considered at subsequent meetings of the international congress.

Young Citizens' League in South Dakota

Boys and girls to the number of 38,472 acted as officers in chapters of the Young Citizens' League in South Dakota last year. Of the total number, 10,062 served as president, 9,844 as vice president, 9,051 as secretary, and 9,065 as treasurer. Total receipts for the year were $40,572.73. This includes a balance on hand at the beginning of the year of $4,466.39, and $36,126.34 earned by 3,055 chapters. During the year $30,546.16 was expended by the leaguers. Among the expenditures were $8,182.96 for music and musical instruments, $1,250.10 for pictures, $3,662.75 for playground equipment, $5,934.74 for school equipment, $530.56 for flags, and $10,985 for miscellaneous purposes. Reports show that 1,485 leagues carried out the major project of last year—music appreciation—which resulted in the addition of 354 musical instruments to schoolrooms of the State.

Scholarship Competition in Three Michigan Counties

Five college scholarships of $1,000 each, to writers of the best five essays on a given economic subject, are open each year to competition of senior high-school students in Wayne, Oakland, and Macomb Counties, Mich.

"Aviation as a business" was the subject assigned for the 1929 contest. The scholarships may be used in any accredited college or university chosen by the winner. In order that use may be made of each scholarship, five "first alternates" from among the competitors are selected by the judges to take the place of any winner who may be unable to take advantage of the award. A gift of $100 in cash is given each of these alternates. High schools of which the five winners are graduates are presented by the donors, a Detroit trust company, with a silk banner bearing the seal of the State of Michigan, the name of the school, the scholarship student's name, and the date. In addition, following the last contest, a copy of "We," by Col. Charles A. Lindbergh, was sent to each senior who submitted an essay in the contest.

Recent Publications of the Office of Education

The following publieations have been issued reeently by the Office of Edueation of the Department of the Interior. Orders for them should be sent to the Superintendent of Doeuments, Government Printing Offiee, Washington, D. C., aecompanied by the price indicated:

Land-grant colleges and universities, 1928. Walter J. Greenleaf. (Bulletin, 1929, no. 13.) 15 eents.

• Signifieant movements in eity sehool systems. Walter S. Deffenbaugh. (Bulletin, 1929, no. 16.) 5 cents.

Teaeher training. Benjamin W. Frazier. (Bulletin, 1929, no. 17.) 10 eents.

Rural education in 1926–1928. Katherine M. Cook. (Bulletin, 1929, No. 18.) 10 cents.

Changing eoneeptions of the sehoolbuilding problem. Aliee Barrows. (Bulletin, 1929, no. 20.) 5 cents.

Industrial education. Maris M. Proffitt. (Bulletin, 1929, no. 21.) 5 ccnts.

Trends in home economies edueation. Emeline S. Whitcomb. (Bulletin, 1929, no. 25.) 5 eents.

Some phases of nursery-kindergartenprimary education. Mary D. Davis. (Bulletin, 1929, no. 29.) 5 eents.

List of references on Vocational guidanee. (Library leaflet, no. 36.) 5 eents.

Parent education, 1926–1928. Ellen C. Lombard. (Bulletin, 1929, no. 15.) 5 eents.

Adult edueation aetivities during the biennium, 1926–1928. L. R. Alderman. (Bulletin, 1929, no. 23.) 5 eents.

Preparation for teachers of nursery schools, kindergartens, and primary grades. A direetory of institutions and description of eurricula offered. Mary D. Davis and Roberta Hemingway. (City sehool leaflet, no. 31.) 5 eents.

Salaries and certain legal provisions relating to the county sehool superintendeney in the United States. Katherine M. Cook. (Rural school leaflet, no. 45.) 5 cents.

Review of edueational legislation. W. W. Keeseeker. (Bulletin, 1929, no. 27.) 5 eents.

Certain phases of rural sehool supervision. (Bulletin, 1929, no. 28.) 10 eents.

The general shop. Maris M. Proffitt. (Bulletin, 1929, no. 30.) 5 eents.

Developments in rural sehool supervision. Annie Reynolds. (Bulletin, 1929, no. 32.) 5 eents.

Physieal defeets of sehool ehildren. James F. Rogers. (School health studies, no. 15.) 10 eents.

Foundations of Family Life. (Reading course, no. 33.) Free.

Annual report, Commissioner of Education, 1929. 10 eents.—*Mary S. Phillips.*

The Presidente Machado Industrial School, Habana

By FRANCES M. FERNALD

Assistant Specialist in Foreign Education, Office of Education

TO aid in developing the industries and resourees of the Republie, the present Cuban Government has founded an industrial city at Habana.

In this area, with ample grounds, a handsome teehnieal-industrial sehool has been erceted and equipped with shops, machinery, and other requirements for the training of students. The sehool will aeeommodate about 500 students, many of whom will be sponsored by the different munieipalities of Cuba. As far as possible they will be provided with the necessary means and an opportunity for earning an ineome, so that upon graduation from "The Presidente Machado" they will be able to undertake sueeessful eareers in their ehosen oeeupations.

The school, whieh is under the immediate direetion of the seeretary of publie instruction and fine arts, will make a thorough study of the personality of each student, and provide full opportunity for the development of his interests and aptitudes, as well as assist him in a wise ehoiee of a ealling.

Teaehers will be permanently established in the sehool, and they will be expeeted to give themselves to eonstant study and investigation, and to devote all their energies to their duties. Theory, teehnique, and praetiee will go hand in hand in the school. Elementary and voeational instruetion is given by the "Presidente Maehado," while researeh and extension work is reserved to the higher teehnieal sehool.

An important part of the plan is the eonstruetion at the sehool of all the furnishings and applianees required by primary, seeondary, and higher sehools of Cuba. A bed has been devised and installed in the sehool whieh gives a clear floor spaee when not in use. Even more valuable is the time saved by students in the meehanieally-served dining room. The sehool itself and all its appurtenanees serve as a praetical illustration of their objeet—to develop men with the moral, eultural, and teehnieal training needed to assure Cuba's continued prosperity. Through establishment of the new school, five industries that so far have not been exploited will be developed from native raw materials.

The school is founded on the basic prineiple voieed by the late reetor of the Sorbonne, P. Appel: "Instruetion must be given at first hand. The professor may speak of what he himself does, not of what he may have been able to learn by reading books, or looking at patents and projeets. It is indispensable that he be the possessor of voeational experience."

Building for theoretical and experimental instruction

New Books in Education

By MARTHA R. McCABE
Acting Librarian, Office of Education

BRAGDON, HELEN D. Counseling the college student. A study with special reference to the liberal-arts college for women. Cambridge, Harvard university press, 1929. xi, 162 p. tables. 8°. (Harvard studies in education. Published under the direction of the Graduate school of education. Vol. 13.)

This study is focused upon problems in counseling—problems that call for individual consultation between some official representative of the institution and the student. Problems may be those concerned with educational and vocational guidance, with mental hygiene, or with personnel work. The act of counseling is defined as "an interchange of opinion, mutual advising, deliberation together, consultation," in which the implication of give-and-take between the two parties is understood. A number of case-studies are taken up and the interview procedure given in detail. In the concluding chapter, 9 proposals, or criteria, are given which progress from consideration of all the personnel activities in college to specific proposals for the place of counseling in the program. The author offers suggestions for building up a sound concept of student needs and adjustments, and of legitimate counseling methods for those needs. The study is furnished with an extensive bibliography.

CUBBERLEY, ELLWOOD P. Public-school administration. A statement of the fundamental principles underlying the organization and administration of public education. Revised and enlarged edition. Boston, New York [etc.] Houghton Mifflin company, 1929. xxii, 710 p. tables, diagrs. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

The first edition of this book, published in 1916, was well known, and the succeeding editions have added to its value. The present edition has been almost entirely rewritten, a number of new chapters have been included, and the illustrations have been changed. The teaching material has been expanded, and the bibliographies at the chapter ends have been revised and new material added. Those who have previously used Doctor Cubberley's study in their classes in school administration will welcome this new edition. The entire field of the public-school system, from the administrative side, is presented as it affects the State organization, the city, town, county, and district.

DEWEY, JOHN. The quest for certainty: a study of the relation of knowledge and action. Gifford lectures, 1929. New York, Minton, Balch & company, 1929. 318 p. 8°.

The Gifford lectures for 1929 were delivered by Professor Dewey at the University of Edinburgh in the Spring of 1929, and form the basis of this volume. The author is both a philosopher and an educator and it is as such that his theories prove of value. He presents a philosophy that unites science and human well-being, necessary in the system of education in any country. There are 11 lectures given, all of them on subjects that have an influence on education although dealing directly with philosophy. Professor Dewey acknowledges the fact of a changing society and contends for a philosophy of education, social and religious, that shall meet the demands of the present-day world.

FOSTER, JOSEPHINE C., *and* MATTSON, MARION L. Nursery school procedure. New York, London, D. Appleton and company, 1929. xiv, 220 p. illus., diagrs. 12°. (Appleton series in special methods, edited by Paul Klapper.)

While we emphasize pre-school edueation today as one of the so-called newer things in education, the author calls attention to the School of the Mother's Knee, of Comenius; to Robert Owen's Infant School; and to the "*Ludus*" or Play Place of the ancient Romans. The idea proves not to be a new one after all, the new thing about it being in reality the amazing interest taken in the subject, and the methods devised for supplementing the work of the mother in home training to-day. The authors present the methods that they have developed based on experience, not theory, for the conduct of the American nursery school, having in mind the needs of students, teachers, and parents.

JOHNSON, MARY HOOKER. The dean of the high school. A record of experience and experiment in secondary schools. New York, Professional and technical press, 1929. viii, 366 p. front., diagrs. 8°.

For some time there has been a dearth of literature on the subject of the work and the training of deans in high schools. The author has presented in a forceful manner the need of deans in secondary schools, thinking that the right conception of a high school makes its mission that of a guide to the youth of the land, preparing them for good citizens, for self-support, and self-realization, in reality fostering democracy in education. Her discussions deal with the types of problems handled by deans, the method of dealing with case-problems, the administrative duties of deans, the vocational counseling involved, connection with extracurricular activities, etc. The appendix furnishes useful material regarding report forms, sample letters to parents, constitutions for student government associations, etc.

MOSSMAN, LOIS COFFEY. Principles of teaching and learning in the elementary school. An interpretation of modern school procedures in the light of our present knowledge of the laws of learning. Boston, New York, Houghton Mifflin company, 1929. xv, 292 p. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

Changes are taking place in school practices, in classroom procedure, in the curriculum, and in the teaching process. The author has had a wealth of contacts with the work of superior teachers and with sympathetic and discriminating students of child life and learning, and feels justified in offering the material of this study for the benefit of those working with children at elementary school level. In general, the nature of learning is studied, organizing class work and the recitation is dealt with, after which special subjects of the curriculum are presented.

SAVAGE, HOWARD J., *and others*. American college athletics * * * with a preface by Henry S. Pritchett. New York, The Carnegie foundation for the advancement of teaching, 1929. xxii, 383 p. 4°. (Carnegie foundation for the advancement of teaching. Bulletin no. 23.)

This study is the report of an investigation directed by the foundation and made by Howard J. Savage, Harold W. Bentley, John T. McGovern, and Dean F. Smiley. The objective was to discover the condition as to commercialized sports in American and Canadian colleges. The world has come to recognize the fact of the transformation that has taken place in athletics, as well as its condonement, without knowing the reason or the extent of existing conditions. The report has caused comment and consternation as the facts have been divulged. It also makes clear where the responsibility for the conditions lies and suggests what should be done to improve athletics and put sport upon a proper basis.

SMITH, HARRY P. Business administration of public schools * * * Edited by E. E. Lewis. Yonkers-on-Hudson, N. Y., World book company, 1929. xii, 432 p. tables. diagrs. 12°.

While the basis of school administration is educational for the most part, it is now recognized that successful school systems must be administered on sound business principles. School superintendents and principals receive special training for this work, but school boards are often composed of those who are inexperienced and untrained in school administration. This volume offers the financial and business side of school administration, and is intended to be of special value to boards of education in giving information regarding organizing the board, budgetary procedure, school accounting, pay rolls, operating and maintaining the school plant, planning a building program and financing it, etc. These are matters which determine to a large extent the success of a school system, be it large or small.

WHITEHOUSE, J. HOWARD. Creative education at an English school. Cambridge, England, The University press; New York, The Macmillan company, 1928. xi, 167 p. illus. 8°.

The story of the development of creative education at the Bembridge, England, school for boys is related in this book by one of the staff. The creative impulse has been developed and fostered among the students of this secondary school in a number of crafts, printing, school museums, art and drawing, woodwork, gardening, nature-study, pottery, etc. It has also been directed toward literature, script-writing, plays and their production, holiday occupations, and experimental international education. A much-sought definition of creative education is offered as "that form of education which, whether it consists of manual activities or other activities, is attempting to enable a child to develop his own personality, to find out through activities the things he can do, and that interest him and give him a fuller and richer life."

U. S. GOVERNMENT PRINTING OFFICE: 1930

IT IS CHIEFLY TO EDUCATION THAT WE MUST LOOK

A COUNTRY'S GREATEST RESOURCE is the untrained talent of its rising generation. To search this out and give it full opportunity is surely a good philosophy for a democracy. Whether we represent the endowed or the publicly supported institutions, there rests on all alike the imperative obligation to exercise to the uttermost such creative imagination, such wisdom and energy and devotion as we can command, to meet the bewildering educational needs of our time and people. If the greatest experiment in self-government ever undertaken by man is to avoid the pitfalls of pervasive vulgarity and meretricious ignorance, masquerading as sophisticated intelligence; if it is to survive the sinister influences of political corruption and commercial greed; if it is to come into its heritage of great intellectual and spiritual achievement, which shall furnish the indispensable counterpart and complement to its unprecedented material accumulations, it is chiefly to education that we must look. The development of that education will call for all those human qualities of courage and vision and self-sacrifice which we justly esteem most highly. We may well pray that we be not found wanting in this supreme test of our national life.

—*JAMES R. ANGELL*

GOVERNMENTS RECOGNIZE THE PARAMOUNT IMPORTANCE OF EDUCATION

THE GOOD EDUCATION OF YOUTH HAS BEEN ESTEEMED BY WISE MEN IN ALL AGES AS THE SUREST FOUNDATION OF THE HAPPINESS BOTH OF PRIVATE FAMILIES AND OF COMMONWEALTHS. ALMOST ALL GOVERNMENTS HAVE THEREFORE MADE IT A PRINCIPAL OBJECT OF THEIR ATTENTION TO ESTABLISH AND ENDOW WITH PROPER REVENUES SUCH SEMINARIES OF LEARNING AS MIGHT SUPPLY THE SUCCEEDING AGE WITH MEN QUALIFIED TO SERVE THE PUBLIC WITH HONOR TO THEMSELVES AND TO THEIR COUNTRY.

BENJAMIN FRANKLIN

SCHOOL LIFE

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, the achievements of the National Congress of Parents and Teachers, and the progress of parent education are to be set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in rural education, and Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

SCHOOL LIFE is an official organ of the Department of the Interior, Office of Education. It is published monthly, except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Office of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year. *Club rate:* Fifty copies or more will be sent in bulk to one address at the rate of 35 cents a year each.

SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR . . . . *Commissioner of Education*, WILLIAM JOHN COOPER

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Radio Lengthens the Personality and Power of the Teacher

Bringing Radio Into the Schoolroom. Potentialities in Educating the Illiterate. Experimentation Needed to Discover Best Methods for Utilizing Radio in the Field of Education. Data on Pedagogical Possibilities to Be Gathered by an Advisory Committee on Education by Radio

By RAY LYMAN WILBUR
Secretary of the Interior

AS far as we can go back in human history, we find records of those who were able to charm others through instrumental music, song, story-telling, or oratory. We like to tell our boys and girls the story of Demosthenes training himself to speak clearly by the use of pebbles in his mouth. The great musician, the great story-teller, the great orator, and the great statesman have always been able to produce those emotional effects that give the most perfect satisfaction to man.

Radio Broadens and Intensifies Life

While the eye brings to us conceptions of everything around us, it is said that it is a greater deprivation to lose one's hearing completely than to lose one's eyesight. Either is such a great loss that perhaps no real distinction can be made, but through the sound waves which reach the ear, we get a whole range of human pleasures and much of our happiness. Until the last few years the eye has always had a greater range than the ear, but with the invention of the radio we have suddenly enlarged the zone of our hearing so that it is now state-wide and continent-wide, and even world-wide. Through the rather simple instrumentality of tubes and dials and wires we can come in contact with the outstanding personalities, the leading singers, the best musicians, and the facts of the day. A blind person can now "read through his ears" with the broadcasting which is now in existence and can, while seated at home, touch closely the main events of the world.

We must face then some entirely new conceptions of dealing with all sorts of questions. In a democracy an entirely new technique for the control of radio must be developed since wide information may be placed before its voters at any time. We are familiar with the ability of men to sway audiences, of skilful attorneys to influence juries, of the effectiveness of some political speakers, and of the peculiar crowd psychology which develops in the presence of certain individuals. Can the radio carry emotions? Just as the after-dinner speeches had to be made shorter and better after prohibition, perhaps the radio will compel intellectual efforts rather than emotional oratory.

Radio a New Instrument in Education

With the obliteration of distance and the penetration of the walls of the home everyone in a family from the baby up is involved in the reception of what the radio brings in. A new power over our national psychology has to be handled. Now that the toy and amusement stage has passed, we have before us the responsibility of the adaptation of this wonderful instrument to the field of training or of education.

Education is such a broad term that it means different things to different people. In dealing with education by radio we can make a distinction between the education of the adult and that of the school child. For the most part our radio experience to date, in so far as education is concerned, has been largely with adults. There have also been some excellent experiments in the public schools, and fortunately more of these are now on their way. A broad distinction, too, can readily be made between daytime broadcasting and night broadcasting. During the day adults are for the most part busy or are away from home. This frees the daytime period for schoolroom use of the radio, if the radio is accepted by the public-school authorities.

Educational Appeal to Ear as Well as Eye

We must remember that we have had a period when many of our young people have become picture minded to an unusual degree from regular exposure to moving pictures. In the ordinary schoolroom we try to use both the eye and the ear, and to combine use of the book and the personality of the teacher. Books alone are not sufficient. There must go with these books the interpreter, the analyzer, and the questioner. There is a great variation in the quality of teachers; but we have had long experience in handling the training of youth in the schoolroom with the book, the blackboard, the class, the examination, and the teacher. We have found, too, that only about so many students can well be taught by a single teacher. To-day it is possible to have a great teacher give instruction for all of the students in a given grade, in all schools in a single community or State. There is no possibility of replacing the classroom teacher, but there is the chance that some one with special qualities of voice and personality may be able to project himself or herself into the thinking and training of thousands of youths. Sup-

Speech of Ray Lyman Wilbur, Secretary of the Interior, given from Washington, D. C., over the National Broadcasting Company System in behalf of the Voters' Service of the National League of Women Voters.

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pose, for instance, that in the remote one-teacher rural school the major portion of the teacher's energies could be devoted to inculcating skills in handwriting, spelling, arithmetic, and reading; and that the inspiration for the study of literature, American history, and elementary science could come from famous teachers. Imagine again that the incentive to interest in good music and in fine art could come to these children from men and women of world-wide reputation.

Radio Multiplies Human Power

What a saving in time and increase in the efficiency of that teacher this would mean. It is a multiplication of human power that is staggering in its possibilities. We can see new ideas and methods of approach to a subject spread throughout a whole nation within a short space of time. Such great power demands great caution in its use. We are beginners in this field, and must think in modest terms. We must be contented to go slowly and to try many experiments if we are to have steady progress and safety in the use of the radio in all education, but especially in public-school education.

It is fortunate that we have at the present time great broadcasting companies interested in bringing the radio into the schoolroom, and that we have a number of educational institutions with control over certain wave lengths ready to render a like service. America has been great in education because it has had a variety of educational institutions. At the basis of our whole educational scheme is the tax-supported public school, available to all children; and the control of these public schools by units of the city, the county, and the State. It has given not only variety but safety. It has permitted great freedom of experimentation and very striking progress, since success in one community can be readily imitated in others.

Benefits of Education Should be Evenly Distributed

It would be a great advantage if we could have carefully controlled studies made of just what the radio can do. Great broadcasting companies are willing to do their share. One field of research, which might be undertaken by the broadcasting companies jointly, has to do with an investigation of those qualities of the human voice and of those types of composition which broadcast most effectively.

A grant of funds could well be made by the commercial interests or by a philanthropic individual to some university which has a good school of speech and a first-rate department of psychology. Private funds could well be used to back up the programs of others who have some special interest which should be developed along educational lines, such as music, drama, culture, political science, etc. Independent private institutions with sufficient funds for educational and cultural experiments could render the same great service in the field of radio education that they have rendered in all American education.

Experimentation Must Determine Educational Procedures

We do not yet know what the best methods are in education by the radio. We do not know how to discover them except by experimentation, nor how to choose the proper teachers for this special work, except by trial. We do not know how best to handle drama, literature, etc. We have already discovered that there is much interesting broadcasting possible in the field of political science, history, and music. My hope is that we can continue the work that is now going forward, and inaugurate under conditions of great freedom, with adequate funds, further experimentation under the guidance of those who can not be considered as having a commercial viewpoint. Personally, I should like to see just what could be done for several thousand illiterate families, by providing them with a radio and a special service for a period of months. It would be a novel experience to become literate without being able to write or to read—using "literate" in the sense of becoming informed, and able to follow what is going on in the world about one. Here is an opportunity for some one to unite his interest, enthusiasm, and financial resources with a university which has a well-developed department of sociology.

Programs of Genuine Worth Demanded

I have already indicated the significance of the radio, and the necessity of some means of checking results as well as of devising experiments in educational procedure. Control can not come through any individual or institution, or any governmental agency alone. It must evolve from the experience of the industry and the creation of controlling ideals and principles.

There is a gratifying tendency to cleanse the air of unsavory broadcasts of all sorts. The Commonwealth Club of San Francisco recently reported a study in which more than 7,000 people returned answers to 20 leading questions. Seventy-six per cent asked for educational programs; 84 per cent asked for more semiclassical music; 57 per cent reported that they listened to book reviews; and, says the report, "We found a tidal wave of indignation against jazz." It is important that the truth be presented over the radio. You have often heard individuals say: "I saw it in print!" as if that were a finality. Some of us know how many untruths appear in print. Now we will hear: "I heard it over the radio." If there is to be the authority back of that expression, then there must be an informed and understanding management of all of the broadcasting agencies. This becomes increasingly important in the field of juvenile education.

The advisory committee on education by radio, which I appointed last summer, has been at work gathering data during the last four or five months. The splendid attendance at meetings of this committee on the part of busy people, and the excellent cooperation which it received from the radio industry, broadcasters, educators, and the public generally, are most encouraging.

Many Agencies Study Potentialities of Radio Instruction

A conference called recently in New York City, under the auspices of the Carnegie Corporation, which interests itself primarily in the problem of adult education, brought together some of the busiest of our people whose vocational interests are most divergent, and whose residence extends all the way from the Atlantic coast to the Pacific. That such men will assemble to consider a problem of this kind indicates that the American people have not lost their genius for meeting problems as they arise, and in my mind it augurs well for the solution of the pressing social and educational problems connected with the rise and rapid development of this new industry.

If we can all be unprejudiced, open minded, and patient, I think that we can gradually unfold a constructive and nation-wide educational radio plan and program which will give us immeasurable benefits from this new achievement of science.

Exchange of Swedish and American Students

Under a plan for which arrangements were consummated during the past summer, a number of students of high-school age from the United States will be given an opportunity to visit Sweden during their vacations for the purpose of studying conditions in that country, and a corresponding number of Swedish youths will be sent to the United States, according to information received through the State Department, from Leland Harrison, United States Minister at Stockholm. It may be possible to inaugurate the exchange during the coming summer.

Arrangements for the exchange were developed by Dr. Karl Axel Hjorth, secretary of the Association for the Maintenance of the Swedish Spirit Abroad, during a two months' visit to the United States and Canada, when branch offices were established to carry out the scheme for student exchange between the two countries.

Physical Characteristics of Abraham Lincoln

There is Such a Thing as Constitution, and it Goes a Long Way, Far Longer than Anything Else, Toward Making Us What We Are. It Shapes our Outward Form, Furnishes the Basis of Our Physical and Mental Vigor, and Fixes the Final Limit of Longevity

By JAMES FREDERICK ROGERS, M. D.
Specialist in Health Education, Office of Education

"HE HAD a good constitution, and he took care of it." So remarked a lifelong acquaintance of Lincoln.

Only considerable vigor of constitution allowed any latitude of experience, or even persistence of life, under the conditions to which Lincoln was exposed in and out of the "hunter's hut, not fit to be called a home," in which he was first housed, for even a vigorous constitution is greatly discounted by lack of care. Many a famed genius of weaker mold would have been lost to the world under such circumstances.

Heredity a Factor in Lincoln's Constitution

Lincoln's father was a man "of great strength and could stand fatigue for any length of time." He was stoutly built, was 5 feet 10½ inches high, and weighed at one time 196 pounds.

The face and figure of Lincoln's mother "waver through the mists of time and rumor." Some said she was heavily built, some thought her spare. Perhaps she was slender, and grew stout or was heavy, and later became thin. At any rate she was not a frail woman.

A companion of the earliest of Lincoln's few school days recalled him later as a "tall, spider of a boy," and it is such a physique which makes the tall, thin man. He described the 6-year-old child's school-going garment as a "one-piece, long, linsey shirt," very handy for dressing and undressing, which occurred but seldom except at the swimming hole and when the garment was worn out, for "washing the body was seldom attempted." Probably clothing also was cleaned only occasionally and certainly not at all during the winter months. School "kept" in summer. In cold weather a buckskin coat and trousers were worn, with moccasins made of hide.

He Was Ambitious and Brave

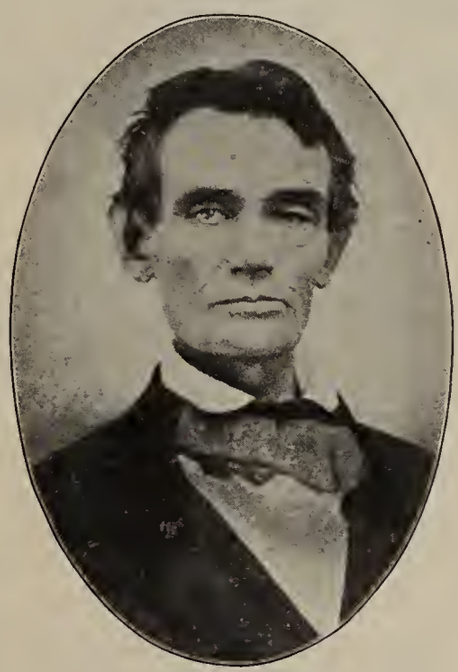
The child early "ran the woods," hunting and fishing and emulating the doings of older children. On one occasion, before he had learned to swim, he had to be fished from a stream into which he had fallen. He was ambitious to excel in any contests with his companions, but the boys whom he knew "had no settled games." He was considered by them brave, but he was not fond of fighting.

In his eighth year the family moved from the woods to the backwoods, "from the frying pan into the fire" so far as physical conditions were concerned. A four-walled cabin was exchanged for a three-sided shed with a floor of earth. A heap of dry leaves and old clothes served as a bed. The second day after their arrival at this new abode, Lincoln shot a wild turkey with his father's rifle. This accomplishment, as Beveridge remarks, may have been more from accident than skill, as turkeys were "too numerous to mention." There was plenty of game of all sorts; there were wild fruits and nuts; and the next spring a garden was planted.

After a few months, a cabin 18 by 20 feet was built, with a loft reached by pegs set in the wall, and into a corner of this loft the boy's "filthy bed" was transferred. There was no dog nor cat to share the loft. Downstairs there was no floor, no window, no door. There were only the necessities of life, but there was no real want, and Lincoln never spoke of his childhood as other than happy.

School Opportunities Few and Meager

In his tenth year Abraham, with his sister, went to school again for a few months; the schoolhouse being a "rude pole cabin with huge fireplace, rude floor of puncheons and seats of same, and a window made by leaving out a log on a side to admit light, often covered with greased paper to keep out the wind." There was plenty of fresh air and at any temperature desired, according to choice of seat.



From ambrotype of Lincoln, taken August 25, 1858

The Year His Mother Died

Conditions in the home were at their worst in that tenth year, for Lincoln's mother died; but better days came with the advent next season of a stepmother. She brought with her some additional house furnishings. There was more food, though the larder at one time contained only potatoes. Abraham was not much concerned about food, however. His stepmother said he was a moderate eater, and "ate what was set before him, making no complaints. He seemed careless about this." It is not related that during his earlier years the Lincolns possessed a cow, and milk may have been missing in the child's diet. He had no candy, either between or at meals, though he occasionally feasted on wild honey. He seems to have been remarkably free from sickness, and apparently escaped measles, mumps, and the other "usual diseases of childhood." His stepmother said "he always had good health." He was as free from infections in later life. This was in marked contrast with the experience of Washington, who throughout his life suffered from most of the communicable diseases that were to be had, and narrowly escaped death from bacteria in more than one encounter.

The Boy Never Lacked Home Duties

Abraham had plenty of chores to do. The water supply was a mile from the new home, and an acquaintance wrote that her earliest recollection of the boy was of his carrying water from this distant spring, accompanied by a cat which seems to have been brought to the household by his stepmother.

There was a horse in the family, and among Lincoln's pleasantest memories were his rides to mill, bareback, behind a bag of corn. He helped his father with the ploughing and hoeing and with carpentering, although he took no pleasure in these occupations.

After a vacation of some three years, school "took up" again at a place about 4 miles from the Lineoln cabin. A schoolmate describes Abraham at this time as "long and tall." He wore low shoes and short socks, "and his breeches made of buckskin were so short that they left bare and naked 6 or more inches of shin bone." But his school attendanee soon eame to an end. In all it lasted less than one year. However, he was "head and shoulders" above the rest, and he had learned all that was taught. Further attendanee would have been a waste of time.

Abraham continued grubbing, hoeing, chopping trees, making fences, helping with hog killing, and carpentering for his father or for anybody who would employ him. He "went about the countryside doing, in languid fashion, the jobs he was hired to do, or working reluctantly on his father's stumpy farm." He had outgrown hunting or fishing, for he was in close sympathy with wild life, and at school he had rebuked his fellows for cruelty to animals. Reading had beeome his most absorbing recreation. He carried with him to his work a book over which he would pore during rest periods. Contrary to tradition, he did very little studying by means of candle or firelight, but "went to bed early, got up early, and then read." Books were very scarce. He is said to have walked 20 miles to secure a book, or to attend speeches or debates.

At 16 he was already "6 feet high, bony and raw, dark skinned, a long, thin-legged, gawky boy, dried up and shriveled." But he was strong and excelled, not only in hard labor but in jumping and running and wrestling. The incident is recorded of Lincoln's finding a drunken man asleep in the snow, and of his throwing the man over his shoulder and carrying him to his home. He was fearless, but peaceable, and a peacemaker with the quarrelsome.

Big and Strong, and Kindly

Although humble in most things, he was proud of his height and of his strength, even after he beeame President. In 1859, when in Milwaukee for an address at the State Fair, he found a weight lifter in a side show the most interesting "attraction" on the grounds. He asked permission to test the weights and was quite chagrined at not being able to handle them so easily as their professional wielder. As they parted, Lincoln remarked to the strong man, "You can outlift me, but I could lick salt off the top of your hat."

Although everybody drank more or less (usually more), Lincoln seldom touched liquor, and when he did it seems to have been from his natural dislike of giving offense in connection with a social custom.

He Becomes a Total Abstainer

He said he did not like liquor, "It always leaves one flabby and undone." In later life he became an abstainer. In 1854 he said to Douglas, "I do not drink anything, and I have not done so for a very many years." He did not use tobacco.

Impressive statue of Lincoln
By Daniel C. French
Enshrined in the Lincoln Memorial, Washington, D. C.

A very vigorous and temperate young man of 20 made a good hand on a flatboat, and Lincoln was hired to help an owner take his boat to New Orleans. The boat was boarded one night by a band of negroes while the two boatmen were asleep, and all the strength and courage of Lincoln and his companion had to be exerted to protect themselves from robbery. In the combat they were both wounded. They hurriedly pushed from the shore and floated downstream.

Acquiring Some Business Experience

The flatboat owner was so pleased that he employed Lincoln in a store which he was opening, and boasted with pride of his clerk's physical, as well as of his mental attainments. The store soon "petered out," and Lincoln entered the political race, in which his physical prowess was still an important asset. Just before he made his first speech a fight broke out. One of his friends was attacked and was getting the worst of it, when Lincoln leaped down from the platform and seizing the most aggressive assailant threw him "12 feet." The fight came to an end.

Lincoln at 21 years of age was 6 feet 4 inches in height, and weighed about 160 pounds. He wore a blue cotton coat, stogy shoes, and pale blue cassinette trousers "which failed to make connection with either coat or socks, coming about 3 inches below the former and an inch or two above the latter." Even in his later years, except when in Washington, he was indifferent to his appearance.

Following his mysterious mental conflict at the time of his first approach to matrimony, Lincoln underwent a long period of severe illness of mind with corresponding depression, if not illness, of body. "Both his humor and his melancholy were colossal."

Physical Appearance of Lincoln

A photographer and political friend of Lincoln described him in 1855 as "a tall, lank, awkward man, who wore a tall hat, a short Raglan coat, short topboots, with one leg of the trousers stuck in the top, walking with a stoop, and carrying one hand behind him." When his coat was removed the most characteristic feature of his dress was that his trousers were usually supported by only one "gallus."

"His hands and feet were abnormally large, and he was awkward in his gait and actions. His skin was a sallow color, his features coarse, his expression kind and amiable; his eyes were indicative of deep reflection, and, in time of repose, of deep sorrow as well. His head was high, but not large, his forehead was broad at the base but retreated." He wore a hat of about size 7. "His ears were large, his hair coarse, black, and bushy, which stood out all over his head, with no appearance of ever having been combed. His chest was thin, shoulders narrow; he walked with a stoop, and had the look of a consumptive." From the age of 30, because of his appearance and deliberate ways, he was known to the small boys of his community as "old man Lincoln."

As in his childhood, Lincoln still "ate what was set before him," and his law partner tells of his appearing at the office some mornings (apparently to escape a stormy domestic atmosphere at home) with a newspaper from which he unrolled some cheese, crackers, and bologna sausage on which he breakfasted. He was a hearty eater. Another friend records that he was especially fond of corn cakes "which he could devour as fast as two women could make them."

Hardships of a Circuit Judge

Mrs. Lincoln set a good table, but in his travels as circuit judge her husband never complained of the accommodations, or lack of accommodations, at the village taverns. One of his companions on the bench, who fretted over such things, remembered that on one occasion when they sat down to a nearly barren board, Lincoln remarked, "Well, in the absence of anything to eat, I will pitch into this cabbage." Just as he was indifferent to the cut or kind of his clothes, "he did not seem to know whether or not his food was well or badly cooked." "He had a good appetite and good digestion, ate mechanically . . . filled up and that was all." We are reminded of Napoleon, who spent so little time over his dinner that his guests sometimes ate a preliminary meal in order to finish when he did.

Presidential Responsibilities Tax His Endurance

In the stress of affairs at Washington Lincoln was not only indifferent as to the nature of his meals but as to the time they were served. It seemed some weeks "as if he neither ate nor slept." He took no exercise except walking, though when visiting the Army he sometimes rode horseback; and it was said by a friend that he was the only man who could ride a trotting horse without losing his plug hat.

Strength Depleted by Care and Responsibility

The "anxiety, responsibility, care, thought, disaster, defeats, and the injustice of his friends wore upon his gaunt frame, and his nerves of steel became at times irritable." He was not indifferent to the fatigue he felt, and he spent much of his time on a couch conserving his energies. This was not a new habit, however, for in his Springfield home, which was evidently not supplied with a couch suitable for a giant, he would remove coat and shoes, stretch himself on the floor, and with head and shoulders supported by a pillow placed on the back of an upturned chair, he would rest and read for hours. Perhaps a drain of nervous energy, the result of bad vision, had something to do with this habit, and it is said to have had much to do with his hours of depression; but with such a vigorous, if slow-going physique, eyestrain was of trifling moment. One recalls the conclusion of Karl Pearson that, "where the physical machine is not of the highest order, there the mental machine will, on the average, run less smoothly, although by no means in complete accord." While genius is usually associated with superior physique, "health and intelligence are not highly correlated." "Nature selects for physique, and she selects for intelligence." Nature's selections in these two realms rarely coincide so closely as they did in the case of Abraham Lincoln. Unfortunately he was not more immune to the bullet of the assassin than a person of less majestic mind and mien.

Recent School Film Development in Sweden

Pictures Exhibited in Swedish Schools Cover a Wide Range. They Include Films Illustrating History, Science, Athletics, and Other Regular School Subjects, as well as Fine Arts, Industry, and Numerous Interesting Features

By JOHN BALL OSBORNE

United States Consul General, Stockholm, Sweden

EXHIBITION of school films in Sweden is making great progress, according to recent statement in the Stockholm Tidningen, and report of the Swedish Motion Picture Owners Association.

Wide Variety of Pictures Shown

Films of all sorts, from news and scenery to Euclid and the Pythagorean proposition, are now exhibited in school auditoriums throughout Sweden. In the larger cities a motion-picture theater is rented by all the schools in the community, and films relating to different subjects are shown. In Norrköping, a city of 60,000 inhabitants, with 700 school children in each year's class, the public schools have rented a motion-picture theater in the central part of the city where educational films are exhibited. In some rural districts as many as 30 schools are cooperating, thus making these performances possible, because, as a rule, no fee is charged and the expenses are defrayed by school authorities.

Arrangements for Distribution of Films

All school films are distributed through the Svensk Filmindustri Skolfilm, a subsidiary of Svensk Filmindustri, the largest Swedish film producer in Sweden. The company also controls 104 motion-picture theaters located throughout the country. It was established in 1919, with a capital of 35,000,000 kroner ($9,380,000), and took over the business carried on by A. B. Svenska Biografteatern och Filmindustri. In 1923 the company acquired the Skandinavisk Filmcentral, and in 1925 a reorganization took place after the company had suffered considerable losses, and the capital was reduced to 7,000,000 kroner ($1,876,000). At present the company distributes 1,000 school films every week, for exhibition in about 1,500 schools throughout Sweden. About 2,100 school films on the following subjects are carried in stock: Geography, zoology, hygienics, botany, astronomy, meteorology, mathematics, chemistry, natural philosophy, physiognomy, archæology, history of the fine arts, history of civilization, agriculture, progeny, handicraft, forestry, industry, fishing, hunting, gymnastics, and athletics.

American and Other Foreign Films Used

About 10 per cent of these films are of American origin. There are also some French, English, and German school films registered in the company's catalogue, but most of the school films are produced in the company's own studios in Sweden.

Film Studio Planned for Stockholm Hospital

One of the largest hospitals in Sweden, Serafimerlasarettet, in Stockholm, has used school films for medical pedagogics for 15 years. The directors of the hospital are making plans for the building of a film studio in the hospital, enabling the doctors to produce scientific films, illustrating operations, diseases, etc.

Scholarship for American Boy

For the education of an American boy possessing mental ability above the average, and whose age is now 5 to 9 years, a scholarship award of $2,000 is offered for 1930 by the Lincoln Scholarship Fund, 1835 K Street NW., Washington, D. C. Applications will be accepted from Protestant (white) mothers under 40 years of age, who have been deprived of their husbands' support, and who have no other children. The mother must submit an acceptable paper on one or two subjects (suggested by the fund) relating to a boy's education. On request, further information and application blank will be supplied by the fund.

Cooperation of Parent-Teacher Associations and Kindergartens in a City-Wide Project of Parent Education

Since the First Call to Mothers by the Founders of the Organization, the Object of the Parent-Teacher Association has been the Better Understanding of the Child, and Study of the Factors that Contribute to His Physical, Mental, and Spiritual Well-Being

By MRS. GILES SCOTT RAFTER

President, District of Columbia Congress of Parents and Teachers

IN the official call sent out 33 years ago for the first Congress of Mothers this paragraph appeared:

> It is proposed to have the Congress consider subjects bearing upon the better and broader spiritual and physical, as well as mental training of the young, such as the value of kindergarten work and the extension of its principles to more advanced studies, a love of humanity and of country, the physical and mental evils resulting from some of the present methods of our schools, and the advantages to follow from a closer relation between the influence of the home and that of institutions of learning. Of special importance will be the subject of the means of developing in children characteristics which will elevate and ennoble them, and thus assist in overcoming the conditions which now prompt crime, and make necessary the maintenance of jails, workhouses, and reformatories.

First Message of the Founder

In her address of welcome, Mrs. Theodore W. Birney, the founder and first president of the National Congress, said: "It has therefore seemed to us good and fitting that the highest and holiest of all missions, motherhood—the family interest upon which rests the entire superstructure of human life, and the element which may indeed be designated as the foundation of the entire social fabric—should now be the subject of our earnest and reverent consideration. I refer to what is called child study—that broad, deep theme, most worthy, in all its varying phases, of our study and attention, because the fundamental one."

Since this prophetic speech by our founder, the movement toward a more perfect understanding of the child has been steadily onward, and it has taken many forms.

This particular phase of our work, like the steady gleam of the "Star of Bethlehem," has led and guided us ever onward to the chief purpose of our organization—a perfect understanding of children, ours and our neighbors'.

In these modern days parents need much information and knowledge to aid in developing their children to the best of their ability. This is as true of parents and preschool children as it is of parents of high-school students.

Froebel an Interpreter of Childhood

For many years we have accepted Froebel in theory, but the world to-day is beginning to put his principles into practice. In no department of education is this more noticeable than in the new attitude of the teacher, which is that of a gardener with regard to his plants—loosening the soil, enriching it, and providing all the conditions needful in producing full-sized growth. No gardener tries to grow his plants—he trusts to the life force within each seed to do that, but he knows that by cooperation and providing the right environment he can help to improve the species. So, too, the teacher of to-day no longer tries to mold her children; but, trusting to the life force within each child, she becomes the servant of life, and provides the environment in which these human buds grow and unfold as the Divine Horticulturist intends.

Until the time of Froebel, founder of the kindergarten system, scarcely any thought was given to the right or wrong training of the child's natural instincts. Few people dreamed that this had anything to do with the development of the character in succeeding years.

Froebel said: "The destiny of the nations lies far more in the hands of women—the mothers—than in the hands of those who possess power, or those who are innovators, who seldom understand themselves. We must cultivate women who are the educators of the human race, else a new generation can not accomplish its task."

Understanding Necessary to Education of the Child

One of the greatest avenues leading to world understanding lies in the understanding of little children throughout the world.

It is activity of the mind and heart that educates and determines character. In proportion to which activity of the mind is vitalized by the emotional life, the mind is unfolded and developed. The goal is character in education, instead of character as apart from education.

In order to secure the active, intelligent cooperation of parents in child training, a special class for future leaders of child-study circles was organized some three years ago by the State president, Dr. Lois Hayden Meek, of the American Association of University Women; Mrs. G. W. Lady, State chairman of parent education; and the present State chairman of kindergarten extension, Miss Catharine R. Watkins.

Study of Child Training by Kindergarten Principals

This class, which was organized for both parents and teachers, met with such whole-hearted, enthusiastic response that we were obliged to refuse many who applied, because of limited space for the classes and the small number of reference books. The topics selected were given by specialists in each particular field, and all who enrolled were required to promise, if called upon, to lead study circles.

Because many kindergartners who eagerly desired admittance to this class were unable to enroll, the director of kinder-

Mothers in a child-study group hear a lecture on social hygiene by Doctor Rogers, of the Office of Education

gartens organized a study group in child training for all kindergarten principals in the department, and this class was continued throughout the entire school year. The teachers thus trained were ready for leadership the following year, and as a result many child-study circles have been formed in local parent-teacher association centers, with kindergarten teachers as discussion leaders.

The Home Fundamental in Child Training

Since the all-important factor in child training is the home, any movement which helps to develop in parents a more intelligent and sympathetic understanding of children insures not only greater happiness for all concerned, but also a higher type of citizenship in the future.

Some of the subjects used in this training course were: What parents may pass on to their children; food problems, how children learn, obedience, emotional life of the child, and sex education.

Specialists were invited to teach some of the subjects. For example, Mrs. Rowena Schmidt Carpenter, of the United States Bureau of Home Economics,

Proud of the scrapbooks they made

taught food problems; Dr. T. C. Galloway, of the American Social Hygiene Association, sex education; and Miss Catharine R. Watkins, director of kindergartens of the District of Columbia, obedience. Guidance Materials, by Dr. Lois Hayden Meek, was used in the assignment of reference reading. Preparations of outlines and group discussions were also features of the course.

Studying the Child—Body, Mind, and Spirit

These study groups, composed of mothers, led by teachers, are an endeavor to treat the child as a whole personality and not by compartments. This is really the keynote of study groups led by kindergarten teachers. It develops a new vision on the part of the mother, who has

This preschool group is the inspiration for a study class of mothers

thought that the child is receiving his education in the school. The teacher, by meeting with the mother, emphasizes the fact of the teacher's interest in the whole child. She is not thinking exclusively of either the child's physical or his teaching side, but is interested in the development of the entire child—body, mind, and spirit. The idea is to get the cooperation of parents in a common aim.

The influence of these devoted kindergartners is profound. They have been trained to think and to originate. The great and good Froebel taught them that teachers must know the home of the child, and the parents, thus every kindergarten had its mothers' club, and every kindergartner visited the homes of its children.

Teachers and Parents Working Together

We have noble leaders in education, but they find it slow work to train the masses. We have such splendid organizations as the Child Study Association of America, which has for 41 years made parent education its aim, but progress has been slow because the parent and the teacher have not worked together for the development of the child.

It is well for our future prospects that teachers are realizing more and more the necessity that home and school shall work together in educating the child.

The teacher must know the parents' standards and ideals. His or her work is one-sided if the growth of the child is not a well-rounded product.

Judge Miriam Van Waters, in her Parents on Probation, speaking of older days, says, "Childhood was not so much disregarded as utterly undiscovered." The discovery is a remarkable product of the wisdom of the moderns. We have all become child conscious in a sense not true of any previous generation. Our devotion to children is the hope of the race, and so may we sing with John Addington Symonds:

> These things shall be: A loftier race
> Than e'er the world has known shall rise
> With flame of freedom in their souls
> And light of knowledge in their eyes.
> Nation with nation, land with land,
> Unarmed shall live as comrades free;
> In each heart and brain shall throb
> The pulse of one fraternity.

Cooperation Between School and Museum

Visits of classes to the Cleveland Museum of Art by children from two small suburban school systems are scheduled at a point in their studies when the museum visit will contribute most to their profit and enjoyment. This is accomplished by a system of cooperation planned by the department of educational work of the museum in cooperation with the art supervisors of these school systems who know each class and its schedule of work.

About 10 days before each visit, the museum teacher obtains from the class teacher information concerning the general grade of intelligence of the class, what the children are doing in the subject chosen, what progress has been made, and what phase of the subject shall be presented by the museum. The class teacher is asked to formulate a number of questions to which the children will expect to find answers in the museum collections. The plan assures cooperation of the class teacher, eager interest of the children, and special preparation on the part of the museum teacher of a lesson that will meet the needs of the class at that particular period in its development.

Outstanding Problems Confronting Home Economics in the High Schools

For Efficient Living, Boys and Girls Need Some Training in Home Economics. It Should Begin Early, and Have Hearty Cooperation of School Officers, Teachers, and Parents

By DR. FREDERICK G. BONSER

Professor of Education, Teachers College, Columbia University

MORE than 70 per cent of all girls in high schools in the United States are taking no work in home economics, according to statistics collected by the Office of Education, United States Department of the Interior; and not more than 1 girl in 5 is taking any other subject directly related to wholesome personal and home life. Despite our general prosperity, most girls come from homes in which thrift and economy are important. About 3 girls of every 5 between the ages of 16 and 24 are employed gainfully, and these have the problem of maintaining a respectable and satisfying standard of living, including personal appearance, recreation, and savings, on incomes that are so meager as to require the most judicious management. The past year's record for the country is 1 divorce for every 7 marriages. The birth rate of the more highly schooled has fallen below the number necessary to reproduce themselves. According to recent reports, 35,000 white children every year are born out of wedlock in the United States. Annually among us, 25,000 mothers die of childbirth. Tragic losses in child life occur that are due to preventable causes. Evidence of discontent in family life appears on every hand. There seems to be an insatiable craving for speed and excitement, and a resentment of social restraint.

Education Should be for the Home

With all these and other evidences of need for vital education in personal, home, and community life, there is certainly reason for endeavor to educate for the home rather than away from it. There is much evidence of need for that stabilizing and regenerating influence which home economics, as we conceive it to-day, might give in adjusting the lives of young people to a changing order—an order good beyond anything we have hitherto known if sanely interpreted, but destructive and dangerous if exploited ignorantly in short-sighted indulgence and selfishness.

That there are immediate values for the guidance of conduct in appropriate and well-taught courses in home economics is suggested by the experience of the Cass Technical High School, Detroit. After five years of experimenting a one-semester course was developed which gave such outstanding results that in 1924 it was made a requirement for all high-school girls as a part of their general education.

Moral Values in Home-Economics Study

This course gave 16⅔ per cent of its time to social cooperation, 50 per cent to health, and 33⅓ per cent to thrift. In 1927 the head of the home-economics department reported that in Cass Technical High School there had not been a single breach of moral conduct among the girls in three years. She attributes the high standard of behavior among the girls as largely due to the helpful teaching of home economics.

Appealing to Interests of High-School Girls

The first outstanding problem would seem to be that of developing and administering courses in home economics that will appeal to the interests and the sense of values of high-school girls. From evidence accumulated by Dr. Annie R. Dyer, the conclusion is drawn that at present but 1 girl in 12 elects a full year of home-economics work in the senior high school. Girls often fail to avail themselves of the opportunity to take courses offered. Since 54.8 per cent of the high schools, or 8,072 of the 14,725 reporting in 1928, offer courses in home economics, and but 28.8 per cent of the girls registered in these high schools take any course in home economics, it is clear that the work is not taken in proportion to offerings made.

Reasons for Not Electing Home Economics

Several reasons are given concerning why the work is not taken. (1) In occasional high schools it is practically impossible to carry all the courses required in college preparatory or commercial curricula for graduation and have time left for home economics. (2) In other schools schedules are so made that most home economics courses, if elected, must be chosen at the sacrifice of some other course which girls desire or are required to have. (3) Schools are not infrequently found in which the principal, the dean of girls, and other faculty advisers deliberately advise girls not to take home-economics courses. (4) In some schools teachers of home economics are found who are not so well prepared as teachers of the older subjects, and their inadequacy is recognized by students. (5) The report of the Commissioner of Education for 1924–1926 states that of 8,111 teachers of home economics reporting, 81 per cent had received special training in that subject—that is, 19 per cent, nearly one-fifth, were teaching a subject for which they had not been trained. (6) Of the 81 per cent who had been trained, many had received training for a narrow conception of the field quite inadequate to meet the interests and needs of the present generation of adolescent girls. (7) Among parents of girls in nearly every high school there are some who regard home economics as work that is inferior or degrading, and who develop in their daughters an attitude that is unfavorable toward it. (8) In almost every school there are some teachers who consider home economics as a subject wanting in academic respectability, and who convey their attitude to students. (9) In many high schools some general courses in home economics are required in the first years of the junior high school, and many girls feel that they know all they care to, or perhaps all that is important about the work, and refuse to elect more. (10) In some schools, also, designations used are not only unattractive but repellant. The terms "cooking" and "sewing" are still often used, and these terms fail to arouse enthusiasm in the minds of most adolescent girls. (11) Possibly more fundamental than all other reasons, many courses are offered that are barren of the wealth of stimulating materials which may be used, from the developments of recent years, to make the work as interesting, vital, satisfying, and liberalizing as other subjects in the curriculum.

Enrollment in Work Should be Early

A second problem is that of developing the most helpful and effective kinds of home-economics work early—during the junior high school years, or the first two years in the 4-year high school.

As has been noted, about 3 of every 5 girls between 16 and 24 years of age are gainfully employed. Many go to work at 14. In Bulletin No. 21 of the Pennsylvania Department of Labor and Industry, it is shown that in 1927 there were 25,037 working children of 14 and 15 years of age in Pennsylvania continuation schools. In districts where such schools existed, of every 6 children 14 and 15 years of age, 1 child had left regular school to go to work. Fifty-six per cent of these children, 13,813, were girls. Their median earnings were $8.56 a week. Only a little more than one-third of them had com-

Address delivered before National Conference on Home Economics, Washington, D. C., December 6–7, 1929.

pleted the eighth grade. One girl in every three was working on a machine. The number of juvenile workers in many other States is as large proportionately as in Pennsylvania.

With the 4 to 8 hours a week devoted partly to English and citizenship, but little time can be given to home economics. For those girls who continue to the end of the high school the pressure to take subjects leading to graduation in college preparatory, commercial, or general courses is strong, leaving little time or opportunity to take home economics. Report of the Commissioner of Education for 1924–1926 indicated that of girls enrolled in junior high schools, 73 per cent were taking home economics, while in senior high schools the percentage was 31, and in 4-year high schools 36.2. This would seem to show that work comes early enough. By the same report it is found that home-economics work is required in the first year of junior high school in 92.2 per cent of the schools; in the second year in 86.46 per cent; and in the third year, or ninth grade, in 37.46 per cent. There is evident need for the early development of courses that will be attractive and effective.

Educators Often Lack Home-Economics Information

A third problem is that of educating school officers, teachers, parents, and children to a new and more adequate conception of the value of home economics. Just as long as the impression exists that the work deals chiefly with the processes of cooking and sewing it will make little appeal. These specific activities will have to be allotted the place which they properly occupy under the conditions of home and social life as they now are—not as they were a generation or two ago.

The conception of home economics which we believe to be sound, and which is developing as practicable in some schools, is that of a group of closely related subjects in which, and through which, the various elements constitute a comprehensive whole, representing the personal and family needs of girls and women. In passing, it may be said that much of this material is just as important for boys and men. Out of all these contributing factors, giving them place and perspective, a philosophy of life in the home should be developed. By a philosophy of home life is not meant an abstract, detached conception.

Elevating Ideals of Home Life

Few high-school girls or even adults would be able to formulate such a philosophy in academic terms. But there could and should be developed a body of ideals, attitudes, convictions, purposes, understandings, and loyalties. These should be organized into a general conception that will give proportion and appropriate value to all the manifold details of home life in relationship to the social and spiritual purpose which they serve. Such a conception can result only from the use of imagination, vision, intelligence, and emotion. It can not come from the mere achievement of skill in routine activities. It lies in the growth of an appreciation of the human factors of home life, which give meaning to the material means for maintaining physical existence for the sake of spiritual satisfactions. It is recognition of the human factors that elevate home making from a trade to a profession, and the field of home economics from the level of manipulative training to that of cultural education.

In his address in Boston last year on "Next Steps in Home Economics," Dean James E. Russell made this statement: "My conclusion is that a vocational interest is prerequisite to success in teaching household arts." May we not need to find out just what this "vocational interest" is? Is it something possessed only by those immediately confronted with maintaining their own homes, or working as wage earners in the homes of others? Or may there be elements serving as valid and efficient motives for certain kinds of home-economics work among girls of adolescent years who do not expect to assume such responsibilities for some years in the future?

Training of Home Makers and House Daughters

In Federal Board Bulletin No. 124, devoted to "Plans and Equipment for Vocational Courses in Home Economics," is found the following pertinent and significant statement: "Home economics as a form of vocational education demands a well-rounded course of study directed to one main objective—the preparation of home makers and house daughters." Under the term "house daughters" we may have the way out for a happy reconciliation of any differences, more seeming than real, between vocational and general home economics.

In any subject the immediacy of purpose is a psychological and pedagogical necessity of motive and interest. For girls confronted with the necessity of assuming home-making responsibilities at once, or within a short definitely known future, the immediacy of purpose clearly exists. Courses can be readily made for such girls in terms of the functions they will have to perform. But for the "house daughters," just what their interests and needs are may not be so evident. One distinct difference does exist.

The "house daughters" do not have to carry the responsibilities for making the home a going, producing concern. They share in consuming the goods and services provided by the home and share as helpers in maintaining the home. Inasmuch as they increasingly share in maintaining their own status in the home, they are immediately interested in all that has value in contributing to their satisfactions—foods, clothing, home furnishings, home atmosphere, and family relations; entertainment of guests, home recreation, and, if there are younger brothers and sisters, some phases of child care. In addition to such home participation, the house daughter has an active, creative imagination. She is building a future of anticipations. Through this and through current life as she sees it, she has intellectual and emotional interests in family relations, child care, home management, recreation, community social relationships, and a life career. Home economics can capitalize these interests and help house daughters to meet their own personal problems with efficiency, and it can help to direct their growth of intellect and emotion along channels that are wholesome and liberalizing.

Present and Future Values in Home Making

By this means the work may yield both immediate values to them as girls and young women without full home responsibilities and deferred values to them later as home makers with full responsibilities. With all work so presented as to utilize contributory science, art, economics, psychology, and sociology, in the full measure of each girl's capacity to understand and appreciate their applications, all home-economics work may, and should be, both vocational and liberalizing. For the one, the practical techniques, skills, and immediate applications will have greater interest and be received with greater emphasis; for the other, the broader meanings and interpretations will elicit greater response, expressed in intellectual and appreciative growth.

Findings Should be Interpreted to Pupils

For students in both types of courses the most important feature for success is the excellence of preparation and the character of teachers. Work is not on a trade level in either case. It is on a plane calling for intelligence, judgment, and an appreciation of values in terms of human well-being. In all aspects of home making, excepting those of the most routine nature, there are situations calling for choices on the basis of relative values. It is in management—organization and choosing among alternatives—that the secret of successful home making lies. How the income shall be expended, what the best development of the child calls for, how relationships of the family member-

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· SCHOOL LIFE ·

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FEBRUARY, 1930

Death of Dr. Fletcher B. Dresslar

It is with profound regret that we announce the passing of Dr. Fletcher B. Dresslar, who died in Nashville, Tenn., on January 19, 1930, after a short illness. Doctor Dresslar served the Office of Education as editor from August 7 to October 18, 1911; as specialist in school hygiene and sanitation, October 19, 1911, to November 30, 1912; and as special agent in schoolhouse construction, with headquarters at Nashville, Tenn., December 1, 1912, to the time of his death. He was born in Banta, Ind., September 21, 1858, and was educated at Indiana University, receiving his A. B. degree in 1889 and his A. M. degree in 1892. In 1894 he received the degree of Doctor of Philosophy from Clark University, Worcester, Mass. Doctor Dresslar after teaching in the public schools of Princeton, Ind., was professor of psychology and education in the State Normal School, Los Angeles, Calif., 1894–1897. He was assistant professor of the science and art of teaching, 1897–1906; and associate professor, 1906–1909, at the University of California. From January 1, 1909, to 1911, he was professor of education and dean of the school of education at the University of Alabama.

On leaving the Office of Education, Doctor Dresslar became professor of school hygiene at the Peabody College for Teachers, Nashville, Tenn., on December 1, 1912, which post he occupied to the day of his death. He was the author of a number of valuable bulletins on school architecture and hygiene, published by the United States Office of Education. Among other studies he wrote Superstition and Education, 1907; The Auxiliary Schools of Germany, 1907; and Ethics of the Trees, 1921.

Doctor Dresslar was of modest and unassuming manners, a most courteous and agreeable gentleman, a good friend, and a scholar of ability. In his passing the Office of Education has lost one of its most active agents in the field of school hygiene and architecture.

George Washington and Education

OF the great triumvirate of famous leaders of the American Revolution—Washington, Franklin, and Jefferson—Washington occupies a niche in the Temple of Fame peculiarly his own, and the Nation at large recognizes this fact in its celebration of the 22d of February, the birthday of the "Father of his Country." Despite the efforts of ultra-modern iconoclasts to besmirch and disparage his character and genius, George Washington will ever remain for us the beau ideal of a gentleman, a patriot of the purest type, and a great leader in military and civic affairs, whose guidance of the ship of state in stormy political waters was characterized by preeminent ability, motives that were above suspicion, and a dignity that amounted almost to grandeur.

Washington's educational advantages were somewhat restricted. He was not a bookish man like Franklin and Jefferson, but he expressed himself with vigor and directness, as his correspondence and State papers reveal. He was not a philosopher like Franklin, nor a physiocrat like Jefferson, but he knew men as did no other man of his time and was a profound judge of character and ability in others. He did not have the brilliancy of Jefferson but he was possessed of the quintessence of common sense, and in that respect he rivaled Franklin. His spirit and personality to a large extent dominated the convention of 1787. Says Judge Fortson:

> Washington's position was unique in history. Not only was he the first President of the United States, but he was the first man in history called upon to occupy a similar position. Never let it be doubted that he was well aware of the difficulties which confronted him. The very language of his inaugural address discloses that he recognized that upon the successful operation of the new machinery depended the future of representative Federal Government. "The preservation of the sacred fire of liberty," he said, "and the destiny of the present model of government are justly considered as deeply, perhaps as finally, staked on the experiment entrusted to the hands of the American people."

Frederick Harrison, an eminent Englishman, has thus appraised Washington:

> The grand endowment of Washington was character, not imagination; judgment, not subtlety; not brilliance, but wisdom. The wisdom of Washington was the genius of common sense, glorified into unerring truth of view. He had that courage—physical and moral—that purity of soul, that cool judgment, which is bred in the bone of the English-speaking race. But in Washington these qualities, not rare on either side of the Atlantic, were developed to a supreme degree and were found in absolute perfection. He thus became the transfiguration of the stalwart, just, truthful, prudent citizen, having that essence of good sense which amounts to true genius, that perfection of courage which is true heroism, that transparent unselfishness which seems to us the special mark of the saint.

Washington, like all constructive statesmen of his time, realized with Sophocles that "character is destiny," and that no great nation can permanently exist unless it is founded on good citizenship, the cornerstone of which is education. In his Farewell Address he wrote these golden words: "Promote as an object of primary importance, institutions for the general diffusion of knowledge. In proportion as the structure of government gives force to public opinion, it is essential that public opinion should be enlightened."

Having been deprived, owing to the exigencies of his early career, of what we are pleased to denominate "higher education," which in the eighteenth century was overwhelmingly classical, with a smattering of mathematics, Washington was nevertheless deeply interested in such higher training, and was an early advocate of a national university where the arts, sciences, and *belles-lettres* could be taught. Samuel Blodgett, in his Economica, or Statesman's Manual for the United States of America, 1806 (said to be the first treatise on political economy published in America), declares that Washington spoke in favor of a national university when he took command of the patriot army at Cambridge, Mass., in 1775. Says Blodgett:

> As the most minute circumstances are somewhat instructing for their relation to great events, we relate the first we ever heard of a national university. It was in the camp at Cambridge, in October, 1775, when Maj. William Blodgett went to the quarters of General Washington to complain of the ruinous state of the colleges from the conduct of the militia quartered therein. The writer of this being in company with his friend and relation, and hearing General Greene join in lamenting the then ruinous state of the oldest seminary of Massachusetts, observed, merely to console the company of friends, that to make amends for these injuries, after our war, he hoped we should erect a noble national university, at which the youth of the world might be proud to receive instructions. What was thus pleasantly said, Washington immediately replied to, with that inimitably expressive and truly interesting look for which he was sometimes so remarkable: "Young man, you are a prophet, inspired to speak what I am confident will one day be realized."

In his speech delivered to both Houses of Congress, January 8, 1790, President Washington urged the establishment of a national university. In his will he bequeathed the 50 shares which he held in the Potomac Co. toward "the endowment of a university, to be established within the limits of the District of Columbia, under the auspices of the General Government, if that Government should incline to extend a fostering hand toward it." But Congress took no steps toward realizing the project, and so Washington's efforts in behalf of a national university never materialized. And yet with the formation of the different departments of the Federal Government, with bureaus engaged in work of a scientific character, the aspirations of the first President of the Republic have been indirectly realized. In many of the offices of the Government research work in the pure and applied sciences is vigorously pursued, which is one of the dominant functions of a great postgraduate institution of learning.

Washington's will also contained the following provision for a school for the children of indigent people in Alexandria, Va.: "I give and bequeath to the trustees of the Alexandria Academy in the town of Alexandria $4,000, or in other words 20 of the shares I hold in the Bank of Alexandria, toward the support of a free school, established at, and annexed to, the said academy."

It is interesting to note that one of Washington's favorite ideas was the founding of a military school. "He remembered vividly," says Prof. A. B. Hinsdale, "the almost total lack of educated American officers in the Revolutionary Army, especially of engineers, and also the sore embarrassments growing out of the influx of foreign officers. In 1793 he had recommended to Congress, as a 'national feature of the military system to be created, the provision of an opportunity for the study of those branches of the military art which can scarcely ever be attained by practice alone.'"

National Survey of Secondary Education

A 3-year survey of secondary education in the United States, to be conducted by the Department of the Interior through the Office of Education, is now under way. The total cost of this important undertaking, which was authorized by the Seventieth Congress, is not to exceed $225,000. Of this amount $50,000 is appropriated for the current fiscal year.

Under the provisions of the measure, a survey is to be made "of the organization, administration, financing, and work of secondary schools, and of their articulation with elementary and higher education." Specialists and experts from the field will be employed for temporary service.

Administrative organization for the prosecution of the survey has been effected with the Commissioner of Education as director. Dr. Leonard V. Koos, professor of secondary education at the University of Chicago, is associate director. Doctor Koos is now spending the winter quarter in Washington giving personal attention to the organization of the survey staff. Mr. E. S. Lide, who has held administrative positions as principal and superintendent of schools in different cities in Arkansas and Oklahoma, has been appointed specialist in curricula and allied fields. Other specialists, both from the field and from the Office of Education, will be invited to serve in various positions.

The plan as outlined calls for three committees from the field to serve in advisory capacities.

Problems Confronting Home Economics in High Schools

(Continued from page 109)

ship shall develop, what the recreative activities shall be, how the family shall take its place in community life—all these are questions to be rightly determined by trained judgment, guided by a wealth of sound knowledge.

Many Home-Economics Studies Available

One continuous problem for home economics is that of making available to high-school students the findings of research studies in language which they can understand, and in forms which they can use. There are scores of such researches whose results are valuable, but not generally available, because of the technical form in which they are reported, or because of their small circulation. Following authorization under the Purnell Act, 103 home-economic studies were under way on November 1, 1928. Nutrition researches, standards-of-living investigations, child-welfare researches, and numerous others represent the work of agencies whose contributions should be put at the disposal of high-school teachers of home economics in usable form as soon as possible after publication.

More textbooks or materials in textual form for students of high-school level are needed. With such materials adequately available, the invidious conception of home economics as an "unprepared subject" will be on the way to oblivion. Well-organized textbooks may do much to accomplish the integration of materials from other subjects with home economics. The one caution of which to be ever conscious is that of not permitting textbooks to bring about a standardization of the field that will hamper growth and adjustment to the needs of individual students and schools. In a living, growing field of activity it would be fatal to progress to attempt to standardize work to the degree that may be possible in algebra or Latin, or even in physics.

Home-Economics Training in Elementary Schools

Many teachers and supervisors of home economics are called upon to aid in the development of work relative to the field in elementary schools. Not all of them understand or appreciate the character of the work as it should be adjusted to meet the needs of elementary school children, and as it should fit into the general practical arts course in the elementary school. Bringing high-school problems and methods to the elementary schools is not appropriate. The possibilities are large in the first six school years for developing fundamental knowledge, interests, and attitudes relative to the materials and activities of home and community life. All teachers and supervisors of home economics should have that training which will enable them, when called upon, to contribute effectively to the development of practical arts work in elementary grades as it relates to food, clothing, shelter, utensils, and home life.

Wider Implications of the Problem

The problem of educating school officers, parents, and the public generally to the newer conception and the richer meaning of home economics is one in which every home-economics teacher should share responsibility. First of all, by the best development of the work; and, further, by talking and writing about it on every possible occasion, the desired change in conception will gradually come about.

The first of these, called the consulting committee, is composed of nine members. This committee will be called into consultation frequently by the survey staff.

Two advisory committees are contemplated, one composed of educators and the other of persons not directly engaged in educational work. In addition to advice in regard to conduct of the survey, these committees will function in matters of interpreting the survey and securing cooperation for it. The personnel of the advisory committees of extra educational members has not as yet been selected.

Archery on the Pacific Coast

Archery classes for girls at the University of Washington last year had an enrollment of nearly 100. Numbers of boy scouts, as well as some of the grade schools and high schools, have regular classes. Seattle has two or more clubs, with ladies' auxiliaries. Archery has become so popular that the Olympic Bowman's League has been formed, composed of clubs in Washington and Oregon. In tournaments held in the Northwest as many as 60—men, women, and juniors—have participated.

Sanitary Regulations in Venezuelan Schools

According to report from C. Van H. Engert, chargé d'affaires, Caracas, Venezuela, received through the Department of State, a recent executive decree contains regulations for the sanitary inspection of all public and private schools in Venezuela and, among other things, requires that each student and teacher shall obtain annually a health certificate.

A later decree provides for the creation of a division of public health and charity under the Ministry of the Interior.

Development of County or Similar Libraries in Many Lands

Great Britain, Denmark, Czechoslovakia, Russia, and Other Foreign Countries Use American County Library Idea in Bringing Book Service to Rural Communities. Development More Rapid in Some Countries than in United States. California State Librarian Assists South Africa in Developing Plans for Library Service

By JULIA WRIGHT MERRILL

Executive Assistant, Committee on Library Extension, American Library Association

AMERICA'S greatest contribution to civilization, according to one educator, is the free public library. The great European libraries have always been for scholars. Public libraries developed first in the United States, and naturally enough were established in the cities. Book service for country people—first from a State agency, then from a system of county libraries—came years later.

Library Movement Promoted by the War

In Europe the popular library movement is comparatively young. But it has developed rapidly, particularly since the World War. Students from other lands have always been trained in American library schools. American Library Association war-service libraries also took American methods to Europe, and were a never-ending source of interest to Europeans. After the war the American Library Association was urged to establish an international library school at Paris, and its graduates are now in service in practically every European country. English librarians were sent to the United States, to visit and study libraries from the Atlantic to the Pacific. In 1926, when the American Library Association celebrated its fiftieth anniversary at Atlantic City, 55 librarians were present from 25 foreign countries, many as official representatives of their governments. Through a grant from the Carnegie Endowment for International Peace, these visitors were taken after the conference on a two weeks' tour, visiting important libraries of all types.

In the meantime adult education movements were stimulating library development. Many countries took stock of their library facilities and launched comprehensive programs for a complete scheme of service, usually along American lines. Now large unit libraries are developing so rapidly that the United States must look to its laurels.

County Libraries Almost Universal in Great Britain

A uniform sign for county library branches and stations (called centers) has just been adopted by British county libraries, and by another summer they will be in general use and will become familiar to the tourist who drives through the heart of the small villages.

Two libraries on wheels serve urban areas

The story of the British county library movement reads almost like a fairy tale. As recently as 1915 nearly half the people lacked public library service, according to a survey made by the Carnegie United Kingdom Trust. Seeing the success of county libraries in the United States, the trust embarked on a program of aid in county library establishment. At first funds were given to a few counties to cover all operating expenses for five years.

Counties Assist in Inaugurating the Work

Then laws permitting public support were enacted, and the trust made grants averaging about $10,000 to each county which adopted the acts. By the end of 1925, when the offer was withdrawn, there were 89 county libraries in England, Scotland, and Wales, and all but 3 per cent of the population was included in library service areas. This rapid progress was made in spite of the war and economic after effects of the war. A similar program is now under way in Ireland.

The English county librarian faces somewhat different problems than the American librarian. The magnificent distances of a California or a Montana county are not found in England. Instead, there are many villages and cities, and a large total population to serve. First attention, after the simplest kind of headquarters had been set up, was usually given to service in rural areas. Service for urban areas came later, and is not yet completely developed. The usual arrangement is for a differential or higher rate to be levied in urban areas, to be expended by the local subcommittee for the larger book stock and the staff needed. Many of the older established libraries are contracting with the county libraries for supplementary book service.

Motor Vans Assist Circulation of Books

Books were at first shipped to local centers in boxes. Then Kent County tried a motor van, or library on wheels, with such success that the county now operates two vans; and Surrey, Lincoln Lindsey, and the East Riding of York also give van

service. The van brings the county librarian into personal touch with every local librarian, and librarian and public have the satisfaction of handling a large collection of books, for the average van holds about 1,500 volumes, and Kent's largest van holds 2,500.

Teachers were quick to see the value of the service offered by the county library and often act as volunteer librarians, not only for centers in the schools but also for those in village halls. A village schoolmaster writes: "I should like to state how pleased I am to find the children so enthusiastic over the library, and I feel that its use has had a marked effect on the reading, speech, and general information of the upper classes of this school." In most counties the educational authorities make a special grant for intensive service to schools.

There is a close tie-up with the Women's Institutes, the Argicultural Organizers, and the Workers' Educational Association. The Kent County library reports borrowing 1,707 books in one year from the Central Library for Students, London, to supplement its own collection in meeting the needs of serious students. This same library, only 7 years old, is circulating close to a million volumes a year with a book stock of only a hundred thousand.

Denmark Has 100 Per Cent County Library Service

During the past 20 years the whole library system of Denmark has been reorganized along American lines. Cooperation between libraries is the keynote, each library functioning as a particular link in a complete coordinated system. Twenty-seven "central libraries," corresponding to our county libraries, supplement the book resources of the small village libraries in their districts, and advise and help in book selection, cataloguing, and administrative problems. The central library in turn borrows from the State library at Copenhagen. All the book resources of the nation are available for a reader, no matter where he may live. A government library inspectorate acts as a central information bureau and administers government subsidies to libraries, which amount to more than 900,000 kroner a year.

Czechoslovakia the First to Require Library Establishment

With all the problems of a new nation to face, Czechoslovakia made public library service compulsory in cities and villages by act of July, 1919. Very small communes were given 10 years of grace. By 1929, there was very nearly universal library service. In the more backward or poor localities district libraries were formed, which lend collections of books to individual communes. The Ministry of Education and National Culture supervises the public libraries and administers the State subsidies, which are now given in books chosen by the libraries from lists compiled by the Masaryk Institute. Librarians are trained in State schools, the length of the course varying with the size of the library. According to a man

Patrons like to select their own books

prominent in public affairs, these public libraries have developed into a new educational force, a force of equal importance with the school.

Sweden Embarks on a County Library Program

The public-library movement in Sweden, since 1905, has been aided by State grants. An act of 1929 provides for a reorganization of the service and a program of district (län) library organization corresponding to American county libraries. According to information received from the library adviser in the Swedish Board of Education, the Government will give 10,000 kronor annually to each district (5,000 if the district establishes a library, 2,500 if its librarian is trained, and 2,500 additional if its reference collection is adequate). The library adviser expects to organize two libraries each year, and to cover each of the 24 districts in 12 years.

A recent library survey of Russia, by Harriet Eddy, of California, recommends an integration of the public libraries, which are spreading rapidly through governmental promotion, into one complete system of national, provincial (gubernia), county (uyezd), and local libraries. A return visit to the United States of a member of the staff of the Soviet Commissariat of Education, to study our county libraries, showed how genuine is the interest in developing adequate and complete library service.

During the past year the library problems of South Africa were studied by two librarians sent by the Carnegie United Kingdom Trust—S. A. Pitt, of the Glasgow Public Library, and Milton J. Ferguson, California State librarian. They recommended a system of national, provincial or central, and district libraries. Two South African librarians are now visiting libraries in the United States to be ready to lead in the new library development.

Our Own Territory Has 100 Per Cent Service

The "melting pot of nations," Hawaii, had many problems to be overcome in providing library service, such as diversity of languages, high illiteracy, and distant islands to be reached. It met them all by establishing, with support from territorial funds, four county libraries for each of its four counties. The Library of Hawaii first carried on extension work, beginning in 1913, then acted as sponsor for the other three county libraries established since 1921, and it still serves as a clearing house for book requests, keeping up a union card catalogue. The county libraries reach out over all the islands, even to the most isolated cable station half way across the Pacific, where collections are exchanged as often as the cable boat calls—four times a year. The service to schools will be described in a forthcoming article in this series.

What Will the United States Do?

What can we in the United States learn from this experience of other countries?

First of all, that the goal of "adequate public-library service within easy reach of everyone," set by the committee on library extension of the American Library Association, in its report, Library Extension: A Study of Public Library Conditions and Needs, is not a dream but a practical possibility. The need, and a national program for meeting it, were discussed by representatives of Federal departments and bureaus (including the United States Commissioner of Education), and of many national, educational, and rural social agencies, meeting last spring with the committee on library extension. Many agencies of national reach have indorsed the county library plan and are giving it strong backing. The American Library Association, through its committee on library extension, is serving as a center of information, and is carrying on national publicity and field work as far as its resources permit.

Similarly, each State needs a State program, then active leadership by a strong State library extension agency, and the support and backing of State educational and rural social agencies. California and New Jersey have already shown that

(Continued on page 117)

The Nashville Conference on Rural School Supervision

By Mrs. KATHERINE M. COOK
Chief, Special Problems, Office of Education

APPROXIMATELY four years ago the Office of Education of the Interior Department initiated a plan of regional conferences for the consideration of special problems concerned with rural school supervision. The first of these conferences was called in December, 1925; the fourth, and most recent, met at Nashville, Tenn., December 16 and 17, 1929. Approximately 150 representatives from 16 States attended. Included in the group were the chief State school officers of 3 States and representatives of State departments of education from 13 States, besides a large number of county superintendents and supervisors, rural school principals, and members of faculties of higher institutions of learning concerned with the training of supervisors and teachers from throughout the South.

Cooperative Studies Proposed

The conference, through two committees, canvassed those in attendance with the idea of ascertaining views as to future plans and progress, and passed unanimously resolutions requesting another similar conference in 1930; and recommended carrying on, in the meantime, cooperative studies by education officials in the group interested and the Office of Education of the United States. Certain studies particularly recommended are: The training, general activities, and supervisory practices of rural school principals in the Southern States, and the evaluation of procedures in supervision practiced by county and other rural school supervisory officers. Problems concerned with supervision by principals are of special interest in the States represented.

Problems Given Special Consideration

The number of consolidated rural schools is rapidly increasing. The majority of these schools include both elementary and secondary grades. The type and amount of training which such principals need, their relationships with county supervisors, the relative amount of time for supervision and for teaching, and a multiplicity of other supervisory problems peculiar to the rural school principalship, were cited as showing the need for further study and research in this growing field.

Conference sessions were held in the social and religious building of Peabody College. The most cordial hospitality was extended by the college to all visitors throughout the sessions. A particularly enjoyable event was the barbecue, in which all those in attendance were invited to participate. An abundant feast was provided on the college farm, a few miles outside of Nashville, to which the visitors were taken in automobiles furnished by the faculty and friends of the college.

Subjects Discussed in Conference Sessions

Conference discussions centered about four general topics: (1) Improving supervisory practice, discussed from the standpoint of research by Dr. M. C. S. Noble, of the State Department of Education, North Carolina; Miss Jessie Parker, State Department of Public Instruction, Iowa; Miss Maycie Southall, of George Peabody College for Teachers; Miss Bess Goodykoontz, Assistant Commissioner of Education, Washington, D. C.; and Misses Rexie Gill and Edna Simmons, county supervisors from Virginia and Mississippi, respectively. (2) Supervision and State institutions of higher education: Special phases of this subject were discussed by Professor Hughes, of the State A. and M. College, College Station, Tex.; Professors Robert, of Natchitoches, La., Burton, of Bowling Green, Ky., and Trabue, of the University of North Carolina, Chapel Hill. From the standpoint of training supervisors and principals, the topic was discussed by Prof. Norman Frost, of Peabody College, and President M. L. Combs, of Fredericksburg, Va. (3) The rural school principal and supervision: Several aspects of this topic were considered, including the principal's responsibility for State and county programs, effective supervisory agencies for principals, and effective distribution of time of principals who must supervise both elementary and secondary grades. Principals from Mississippi, North Carolina, Alabama, and Kentucky participated in this discussion. (4) Special problems in rural school supervision: Problems were considered from the standpoint of cooperation between rural school supervisors and social agencies by Elizabeth Allen, of the State Child Welfare Department of Alabama, and Stone J. Crane, of the Public Welfare Board of Georgia; from the standpoint of educating handicapped children in rural schools, by Dr. Charles Scott Berry, of the committee on special classes of the White House Conference on Child Health and Protection. Miss Hattie Parrott, State supervisor of elementary instruction, North Carolina, outlined the plan followed in 22 counties, in which studies of the developmental history of children entering school for the first time are made as an agency in supervision.

Southern States Have Definite Policies for Conferences

From the beginning two policies have characterized conferences in the Southern States: (1) Discussions are concentrated on problems concerned with the supervision of instruction; and (2) at least one session is devoted to consideration of the results of a study of some specific problem pertinent to the region, carried on cooperatively by the supervisors concerned and the Office of Education. Among studies of the type indicated, made by the southern group during the past four years are the following: Equitable distribution of the supervisor's time—a questionnaire study among supervisors in the Southeastern States; teachers' meetings as an agency in supervision—a study participated in by 77 supervisors in the conference region; means used by supervisors in the Southeastern States for promoting professional growth on the part of superior teachers; a preliminary study of the training, experience, and supervisory activities of principals of large rural schools in Southern States.

Need for Rural School Supervision Emphasized

In 1925, when the series of conferences was initiated, rural school supervision was a relatively new field in education. Recognition of this situation is indicated in the aims set forth in the abstract of proceedings of that conference: "As in all new fields, experience is a necessary but expensive teacher. Supervisors have had to pioneer the way through a variety of problems and difficulties. Apparently the time has come when an opportunity is needed for supervisors to exchange experiences, to define problems and goals, and to set up tentative standards acceptable and practicable in rural school situations."

Many Supervisors Added in Recent Years

Considerable progress has been made in rural school supervision since 1925. In the southern group several States have been added to those employing supervisors in 1925, including Mississippi, Texas, and Oklahoma. Additional counties and additional supervisors within counties have been added to the list. Alabama and Virginia are notable examples. The number of supervisors, or of counties supervised, has nearly doubled in both States. Goals are now more clearly defined; standards higher and better, and more widely understood. Techniques of supervision have improved. Improved courses

for training supervisors in higher institutions of learning have been established, and qualifications demanded of persons seeking supervisory positions are higher.

The programs presented for discussion at the several conferences reflect important changes in outlook and in practice. The general topics in the 1925 conference were concerned with efforts to define supervision of instruction, including differentiation between supervisory and administrative activities; with the value and types of long and short term supervisory programs; with equitable distribution of the supervisor's time among the multiple duties she is called upon to perform; and with discussions of specific teaching problems. Topics on the program at Nashville concerned the relation of State institutions of higher learning to the improvement of rural school supervision; the number and kind of courses that constitute adequate training for supervisors and for supervisory principals; specific responsibilities of principals for supervision; the education of handicapped children in rural schools; and the developmental history of the school child as an agency in supervision.

Changing aspects of rural school supervision have resulted from, or are directly related to, improvement in school administration and finance, which has facilitated the provision of more nearly adequate supervisory staffs in progressive counties; to the increasing number and efficiency of large consolidated schools, in many of which principals with some free time for supervision are employed; and to general progress in the scientific study of education. Rural school supervision is being more widely recognized by interested patrons as an effective means of increasing school efficiency, and by educators as a challenging field for the exercise of educational ability and leadership.

Not a single school child was injured during school hours in a traffic accident in San Francisco, it is stated, during the four years that "the school reserves," made up of 1,600 pupils, directed traffic in school areas.

To Promote Education of Deaf and Blind

A State supervisor for the deaf and blind has been appointed by the board of education of Wyoming. This is made possible by recent action of the legislature of the State. Before assuming her duties, the new director visited a number of centers in the East where blind and deaf are receiving such service. The department provides education and industrial training for both juvenile and adult blind at home or in institutions maintained by the State.

Organization of the Interstate School Building Service

From Small Beginnings a Few Years Ago, Preparation of Plans for Scientifically Constructed School Buildings has Become a College Subject. Through Cooperation of Two Educational Agencies, Valuable Assistance is Given in School Planning, Especially in the Rural South

By FLETCHER B. DRESSLAR

Late of George Peabody College for Teachers, Nashville, Tenn.

AS A RESULT of work as special agent for the Office of Education, it became plain some 10 years ago that definite and continued help should be given to superintendents and boards of education in matters relating to the planning and construction of school buildings.

Accordingly, courses were offered in George Peabody College which had for their purpose such training. After a few years the results of this training became evident in the keener and more critical attitude of school officers toward the planning and care of school buildings.

Cooperation Given by General Education Board

The General Education Board realized the value of the work, and began to offer annual scholarships to selected men who would undertake such training, and who would be willing to start a division of school building service in connection with their own State boards of education. This cooperation was undertaken on the basis of an understanding with the State, to the effect that such divisions of State boards of education would be financed for four years by the General Education Board and then, if the undertaking proved of special value, the State agreed to take over the work and carry it on. The value of such special training and of the cooperative work between the General Education Board and the State departments of the Southern States became so marked that each of the Southern States now has a division of school-building service, and all officers at the head of these divisions, save two, have been trained at Peabody College.

As a result of this intensive work, it has been possible for me, as special agent of he United States Office of Education—instead of having to work through individual boards of education for country districts, cities, or towns—to work directly through school-building divisions of the Southern States, and thus to organize the work far more effectively and promote its better adaptation to the needs of this section, particularly in the matter of more adequate supervision in the construction and planning of buildings.

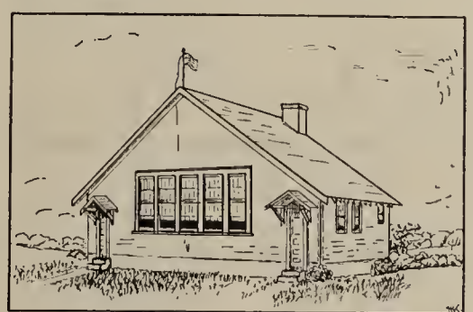
Activity of State Boards of Education

In this way during the past few years, under the supervision of these divisions of State boards of education, millions of dollars of public money have been spent monthly for rural schools. From every point of view this has accomplished a great saving, and at the same time brought about the construction of better buildings.

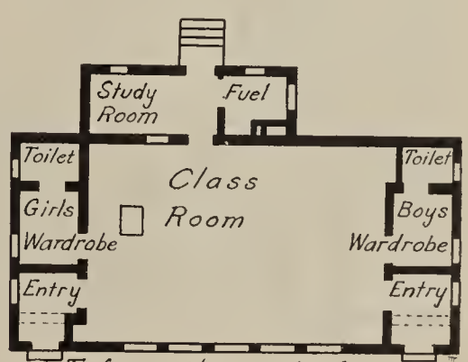
As a result of this community of interests centered in Peabody College, it occurred to the men in the field that an organization should be formed to place at the disposal of each member the best results of all. This organization was initiated about a year ago and designated The Interstate School Building Service. A tentative division of labor was agreed upon, and in June a conference was held of all workers in the field, and a specific series of tasks outlined.

Assist Rural Schools in Planning Buildings

These include the selection and reproduction of different acceptable types of rural schoolhouses, and also the careful preparation of detailed drawings, general specifications, and blank contracts, to the end that each school-building division of a State department may have at its disposal all available helps.



One Teacher School Building.



To face east or west only.

Six Teacher School Building

Such work involved the making of drawings, zinc etchings, writing of general specifications, printing of material, and putting it in such order that, by means of a simple code, anything that is called for can be supplied quickly.

In all this work there has been neither desire nor tendency to limit the freedom of any State in the use of any particular set of plans. It has thus far proved of service in having at hand illustrative material to put before school boards in order to show them precisely what sort of building would seem best fitted to their needs, and to make it clear to them that a plan may be modified in any way to serve the special needs of any particular community.

Service Amplified to Meet Varying Demands

This service has now at its command hundreds of copies of drawings and prints of different kinds of rural schools—from 1-teacher schools to schools of the large consolidated type. Along with these, general specifications have been prepared and printed in simple form which may be easily modified to meet varying local conditions.

It is the further purpose of the service to have all preliminary sketches of new buildings gone over personally by the writer and by representatives of the various State departments for suggestions and corrections. When finished the plans are duplicated and sent to other men in the field, thus giving them an opportunity to call upon each other for blue prints of the new buildings.

This plan has aroused wholesome enthusiasm as well as wholesome criticism, and one of the best results, it seems to me, has come through a more critical and careful attitude toward school plans from both the educational standpoint and the esthetic. A wholesome rivalry is emerging.

No attempt has been made thus far to extend this organization to other States, yet material prepared by the service has been distributed pretty generally throughout the country to State departments, as well as to those who have requested help in the building of rural schools. It may be said here that while we have given more time to the demands of rural schools than to those of cities, it does not mean that help has not also been extended to city boards of education. In this field the work has consisted chiefly in cooperating with boards of education, and in so guiding architects that the best possible results may be accomplished in the use of public funds.

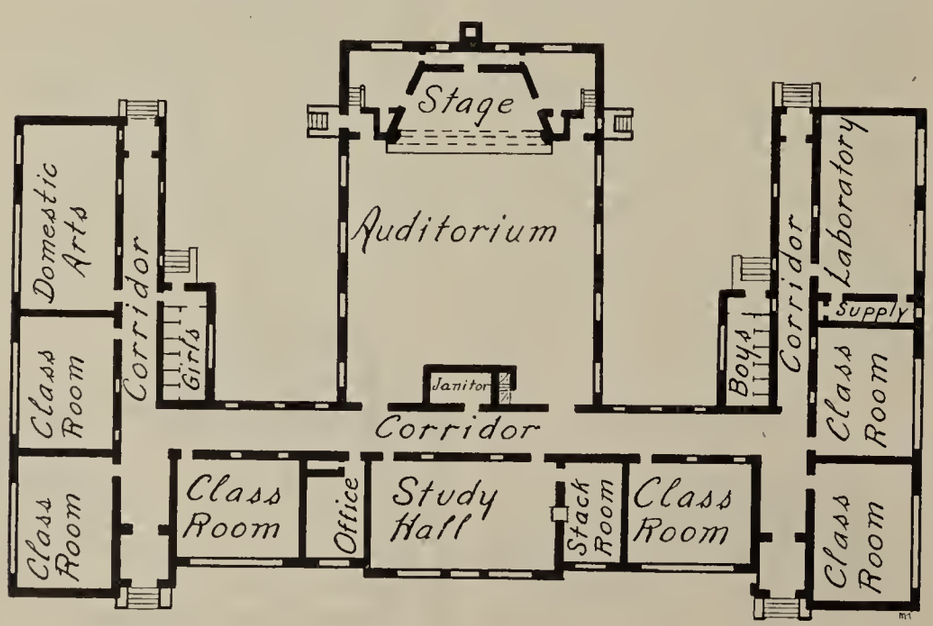
Noticeable Increase in Requests for Information

The value of this service in the promotion of school hygiene and school sanitation can not, of course, be specifically estimated, but there is a noticeable increase throughout all the Southern States in requests for information on practical phases of school hygiene and school sanitation. To meet these demands it is the intention of the group to prepare helpful material—news letters and bulletins—to be sent to divisions of school building service in different States, which they can use in a strategic way by placing it in the hands of superintendents and teachers. One such bulletin on Schoolhouse Keeping has been called for, and will be the first undertaken. News letters will present late scientific information, new types of buildings, or any phase of the work that would seem to be usable and helpful to those working in the field.

Work Assisted by Julius Rosenwald Fund

Financial aid provided by the Julius Rosenwald Fund has made possible the preparation of all material mentioned above, and has also provided a scholarship fund for the next five years, which will enable men from the field to cooperate more fully in carrying on the work and in enlarging its scope.

It remains only to say that no charge is made for service or materials.



The Army Becomes an Educator

Illiteracy has been, from the very outset, one of the many serious problems confronting the Czechoslovak Republic. In Bohemia figures for illiteracy are extremely low, but the index rose sharply and alarmingly as investigation was carried further East, through Slovakia and Ruthenia, which before the war were under the Magyar régime. Among methods adopted for carrying at least the rudiments of an education to adult classes was that of army schools. Since an army was inevitable, the authorities decided to take advantage of the conscription system, and to see to it that no soldier completed his service without acquiring a sound knowledge of the "three R's."

During last winter, 219 courses in reading, writing, and arithmetic were given. In the majority of cases the teachers were officers. The number undergoing examination was 3,238, of whom 80 per cent were successful in passing.

Soldiers attending the courses were, according to nationality: Slovaks, 1,227; Ruthenians, 1,172; Hungarians, 308; Czechs, 240; Germans, 172; Rumanians, 60; Jews, 32; Poles, 11; and other nationalities, 7. The high percentage of illiterates from Slovakia and Carpathian Ruthenia was, as stated, a consequence of unsatisfactory educational conditions in pre-war times. The number shows a steady decline in recent years.—*Emanuel V. Lippert.*

Development of County Libraries in Many Lands

(Continued from page 113)

county libraries spread fast under these conditions. Of California's 58 counties, 46 have county libraries; and New Jersey's tenth county voted favorably last fall, so that half the counties of that smaller State now have libraries. Louisiana, New York, North Carolina, and other States are taking the movement seriously. In a younger State, library needs were discussed recently at a meeting of leaders in many fields. The result, as expressed by a slogan, was "A unified library program for Colorado, and united effort behind it." A law permitting the establishment of county libraries was immediately passed by the legislature, two State library extension agencies united into one stronger one, and plans are being made for aggressive publicity and field work.

The stimulus of financial aid from Federal, State, and private sources is one of the clearest lessons learned from Europe. In the United States the value of Federal aid has been strikingly shown in the spread of agricultural extension work. Many States are appropriating millions for State aid for rural schools. Aid for county libraries is as necessary and as logical, and New Jersey has shown that it can be secured in generous amount. Recently, the Julius Rosenwald Fund, by supplementing county appropriations, has aided several Southern counties in establishing county libraries, and citizens of Greenville, S. C., and Wilmington, Del., have financed demonstration library service to surrounding counties. The Louisiana Library Commission is now in the fifth and last year of a demonstration of State library extension work, and its grants from the Carnegie Corporation have already been supplemented by State appropriations.

County libraries have spread into every section of the United States (except New England with its town libraries) since Ohio and Maryland first tried the plan 30 years ago. Five States passed permissive legislation in 1929. The five remaining States—Florida, Georgia, Idaho, North Dakota, and Washington—have all been working at it, and will continue to work until their legislatures are convinced. There are 3,065 counties in the United States, but as yet only 276 of them have made even a small appropriation for library service. If the country children of this generation are to have equal book opportunity with children in the cities, the United States will have to take the matter as seriously as England, Denmark, Sweden, and Czechoslovakia have done.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

MARKED IMPROVEMENT has been made in the personnel and grade of certificates of negro teachers in Virginia. There are 3,500 in the State.

Credit for two units of work will be allowed hereafter for Bible study in southern accredited high schools, if done under the same standard work conditions as other subjects, according to recent action of the commission on secondary schools of the Association of Colleges and Secondary Schools of the Southern States.

Cumulative Sick Leave

Twenty days of sick leave each year are allowed teachers in Saskatoon, a city of Saskatchewan Province, Canada. The sick leave amounts in 10 years to a school year, and if unused for that purpose the teacher may take a year's leave of absence and receive 60 per cent of the salary, provided at least half the year is spent in study and self-improvement.

New medical laboratories recently completed at Yale University place the Yale medical school among the leading institutions of its kind in the United States. In addition to adequate facilities for the school of medicine, the building provides facilities for the New Haven Hospital, including eight operating rooms for ward patients. Construction of the building is made possible by a grant of $1,250,000 to the university from the General Education Board, New York.

License Required for Trade Schools

All private trade schools in Michigan are required by law to have a State license, which is issued only after investigation and inspection. Exclusive of students in business colleges, approximately 15,000 men and women were enrolled last year in private trade schools in the State. Michigan is said to be the only State which exercises legal control over private trade schools.

Commercial Courses Adapted to Actual Needs

To find a basis for adapting the commercial course in the high school and junior college of Pasadena, Calif., to the needs of the community, a survey was made of 380 firms in the city employing 4,229 persons. It was found that of this number, 1,426 were salespeople, 891 were general clerical workers, 457 did secretarial work, and 422 filled accounting positions. Transportation and storing accounted for 339 persons, 237 were machine operators, 157 were classified as financial workers, and 306 filled miscellaneous executive positions.

Special Stunts Test Physical Ability

Twenty specially devised stunts for school children were used recently to test the general motor ability of 7,000 pupils in the fifth and sixth grades of public schools in Baltimore, Md. Use of the Brace scale for measuring motor ability made it possible to determine the ability of the individual child to balance and to jump, his degree of agility, control, flexibility, and strength; and, at the same time, to discover children who are under developed and others whose development exceeds the norms for the average child.

Safeguarding Health of Schoolgirls

Examination by a physical director or nurse before being permitted to resume class work after an illness of three days or more is required of all public high-school girls of Milwaukee, Wis. Health of the girls is safeguarded in every way, and in each high school a rest, or "hospital room," is maintained. This is provided with easy chairs, cots, and supplies needed in cases of minor illnesses; and especially capable girls, usually members of the girls' clubs, take charge of the room during different periods of the day.

Inadequate Library Facilities in Rural Sections

Approximately 45,069, 897 persons in the United States are without library facilities, according to estimate of the American Library Association. Of these 42,152,291, or 93 per cent, live in the open country, or in places having less than 2,500 people. Of the entire rural population of the United States, it is estimated that 82 per cent have no library facilities, as compared with 6 per cent of the urban population who are without such service. The statement is made that, in the 3,065 counties in the United States, 5,954 public libraries are located. That the distribution is unequal the above figures prove.

An Experiment in the Education of 247 Millions of People

Official Committee Reports Results of Decentralized Administration of Schools; Believes Divorce of Government of India from Education is Unfortunate; Points out Economic, Caste, Religious, and Linguistic Problems in Mass Education in India; Urges Education of Women; Reviews Progress Made in Decade

By JAMES F. ABEL

Specialist in Foreign Education Systems, Office of Education

A SURVEY OF THE GROWTH of education in British India, undertaken in May, 1928, by an official committee of five men and one woman, is one of the large and very important educational surveys occasionally attempted by national governments as a kind of intellectual stocktaking. The committee, known as the "Auxiliary Committee on the Growth of Education," made its report to the British Parliament in October. The report is a valuable document for all educators, especially those who are dealing with the larger phases of human training and with their relation to representative government.

General Conditions

The area of all India is 1,805,332 square miles—about one half that of the United States with its outlying parts; the population is 320,000,000—one-sixth that of the world. British India, to which this survey particularly applies, has an area of 1,094,300 square miles with a population of 247,000,000, but the other parts of India will necessarily be affected by its findings. In British India illiteracy (inability to write a short letter to a friend and read the answer) in persons 10 years of age and over is 83.9 per cent among men, and 97.7 per cent among women; thirty different languages are spoken more than English; and the religious and caste systems interfere with any national scheme for general education.

What the schools are doing and how they are doing it, in a country of that area with the second largest population in the world under one government, are always matters of importance to students of education. The report of this survey has special significance for educators in a democracy, because it reviews the part which education has played in the 10-year experiment conducted in India under the terms of the India act of 1919 to develop self-governing institutions so that British India may have its own responsible government as an integral part of the British Empire. Less significant, but still very important from the standpoint of school administration, is the fact that education was decentralized by the act of 1919 and placed almost wholly in the support and control of the provincial governments, after it had been for many years largely subsidized and directed by the central government.

Scope of the Survey

The Simon Commission, which appointed this auxiliary committee, is undertaking to determine the capacity of the people of India to govern themselves and the progress they have made in that direction since 1919, so the auxiliary committee limited its inquiry as far as it could to the growth of Indian education in producing political capacity. Of this the committee says:

> A review of the growth of educational institutions, which confined itself to the relations of such institutions to political conditions and potentialities of progress, would be so narrow as to defeat its own purpose; they must be largely judged by the general aims set before them and by their success in achieving these aims. Nevertheless, in every country where there is representative government * * * the system of primary and higher primary schools should be so designed as to produce a competent electorate; the system of secondary and higher education, to produce competent and trustworthy representatives and officials.

Naturally, the committee gave much attention to mass education, which in India is preponderatingly a rural problem; only 12.9 per cent of the population live in towns. Of some of the most difficult phases of this problem, the committee reports:

> In India the great majority of the parents who live on the land are poor, and their poverty is aggravated by improvidence and debt. Being illiterate, and having an outlook confined almost entirely to their own surroundings and the daily routine of life, much persuasion is needed to convince them of the advantage of sending their children to school and keeping them there long enough to receive effective education, however rudimentary. * * *
>
> Again, in most provinces there are advanced and backward areas, prosperous, and poverty-stricken areas. In prosperous areas the provision of education has not been difficult; but in the backward areas, owing to famine, lack of irrigation, low density of population, lack of communications, or inaccessibility, the provision of education for the masses is very difficult. * * *
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> Regularity of attendance in India is prejudiced by epidemic and seasonal illness. Epidemic diseases are far more prevalent and persistent in India than in nontropical countries, and millions of the population are constantly incapacitated—for example, by malaria. The average number of patients treated at hospitals each year for malaria alone is over 7,000,000. * * *
>
> The problem of effective school provision is complicated by the barriers of caste, by religious, communal, and linguistic difficulties. Such complications are by no means unknown in other countries; but in many parts of India they are peculiarly acute; and they impede the construction of a system of mass primary education which, on grounds of social solidarity as well as on grounds of economy and efficiency, is now generally regarded as the best type of public system—a system under which children of all sections of the population sit together in the same school and enjoy equal opportunities of education. The existence of millions of persons who are regarded by the majority of the population as untouchable, and who in some places can not even use the public roads and wells, creates an educational problem which it would be difficult to parallel elsewhere. In Madras, for example, large numbers of schools are situated in areas which the Hindu social system does not permit a depressed-class pupil to enter. * * *
>
> The linguistic difficulty also, even where it does not arise out of communal differences and the affection of communities for their classical languages, is in India serious. Most Provinces are divided into a number of linguistic areas, subdivided into bilingual and multilingual districts. In the Agency and Hill Tracts, there are innumerable language groups and tribal languages.

Technical Training Lacking

Secondary education for boys in India is a 6 or 7 year term of instruction, divided into a middle-school and a high-school course. Schemes vary in the different Provinces; the middle school may be 3 years and the high school, 3; but 3–4, 2–4, 4–3, and 4–2 plans are also in operation. Both middle and high schools are either vernacular or anglovernacular. The vernacular schools aim to give a course complete in itself; in them English is optional if it is taught at all. Anglovernacular schools require pupils to learn English and in the later years of the course the instruction is mostly given in it as the language medium. These schools are mainly designed to prepare pupils for the universities, and to them the committee raises the objection that—

> The present type of high and middle English school has established itself so strongly that other forms of education are opposed or mistrusted, and there is a marked tendency to regard the passage from the lowest primary class to the highest class of the high school as the normal procedure for every pupil.

They provide more people for the clerical and government services than are needed; while the teaching, agricultural, technical, and industrial services suffer from lack of trained workers.

In 1921 less than 1 woman in 50 in British India could read and write. Of this situation the committee reports:

> The importance of the education of girls and women in India at the present moment can not be overrated. It affects vitally the range and efficiency of all education. The education of the girl is the education of the mother, and through her of the children. The middle and high classes of India have long suffered from the dualism of an educated manhood and an ignorant womanhood—a dualism that lowers the whole level of the home and domestic life, and has its reaction on personal and national character. Many of our witnesses have emphasized the dominating influence of the woman in the Indian household, and specially in the

training of her children. "A literate woman," says one of our witnesses very justly, "is a far better and surer guarantee of the education of the coming generation than a literate man. An illiterate woman, on the contrary, is in her own time very often the cause of the stagnation not only of the generation that is slowly growing up but of the generation which is in the prime of life as well." * * *

The innate intelligence of the Indian woman, her feeling of domestic responsibility, and her experience of household management, make her shrewd, penetrating, wise within her own sphere. * * * The education of women, especially in the higher stages, will make available to the country a wealth of capacity that is now largely wasted through lack of opportunity. * * *

We are definitely of opinion that, in the interest of the advance of Indian education as a whole, priority should now be given to the claims of girls' education in every scheme of expansion.

Central Government and Education

After reviewing the processes of administration and finance of the schools the committee points out that the waste and ineffectiveness in the present primary system is appalling, and that both the secondary schools and the universities need to make definite changes in aims. The committee gives as one of its conclusions the opinion that "the divorce of the government of India from education has been unfortunate," that education is essentially a national service, and that steps should be taken to consider anew the relation of the central government to it.

Not all the picture presented in the report is dark. In the decade from 1917 to 1927, the total number of recognized institutions rose from 154,952 to 173,311; the enrollment in them from 7,207,308 to 10,529,350; and the expenditure from 11,28,83,068 to 18,37,52,969 rupees, a gain of 118 per cent. A school system that enrolls ten and one half millions of pupils, after having increased its enrollment by 46 per cent in 10 years, represents no small educational effort and no slight amount of progress.

It may be fairly said that in this period the vital problems of Indian education have been more closely and candidly studied than before. * * * The process of constructing the educational edifice can not but be difficult, laborious, and slow; and foundations will have to be relaid or strengthened. Great calls will be made on the ingenuity and industry of architect, contractor, and workman; and more money will be essential. But the will to consider what is necessary, if not universal, is at all events prevalent, and if it results in sustained and consistent action there is good hope for the future.

But whatever the report may contain in the way of statistics, advice, exposition, or description, the mind of the school teacher or school administrator will grasp first and consider as most important that short paragraph which says:

Workers in the field of education in India have, we are convinced, admirable material to deal with: the Indian boy and the Indian girl are not lacking in innate intelligence, and in capacity to benefit by that training of body, mind, and character which a well-planned system of education can give.

Multiple Activity Choices Given Pupils

In the High-School Program Extracurricular Activities Have Assumed an Important Place. They are Thoroughly Integrated in the School Program, and to Some Extent They are a Measure of Student Aptitudes and Abilities

By W. O. FORMAN

Principal, Lafayette Junior High School, Uniontown, Pa.

SO-CALLED extracurricular activities have come to be recognized as a very important part of the junior high school's program of studies. More and more they are being made an integral part of the regular schedule. In many cases the one period set aside for activity allows but one club choice each half year. Even this single choice is held desirable in some places because it is known that a student will want to belong to several activities.

More Flexible Programs of Study Needed

The problems of individual differences and of increased enrollment in secondary schools have created a need for more flexible programs of study. Student activities in the Lafayette Junior High School have been enlarged to care for the varied interests of pupils. With the single exception of the school club activity period, which has many choices within it, all activities are optional. The optional activities are scheduled at different school hours, on different days. When pupils have met the minimum requirements for a subject, they are excused from regular work to attend an activity of their choice. The minimum requirements are a passing grade.

Several activities are scheduled at different times in order to make use of one teacher. Boys' glee club, girls' glee club, orchestra, band practice, and band lessons are scheduled at different hours on different days. The seventh or last period of the school day is an optional period. Many students go home for outside work. Others, however, are engaged in special assembly practice, girl scout troops, special band lessons, extra dramatic and debating clubs, intramural athletic contests, and special group meetings.

Participation in Extracurricular Activities

Of a total of 35 school periods per week, 22 are actually given over to extracurricular activities. The average enrollment in each activity is 25, and an average of 6 different activities is attended by each pupil. Distribution of the activities and student enrollment are shown in the table.

As shown by the table the school has 118 activities, and 30 of these, or 25 per cent, are required. Thus 75 per cent are optional. The average number of students enrolled in each activity is 25. Of the average number of different activities participated in by each student, which is 6, 4 are optional.

Shifting Interests of Students Provided For

Provision has been made for the shifting interests of students within the half-year period of the one-club activity, when the entire school is in some club. Whenever an exchange can be made of one member of each club, it is done at any time. It has not been necessary to do this often, as the clubs have been made very attractive, and most students received their first choice in the selection of clubs. In the past, 55 per cent of the clubs have desired to carry over for a second half-year.

Multiple club choice is desirable. The only limit is the pupil's ability and interest to carry all his work with profit. No set rule can be made. We can not measure the limits of energy of youth, once their interest is captured. Let the junior high school become a challenge in many fields. When this is true, quitting school at the student level becomes a calamity. It is not believed that the saturation point in school activities has been reached in this school. Already plans are made to enlarge the present activity program. So long as a student finds these activities useful and profitable, they will be offered in increasing numbers.

Activity Schedule

Day	Activities	Periods	Students enrolled
Monday	1 (glee, boys)	1	40
	1 (varied)	1	200
Tuesday	1 (glee, girls)	1	45
	22 (club period)	1	[1] 550
	12 (varied)	1	220
Wednesday	15 (assembly) [2]	1	550
	1 (orchestra)	1	35
	3 (band)	3	15
	10 (varied)	1	175
Thursday	1 (harmonica)	1	50
	15 (home room) [2]	1	550
	10 (varied)	1	200
Friday	6 (hand lessons)	6	35
	1 (hand lessons)	1	50
	10 (varied)	1	200
Total	118	22	2,915

[1] Total school. [2] Required.

New Books in Education

By MARTHA R. McCABE
Acting Librarian, Office of Education

CAIRNS, LAURA. A scientific basis for health instruction in public schools. Berkeley, University of California press, 1929. p. 339–428. tables, diagrs. 4°. (University of California. Publications in education, vol. 2, no. 5.)

Miss Cairns presents a brief for health instruction in the schools that includes material relating to content of curriculum and to methods of study. Her conclusions are based upon the theory that health instruction which fails to teach the fundamentals, fails to function in health promotion, stating that there should be a wiser selection of material to be taught in the schools. The public should be taught the best measures for the reduction, control, and prevention of disease, and the students in the schools furnish the best medium for this training as they reach the greatest number of people. The book is provided with practical suggestions to be incorporated into teaching material. Biology and general science should be made to carry the major responsibility for training students in the scientific fundamentals of health education in junior high schools; in senior high schools, physiology, biology, and general science include the greatest number of the essentials of health instruction.

CULBERT, JANE F. The visiting teacher at work. New York, The Commonwealth fund, Division of publications, 1929. x, 235 p. tables. 8°.

A definite and systematic exposition of the way in which the visiting teacher works is set forth in this study, illustrated by the experiences and data supplied by visiting teachers in 30 selected communities in different parts of the country. Added to this information are many experiences found in other school situations. In these days of the educational psychologist and the mental hygienist, the visiting teacher must be a little of both in order to carry on the special type of work she has undertaken. The main features of the newer developments in the technique of the office, at least "those that have been found workable and wise," are described. The problems of the teacher in her contacts with the child, the home, the community, the other members of the teaching staff, and the principal and superintendent are treated in detail. The bibliography on the visiting teacher, and the book list for the visiting teacher, will supply suggestions for additional reading material.

DEWEY, JOHN. The sources of a science of education. The Kappa delta pi lecture series. New York, Horace Liveright, 1929. 77 p. 12°.

An international honor society in education, the Kappa delta pi, has inaugurated the publication of a series of lectures delivered annually by eminent scholars in the educational field, at the society's dinner. Doctor Dewey's book is the first of this series. It has been a mooted question whether education is now or can ever become a science. In his plea for the recognition of education as a science, the author shows the significant relationship existing between psychology, philosophy, biology, economics, and the newer science of education. He discusses briefly a number of elements that contribute to the development of an educational science, among them being experience and abstraction; illustrations from physical science, engineering, measurements, psychology, psychiatry; scientifically developed attitudes, borrowed techniques; the teacher as an investigator; educational values, etc. His conclusion that education is an endless circle or spiral that includes science within itself, with additional problems arising for further study, demanding more thought, more science, etc., in an "everlasting sequence," expresses his philosophy in a forcible manner.

DOWNEY, JUNE E. Creative imagination. Studies in the psychology of literature. * * * New York, Harcourt, Brace and company, 1929. viii, 230 p. diagrs. 8°. (International library of psychology, philosophy and scientific method.)

The author thinks that both literary appreciation and literary creation suggest problems that might be solved in the laboratory; that scientific analysis has much to do with clarifying our understanding of the human activities that lead to art creation. Her purpose has been to suggest investigations that might profitably be undertaken. In the progress of the study a number of psychologies have been suggested and developed, as follows: The Variational factor in the enjoyment of poetry; The Imaginal world; The World of words; and The Method of style. Other topics have been presented in which there is a discussion of attitudes, psychic patterns, springs of the imagination, etc., and their bearing on the subject.

KANDEL, I. L., *ed.* Educational yearbook of the International institute of Teachers college, Columbia university, 1928. New York, Teachers college, Columbia university, Bureau of publications, 1929. xiv, 464 p. tables. 12°.

The fifth volume of the series is here presented, compiled by a staff of six members of which Doctor Kandel is the editor, and Dr. Paul Monroe is the director. A view of the educational systems of 50 countries throughout the world is given with their major educational problems. In addition to a discussion of educational conditions in general, special topics are also included. In this yearbook the subject dealt with is that of vocational education in four countries, England, France, Germany, and the United States.

MELBY, ERNEST O. A critical study of the existing organization and administration of supervision. A study of current practice. Bloomington, Ill., Public school publishing company, 1929. xiii, 158 p. tables, diagrs. f°.

The author has presented this study in two parts, viz, The organization for supervision, and Supervisory activities and devices. In both of these sections the problems are discussed in detail. The chapter dealing with the training and experience of supervisory officers offers significant information on that subject, which includes their summer-school attendance, their experience and positions held, their entrance into the superintendency, the positions from which they were promoted, etc. Similar material is given for other supervisory officers, together with facts as to their professional reading in periodical literature, etc. Supervisory officials will find the study informative regarding procedures, and for fact-finding activities and devices for stimulating growth and improvement of their school systems.

PALMER, ANTHONY RAY. Progressive practices in directing learning. New York, The Macmillan company, 1929. xvii, 300 p. tables, diagrs. 12°.

The author thinks that material should be provided for the classroom teacher which will bridge the gap between general principles and their practical application. In his theory of applied psychology, he has attempted to fit his material to the learning activities of both the public-school pupil and the university student. All phases of learning activities are discussed. The value of recognizing individual differences is emphasized, with suggestions for individualizing the learning activities, increasing the ease of learning, diagnosing pupils' difficulties, etc. Among the progressive practices described is the use of the "progress chart," with illustrations.

STONE, CLARENCE R. Supervision of the elementary school. Boston, New York [etc.] Houghton Mifflin company [1929] xix, 573 p. tables, diagrs. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley.)

A study that is based on the actual experience of supervisors is valuable to others in the field. The author has given a course in the supervision of instruction for the extension division of the University of California for several years, and the results of this experience it was thought would prove especially useful to principals of elementary schools, both in training and in service. The various subjects of the curriculum have been "diagnosed" in such a way as to provide practical suggestions to teachers and supervisors. The value of standardized tests, how to study them and administer them, is also discussed.

WOODY, THOMAS. A history of women's education in the United States . . . New York, N. Y., and Lancaster, Pa., The Science Press, 1929. 2 v. front., illus., tables, diagrs., facsims. 8°. (Science and education, vol. iv, book 1, ed. by J. McKeen Cattell.)

This study in two volumes presents a brief account of the development of women's position and education in other lands, in order to show its effect upon the early conditions in our own country. The changing concept of woman and her ability, position, and education are carefully studied and presented in the volumes, and offer a real contribution to the literature on the subject. The development in the educational institutions for women and girls since the old-time "female academies and seminaries" is set forth in the first volume, and data on their curricula, methods of instruction, government of students, etc., are treated in a graphic manner. Quotations from the courses of study and from the rules of conduct are given as facsimiles and many portraits of women educators illustrate the volumes. The present educational and economic status of woman is presented, with her training for the business world, her physical training and athletics, her health problems, etc. The final chapters are devoted to the women's club movement and its far-reaching influence.

U. S. GOVERNMENT PRINTING OFFICE: 1930

EDUCATION ESSENTIAL TO COMPLETE LIVING

UPON the subject of education, not presuming to dictate any plan or system respecting it, I can only say that I view it as the most important subject which we as a people can be engaged in. That every man may receive at least a moderate education, and thereby be enabled to read the histories of his own and other countries, by which he may duly appreciate the value of our free institutions, appears to be an object of vital importance, even on this account alone, to say nothing of the advantages and satisfaction to be derived from all being able to read the Scriptures and other works, both of a religious and moral nature, for themselves.

For my part, I desire to see the time when education—and by its means morality, sobriety, enterprise, and industry—shall become much more general than at present, and should be gratified to have it in my power to contribute something to the advancement of any measures which might have a tendency to accelerate that happy period.

—*Abraham Lincoln.*

PUBLIC ENLIGHTENMENT ESSENTIAL TO HAPPINESS AND SECURITY

KNOWLEDGE is in every country the surest basis of public happiness. In one in which the measures of government receive their impressions so immediately from the sense of the community as in ours, it is proportionably essential. To the security of a free constitution it contributes in various ways: By convincing those who are intrusted with the public administration that every valuable end of government is best answered by the enlightened confidence of the people, and by teaching the people themselves to know and value their own rights; to discern and provide against invasions of them; to distinguish between oppression and the necessary exercise of lawful authority, between burdens proceeding from a disregard to their convenience and those resulting from the inevitable exigencies of society; to discriminate the spirit of liberty from that of licentiousness, cherishing the first, avoiding the last, and uniting a speedy but temperate vigilance against encroachments with an inviolable respect to law.

—*George Washington.*

SCHOOL LIFE

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THE PEDAGOGICAL MUSEUM, MONTEVIDEO, URUGUAY, OCCUPIES GROUND FLOOR OF THE ATHENAEUM
(THE BUILDING AT CORNER OF THE PLAZA)

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR - - - - *Commissioner of Education*, WILLIAM JOHN COOPER

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County Libraries and Rural Schools in New Jersey

In a State Where Conditions in Counties Differ Widely—Owing to Geographical Location, Time of Settlement, Density of Population, and from Other Causes—the County Library Fulfills an Important Function in Unifying Schools and Assisting in Cultural Development of Pupils

By SARAH BYRD ASKEW

Librarian, New Jersey Public Library Commission

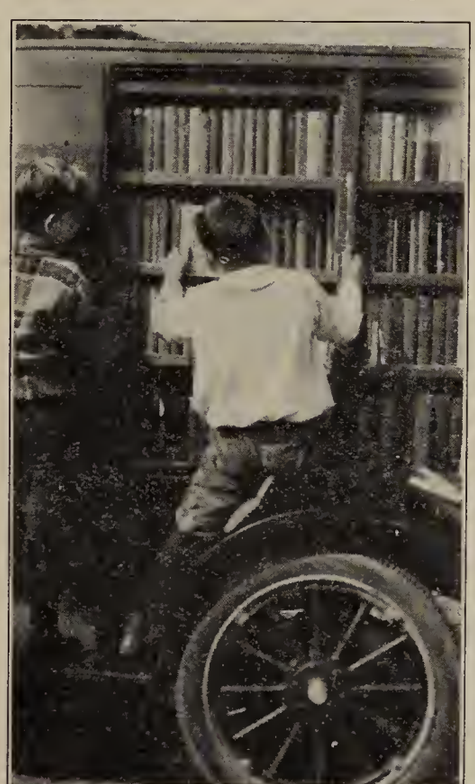
THE STORY of our rural schools and county library service may be of interest just because we are normal and have no "appealing cases" upon which to base publicity and campaigns. Some may disagree as to our being normal when they study us a little. The State is a great mixture of old and new. In one county the changes can only be exceeded by those in New York City. The school built year before last, to take care of an estimated growth, must this year have an addition to take care of double the number of pupils; and the carefully planned curriculum for an all-American farming district must be adapted to the immigrants who are replacing the Americans. One county contains a fourth of the population and has all paved streets, another has only 11 per cent of the land taken up, and one must travel through miles and miles of sand and pines between houses and schools. In antecedents and customs the northern part of the State is closely allied to New York and Pennsylvania, and the Southern part strongly resembles Virginia in ways of thinking and living.

Conditions Vary in Different Counties

In some counties "rural schools" differ only from urban schools in that they are not in crowded centers. In other counties, because of roads and ways of living, little schoolhouses are scattered among the farms, in the valleys, through the woods, and between the mountains and the river. Sometimes these different conditions apply in the same county. Some counties have a fringe of well-populated territory on the seashore or river, and a thinly populated area stretching back for miles. In some counties there are large cities which are not homogeneous with the county. In other counties, city and country often feel and act as a unit.

A Library Census in One County

In 1918 the librarian of the Public Library Commission of New Jersey, with two helping teachers visited schools in one county which has a thickly populated region along a river, and stretches back miles through a rich farming district, through less productive regions, pine barrens, and sand dunes to the ocean. The helping teachers felt that something was wrong with the reading ability of the children, and wanted the librarian to look over school libraries. They visited schools of all kinds—from big consolidated schools with the last word in equipment, to tiny 1-room schools away back in the pines, miles from the railroad, with homes too far apart for the children to be transported to consolidated schools. The majority of schools had spent some money each year for books, but rural schools could not be said to have libraries, though they had a few books. They had spent more money per pupil than the large schools, but had only a shelf half full, for all grades. The rural-school children, just as intelligent as urban children, were two years below the average in reading ability, and consequently in those studies which depend primarily on reading ability. Surrounded by holly thickets, cedar swamps, pine forests and sand dunes—lovely but isolating—the children and their people were losing the very essence of education.



He knows what he wants—and gets it

Equalizing Library Opportunities

From force of circumstances they were accumulating in school only a collection of facts, often unrelated to their lives. It did not seem right and reasonable that books should be standing unused in one school that were needed in others, nor that poor schools should spend money and get almost nothing for it. In the holly thickets, with the children making wreaths for Christmas, the helping teachers decided that something must be done to "equalize educational opportunity" in this vital matter of books in schools. They started the ball rolling, and finally all the educational and welfare agencies of the county began to cooperate in studying the situation.

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Children of the Seaside Park School gather in groups around the car

To prove the need of library service to build up comprehension, a study was made in two townships. One with library service, and one without library service. Similar collections of new books were placed in the seventh and eighth grade schools of each township. The books were carefully selected to meet every taste, and were suited to ages of the pupils, books which had been used and enjoyed by average seventh and eighth grade children in communities accustomed to library service. They were not so much books of "mere information" as stories of adventure, travel, things to make and do, and books telling about the things around them. The children were asked to select a book each, to read it all by themselves, and either to write a composition or give a talk about it at the end of the month.

Results of Study Made in Two Townships

We asked for either a composition or a talk because some children, as well as some adults, can talk when they can not write, and many can write whey they can not be articulate. Teachers and parents promised not to help them. In the township where library service had been long established, the children enjoyed the books, wrote compositions, and gave talks of average originality and ability on the book selected; and asked for another "demonstration" so they might have a second new collection. Of course there were a few, perhaps 3 per cent, who did not do the job even passably well.

Adapting Books to Children's Capacities

In the other township, with children just as intelligent, but more remote and without any but the most sporadic library service, the story was different. Not one single child was able, from the reading of a book in the first collection, to comprehend, assemble, and digest ideas sufficiently to give even a passable original talk, or write a passable original composition without assistance. We then put in books that are used in libraries in schools one grade lower located in communities accustomed to adequate library service.

Test Proves Wisdom of Careful Selection

One-half of the children then were able to choose a book, read it with comprehension, and give the class an original talk, or write an original composition from the ideas so gained. We came down to books used in fourth and fifth grades before all the children were able to do the job passably well. Parents were invited to a meeting, and by means of a chart results of the study were shown. A red line gave the average reading comprehension of children accustomed to books and reading; a green line, a grade and a half below gave the average reading comprehension of their children. It was emphasized that their children were just as bright, just as quick as the others, but that comprehension of music, cooking, and all other worth while things is a product of intelligence and aptitude *plus* training and practice. It was also pointed out that they were paying $40 a year for each child in school, and that a grade of a year and a half below the average was costing them $60 per child, at an expense to the township for those two grades of $1,440. A boy at the back of the room rose and said, "You can add to that my extra year in the first grade of high school, caused by my not having had the books I needed in grammar school, and that will make it $90 more."

The people of the township were willing that this story should be told. It caught the attention of all, and the county begged the State department of education to work out some plan for the "unification" of library interests. Much study and many visits were made before New Jersey's county library plan was worked out. It must suit many needs, many people, and fit in with many laws, and much precedent. It may not suit any State except New Jersey, which is small and compact, with only 21 counties; and therefore can do things slowly county by county. The law was carefully drafted and made as simple as possible to avoid complications.

"Permanent Loan" Reference Library for Teachers

First it was decided that every school teacher needed certain "reference books" always with her. These not necessarily to be encyclopædias, but books constantly needed. There were to be at least 10 such books for each grade, selected in collaboration by the county librarian, the teacher of the school, the helping teacher, and the county superintendent.

This collection was called a "permanent loan," but with the understanding that if deemed desirable, any book so chosen could be exchanged for another book. In one case a supervising principal wanted a clean sweep, and every book in an 8-room school was changed. We adopted a slogan, "Any book you want, as long as you want it, and no longer than you want it." The fact that books are chosen by the teachers, helping teachers, supervising principals, and county superintendents in collaboration with the county librarian, has added greatly to popularity of the libraries, and resulted in a zest in the study of books.

Teachers Resent Too Much Domination

Teachers remark many times that librarians usually do not want to help teachers by giving them what they need but by giving them what the librarian thinks they need. In order that books supplied may exactly meet the needs of teachers, before purchasing a book the librarian devotes one month to visiting schools. For that reason, though the county library begins operation in September, we usually have the librarian come in May. Painstakingly each school need is reviewed; children studied; teachers, helping teachers, and principals interviewed, their lists conned with them, and then order is placed for the "permanent collections." In the last county organized, the schools received 16,000 books in such collections when the schools opened in the fall of the first year the library operated. These books had been bought, prepared, and assembled in groups, as selected by and for each school, during the summer months. Of what do these collections consist? Why they differ largely, and that's what makes it interesting. Collections of poetry and encyclopædias; geographical travels and studies

in art; books of birds and books of flowers, "because you don't know what day you *might* see one you didn't know," and books needed by boys and girls who "always want to make and do." These are all elementary schools.

Loan Collections for Children's Reading

In addition to the "permanent collections," each school has a loan collection that is supposed to average one book per child—small schools have more, so there may be a selection. As soon as possible after school opens in the fall the book car calls. This car is a small one, built for quick traveling. Doors open outward or upward, showing the shelves on the outside of the car. It is built low, so that children can reach the books. The librarian goes with the books, because we feel that this is where she is needed most.

A cordial reception is never lacking

Once a month, on a given date, she calls at each school. The children, grade by grade, crowd around the car bringing back books no longer wanted, choosing others in their places. The teacher superintends and helps in selecting, and the librarian answers question after question.

Diplomacy Used in Promoting Children's Reading

These books form the class-room reading library. Low shelves around the room, and a little table or two in the back make reading easy. There is a picture-book table for the little ones, but often after they have gone home the big ones are crouched on the low chairs laughing over "Johnny Crow's Party," "The Book of Cheerful Cats," and "John Gilpin's Ride." On the reading table the librarian always tries to leave one or two beautiful books, so that pupils may glimpse "Little Boy Lost" when they come back to read "Mutineers," or "Waterbaby," before they begin to lose themselves in "Dr. Doolittle." Books the teacher especially wants are tied up in packages inside the car. Here is the material for the Eskimo project for one, the essay on Lincoln for another, Indians for a third. Here is the new treatise on psychology the principal wanted, and just the book on pictures that the seventh-grade teacher needs for school use. A post card will bring these by mail if needed for immediate use. The librarian sometimes tells stories to the children; she always talks over books with them.

Steady Stream of Books into Schools

Ten of our counties now have such libraries. One county has only 31 schools, another has 91—not because of the density of population, but because of its hills and valleys, its rivers, and difficult roads. Some of the schools are fitted with shelves made by the children themselves, following descriptions in books on "box furniture." In one school where the children had asserted that they "hated birds," and had said that blue birds were seven squares long and four squares high—they knew because they had had to draw them—you will find a group any spring day at noon with a bird book, almost as quiet as Indians, trying to find just what kind of birds have come in from the south that day. Another school, because of a teacher's bent, has all the trees in the countryside listed and tagged. Tree pictures are on the walls, and their tree books are worn with use.

Books Enlarge Children's Horizon

The grade in reading and in those studies dependent upon reading has risen in these counties, on the average, a grade and a half. Better than that, a sense of "belonging" to the county, the State, and the world has been developed in pupils from the books their county supplied, and the stories they read, not only about their State and Nation but about the world at large. Ume San of Japan no longer staidly stands in the geography. She has become a part of their lives, for one child says to the other in play "Now you be Ume San of Japan, and I'll be me; and you tell me what you do on cherry blossom day." They are learning to use books as tools, to choose for themselves, to know what a good book really is, to have judgment and comprehension. When a country child has the same educational advantages as a city child, that country child often goes farther because of the time he has to think. The beautiful things of life are being brought to these children; and the beauty of the holly, sand dunes, pines, and marsh are being interpreted to them.

The great advantage of using the car in changing the books is that the children always have a new supply, and all books are continually in use. Constant exchange of books has made it possible to do an enormous amount of work with a limited book stock. Do the children like it? One librarian says she does not know how the children can see through the side of the schoolhouse where there are no windows, but they do, for they come streaming down the road to meet her, often calling out "The library's come! The library's come!"

Do the teachers like it? One teacher who moved to a county having no county library wrote the Public Library Commission angrily that she had written again and again to the county seat, and the county library had not called; and she was indignant, as such a thing had never happened before. When told there was none in that county, she wrote "I wouldn't have signed up here if I had known that—you can't make bricks without straw."

The Book Car is a County Asset

The character of teaching is improving because teachers have books, and the rural school no longer needs to teach facts alone, for it has material to bring its pupils in touch with life. Children living in the valley between the river and the mountain can get their books just as quickly as children in the city across from New York, and they have more time to read and study them.

Ready to give guidance should it be needed

Using Existing Facilities in a State for Parent Education

Many Agencies are Contributing to Parent Education. The Press, School, Higher Institutions, State Boards of Education, Public Libraries, Welfare Agencies—All are Concerned. Now Radio is Sending Its Voice into the Home in Behalf of the American Child

By FANNY ROBSON KENDEL
Councillor, Ohio Congress of Parents and Teachers

IN THE DECEMBER, 1929, issue of SCHOOL LIFE, Mrs. S. M. N. Marrs, president of the National Congress of Parents and Teachers, made the following significant statement: "The trend of local parent-teacher associations is very definitely toward parent education. The programs of the majority of the associations are now devoted to problems affecting the well-being of children."

Any home in which children are reared is a complex situation. It involves traditions and training received from a past generation, as well as the former home surroundings of two people who may have inherited totally different financial and cultural standards.

New Appreciation of Responsibilities of Parenthood

In an article, "Education for Parenthood," Dr. Lawson G. Lowrey, of the Institute for Child Guidance, said: "It seems wise that we speak of the profession of parenthood, as a means of correcting the universal tendency to regard parenthood as just something that happens, something for which people are instinctively ready, something concerning which nothing may be learned. * * * Parenthood involves the understanding of family relationships—between parent and parent, between each parent and the family of the other, between parent and children—and here, so far as I know, no definite type of educational effort has been developed."

Interest in child care and training is developing, and larger numbers are becoming interested every year. Some mothers still display an active interest in parent education, as they do in any "fad" that comes along, but one should be thankful that a mother of this type gives time to attend at least one or more lectures on some phase of this vital subject. She and her child may derive some benefit they otherwise would have missed.

Arousing of Interest Often Accidental

Interest is aroused in many different ways. One mother may be attracted by a short syndicated article by Angelo Patri in her favorite newspaper, then may look further into one of his books and begin reading other works on the same subject; or perhaps she may be designated by her club to write a review of some modern treatise on child psychology. One mother began asking herself questions about why two children in the same family reacted so differently to the few necessary family rules. Her study and reading carried her far into the field of modern psychology and the study of human relationships. Another mother, one afternoon, began reading aloud to a friend from a book on child training, and from that came the gathering together of other mothers who had children of the same age, in order that they might read together. The organization of a reading circle followed, which has stayed together till some of the mothers have become grandmothers.

In past generations when the man was absolutely "head of the family," with control over the training and destinies of all its members, the responsibility was accepted without question, and almost abject obedience was given him by mother and children alike. In the early Puritan home standards of conduct were those of the adult members of the family, and the Bible and sermons at church were the sources for these rules of conduct. Almost no attention was given to the characteristics and individual development of the different children in a family, all receiving the same training and treatment.

Understanding of Child is Essential

Modern methods of child training are in sharp contrast to this old idea. Differences and variability are the first consideration. Emotional reactions must be known and understood, and further study and training will teach the "case method" and objective method of handling problems in child training. Instruction or information is demanded on all stages of development—from prenatal through the age levels of childhood, youth, and preparation for marriage. The expectant mother often seeks for information about her physical and mental condition, and is frequently found reading or studying—by herself, or in a study circle—the characteristics and training of the preschool child.

The use of simpler terms in the modern study of child nature, instead of the technical terms and phrases employed 30 or 40 years ago, has undoubtedly been a strong factor in stimulating the interest of parents in further study. The Problem Child, Every-Day Problems of the Every-Day Child, The Child—His Nature and His Needs, Training the Toddler, and If Parents Only Knew, are titles of well-known books that have a direct, reasonable appeal to anyone dealing with children. Child Development and Child Training have a stronger and wider appeal than Child Psychology. Courses in parent education and the family are announced by universities and colleges, using these plain terms instead of more scientific terminology. Many mothers with college training are eagerly entering these classes. Cleveland College, Cincinnati University, Ohio State University, and Wittenberg College have become real centers for classes of this kind.

Widespread Enrollment in Study Circles

The National Congress of Parents and Teachers has probably more study circles in some phase of child development and parent education than any other organization. Complete numerical records are not available, but a study of the reports of the State presidents in the Proceedings of the 1929 National Convention shows that 18 of the State branches have some form of parent-education work. This is carried on in many different ways—from the complete bureau of parental education in the California congress, which in cooperation with the universities offers three types of training for leaders, to the Missouri congress, which reports a study circle in every local in the State, in which, however, parent-teacher work as well as parent education is undertaken.

Florida reported 80 radio circles, with a membership of over 600, which met around the radio in some home and listened to the series of lectures on child training broadcast by the University of Florida.

Illinois and Ohio have worked on statewide plans which include institutes for the training of leaders of parent-education groups. District chairmen working under the State plan of organization have formed study circles in connection with parent-teacher associations. Both States report widespread and increasing interest in the study-circle form of carrying on parent-education work.

Requisites of a Study Class

The formation of these study circles immediately presupposes two things: (1) A leader; (2) subject matter for study. In many instances the leader may be directly responsible for the subject matter, may outline the lessons, direct the class, and be qualified to answer or find the solution for the many questions relating to concrete problems with children which invariably arise in these classes. Probably the best demonstration of this method will be found in Iowa, in connection with the Iowa State University, department of child development, and in Cincinnati, under the mothers' training center of Cincinnati University.

Interest is almost universal and is becoming more intensified. Men and women are becoming increasingly willing to give time to the study of this question of how to become better parents. Someone has made the application of the well-known situation in industry, known as "training on the job," to this matter of training men and women who are parents, to become more intelligent and wiser parents.

Child guidance clinics and habit clinics have been established in many centers. Cleveland, Columbus, and Cincinnati are so fortunate as to have such a place to which men and women who are themselves emotionally unstable may be directed by social agencies, school systems, and the juvenile court. Their children may thus receive help and guidance which will prevent a life of unhappiness and handicaps.

Uniformity Not Advisable in Study Circles

The study circle presents a variety of methods and procedure. It has come to be universally popular, and is the accepted method by which women have followed topics of special or widespread interest.

The following types of study circles have been noted: (1) Study circles under an expert teacher who may use either the lecture or discussion method, or who may assign topics or projects to different members of the class. (2) Study circles under lay or amateur leadership, which follow a suggested outline from the Office of Education, the Children's Bureau, Child Welfare Magazine, or other source. Even under this type of leadership, topics for discussion may be assigned, and the leader may indicate where information may be obtained. (3) Other groups are conducted as informal reading circles, basing discussion upon some book chosen at random, or from some of the above sources, or from one of the Reading with a Purpose series prepared by the American Library Association. (4) Radio circles.

A digest of courses offered by colleges and universities of Ohio has been tabulated, and it shows that courses concerning the child are offered by departments of education, psychology, home economics, and sociology. Those in psychology departments give instruction on characteristics of the different ages of childhood: Preschool, school, and adolescent. They give the physical and mental development, and treat also of the problem child in the school and in the home. Courses offered by home economics departments of 11 colleges are called "child care" and "child training." Some colleges give courses in the hygiene of infancy and maternity. Courses on the family and family relationships are usually found in the department of sociology. Cincinnati University has a department of household administration, and offers 11 courses on the child.

Courses Available for Social Workers

Courses in Western Reserve University on child welfare are offered in the department for the training of social workers. Cleveland College has a department of parental education, and lists courses on child psychology and the training of all the ages of childhood in this department.

Under the adult education department of Ohio State University, seminar groups are working on individual projects relating to very young children, and leadership institutes for prospective leaders of parent education study groups are held, not only at the university but through the State.

Courses of study for circles already formed are given out by the department. One of these is based on the pamphlet Child Management, by Dr. Douglas Thom, which is published by the Children's Bureau. Cooperating with the State library, bibliographies and methods of studying books are mimeographed, and packets arranged in series for parents' reading circles. These packets are sent out accompanied by outlines and suggestions for group work.

One or more series of lectures for parents has been given each week through the broadcasting station of Ohio State University. In connection with the radio lecture courses, a field worker has been making contacts with parents in parts of the State more difficult to reach by other means. Letters, discussion questions, and outlines are sent to individuals and groups who listen to the radio lectures.

Higher Institutions Anxious to Serve

In a conference held at Ohio State University in October, representatives were present from 19 colleges and universities. These men and women met together to discover what the colleges are already offering, and what else they might do to serve the parents of Ohio. The problem of trained leaders in parental education was the principal topic of discussion. As colleges which offer courses in child training reach only a limited number of parents in the immediate vicinity of the college, plans were developed by the representatives to assume responsibility for parent groups.

Great Need for Trained Leaders

The present widespread interest in parent education opens up a large opportunity for service, and there is great need of trained leaders. The personnel demanded in a parent-education program includes: (1) Organizers and promoters; (2) amateur leaders to study with the parents, discover subject matter, arrange programs to meet expressed needs; (3) teachers who can give technical information, assist in interpreting and supervising practice in the home; (4) psychologists, psychiatrists, doctors, etc.; (5) lecture and field specialists; (6) demonstration centers, such as nursery schools.

The evidence is conclusive that some parents—a very large number—wish to become better parents, and feel the need of further information. The existing facilities in Ohio offer the widest possible range of service, but trained leaders are lacking.

Generous Cooperation by Public Libraries

Not only colleges and universities, but public libraries have become aware of this increasing interest, and lists of books on the preschool child, the school child, and the adolescent have been printed and distributed by the Cleveland Public Library for use in parent-teacher associations. Every library in the State will be glad to supply such a list on request.

The department of parental education of the department of education, in cooperation with the university department, issues a small monthly publication, The Better Parents Bulletin. It is dedicated to the parents of Ohio.

More than 150 study circles were organized during the year 1928–29 by the parent education district chairmen of the Ohio Congress of Parents and Teachers. Several institutes on leadership were held in different parts of the State, and the subject of parent education was presented at all six district conferences. The splendid cooperation of the State department of education and of Ohio State University enabled the Ohio congress to take the lead in this matter. These study circles were all outside Cleveland and Cincinnati, where parent education classes were already being carried on in connection with Cleveland College and Cincinnati University. In addition to the State groups, Cleveland reported about 18 and Cincinnati 33 groups in connection with parent-teacher associations.

Many Agencies Contribute to Child Study

Social hygiene study classes and circles have been organized under the trained leadership of two workers in the Cleveland Public Health Council, and institutes were arranged in several other centers in the State. Wittenberg College conducted a 16 weeks' course in this subject for the Springfield Council of Parents and Teachers.

Parents are interested in their children and their homes, and some parents are willing to study how to become better parents. Newspapers know this, and they pay large sums for syndicated articles from famous leaders in child training. Magazine editors know of this interest, and there is a long list of publications covering the development of the very young child, and on through the different age levels. Parent-teacher members in Ohio find their needs and questions in this subject answered in Child Welfare, the Ohio Parent-Teacher, and the Better Parents Bulletin. Colleges and universities are coming to realize that even marriage and business do not prevent their graduates from continuing their studies, though it may be along different lines from those pursued in their undergraduate days.

Trained Leaders Available for Study Circles

Educators are welcoming this interest, and are offering their services as leaders and teachers of study circles, and they frequently join a circle as a parent. Parents are realizing, also, that this subject can not be mastered in one, two, or three years; that it must carry on through their whole life.

Out of this thoughtful, studious attitude toward the family as a whole, and toward the individual needs of each member, will come better-informed parents, happier childhood trained to meet life situations as they come, and a united devoted family.

School Health Work—How It May Be Improved

Sanitation and Prevention of Contagion Were Earliest Forms of School Medical Service. With Coming of School Physician and School Nurse, Scope of Health Service to Child Has Steadily Enlarged, and Health Education Has Been Introduced

By JOHN L. C. GOFFIN, M. D.

Associate Health Supervisor, Los Angeles City Schools

THE PHYSICIAN'S WORK in public schools has not received from either the public or the medical profession the recognition that its importance deserves. Reasons for this lack of recognition are many and diverse, but may be summarized under two heads: First, a general failure of realization on the part of the public of the paramount importance of children's health as a factor in their education; and, second, the failure of school physicians to organize, and to demand a more comprehensive and efficient type of service from their own members, and a better economic status.

School Medical Service an Evolutionary Growth

The service demanded of the school physician has been an evolutionary growth. At first it comprised merely sanitation and prevention of contagion. Then "medical inspection" was added, by means of which the grosser physical defects were sought for and noted, and the parents informed of these defects. Of late, to these fundamental activities two very important, complex, and difficult phases have been added, namely, health examination and health supervision, and health education.

A brief description of what these two types of service involve is essential. A health examination, then, in contradistinction to mere medical inspection, means a thoroughgoing inquiry into the child's physical, emotional, and social environment, information which can be obtained only from the parents; with a complete physical examination, and advice as to the correction of wrong environmental conditions, of wrong habits, and of defects found, as well as the prevention of possible or probable future defects. Health supervision and health education mean a bringing to bear on the child all those educational and health devices which experience has shown to be of value, thus graduating a *healthy* child; and, by educating the child in health habits, making reasonably sure that he will know how to retain health after he leaves school.

Presented before the Child Hygiene Section of the American Public Health Association and the American Association of School Physicians, meeting in Minneapolis, Oct. 1, 1929.

Health examination is primarily the work of the doctor and the nurse. Health supervision and health education involve cooperation of the doctor, the nurse, the physical education teacher, the classroom teacher, the principal, all the special teachers, the family physician, and the parents. It is a complex task, but it is a task in which the school physician, by virtue of his special knowledge, should be the director and adviser.

The school physician is still too prone to confine his activities to the second phase of school-health work—medical inspection. Health supervision and instruction, to the extent that they are practiced at all, are carried on by lay teachers, often without adequate medical control and direction. At present, school physicians are frequently chosen at random, have no special qualifications for the work, carry it as a side line, and leave as soon as they have built up a lucrative private practice.

Medical Inspection Apt to Absorb Energies

The majority are part-time men, snatching an hour or two a day from a busy practice to make a hurried inspection of large numbers of school children.

This situation points unmistakably to the necessity of special training for school physicians, both medically and educationally. Authorities in school-health work are now pretty generally agreed that the prospective school physician needs special instruction in pediatrics, orthopedics, sanitation, contagious-disease control, and in the principles of health education and the organization and administration of health education. There is also a growing feeling that the school physician should be a full-time worker, who enters school-health work as a specialty with the idea of advancing himself steadily and making it his life work.

If we are to make school-health work a dignified and useful profession, we must provided professional and economic incentives. Professionally, the school physician must be assured a steady and progressive growth; economically, he must be rewarded commensurately with his knowledge and skill. I can see no valid reason why the specialty of school health can not be made as attractive pro-

fessionally as any other specialty in medicine. As at present organized, a very large amount of routine work is required and too little time is allowed for research. There is very little opportunity for keeping children under close observation for long periods. There is practically no opportunity for treatment in the medical sense.

Professional and Economic Incentives Necessary

Most of these defects can be overcome. Better trained teachers, and a larger number of social-service workers can relieve the physician of much routine, and make more time available for constructive research. Unless a physician engages in some form of research he is in grave danger of stagnation, even retrogression. Diagnostic centers, with complete systems of records, would provide facilities for accurate scientific work and continuous observation. A rotating service in the clinics would provide the therapeutically-minded with opportunities in that field. If to these facilities are added medical papers and periodic attendance on hospital clinics, there is every reason why the school physician should keep abreast with, even ahead of, the average physician professionally.

But in order to meet the new requirements for specialized training and devote himself wholeheartedly to his profession, the school physician must be freed from monetary worries and not tempted to eke out his income by practice. There is no doubt that school physicians as a class are shockingly underpaid. It is contended that public servants have always been underpaid, and always will be; that he who refuses the hazards of private enterprise must be satisfied with lesser rewards. Doubtless this is in a measure true, but it does not invalidate the contention that the school physician is less well compensated than other public servants of equal or lesser educational attainments.

Low Average Salary of School Physician

A questionnaire was recently submitted to the school health departments of 40 different cities. Of these departments, 15 employ full-time men. The salaries of school physicians in these 15 cities range from $1,100 to $3,800, or an average yearly salary of $2,157 or $175 per month. And these are maximum salaries. Part-time physicians in the other cities are paid in about the same proportion.

Does it not seem fair and equitable that the well-trained, experienced school physicians in any particular school system should receive as high a salary as the high-school principals in that system? At present, the salary scale of physicians is far below that of principals. In some cities it is less than one-third as high. The causes of this situation are obvious. General education is much older and better organized than health education. The numbers engaged are vastly greater. Teachers have gradually built up a promotional system, whereby they are advanced in rank, depending on length of service and increased educational preparation. There is no reason why school physicians of the modern type should not similarly advance in rank and consequently in compensation. Indeed, they should do so if health education and health supervision are to take the place they should occupy in our educational program.

There is evidence on every hand that educators are demanding, and will in the future increasingly demand, an improved type of school-health service. It is much to be preferred that school physicians themselves take the initiative in recommending definite standards for improvement; first, because they know better than anyone else the defects of the present system; second, because it behooves them to be sure that the new program will be progressive, and will substantially advance the cause of school-health work.

In the hope, therefore, of providing a definite minimum standard that may serve as a point of departure for this suggested change, I submit the following resolution:[1]

Minimum Standard Adopted

Whereas school physicians as a class have not heretofore been adequately prepared for the work which our complex educational systems now demand, and

Whereas school physicians have not heretofore been paid a salary sufficient to justify this additional training, and enable them to devote their full time and best efforts to this work, and

Whereas it has become necessary to take definite steps to improve this situation, therefore, be it

Resolved, That the American Public Health Association and the American Association of School Physicians, in convention assembled, do recommend consideration of, and action upon, by the various States, the following minimum requirements for new school physician applicants:

1. Graduation from an acceptable medical school, one year of acceptable internship, and a license to practice medicine in the State.

2. Six semester hours of graduate training in medical subjects relating to school-health work.

3. Six semester hours in a school of education of work embodying the principles of health education, and the organization and administration of same.

4. This 12 hours of graduate work must be completed within three years after certification by the State board of education.

And that they further recommend:

1. The establishment of a salary rating equivalent to that now granted the high-school principals in their respective localities.

2. That this salary be subject to automatic increase according to length of service.

3. And that it be subject, also, to an increase commensurate with educational merit and progressive professional development.

I am aware that this program as it stands is not, under present political conditions, applicable to all the States. It is, of course, not mandatory that any State, or any educational organization, adopt the program in its present form. The educational provisions are substantially those now in successful operation in New York State. It may be too ambitious for some localities, and not ambitious enough for others. But it is a beginning toward an ideal which we, who are most vitally concerned, wish to see ultimately adopted.

[1] This resolution was adopted by the American PublicHealth Association and the American Association of School Physicians.

The Department of Public Instruction of the Republic of Panama has decided to close the law school, for many years a part of the National Institute. The reasons for this decision are given as the necessity for a reduction in the expenditures of the department and the waning interest in the law school.—*H. D. Myers, United States Viee Consul, Panama City.*

Up-to-Date School Architecture

A public school of modernistic type is planned for New York City by the architectural staff of the city board of education. It will be of massive structure, suggestive of the pueblo of the old American Southwest, but it will be reinforced with modern steel, concrete, and stone. The building, which it is believed will be the first thoroughly modernistic school building in the world, will have terraces, and will be embellished with colored enamel tiles and the flat wall surfaces seen in some of the newest skyscrapers of the city. Departure from the usual type of architecture, and construction of a school building of this character, it is thought, will inspire in both teachers and pupils an interest in architecture, and will have definite educational values, especially in the study of history, art, and architecture.

School-Museum Relations in Countries of South America

Service of Museums to Schools in United States Has Increased Greatly Within Past Few Years. Success of Similar Service to Schools in Two South American Republics Will Doubtless Accelerate Movement in Neighbor Countries

By LAURENCE VAIL COLEMAN
Director, The American Association of Museums

RELATIONS BETWEEN schools and museums are well established in our own country. The museums of our larger cities, especially, have extended the scope of their service by promoting the use of their collections and facilities in public education, and cooperative activities of real significance have grown up wherever the overtures have been well received by the schools. Many smaller communities have witnessed like developments, with the result that every active museum is now expected to lend its aid in the work of teaching. Methods most commonly adopted are two: Lending of illustrative material to teachers, and special instruction of classes during museum visits.

School-Museum Cooperation Not Yet General

In South America less progress has been made in these directions. To be sure, the principal museums of art, science, and history receive classes of children with their teachers, but they make little effort to cater to these groups. Creditable circulating collections for classroom use are maintained by four school-service museums, but lending is not even attempted by public museums save in two or three instances. The present account, therefore, is a note on the work of only a few museums.

Sarmiento School Museum, Buenos Aires, occupies a three-story building

Sarmiento School Museum Renders Important Service

The 4 school-service museums are all located in the region of the Plata River—3 of them in Argentina and 1 in Uruguay. The largest is the Sarmiento School-Museum (*Museo Escolar Sarmiento*) at Buenos Aires. It occupies a building in the heart of the city on Calle Charcas, and though in the past it has not had extensive facilities for exhibition, its quarters have recently been remodeled, and the institution is now well equipped. The three elements of its program are display of a representative collection, training of teachers in visual methods, and circulation of material to the national school in the Argentine capital. Work goes forward under the direction of Sr. Luis María Jordan, who is assisted by a staff of more than 30 persons, including special teachers, preparators, and administrative aids. The institution is responsible to the National Council of Education.

School Collections Comprise About 90,000 Objects

Collections are general in scope, and are made up of some 90,000 objects. Prints, photographs, lantern slides, and motion-picture reels form a large part of the material, supplementing mounted animals and plants. The objects on display are used for instruction at the museum, and serve also as a visual catalogue by which teachers make selections from the lending series. Loans made to schools are delivered by messenger and motor vehicle.

The number of visitors from the general public is about 150 daily during the school year from May to November, but this element of the museum's usefulness is incidental to its principal task. During the months when schools are closed, the museum shuts its doors and concentrates upon repairing and extending its collections for the next school year. The work is carried on under an appropriation from the National Government, equivalent to about $47,000 a year. About one-seventh of this income is devoted to acquisition.

The second largest school museum is to be found in Montevideo, but before leaving Argentina one may wish to visit the interior cities where two smaller museums of the same kind are located.

Two Smaller Museums Serve Argentine Schools

In the up-river city of Parana is the Central School-Museum (*Museo Escolar Central*), which is headquarters for illustrative material used by schools in the Province of Entre Rios. It occupies the lower floor of the Centenario High School, on Calle Rivadavia, where five rooms are set aside for exhibits. The director is Prof. Antonio Serrano, who has two assistants. The museum looks to the general council of education of the Province for support.

Collections are chiefly regional in scope, but include also material from other parts of the world. There are 10,000 objects appropriate for use as aids in teaching zoology, botany, palæontology, geology, mineralogy, ethnology, archæology, and history. Commercial raw products, which form part of the material, are used in elementary lessons on commerce and industry.

Organization of Small Collections Encouraged

The museum instructs teachers in the art of forming their own collections, and has published leaflets on preparation methods for their guidance. These efforts have resulted in the creation of a number of small museums in schools of the Province, and the central museum by law exercises a certain control over them. All the satellite museums employ the same labels, and exchange materials freely. The present annual appropriation is equivalent to a little less than $4,000, but extension of facilities is contemplated by the legislature.

A third Argentine school-museum is situated far to the west—over the pampas—in the city of Mendoza, under the sunset shadows of the Andes. This is the Juan Cornelio Moyano Educational Museum (*Museo Educacional Juan Cornelio Moyano*). It is a small establishment on Calle Belgrano. Its collections are fullest in the field of natural history. The director is Prof. Eduardo Carrette, and control is exercised by the municipality. Services are rendered to local schools through lending of material and instruction of visiting groups.

Uruguay Has Second Largest Pedagogical Museum

Returning to Buenos Aires and then crossing the broad estuary of the Plata River by night boat, one comes to Montevideo, the capital of Uruguay. Here is the fourth of South America's school-service museums—the second in point of size. The Pedagogical Museum (*Museo Pedagógico*), on the Plaza de Cagancha, occupies the ground floor of the historic

Exhibits in the Pedagogical Museum at Montevideo. The museum exhibits and lends material to schools

Athenæum near the business district. It is a national institution administered by the Ministry of Justice and Public Instruction, and directed by Sr. Eduardo Rogé.

Collections of the Pedagogical Museum are for use in teaching natural history, anatomy, and hygiene, and are made up of specimens, models, and charts. There is also an exhibit of school equipment, historic and modern, of interest principally to administrators. Visiting classes are instructed at the museum, and lending is developed to some extent. An important work in that of "teacher improvement" classes for the study of methods in visual education.

In support of the museum the National Government makes an appropriation to the extent of about $8,600 annually. In considering this and other appropriations which have been named, one must recall that funds go much further—perhaps twice as far, or more—in Latin America, than in the United States.

Other National Museums Developing Educational Programs

Although, as noted, most public museums content themselves with nominal school cooperation, there are some exceptions. The Brazilian National Museum, at Rio de Janeiro, and the Argentine National Museum of Natural History, at Buenos Aires, are developing educational programs.

Two smaller institutions also deserve mention. Notable energy has been displayed by the Colonial and Historical Museum of the Province of Buenos Aires, located at Lujan, Argentina—a small community near the national capital. It draws many classes from the metropolis, and, in consequence, its records of attendance outstrip those of larger museums more favorably situated in respect to population.

Concepción Museum Affiliated with University

Another public museum which is active in educational work is the Museum of Concepción in Southern Chile. It is affiliated with the university in the same city, and is devoted to natural history, ethnology, and history. Under the direction of Prof. Carlos Oliver Schneider, the museum cooperates with local schools by lending objects, photographs, and lantern slides; and offers lectures and group instruction of its own. At its weekly museum hours the attendance is large, yearly totals averaging 4,000 to 5,000. The number of school children who come to see the exhibits is in the neighborhood of 30,000 annually. School teachers of Concepción are assisted in forming their own collections, and are instructed regularly in methods of preparation and use of visual material in the classroon. There is no better example of museum activity in all of South America than is offered by this small but rapidly growing institution.

Many Higher Institutions Possess Individual Collections

Nothing has been said in these notes about college and university museums. Many institutions of higher education have collections for use in courses. In several instances museums have developed to practical independence from such beginnings. The Ethnographical Museum of the National University of Buenos Aires, and the Museum of La Plata of the National University of La Plata, are notable instances of university branches which have achieved individual importance and function in many respects as public museums.

A special study of the effects of ozone was made in some of the Detroit schools during the past year. A comparison of children in the experimental rooms showed no differences that could not be explained largely "on the basis of factors other than the presence of ozone. It was definitely concluded that objectionable odors were almost entirely done away with in the ozone-treated school." The experiment will be continued for another year.

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· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, OFFICE OF EDUCATION

Acting Editor - - - - - Henry R. Evans

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MARCH, 1930

The Department of Superintendence

EDUCATION is the biggest business in the United States, and the workers in this field are the school teachers. Never before in the history of this country has so much attention been focussed on education, for it is acknowledged by all profound thinkers to be the solvent of our social, economic, and political ills, and the very bedrock upon which good citizenship is established.

In ancient Greece, the cradle of philosophy and science, the pedagogue was regarded with more or less good-humored contempt, and often as not he belonged to the slave class. But to-day what a tremendous change in the status of the schoolmaster, whose position in the world is recognized as one of paramount importance, although his salary, alas, is not commensurate with the service he renders to humanity. This being the age of combinations of all kinds, it is only natural that teachers should form associations to promote the cause of education, and to discuss and evaluate the problems peculiar to their profession. Of the societies devoted to the cause of education in the United States, the National Education Association stands foremost, with its great subsidiary, the Department of Superintendence, whose meeting in February at Atlantic City, N. J., was marked with such earnest purpose and enthusiasm.

The present name of the National Education Association was adopted in 1870 at the annual meeting held in Cleveland, Ohio. Previous to that date it bore the name of "The National Teachers' Association"—a cognomen assumed at its inauguration in Philadelphia, August 26, 1857.

The National Education Association was founded at a critical period in our history, when "the permanency of the union of States was being put to the test." "The chief reasons for organizing nationally," says J. W. Crabtree, "were to aid in bringing about through education a better understanding between the various sections of the country, to build a more stable national spirit, and to inspire renewed confidence in the democracy established by the forefathers." The association languished during the Civil War, but when the roar of cannon was stilled and the march of great armies was heard no more, it took on renewed vigor and did no little toward bringing about a spirit of amity between the North and South, for the teacher is in truth the apostle of peace.

When the subject of a national organization of teachers was first broached, a call was issued in 1856 inviting "all practical teachers in the North, the South, the East, and the West, who are willing to unite in a serious effort to promote the general welfare of our country by concentrating the wisdom and power of numerous minds, and by distributing among all the accumulated experiences of all; who are ready to devote their energies and their means to advance the dignity, respectability, and usefulness of their calling." Could there be a nobler or broader foundation than the foregoing upon which to build a national association of teachers? Since its foundation the association has grown to colossal proportions. Its achievements in research studies in the various phases of school work and its intensive promotion of the cause of education in general have been notable. To-day, the National Education Association, with its handsome headquarters in Washington, D. C., is wielding a potent influence in our national life, so far as this life is guided and directed by schoolmen.

The Department of Superintendence of the National Education Association was organized during the years following the Civil War, "when the Nation was binding up its wounds and laying the foundation for rapid expansion and rise to national greatness." Among its early members were such intellectual giants as William T. Harris, Randall J. Condon, and William M. Davidson, who were themselves an inspiration. "The Department of Superintendence," says Dr. Joy E. Morgan, in the Journal of the National Education Association, January, 1930, "has helped educational administrators to find themselves and to think through their problems. A Federal system of statistics, the establishment of the United States Office of Education, compulsory education, the introduction of new studies, the revision of the curriculum, the recognition of scientific research in education, the importance of better articulation between the various units of the school system—these are only a few of the advances to which this great department has contributed through the years. The possibilities of the future are almost unlimited.

"At 60 years of age the department stands as a lusty youth ready for the great tasks that lie ahead. School administration now ranks with engineering and the other major professions. It has a remarkable record of efficiency, integrity, and public devotion. It has set standards which business, industry, and other phases of public life will come more and more to adopt. Where could one find a more glorious example of the power of professional loyalty and cooperation?"

Albert Edward Winship

The Office of Education was honored this month by a visit from Dr. A. E. Winship, the Nestor of educational journalism in the United States. A luncheon was given to him on February 10, by Commissioner William John Cooper, at the Cosmos Club, which was attended by the assistant commissioner, Miss Bess Goodykoontz; Lewis A. Kalbach, chief clerk; and the chiefs of divisions of the office. Doctor Winship, who was the only postprandial speaker on the above occasion, gave his reminiscences of all the Commissioners of Education from Henry Barnard to Dr. John J. Tigert. He emphasized the dominant program of each commissioner, and was particularly happy in his delineation of the ideals and achievements of Henry Barnard and of Dr. William T. Harris. Doctor Winship related many interesting anecdotes of Doctor Harris, whose long service of 17 years as Commissioner of Education marked an epoch in the history of the office.

Albert Edward Winship, author, lecturer, and educator—what can one say of him but good! If Gladstone was the Grand Old Man of English politics, then Winship is the Grand Old Man of Pedagogical Journalism in the United States. His achievements in the cause of education and his indefatigable labors in the interest of the public schools of America are well known and appreciated by all who believe in the enlightenment of humanity. Throughout his long and active career, no one has ever heard from him an unkind, impatient, or destructive criticism.

Publications of the United States Office of Education

A simplification in the general make-up of publications of the Office of Education of the United States Department of the Interior is now in progress. The following documents will be issued in the future: Bulletins, pamphlets, leaflets, annual reports, biennial surveys of education, and reading courses.

The bulletin series will consist of studies of rather permanent interest and value in

the various fields of education. They will ordinarily be 32 pages or over. Pamphlets, ranging usually from 8 to 32 pages, will contain material of less permanent interest. Leaflets will range from 2 to 8 printed pages. The pamphlets and leaflets will take the place of the various divisional publications formerly listed as city school leaflets, commercial education leaflets, community center circulars, extension leaflets, foreign education leaflets, health education publications (health education series, physical education series, and school health studies), higher education circulars, home economics circulars, home education circulars, industrial education circulars, kindergarten circulars, library leaflets, miscellaneous publications, rural school leaflets, secondary school circulars, statistical circulars, and teachers' leaflets.

Sections of the Biennial Survey of Education will still be issued in advance of distribution of the entire volume. They will be listed as "chapters" in the Government list of publications; the bound volume will be issued as a bulletin of the Office of Education. No changes will be made in the Annual Report of the Commissioner of Education or the reading courses.

Mimeographed circulars of current information and a survey information series will be issued from time to time; they will be announced in periodicals with other Office of Education publications.

The following publications have recently been issued:

* Bulletin, 1929, No. 19, Statistics of private high schools and academies. 10 cents.

Bulletin, 1929, No. 24, Record of current educational publications, January-December, 1928 (with index). 15 cents.

Bulletin, 1929, No. 30, The general shop. 5 cents.

* Bulletin, 1929, No. 33, Record of current educational publications, January-June, 1929. 10 cents.

Bulletin, 1929, No. 34, Statistics of city school systems, 1927–28. 30 cents.

* Bulletin, 1929, No. 35, Statistics of public high schools, 1927–1928. 20 cents.

* Bulletin, 1929, No. 37, Record of current educational publications, July-September, 1929. 10 cents.

* Rural School Leaflet No. 46, Time allotments in selected consolidated schools. 5 cents.

Industrial Education Circular No. 28, Grading in industrial schools and classes. 5 cents.

Mimeographed Circular No. 1, Directory of Nursery Schools, 1929–30.

Mimeographed Circular No. 2, Courses of study available for distribution by city school systems, 1930.

Mimeographed Circular No. 3, Consolidation and transportation.

Mimeographed Circular No. 4, Report on conference of the National Council of State Superintendents and Commissioners of Education with the United States Office of Education, December 9 and 10, 1929.

Mimeographed Circular No. 5, Equalization funds.

Multigraphed Foreign Education Circular No. 15, Secondary education in Lithuania.

* Available only by purchase from the Superintendent of Documents, Government Printing Office, Washington, D. C.

Construction and Equipment of Chemical Laboratories

The above is the title of a 300-page report on the subject of chemistry laboratories, just printed by the Chemical Foundation. It is the work of a special committee of the National Research Council. The committee, appointed five years ago, is composed of five well-known educators in the chemistry field. Dr. G. L. Coyle, of the chemistry department of Georgetown University, Washington, D. C., is chairman. Three other members are heads of chemistry departments in the universities with which they are connected: Doctors L. M. Dennis, of Cornell, C. R. Hoover, of Wesleyan, and J. N. Swann, of the University of Mississippi. Dr. J. H. Matthews, of the University of Wisconsin, was a member of the original committee and assisted in preliminary studies. Because of lack of time for the work, he found it necessary to resign before the final report was made. Dr. L. W. Mattern, head of the chemistry department of McKinley High School, Washington, D. C., is also a member of the committee, and is responsible for the sections on high-school laboratories. In this work he was assisted by the writer, and by Prof. J. H. Jensen, of the Aberdeen, S. Dak., State Teachers College.

The committee, which was formed in November, 1924, was called the "Committee on Construction and Equipment of Chemical Laboratories of the National Research Council." From its institution, the committee has received numerous appeals for assistance and advice. Then, realizing how great was the need for definite information, and how much such information would further the cause of chemical advancement, an exhaustive study to be issued in the form of a printed report was determined upon. First statistics were gathered by sending a questionnaire to the heads of departments of chemistry in more than 100 colleges and universities, as well as to the directors of recently established industrial laboratories, with a request for floor plans and specifications and requisites for practical laboratory building. It is the correlation of the foregoing, as well as the practical experience of the men on the committee, all of whom have planned and built chemical laboratories within the past 10 years, that constitutes the body of the text.

Simply arranged, and of real service, the report aims to aid chemists in preparing plans for new or rebuilt laboratories, also to assist architects and engineers by pointing out the features peculiar to the needs of a chemical laboratory. A word is added on the critical evaluation of construction materials. The report is of necessity general in scope, as the individual laboratory must be built to fit the peculiar circumstances of the school in which it is a part—its size, the available appropriation, educational policy of the institution, its curriculum, etc. The college and the high-school laboratory are the principal concern of the book, but the special industrial laboratory and its equipment are also considered.

In addition to a general discussion of the size and arrangement of laboratories for general and particular purposes, the book devotes special chapters to problems of laboratory equipment of importance in all laboratories. These include a chapter on the construction of laboratory tables; one on chemical fume hoods and laboratory ventilation; one on plumbing; and another on wall, ceiling, and floor finishes.

Widely divergent views are expressed in the report on laboratory planning and equipment, and there is a certain amount of repetition. This is because the different chapters were prepared by different collaborators. It was thought best, however, to leave these as written, rather than break the continuity by cross references to other chapters. The sole purpose of the book is to give chemists and architects the benefit of the experience of those who have recently built laboratories; and while it is realized that each case must be worked out in its details in accordance with local needs, there is much of value in the study. —*A. C. Monahan, formerly of the Office of Education.*

A hot lunch for pupils is served in 58 per cent of the cities and towns of Massachusetts. This is an increase of 20 per cent within the past school year.

Department of Superintendence Convenes in Atlantic City, N. J.

Emphasis was Placed upon the Spiritual and Moral Elements in Education, as Well as the Technical, Practical, and Informative. Consideration was Given Many Aspects of a Vast Subject, One of the Newest Being Research in Education

By HENRY RIDGELY EVANS
Acting Editor, Office of Education

THE SIXTIETH ANNIVERSARY convention of the department of superintendence of the National Education Association was held in Atlantic City, N. J., February 22–27, 1930, with administrative educational leaders from all parts of the country taking part. As a noted schoolman has said: "The winter meeting of the department of superintendence has come to be an event of major importance in the educational year." The conclave in Atlantic City was no exception to the rule, judging from the record-breaking attendance, the enthusiasm manifested at the general sessions, the earnest consideration of special topics in education at the departmental meetings, and the amount of space devoted by the leading newspapers of the country to recording proceedings of the various meetings.

Huge Assemblage of Educators

An army of educators, approximately 12,000 strong, marched upon the city by the sea and captured it by storm, so to speak, and was itself captured by the hospitality of the inhabitants. There was no symbolic presentation of the keys of the city by the mayor and his council, accompanied by a fanfaronade of trumpets, but as Mr. Cody humorously remarked: "The people of Atlantic City conferred 'the freedom of the seas' on their visitors."

The convention was not lacking in musical and dramatic features. There were concerts by the National High School Orchestra, the New Jersey All-State High School Orchestra, the choir of the New Jersey State Teachers College; and a "Pageant of Time," with a cast of 2,500 teachers and pupils selected from New Jersey schools. The pageant, written and directed by Percy Jewett Burrell, of Boston, was designed to promote interest in training for the worthy use of leisure time. It was presented on a colossal scale on the auditorium stage, and was most colorful and impressive. The musical numbers of the pageant were rendered by a high-school band and orchestra of 125 pieces, and a chorus of 500 voices.

Frank Cody, president of the department of superintendence, welcomed delegates gathered for the opening session, which was held in the auditorium—a vast structure built by the citizens of Atlantic City, and dedicated to recreation, social progress, and industrial achievements.

Opening Session in Great Auditorium

This first session was marked by the inauguration of a great exhibit, Frank Bruce, publisher of the American School Board Journal, presiding. The big display of the paraphernalia of pedagogy in the arena of the auditorium, made by textbook publishers and school-equipment manufacturers of the United States, was truly overwhelming. In looking over the superb textbook exhibition, one's thoughts involuntarily went back to the little old hornbooks of our ancestors, the primitive spelling books, and the readers with their quaint woodcuts. But many of the world's greatest geniuses had no other literary tools than the foregoing, supplemented by the Bible, Bunyan's Pilgrim's Progress, and Milton's Paradise Lost. The world, however, has changed mightily in a century or so, and people have changed with it. Science, for example, covers so large a field of human endeavor that textbooks and apparatus innumerable are needed to enable students to inform themselves of its stupendous achievements.

Education in the Spirit of Life

The dominant theme of the convention was "Education in the Spirit of Life," and this was interpreted by notable speeches delivered in the general sessions by Dr. Reinhold Niebuhr, of Union Theological Seminary, New York City; Frank Cody, superintendent of schools, Detroit, Mich.; William John Cooper, United States Commissioner of Education, Washington, D. C.; Mrs. Edith B. Joynes, principal, Berkeley Schools, Norfolk, Va.; and others.

Doctor Niebuhr, who spoke on the Spirit of Life, declared that education must help the new generation to achieve some degree of world citizenship. "The world," he remarked, "is economically interdependent, and if this economic interdependence can not be controlled by a social intelligence which is conscious of mutual social responsibilities, our civilization must ride to a fall."

The Administration is Friendly to Education

In his presidential address, Education in the Spirit of Life, Mr. Cody emphasized the importance of the practical, dynamic, recreative, friendly, cooperative, and idealistic viewpoints of life, which the teacher should use in his contacts with pupils. "Education in the spirit of life," he said, "is education that is the embodiment of our present civilization,. education that gives to youth only those experiences of the race that have a direct meaning and use in the world to-day."

Mr. Cody dwelt on the friendly attitude to education of the administration in Washington, and the willingness of the Government not only to promote child health, but also to study methods whereby Federal agencies of education can become integrated and less complex.

In conclusion, he emphasized the fact that our Government is the greatest experiment in democracy in all history. "Whether it shall stand or fall," he declared, "depends upon the education of its future citizens."

Education for Dynamic Life

In an address on Education for Dynamic Life, William John Cooper, United States Commissioner of Education, pictured world leadership in education for the United States. He said in part:

> Recently I was told that a leading authority on comparative education remarked that the outstanding movement in the educational world during the next generation would be the effort on the part of other nations of the world to remake their school systems after the American model. Should this prophecy become reality, whether education moves forward or not depends very largely upon what we do in this country. It is pertinent, then, for us to give particular attention to whither we are headed.

CONVENTION THEME

Education in the Spirit of Life

EDUCATION is life. This statement of the philosopher, which seemed so radical when first uttered, is now generally accepted. American education is engaged in the process of putting the ideal into practice. As we would have life, so must our education be.

Life is idealistic: education must aim high.
Life is friendly: education must develop a social spirit.
Life is dynamic: education must move forward aggressively.
Life is practical: education must be efficient.
Life is recreative: education must train for leisure.
Life is progressive: education must adjust itself to new needs.
Life is cooperative: education must itself cooperate.

American educators are studying in scientific and professional spirit the problems of our time. They are shaking off the fetters of tradition. No longer do school boards send delegations abroad to bring back ideas for our democracy. No longer do we send our foremost scholars abroad to become authorities in Locke, Rousseau, Hegel, Froebel, and Herbart. Our rapid advance in the sciences basic to education, and our supremacy in mechanical lines open for us the road to world leadership in education.

Addresses by Outside Speakers

Among others who spoke at the general session, February 24, were Frank B. Jewett, vice president of the American Telephone & Telegraph Co.; and Hon. Ruth Bryan Owen, member of Congress from the fourth congressional district of Florida.

Mr. Jewett, in an address entitled "Modern Business Looks at Secondary Education," urged fewer curricular fads and more insistence on intensive study of major subjects to bring about a better general training of the mind. Industry in the past, he declared, had drawn its technical experts mostly from colleges and universities, but to-day there was a disposition to look for talent in the secondary schools.

Representative Owen spoke on "Modern politics," and described some of the experiments in teaching patriotism to young people in Florida. "I believe in the battleship for the protection of our coasts," she said, "but I believe still more in statesmanship and citizenship." She received an ovation from a great audience.

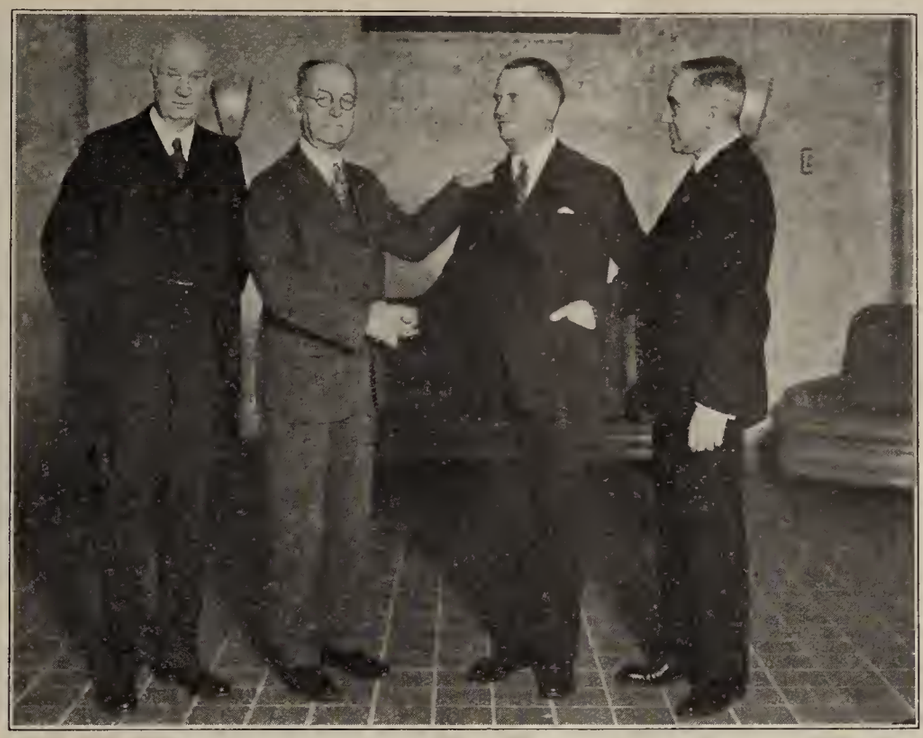
A plea for more friendly relationships between public and parochial schools was made by the Rev. J. Elliott Ross, Catholic professor at the school of religion of the University of Iowa.

Dr. Howard Savage, of the Carnegie Foundation for the Advancement of Teaching, described the dangers of overaccentuation of certain features of school athletics. He asserted that in numerous instances high-school athletic teams were improperly made the instruments for "boosting" of their various towns by business men of the locality. In many cases, he said, the athletic policy was guided by a desire for the amusement of spectators, rather than the educational advantages to participants.

Many School Problems Considered

E. C. Broome, superintendent of public schools, Philadelphia, speaking before a health and physical education group, discussed athletic "hysteria," and suggested the abolishment of the paid coach and the placing of all athletic direction in the hands of departments of health and physical education.

Frank D. Boynton, superintendent of schools, Ithaca, N. Y., suggested a longer school day and no home work for pupils of junior and senior high school age because of conditions in the modern home which, he declared, made home study a failure.



Augustus O. Thomas, Augusta, Me., president of World Federation of Education Associations; Charles B. Boyer, superintendent of schools, Atlantic City; Frank Cody, Detroit, retiring president of the Department of Superintendence; S. D. Shankland, secretary of the Department of Superintendence

"Sensible restriction in prizes and awards" by educational institutions was advocated by Prof. R. L. Lyman, of the University of Chicago. An inordinate desire to get honors, he said, had been revealed as one source of cheating in schools.

Wide Variety of Themes Discussed

Charles L. Spain, deputy superintendent of schools, Detroit, Mich., in an address on the school plant, buildings, and equipment, declared that an architect alone can not erect the complex school building of to-day. He needs the advice of an educational planner who can translate the school program into terms an architect can understand.

"Schools have been brought into the business of building character to such an extent that no longer is the teaching of ideals incidental to other phases of school work, but it now occupies a major position on the same level as the most important of the academic subjects." With this opening statement Supt. R. W. Fairchild, of Elgin, Ill., laid a foundation for the presentation of a practicable plan of character education by the direct method, such a plan being the result of nine years' experience with this type of procedure in two different school systems.

Departmental meetings of the convention, as well as those of allied organizations, were well attended. Many phases of elementary and secondary education were discussed and evaluated. In the field of rural education, which is receiving so much attention at the present time, addresses were made by John D. Willard, of the American Association for Adult Education, New York City, on Leadership and Rural Adult Education; by Helen Hay Heyl, assistant in rural education, State Department of Education, New York, on Standard Preparation and Supervision for the Teachers of Farm Children; and by William John Cooper, United States Commissioner of Education, on Better Schools—Rural School Service of the Federal Office of Education. Ellwood P. Cubberley, dean of the school of education, Leland Stanford Junior University, Calif., spoke on Effective Rural School Administration; Mrs. Katherine M. Cook, of the United States Office of Education, on Teacher Surplus, and the Increasing Responsibility of State Teachers Colleges for the Preparation of Rural Teachers; and Margaret Harrison, director of rural school radio research, Teachers College, Columbia University, on Pioneering in New Fields—Radio in Rural Schools. Miss Harrison declared that if radio is to be of permanent educational value, it is probable that its greatest contribution will be to rural schools. "Inherently," she said, "it offers advantages to rural schools they otherwise would not have."

Subjects Discussed by Secondary School Principals

The department of secondary school principals devoted itself to such themes as Secondary Education Reorganized and Administered to Include the Junior High School and the Junior College;

Work of the Junior High School; Work of the Junior College; Articulation of Junior High School and Senior High School, etc. Leonard V. Koos, professor of education, University of Chicago, read a paper on Curriculum Organization in Junior Colleges; and William John Cooper, United States Commissioner of Education, on Outlook for Secondary Education in America, in which the prophecy was made that the American secondary school will be organized society's chief institution for serving adolescent youth.

Achievements in Education

Under the head of achievements in American education, addresses were made by Charles H. Judd, director of the school of education, University of Chicago, on Instruction; John H. Logan, superintendent of schools, Newark, N. J., on Organization; J. B. Edmonson, dean of the school of education, University of Michigan, on Administration; N. L. Engelhardt, Teachers College, Columbia University, New York City, on The School Plant; C. B. Glenn, superintendent of schools, Birmingham, Ala., on Personnel; F. G. Blair, State superintendent of public instruction, Springfield, Ill., on Public Relations; and by Frank W. Ballou, superintendent of schools, Washington, D. C., on Finance.

In discussing mounting costs of education, Doctor Ballou said:

> The increased cost of public education has resulted from an extraordinary increase in school attendance and an unusual increase in the amount of schoolhouse construction, due to the cessation of construction during the period of the war, a necessary and long-deferred increase in teachers' salaries, and to some extent an expansion of the educational program in public schools. Underlying all these is the fundamental economic fact of the reduced purchasing power of the dollar.
>
> Between 1913 and 1927 the number of pupils in average daily attendance in elementary and secondary schools increased from 13,613,656 to 20,200,000 (estimated), an increase of 6,586,344 pupils, or 48.4 per cent in 14 years. The total population in the United States increased during that period by only 19,811,531 people, or 20.5 per cent. Increase in school attendance is more than twice as rapid as the increase in total population.

Address by the Secretary of the Interior

The convention was signally honored by the presence of Hon. Ray Lyman Wilbur, Secretary of the Interior, himself an educator of note, who declared that scientific advances were continually pointing the way to shifts of educational technique which should be utilized by school men of the country unless they wanted to be confronted with "educational senility."

The great task of the modern educator, he said, is to harmonize democracy with science, which knows no "rule of majority vote." Advances through science, he asserted, are so fast that "our political, social, and economic mechanisms are straining and breaking"; and "our country is witnessing its incapacity to settle many major problems by sheer political procedure."

"While we must care for everyone capable of being trained," he said, "the steady rise in the general level of education makes it more imperative that we discover those of exceptional ability or genius. Since we are human, to us the developed personality of man must ever be more important than machine efficiency."

William John Cooper, United States Commissioner of Education; Hon. Ruth Bryan Owen, member of Congress, fourth congressional district of Florida; Frank Cody, superintendent of schools, Detroit, retiring president of the Department of Superintendence; Frank B. Jewett, vice president, American Telephone and Telegraph Company; Miss E. Ruth Pyrtle, Lincoln, Nebr., president of National Education Association

Awards of jeweled keys were made to 20 living presidents of the organization who have served since 1905. They were Frank Cody, of Detroit, retiring president; John W. Carr, Murray, Ky.; Frank B. Cooper, Seattle; William H. Elson, New York City; Stratton D. Brooks, Columbia, Mo.; William M. Davidson, Pittsburgh; Charles E. Chadsey, Urbana, Ill.; Franklin B. Dyer, Cincinnati; M. P. Shawkey, Huntington, W. Va.; Thomas E. Finegan, Rochester, N. Y.; Ernest C. Hartwell, Buffalo, N. Y.; E. U. Graff, Indianapolis; Robinson G. Jones, Cleveland; J. H. Beveridge, Omaha; Payson Smith, Boston; William McAndrew, Chicago; Frank W. Ballou, Washington City; Randall J. Condon, Cincinnati; Joseph M. Gwinn, San Francisco; and Frank D. Boynton, Ithaca, N. Y.

The committee on relations of the department of superintendence with lay organizations, in its report to the convention, stated that public schools are beset by propagandists, by people with "causes" and missions, and declared that the schools should take a firm stand against any exploitation for commercial purposes, and any activities which are not strictly educational.

Concert by National High School Orchestra

The grand finale of the convention was the concert given in the auditorium by the National High School Orchestra, with Walter Damrosch as guest conductor. Before the rendition by the orchestra Mr. Damrosch delivered a short address on Enriching Human Life Through the Fine Arts. The orchestra, recruited from all parts of the United States, was under the direction of Joseph E. Maddy, of the school of music, University of Michigan. The program was put on the air by the National Broadcasting Co.

The following officers for 1930–31 were elected:

Norman R. Crozier, superintendent of schools, Dallas, Tex., president; Frank Cody, superintendent of schools, Detroit, Mich., first vice president; Daniel J. Kelly, superintendent of schools, Hoboken N. J., second vice president; C. B. Glenn, superintendent of schools, Birmingham, Ala., member of executive committee for a term of four years.

Resolutions Passed by the Convention

The department of superintendence again went on record as favoring the establishment of a Federal department of education, with a secretary at its head in the President's Cabinet. In this resolution, however, the organization, in commending the administration of President Hoover for its interest in public education, suggested awaiting reports of groups now conducting investigations in various fields of educational endeavor before determining the exact nature of the administrative Federal agency that should be set up.

Final tableau of "The Pageant of Time," presented by teachers and pupils of Atlantic County and the Glassboro Normal School, under auspices of the New Jersey State Teachers' Association

The resolution at the same time specifically approved President Hoover's White House conference on child health and protection; emphasis on the importance of public education in his inaugural address, and also in his message to the Seventy-first Congress, second session; and his committee on illiteracy. The resolution stated:

Still more significant to the educational profession is the appointment of a committee representative of the important educational associations and others, to investigate and present recommendations as to the policies which should be pursued by the Federal Government with respect to education. This is the first time in our educational history that an adequate attempt has been made to determine the results of national efforts to aid education. Believing, as we do, in determining edueational policies on a factual basis, and without altering our past position regarding the relationship and service of the Federal Government to public education, we await publication of the results of the studies to be carried on by these several committees with the confident hope that from such studies sound conclusions may be reached, not only as to the nature and extent of Federal encouragement to education but also as to the character of the administrative agency to be put in charge of such Federal encouragement.

Cooperative research now being developed in the United States Office of Education was approved; and the resolution continued:

We believe that the policy of uniting existing professional agencies for the periodic study of educational problems, under the immediate leadership of the Office of Education, will result iu greater educational advance than a policy of building a large technical and permanent staff at Washington.

Development of a comprehensive program for increased use of the radio in American education was recommended in the following statement:

We recognize in the radio a new and powerful instrument of education of far-reaching importance. We view with deep interest experiments now being made to develop programs which shall enrich and supplement work of the schools in many directions. If these programs are to be accepted by teachers and school officials, they must, however, be free from all advertising, commercial, and propaganda features. They must successfully meet the same impartial tests as textbooks, being wholly in the interest of public welfare, and with the approval of responsible school authorities. Moreover, they must be closely related to the regular programs of classroom instruction. In order that these ends may be met, radio instruction must be developed and directed by school officials working in cooperation with local and national broadcasting companies, and with State and Government agencies providing such service for the schools. We accordingly recommend that the executive committee be authorized and directed to appoint a radio commission which shall be empowered to present to the radio corporations the points of view which should prevail in the development of educational programs.

Increasing Cost of Education Inevitable

In the following resolution the rising costs of education in the United States were justified:

We reaffirm our belief that the increased demands on public schools for a more extensive and intensive educational program make the increased cost of public instruction inevitable; that, through the vision, scientific knowledge, technical skill, and business ability produced by such an education, the resources of the country are developed; that no people ever become poorer by thus preparing themselves for the effective use of their capital, time, energy, resources, and money; and that it is largely because of adequate expenditures for education that our unprecedented wealth and producing power has been gained.

The department also recommended to the superintendents and teachers throughout the country the widespread observance of the tercentenary of the Massachusetts Bay Colony and of the Covered-Wagon Centennial.

Conference on Cooperative Research

A joint conference on cooperative research, called by the United States Commissioner of Education, in cooperation with the American Educational Research Association and the department of superintendence, meeting in Atlantic City, was held on February 27, in one of the committee rooms of the auditorium. Doctor Cooper, who presided, spoke briefly on the opportunities in cooperative research, and expressed the hope that the Office of Education might become a clearing house for the dissemination of information about research studies completed, in progress, and contemplated. R. G. Jones, superintendent of schools, Cleveland, Ohio, emphasized the values of cooperative research to city school systems, and described the plan in operation in Cleveland to cooperate with county schools. Dr. John K. Norton, director of research, National Education Association, gave a fine presentation of some of the problems involved in planning and effecting cooperation in research. John A. Sexson, superintendent of schools, Pasadena, Calif., described a plan of cooperation in research studies as now carried out by a group of Southern California cities. Miss Bess Goodykoontz, Assistant Commissioner of Education, suggested some problems for cooperative study.

Dr. J. Cayce Morrison, president, American Educational Research Association, who opened the discussion, was followed by Dr. J. L. Stenquist, director, bureau of research, Baltimore, Md.; Miss Prudence Cutright, director of instructional research, Minneapolis, Minn.; and Dr. Philip A. Boyer, director division of educational research, Philadelphia, Pa.

The assembled group went on record as approving plans of the commissioner for furthering cooperation in research undertakings, and recommended that means be developed for putting the plans into operation.

The following committee was appointed to study the problems involved in cooperative research, especially the elimination of unnecessary duplication, and to formulate plans for action: Miss Bess Goodykoontz; Dr. John K. Norton; Supt. R. G. Jones; Dr. J. C. Morrison; Dr. J. L. Stenquist; Miss Prudence Cutright; Dr. Philip A. Boyer; Supt. George Melcher, Kansas City, Mo.; and Supt. Carleton Washburne, Winnetka, Ill.

The Visiting Teacher and the Problem Child

Through Concrete Cases of Boys and Girls Failing in Their School Work and Developing Undesirable Traits, Work of the Visiting Teacher is Traced, and Actual Results Shown in Restoring Such Children to Normal School Experiences

By JANE F. CULBERT

Secretary National Committee on Visiting Teachers

NATURALLY, one of the first questions a superintendent or principal asks, when the addition of a visiting teacher to his staff is suggested, is "What will a visiting teacher do that some one else could not do as well?"

Children Who Need Special Adjustment

The answer is that she will give special attention to children who are in trouble or giving trouble, who show problems of discipline, of scholarship, of personality, of neglect, or unfortunate environment. In the light of her special training and experience in both educational and social work, she will strive to suggest and to help in arranging ways by which the school, the home, and the community facilities for recreation, relief, employment, etc., can be used to help those children in making better adjustments to conditions and circumstances. She will undertake detailed case work with problem children that the busy teacher has neither the time nor the training to undertake.

"All right," says the superintendent or principal, "Suppose we see what she can do for certain specific problems, say, for a normal child unaccountably retarded in school."

The Slightly Retarded Child

We begin with Jerry Wilson.

The school psychologist rated Jerry's intelligence as only slightly below normal; his attendance record was good; his health examination showed no trouble. Nevertheless, Jerry was one of those troublesome boys that every teacher knows—who would talk and show off—who shoved and pushed, and threw paper arrows, was cowardly and bullying on the school grounds, and had a distinctly silly attitude toward the girls in the room, sixth grade. He was quite capable of doing his work, but would not do it unless some one were standing over him.

Jerry, 11-year-old boy though he was, wept when the visiting teacher talked to him and promised to do better. The mother was suspicious and difficult when the visiting teacher called, but unbent slightly when she evinced only interest in Jerry's progress, and registered no complaints. It was not until a second visit, when the mother was not at home and the visiting teacher talked at length to the grandmother, that she got the real facts about Jerry's home life. Jerry had been adopted, when a year old, from a family of children abandoned by their father. The Wilsons became attached to him, spoiled him, and allowed him much freedom until he began getting into trouble; then suddenly adopted severe tactics, whipping him if he were a few minutes late from school, and allowing him almost no freedom. People began to remind them that Jerry would probably develop traits like his father; and they, in turn, often reminded Jerry that he did not belong to them and threatened to send him away. Jerry would reply by saying that he was going to run away, and the family would think, "Oh, yes, this is evidence of the bad inheritance from his father."

The Misunderstood Adopted Child

The visiting teacher tried to make the grandmother see how hard their doubts and suspicions were on the boy—keeping him upset and uncertain both of their love and of their protection. The grandmother was impressed, and promised to talk to the father and mother. The seeds of this interview apparently took root, for a little later Jerry's mother appeared at school, thanked the visiting teacher for her suggestions about handling Jerry, and promised to try to make him feel the reality of their affection and hopes for him. Jerry's teacher helped by trying not to add any more suspicions, and showing confidence in him, and encouraging him. His family promised a bicycle at the end of the year if he passed into junior high school. Jerry responded by improving his school work enormously, by displaying his record card to the visiting teacher every week with gloating pride—a more legitimate outlet for showing off than the old silly disorderlinesses—and by trying, for once in his life, to see what it felt like to be notably good in school instead of notably bad.

Max Walters presented quite another problem, but again a problem that any teacher would recognize—the faultfinder. Nothing was quite right to superior Max. He was a Bolshevist. When materials were passed in the room he took more than his share, storing them up and asking for more. When his teacher talked to him, he declared that he did not want to be a good citizen, that he would like to be a man without a country. Nor did he get on any better with the other children, but after an unsuccessful attempt to dominate them would withdraw into a world of books. Moreover, he could always find some one else to blame for his misdemeanors.

Max's home problem turned out to be quite a different one, too. His parents were artists, both working hard to get started in an interior-decorating shop. On evenings and Sundays they left Max much to his own devices. They were too busy to see the visiting teacher for weeks, the mother explaining in one hasty visit that she had to do her housework in the evenings.

Patience and Understanding Required

One day Max was brought to school by his mother in an exceedingly nervous and rebellious mood. He complained of a headache and indulged in the most extravagant statements; said that he hated his father and wanted to commit suicide. The visiting teacher had discovered Max's proneness to extravagant statements and was not alarmed. She had him lie down in the nurse's office, and when he deserted after lunch she found him at home and talked to him a long time. She had previously introduced Max to the city playground director, in an effort to help him fit into more normal boy activities. Max had gone to the playground only once but seemed to have enjoyed it. Now she mentioned the director again and Max, sobered down by this time, cheered up and said, "Maybe you think he's not an improvement on my dad."

A Selfish Father and a Weak Mother

The attitude of Max's mother was that he was only a mischievous boy, and that he was wronged when blamed for anything—this in spite of the fact that the year before he had been involved, with other boys, in some stealing that brought him to the attention of the police. There was considerable antagonism between Max and his father, and his mother was accustomed to weakly taking the boy's part. Both parents were concerned over the visiting teacher's report from the director, however, and the visiting teacher suggested consulting a psychiatrist. She had a chance, too, to tell the father something of Max's attitude toward him. Mr. Walters followed her out into the hall as she was leaving, and said, "I know that Max wants to be loved and I do love him, but he wants demonstration and I am not demonstrative." The visiting teacher replied, "Mr. Walters, Max wants companionship."

Yet it was difficult to get these particular parents to change their ways. Nothing was done about the psychiatrist. Their interest was too greatly absorbed in their business to give Max the companionship he needed. His mother's lenience had not tended to develop manly traits, nor had his habit of withdrawing from any unpleasantness and depending for all recreation and companionship on books. But what with his excellent brain, with a good teacher to encourage him and challenge his energies, with a straight talking things out with the visiting teacher now and then, and with the efforts of the playground director, and the Y. M. C. A. boys' secretary to interest him in outdoor recreation, he did improve steadily. He became more interested in his school work, and the visiting teacher was able to get him a job selling magazines so that he might have some spending money. Finally, she persuaded his parents, now awakening somewhat to Max's needs, that with the help of the money he earned at this job they could afford to send him to the "Y. M. summer camp." Max worked up real boyish enthusiam over it and fitted into camp life normally and socially.

Max's I. Q. was 148, Anna Porter's not quite normal.

A Mother Who Embarrasses Her Child

"I know Anna isn't bright, but I hope the public school will be able to do something with her." Thus was Anna Porter introduced by her mother to the school. She continued—talking before the class, while the embarrassed teacher was gently trying to pilot her to the door and out of sound and reach of 40 curious pairs of ears—that this would be Anna's first experience in a public school, that she had always been slow to learn, although her father is a very brilliant man, and she herself was never looked upon as a dullard.

Miss Rayborn, the teacher, was immediately on Anna's side. She noted that though Mrs. Porter was stylish and attractive looking, she had almost the same features as the little girl, and was probably as homely when small. Anna was poorly prepared, and the teacher thought she should go back into 5B, but the child was terribly distressed at this suggestion, and her father appeared at school next day. He was a good-looking man, evidently with a good opinion of himself, and ashamed that his child could not make a fine record. So the teacher finally outlined some work for him to teach her, and kept Anna on trial. But the child had to work so hard to keep up that she got little fun out of life. The other children were disposed to be friendly, but their attitudes reflected somewhat that of the teacher—pity because of her unfortunate introduction—and she had no particular friends. Poor Anna had very bad table manners, too, and had been nicknamed "Piggy."

Miss Rayborn and the visiting teacher decided that the two most important things for the school to try to accomplish were to see that Anna had happy experiences in school, and that, since her mother was accustomed to talk about the child in her presence, to give her some good things to say. So the parents were invited to school to see Anna take part in the school pageant; and her teacher sent home some good papers for Anna's parents to look over. Since Anna did her best the school made no complaints, although she was forced to repeat the grade. Mr. and Mrs. Porter were pleased with the new school, and insisted less on academic success. As for Anna herself, she began to make friends, and became very fond of her teacher, bringing flowers and talking to her at recess. She was made happy for the day if the teacher responded enthusiastically or patted her shoulder.

The Boy Who Has a Bad Record

Jack was a tough character, a difficult enough problem for any teacher with 30 or more children in the sixth grade. He came following one term in a reform school. He smoked and associated with undesirable companions, and did poor work in school, and he had been discovered in correspondence with a sixth grade girl that alarmed his teacher. Indeed, such was Jack's record that the principal took charge of his case personally, and asked the visiting teacher to make investigations in the classroom and outside of school and report to him. She found that there was much friction at home between Jack and his stepfather, and that his mother had little influence. Jack was nervous and restless, and bit his finger nails.

The visiting teacher urged an examination at the Child Guidance Clinic. The psychiatrist recommended nutritional upbuilding and recreational outlets; and he suggested that Jack, being constitutionally somewhat unstable, be given as many stabilizing influences as possible—that, for example to give him an incentive for steady work, he be promoted to the fastest division of the sixth grade (he was in the middle division).

Stretching a Point to Save a Boy

School standards were rather rigid, and to promote Jack to a higher division when he was not doing satisfactory work in his grade, seemed to the principal a reward of sloth. It took considerable persuasion on the part of the visiting teacher before the principal finally decided to let Jack try it. The effect was excellent. Jack worked diligently.

On the health side the visiting teacher persuaded Jack's sister, who lived near the school, to give him daily hot lunches. The principal and his sister tried to interest Jack in the Boy Scouts, but the leader was too straight-laced to help much with a boy having Jack's background.

But these changes, of course, did not make a model boy of Jack. He backslid frequently, smoked, was truant occasionally, and was found with cheap magazines, bootlegged at a neighboring cigar store. The visiting teacher and the principal visited the local vendors of both cigarettes and cheap magazines, and were given promises that they would discontinue the sale of these things to minors. They succeeded in interesting Jack in good boy literature. He continued to do better school work and gradually dropped many of his bad habits.

Now these four children—Jerry, the school nuisance; Max, the superior, the faultfinder; Anna, the sad and conscientious little failure; and Jack, the delinquent and the bad influence—are all familiar problems of teachers. It was undoubtedly as the result of situations such as these that the original idea of a visiting teacher came. It was so obvious that some one thoroughly qualified to handle intricate problems of child and adult psychology, some one who knew family case work and who had the teacher's point of view, was needed to give these children the time and attention necessary to set them on the way to a happier and more successful existence.

Many Different Agencies Cooperate

There was work to be done with Jerry's grandmother, parents, and teachers; for Max with the playground director, the Y. M. C. A. secretary, the part-time employment agency; with Anna's companions, teachers, parents; and for Jack with the cigarette vendors, the principal, his sister, etc., which the visiting teacher, not having the daily class work of other children on her hands, was in a position to undertake. In each of these cases she was able to root out the essential causes of difficulty—Jerry's feeling of insecurity at home; Max's loneliness and resentment toward his father; Anna's being goaded to attain the unattainable; and Jack's not being challenged to do his utmost at school, and with no incentive from his home to do anything—and to plan with everybody concerned on a program for improvement. She was not always successful—not particularly successful with Max's parents, for example; nor with the Boy Scout leader in Jack's case—but because she had objectively in mind the child's whole situation at home, at school, and at play, she was able to help keep Jerry a capable, normal boy on an orderly and successful path; to help superior Max get boyishly enthusiastic about a summer camp; to arrange a chance for some success and happiness for unhappy Anna; and to pull Jack, temporarily at least, out of the muddy track he had slipped into.

Brief Items of Foreign Educational News

By BARBARA E. LAMBDIN
Editorial Division, Office of Education

A BOARDING SCHOOL for Chamula Indians has been opened in the State of Chiapas, Mexico. It is well equipped, and the expectation is that it will promote the education of adults as well as of children of the tribe, and assist in bringing the community to a higher level.

Fellowship in American University for Argentine Student

For one year's study at Yale or Princeton, a fellowship has been established by the Club of American University Graduates in Buenos Aires, and placed at the disposal of members of the University Club of that city. The first fellow, a student in engineering and aviation, is now at Yale University.

International Understanding Promoted by Study

In schools of Panama a day's study will be devoted to the history and culture of each of the American republics, as well as to each of several European and Asiatic countries. The purpose is, through a better knowledge of each other, to promote friendship and a feeling of brotherhood among the peoples of the earth. It is the intention, also, to name different schools in Panama in honor of the American nations and of Spain.

Archæological Discoveries Feature Maps of Mexico City

Utilizing data obtained from archæological discoveries in Mexico City, the department of education is developing a series of maps which will illustrate the period from before the conquest down to the present time. Canals, bridges, and other special characteristics of the Aztec period will be shown, and as the plan is to make all maps to the same scale, it will be possible to trace development of the city from earliest known times to the present.

Persian Students in Europe

Seventy-seven Persian students were sent to Europe last fall for study at the expense of the general Government of Persia. According to report of Augustin W. Ferrin, United States Consul at Teheran, 23 other students, already abroad on their own account, were to be selected to complete the number of 100 students whose expenses are provided for in the current budget. In addition, it is the plan of the ministry of public works to send 9 students to Europe for the study of railroads, and 30 for other special technical training.

The report further stated that 2,021 students were registered in different Moslem colleges, of whom 553 were in Meshed, and 595 in Kum, where two of the most sacred Mohammedan shrines are located. Enrollment of students in nonecclesiastical schools in Teheran and vicinity, included 18,918 boys, and 9,365 girls. In the provinces 92,731 boys were enrolled and 22,904 girls.

Americans Study in Brazil

First session in Brazil of a summer school for American students was held July–August, 1929. It was organized under the auspices of the Brazilian Historical and Geographical Institute, and prominent Brazilian educators composed the faculty. Serious work was accomplished, and through a combination of lectures, afternoon excursions, and social affairs, students were given an opportunity to become acquainted with Brazil, its people, and culture.

A similar school, to be conducted during the coming summer, will offer a course of 32 lectures of one hour each, followed by a period for informal questioning and discussion. At the close of the session, students will spend a week in Sao Paulo, where lectures will be given in Mackenzie College, and an opportunity afforded to visit a coffee plantation near Campinas. The Institute of International Education is sponsoring an all-expense tour, charges to include steamer transportation, hotel in Brazil, fees, and gratuities.

To Safeguard Costa Rican Children

An official child-welfare committee, to be appointed by the president of Costa Rica under recent congressional decree, is expected to carry out a comprehensive child-welfare program throughout the Republic. Duties of the committee include the formulation of plans for establishment of maternity hospitals and children's homes; schools for abnormal children; reformatories; institutes for child study; organization of mothers' societies; collection of vital statistics; and study of matters affecting the future of the child, such as the health of parents, vice and heredity diseases, poverty, home environment, and other subjects. In addition, the committee will assume provisional guardianship of abandoned children, and of children whose home conditions are undesirable, and will supervise institutions or services engaged in child-welfare work. The committee is expected to formulate a bill for the protection of childhood, to be presented to Congress within two years; and, in cooperation with the department of education, to carry on a study of school hygiene as related to the physical and mental well-being of the child.

British Boys Study French Language

About 350,000 pupils in secondary schools of Great Britain are studying French, according to statement of Sir Aubrey Symonds, permanent secretary to the board of education. Most of these students, it is believed, are making a serious study of the language, and incidentally becoming acquainted with the customs and culture of the French people. In addition, about 100,000 pupils between 10 and 16 years of age, in the new modern senior and central schools—a development of the old-fashioned elementary schools—are enrolled in French classes. The opinion was expressed by Sir Aubrey that in schools and universities generally there is a growing appreciation of the need of modern language study. Naturally this is creating a demand for teachers of French and preferably those who have studied the French language and culture at first hand.

Many British students are attending the University of Paris. In 1927, in order to help these students come into immediate contact with French young people and to provide something of the personal help that is a feature of English educational methods, the British Institute of Paris was established, and located on land belonging to the university. Every university and university college in Great Britain is now aiding it financially. This, with private donations, brings the amount to more than £100,000. In cooperation with the Institute is the Collège de la Guild, which offers exceptional advantages in the way of lectures, library, clubrooms, and other facilities for orienting the English students in France, and making their period of study profitable.

The Official Flag of Alaska

Following a contest for an appropriate flag design for Alaska, conducted at the suggestion of the Governor of Alaska, by the American Legion in public, parochial, and native schools, the design shown above has been selected. The prize was won by Bennie Benson, aged 13 years, a seventh-grade Alaskan boy.

The act adopting the design for the flag stated that it was chosen because of its simplicity, originality, and symbolism. The flag presents a blue field, bordered on three sides with a narrow band of gold. In the upper right-hand corner appears Polaris—the North Star—and below it the constellation Ursa Major, with its two "pointers" indicating the North Star. The field of blue typifies one of our national colors, the evening sky, the sea, mountain lakes, and the wild flowers of Alaska; and the gold border, the wealth in Alaskan hills and streams. Polaris is the ever-constant guide of the explorer, hunter, trapper, woodsman, prospector, and surveyor—the northernmost star, which will some day take its place as the forty-ninth star in our national emblem.

Initial showing of the movietone entitled "Administrative Work of the Federal Government" was given on February 10, at the Washington Building, Washington, D. C. Dr. William John Cooper, United States Commissioner of Education, and two young junior high school students of Washington appeared in the film. It was seen by members of the staff of the Office of Education, teachers in schools of the city, and representatives from headquarters of the National Education Association. The production was the work of the Electric Research Products (Inc.) which is affiliated with the Western Electric Co.

Educational Progress in the State of Sao Paulo, Brazil

By FRANCES M. FERNALD

Assistant Specialist in Foreign Education, Office of Education

BASIC LAW of the State of Sao Paulo—one of the largest of the United States of Brazil—requires that instruction shall be placed within the reach of every child of school age. In attaining this high aim, Sao Paulo seems to have made better progress than the majority of her 21 sister States. Every five minutes the State spends for primary schooling a sum that is equivalent in our money to about $604. In 1929 the total expenditure for education in all grades, was about $7,310,428, an increase in five years of $3,020,790.

Enrollment in public primary schools jumped in two decades from 100,000 to nearly 400,000, and more than a school a day has been added to the State's resources during the past nine years. Private schools also increased in numbers and in influence during this period.

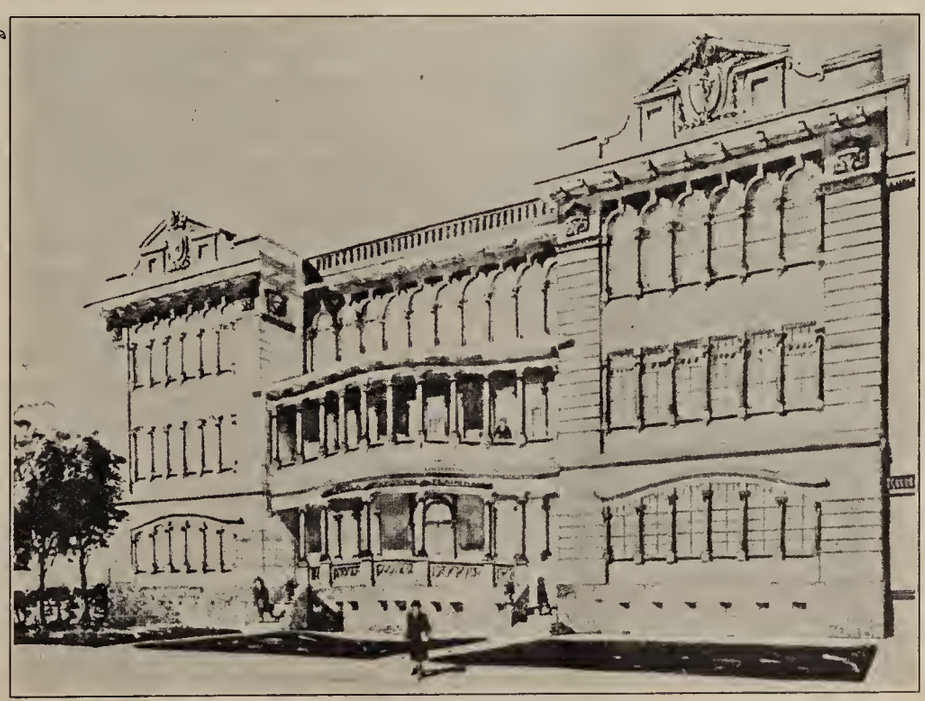
General, special, and district school inspectors are employed. They are directly responsible to the Directoria Geral da Instruccão Publica—corresponding to our Department of the Interior. All inspectors attend semiannual professional meetings, and they have assisted in raising the level of school work. Trained men and women who have had two years of experience in directing a large school, are eligible for appointment to positions as school inspectors.

In addition to meeting requirements as technical advisers to teachers, Sao Paulo inspectors, by salvaging material from abandoned schools, saved more than $66,442 in the cost of construction of 500 rural schools which were recently opened.

The plan of competitive bidding for school material is now in force, and better material than formerly is obtained at less than half the amount.

Sao Paulo planned to complete this year one of the best public schools of its kind in the western hemisphere, Escola Profissional "Carlos de Campos." It is a girls' vocational school, and is modeled on the best type of such schools in the Republic of Argentina. The school has two courses—one theoretical, general, and obligatory; the other technical, where a trade is chosen. The general course comprises Portuguese, civic education, arithmetic, geometry, professional design, applied plastic work, and home economics and care of the child.

Instruction for three years in this school is free to girls 12 years of age and over. Work is assigned to pupils in accordance with the degree of skill attained, and always with the educational aim in view. One-half the amount received through sale of the work of pupils is kept in the State Savings Bank until the pupil who earned it is graduated, when the entire sum is presented with her diploma.



Escola Profissional Feminina, Carlos de Campos

New Books In Education

By MARTHA R. McCABE
Acting Librarian, Office of Education

ACHESON, EDNA LUCILE. The construction of junior church school curricula. New York, Teachers college, Columbia university, Bureau of publications, 1929. viii, 185 p. tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 331)

The subject of junior church school curricula is one concerning which there is but little material and for which there is a pressing demand, at least for the new type material. There is unusual activity at present in the field of religious investigations and an interest manifested in religious instruction in schools, both week-day and Sabbath schools. This has been caused, the author thinks, by the general concern felt in the morals of modern youth. With the assistance of educators like Kilpatrick, Charters, Bowers, and others, a curriculum of religious education has been formulated. An examination of recent texts of the junior high school level was made by the group mentioned, and five were selected for intensive study. The findings with comments are presented, and data are given for discovering junior needs from which inferences are presented as a guide in curriculum construction. The church school curriculum demands the same careful and scientific study that is given the public school curriculum, in order to adapt it to the needs of modern youth,

CASWELL, HOLLIS LELAND. City school surveys; an interpretation and appraisal. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vi, 130 p. tables, diagrs. (part fold.) 8°. (Teachers college, Columbia university. Contributions to education, no. 358)

This book discusses the development of the survey movement with reference to city school surveys only, omitting from the study State surveys and surveys of higher education as well as nation-wide surveys in special fields of activity. Information is presented as to survey issues of importance—the agencies, cost, payment, tabulation of results, etc. Results of surveys of 73 city school systems are given. A list of city school surveys since 1910 is given in the appendix, with the name of the director, year of survey, agency, and scope of the survey.

CLOPPER, EDWARD N. Society and the child. Boston, Richard G. Badger, publisher, The Gorham press, 1929. 208 p. 8°.

This book presents the principles of child care as distinguished from the practice of child care, or the applied phase of the subject. Lack of material on the theoretical side has caused the author to undertake this study. His statement that a principle is a basic fact, a fundamental truth, is accompanied with the basic facts underlying child care in all of its aspects, which forms the thesis of the book. The investigation involves a consideration of social safety, the family, the status of children, their dependency, neglect and abuse, illegitimacy, juvenile delinquency, child labor, etc.

DYDE, W. F. Public secondary education in Canada. New York city, Bureau of publications, Teachers college, Columbia university, 1929. ix, 263 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 345)

The purpose of this book is to bring out the important characteristics of public secondary education in Canada, with a description of the principal facts upon which they are based, and the important problems revealed as a result. His conclusions are summarized in three points: (1) centralized control of provincial systems of education; (2) the secondary school system is developing under pioneer conditions of life; (3) secondary education is in process of democratization. For comparative purposes chapters dealing with the articulation with elementary schools and with higher schools, the training of high-school teachers and principals, and the curricula are especially significant.

HARRINGTON, HAROLD L. Program making for junior high schools. New York, The Macmillan company, 1930. vii, 174 p. tables, diagrs. 12°.

The scope of the study is limited to the junior high schools of Detroit, Mich. As literature bearing on this phase of the subject is meager, an attempt has been made to furnish material for both experienced and inexperienced administrators with practical methods for constructing programs. The subject is discussed in its bearings toward the student body, the physical equipment, teaching staff, organization of recitation sections, administration and control, construction of the program, adjustments after construction, and organization of the lunch-room period. Typical programs are furnished, and a summary of the instructions in the process to be used.

KNOWLTON, DANIEL C. *and* TILTON, J. WARREN. Motion pictures in history teaching. A study of the Chronicles of America photoplays as an aid in seventh-grade instruction. Published for the Department of education, Yale university. New Haven, Yale university press, 1929. x, 182 p. illus., front., tables. 8°.

The department of education at Yale university conducted an experiment over a period of six months to discover the value of motion pictures in teaching. Ten photoplays based on chapters in early American history were selected from the Yale Chronicles of America photoplays for the experiment, which was to discover their value as an aid to history teaching in junior high school classes. The plays selected were: Jamestown, The Puritans, Peter Stuyvesant, The Gateway to the West, Wolfe and Montcalm, The Eve of the Revolution, The Declaration of Independence, Yorktown, and Vincennes. The purpose of the survey was to find out how much, if any, additional interest was created in the subject of history by this method; how much it contributed to the learning of fundamentals; how much it enriched the course, and to what extent it helped the students in retention. The pupils were tested five times during the experiment, the tests being given in this volume. The authors have recorded the details of the experiment, and their findings.

LEE, PORTER R. *and* KENWORTHY, MARION E. Mental hygiene and social work ... with the collaboration of Sarah Ivins, Eleanor Neustaedter, Jeanette Honsberger, Jeanette Regensburg. New York, Division of publications, The Commonwealth fund, 1929. xi, 309 p. tables, diagrs. 8°.

The Bureau of children's guidance was established by the New York school of social work as a part of the Commonwealth fund program for the prevention of delinquency. The especial function of the bureau is to conduct a child-guidance clinic for the study and treatment of problem children, and to train social workers for psychiatric social work. The report presented is a descriptive account of the work of the bureau as a center for such work. As a part of child guidance, the association and the contact of parent and child and their attitudes are studied, and the results described. The educational program and courses for training in psychiatric social work are also described at length.

MCGUFFEY, VERNE. Differences in the activities of teachers in rural one-teacher schools, and of grade teachers in cities. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vii, 65 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 346.)

This investigation undertakes to discover just what the differences are, if any, in these two groups of teachers; their nature and their significance; and what differentiation of training is necessary. Attention is called to the fact that there are still more than 160,000 one-teacher schools in existence, and the number is decreasing but slowly. The facts and the nature of the differences between rural and urban teachers are given in tabulated form, and show a wide difference in a large number of items. Suggestions for training prospective teachers of one-teacher schools in the knowledge and skills involved in a selected number of topics are offered. The study indicates that teachers trained for the city school will not succeed in the rural school.

STURTEVANT, SARAH M. *and* STRANG, RUTH. A personnel study of deans of girls in high schools. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vii, 150 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 393.)

The status and the duties of deans of women in other types of institutions have been investigated and the findings published by Teachers college in two previous volumes, namely, Deans of women in colleges and universities, by Jane L. Jones; and Deans of women in teachers colleges and normal schools, by the authors of this study. One hundred deans were selected for this study, to illustrate the best practice in the country, and their activities, duties, salaries, training, and experience were carefully investigated. The results of the study are presented in a practical manner in this volume.

U. S. GOVERNMENT PRINTING OFFICE: 1930

DEVELOPING AN ENRICHED CURRICULUM IN HIGH SCHOOLS

IT IS DIFFICULT to sympathize with the terror which seems to possess some of the critics of the high school who look for its dissolution because of the variety of subjects of instruction which it provides. We live in an age when an effort is being made to intellectualize every kind of undertaking. What used to be bookkeeping has expanded under the conditions of modern business into the profession of accounting. Various forms of engineering have appeared in the list of professions because each requires long and arduous preparation as a prerequisite of success. Industry is in the hands of trained engineers. We might go on citing examples which show that high grades of intelligence and superior training are required in a hundred positions in society where formerly the professions were only three in number. How can anyone contemplate this expansion of intellectual interests in society without recognizing that the schools also must expand? The experiment of developing an enriched curriculum can not, of course, be brought to complete success in a day, but the experiment must go forward. In some way or other the breadth of training must correspond to legitimate modern demands.

CHARLES H. JUDD.

Education Demands the Best Brains

CAN WE NOW get the kind of men we want to go into education? Since no university can answer this question in the affirmative, it can derive little satisfaction from the thought that its salaries are as low as those of neighboring institutions. And the expression of satisfaction does positive damage in leading the public to think that this matter has been settled. It will never be settled until America is willing to pay enough to induce its best brains to go into the education of its offspring and stay there. It will never be settled until professional salaries are such as to make scholarship respected in the United States.

—William James Hutchins.

SCHOOL LIFE

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1930

TWO-ROOM RURAL SCHOOL IN PICTURESQUE HAWAIIAN SETTING

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR - - - - - *Commissioner of Education,* WILLIAM JOHN COOPER

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Education Moves Forward with Increasing Rapidity

In a Brief World-Wide Survey of Education, Comprising Recent Educational Achievements in Many Countries, Universal Craving for a High Type of National Culture is Apparent, and Serious Efforts Everywhere Are Made to Meet the Need

By WILLIAM JOHN COOPER
United States Commissioner of Education

SHORTLY after the close of the Great War and the failure of treaty makers to put into effect any plan at all adequate to make real the idealism so ably voiced during the conflict by President Wilson, Mr. H. G. Wells by tongue and pen endeavored to convince the thinkers of the world that our present-day civilization presented a race between disaster and education. "The present system," he said, "unless it can develop a better intelligence and a better heart, is manifestly destined to foster fresh wars and to continue wasting what is left of the substance of mankind, until absolute social disaster overtakes us."

A New Social Order Since the World War

A decade has passed. Many of the influential men who sat at Versailles have joined those hapless millions who paid the high price on Flanders fields, or who, broken in fortune, in body, in mind, or in spirit, have now passed from their sufferings. In spite of tremendous war costs and accumulated debts, the decade has been one of the most significant in the history of the world. Certainly none has been more dynamic. Religious concepts established for centuries have been challenged. Social institutions considered basic to modern society have been undermined. Economic structures considered essential to civilization itself show signs of decay. Governments have been revolutionized and properly constituted law openly defied. Painstaking laboratory research into the nature of the atom, the photo-electric cell, and the basic cell of living tissue has made great progress, and discoveries any day may force radical changes in our thinking and in our ways of living. Where is education? Is it also dynamic or is it lagging? Is the race to end in disaster or can education develop "a better intelligence and a better heart"?

Changes in Slow-Moving Asia

Let us look first at Asia, cradle of mankind, forbear of civilization, home of more than half the population of the globe. The India Act of 1919, which became effective in 1921, set up for the Government of India a dyarchy with division of powers between the Central Government and some 15 provincial governments. One of the functions of the latter is education, which took high rank in the light of His Majesty's announcement that Parliament would encourage India to become a self-governing dominion of the Empire. Here, face to face with the difficulties of democratic government, is a population more than double that of the United States, occupying about 60 per cent as much territory, with poorly developed transportation facilities. It is bound by tradition, cursed by a caste system, and over 92 per cent illiterate. Surely India presents the greatest challenge to education. And yet promising progress has been made. The last official report, issued by the India Office in January, 1929, says:

> During 1925–26 there was an exceptionally large increase in the number of scholars under instruction throughout India. The number of recognized institutions increased by over 9,300 during that year and the number of scholars by over 690,000. There was also a rise in the number of scholars reading in professional colleges. * * * The rise of 0.5 per cent in the percentage for males was the largest increase recorded in any one year during the last 10 years, and though this percentage is still far from satisfactory it compares very favorably with the figure for 10 years ago, which was only 4.7. Unfortunately, the percentage for females is rising very slowly. It was 0.9 in 1916, and after 10 years it has risen to only 1.3."

If, however, we keep in mind the centuries-old prejudice against female education, we can rejoice that the enrollment gains reported for the last 5-year period have nearly equaled those of the previous 10 and that the number of women preparing to teach is increasing rapidly. Although the total expenditure for education measured in terms of American money seems small—about $75,000,000 for 1926–27—yet we must remember that this is approximately double the annual expenditure of some five years earlier. Even on this most difficult battle line education moves forward.

Educational Changes in China

To the north and east of India lies that other ancient civilization, China. Here live approximately one-fourth of the entire population of the world, and a decade ago 80 per cent of these people were illiterate. Education has won two major battles on this front. I speak first of the so-called "literary revolution," under the leadership of Professor Hu Shih, whose slogan was, "No dead language can produce living literature." As a result of this revolution China is developing a great literature in Pei-hua, the language spoken by more than three-fourths of the Chinese people. To-day newspapers and periodicals, together

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with many books in the vernacular, constitute a great unifying force. The older language, Wen-li, in which the great classics are written and in which the examinations for government service have been held, required a lifetime for its mastery. This resulted in the development of a scholarly class, held in high regard by the Chinese people, and an inevitably high percentage of illiteracy.

The second movement seems to have had its origin behind the lines in France, where nearly 200,000 Chinese laborers were employed. A Chinese scholar, fresh from his courses in Yale University, was assigned to work with his fellow countrymen in an effort to keep them better satisfied and to reduce, if possible, the terrible homesickness which was afflicting them. This American-educated Chinese, Mr. Y. C. James Yen and his associates undertook to make literate this mass of coolies. From their experiments has developed "the foundation characters," a list of some 1,000 of the most commonly used elements in Pei-hua. A series of four textbooks based upon this vocabulary has been prepared. Each contains 24 lessons involving 10 or 11 characters. Each lesson has three parts—a picture to arouse interest, a reading exercise in the character based upon the picture, and new characters for advance study. And out of this effort has developed the "mass education movement" with a method of teaching illiterates in classes of from 100 to 200 persons. Approximately 6,000,000 students between the ages of 16 and 30 are now enrolled under 120,000 volunteer teachers. The goal set by these altruists is to make literate at least 100,000,000 people. In China, too, education moves forward and in big strides.

Changes in Land Formerly the Russian Empire

To the north lies the land of "The bear that walks like a man," formerly known to American school children as the Russian Empire, embracing in 1914 one-sixth of the area of the earth and a population of over 180,000,000. To-day approximately 140,000,000 of these people are banded together in a federation known as "The Union of Socialist Soviet Republics," claiming (1926–27) in all schools of elementary and secondary grade nearly 11,000,000 pupils, as against some 7,000,000 in schools of the larger Imperial State. In addition to these, more than 8,000,000 adults were reported as attending school, and over 1,000,000 more were enrolled in 27,000 societies for home study. The census of 1920 showed an average of 465 literates in each 1,000 of population. Six years later the ratio was 567 per 1,000, a gain of nearly 25 per cent. In spite of our feeling that it is a grievous error to use the schools to make of each pupil "a stalwart and healthy proletarian, a class and a revolutionary fighter, a scientifically conscious and organized builder of the new Socialist State," yet we must count the opening of school doors to children of all classes, the wide introduction of laboratory methods, and greater pupil participation in the government of schools as, in the long run, all gains for democracy. Therefore, education moves forward in Russia.

Turkey's Desire for Complete Literacy

Although other nations have made almost unbelievable progress in leavening the mass, the real educational miracle has been performed in Turkey. An oriental people, which, for over four centuries, had occupied the very cradle of European culture, found itself at the close of the Great War with a population of approximately 14,000,000, some 75 per cent of whom were illiterate. Presently it, too, threw off the monarchical yoke and confronted its new leaders with the situation so ably phrased over a century ago by Jefferson, who wrote to his friend, Colonel Yancey: "If a nation expects to be ignorant and free in a state of civilization, it expects what never was and never will be." The President of the infant Republic, Mustapha Kemal Pasha, realized that illiteracy in Turkey presented an exceptionally difficult problem, due to the fact that the Turkish language was recorded in an Arabic alphabet of 482 characters. The small percentage of the population which could afford schooling spent far more time in learning Turkish than children of equal ability spent in learning any of the western languages. Foreigners, who had lived for years in Turkey and who spoke Turkish fluently, were unable to learn to read and write the language. Educated young Turks also found it difficult to learn languages written in the Roman alphabet.

The progressive President appointed a commission which, in 1928, reported to him a plan for writing Turkish in a Latinized alphabet of only 29 characters. Kemal Pasha first mastered the new writing himself, and then grasped every occasion to promote it. During a speech he frequently called illiterate peasants to the lecture platform, and he taught them, within 10 or 15 minutes, to read and write their own names. On November 1, 1928, the Grand National Assembly passed a law adopting the new alphabet. Within 30 days it became effective for newspapers, and for documents and records of other types on later dates. Penalties are prescribed if, on and after June 1, 1930, all records and documents in Turkey are not kept according to the new system. After seven years of hard work a new Latinized Turanian alphabet will replace Arabic for some 30,000,000 Asiatic peoples belonging to the Soviet Union. In no other nation has an effort to change, within a short period, a fundamental habit of the educated class met with such success as has this movement in Turkey.

Courses Adapted to Literates and to Illiterates

In addition, rapid progress has been made on a nation-wide scale in the elimination of illiteracy. To promote these ends the Government aids financially two courses for adults—(1) a two months' course for those who know how to read and write the old Turkish or a foreign language, and (2) a four months' course for those who are entirely illiterate. These classes meet twice a week, those for women in the afternoon and those for men in the evening. All Turkish citizens, male and female, between the ages of 16 and 40, who have not already passed an examination in the new alphabet must attend these classes or be subjected to penalty. In Constantinople alone, last year, more than 200,000 persons were reported as attending such classes. Truly, education moves—even vaults forward here!

In Africa, with a population about equal to that of the United States, statistics are available for only about one-sixth of the population—that of Egypt more than 90 per cent illiterate and that of the Union of South Africa, with a large native (Bantu) population, also more than 90 per cent illiterate. The policy of Britain toward its colonies and mandates is not to attempt to model black men after the fashion of civilized Britons. English teachers going to African colonies must first master the native language. Savage cults change slowly, and very slowly indeed are tribal habits and customs changed. But a consistent policy of fitting these tribes into a place in the world economy is gradually developing.

Latin America Making Great Progress in Education

In Latin America expenditures for education are taking high rank in the national budgets of Argentina, Chile, and Uruguay. Brazil reports increased enrollment in primary schools and a promising beginning in adult education. A delegation of Brazilian educators is now visiting the United States to study our schools.

In Mexico, our neighbor, the outlook is bright. The Secretariat of Public Instruction, reestablished in 1921, has a department of rural schools and indigenous culture. Under the leadership of Dr. Moises Saenz, rural schools and cultural missions have been established in 11 States at the expense of the Federal Government. Within the period 1924–1927 a threefold increase was made in the number of schools, teachers, and pupils, and an increase of 100 per cent in school expenditure. For each cultural mission there is a prin-

cipal teacher, who handles the formal school work; a teacher of physical education and games; a teacher of agriculture and animal husbandry; a teacher of minor industries; and a social worker, who teaches home making and child care and assists the community to organize and attack its local problems. In the last three years of the primary-school course each pupil enrolled is expected to teach one illiterate child to read and write. Certainly education moves forward in Mexico!

Marvelous Cultural Changes in Western Europe

But in western Europe, whence came the ancestors of our own people and also most of our own educational program, marvelous changes are coming to pass. The general trend toward republican institutions has brought these countries face to face with the incongruity of school systems which educate for positions of leadership only a small percentage of the population—selected on the basis of birth and wealth—and put the rest of them through an entirely different system. In Germany, where the aristocratic type of educational program had been most highly perfected, there has been rapid growth of the so-called *einheit-schule* since the close of the war.

Constitutions of the new Republics safeguard the rights of women and children. Compulsory education laws have been enacted and enforcement of them improved. Great interest is manifested in the so-called "activity school." France, in 1923, by decrees, revised its elementary curriculum, eliminating much memory work. Italy in the same year made kindergartens an essential part of elementary education, began experiments with a unified kindergarten primary unit, and authorized a 3-year course for teachers in these schools.

The progress of adult education of cultural type, especially in Great Britain, is well known in America. Yet I would call attention to the splendid success of the radio in this field—both in England, where a journal containing outlines of lectures broadcast, accompanied by diagrams and other illustrations, enjoys a large news-stand sale, and in Austria, where a similar publication, Wien, is a good seller. Even in torn and bleeding Europe education moves forward!

Is America Setting the Pace in Education?

The opinion was expressed recently by a leading authority on comparative education that the outstanding movement in the educational world during the next generation would be the effort on the part of other nations of the world to remake their school systems after the American model. Should this prophecy become reality, whether education moves forward or not, depends very largely upon what we do in this country. It is pertinent, then, to give particular attention to whither we are headed. The trend most discussed in lay circles is the increased expenditure for education. This item increased from $1,036,151,209 in 1920 to $2,184,847,200 in 1928. We have not always done our full duty in explaining to the few who resent the growing percentage which it constitutes of the total public revenues that school taxes must cover not only the shrinking of the dollar and increased school services, in common with other public revenues, but they must include markedly increased school attendance and improved teaching service.

The rapid increase in enrollment in our secondary schools and in collegiate institutions must challenge the attention of the world. In 1928, 28.4 per cent of the 14, 15, 16, and 17 year old group was in school. By 1928 figures reported to the Federal Office of Education indicated that more than 53 per cent of the eligible age group was in school. It is safe to say that figures for the close of school this year will reveal that within one decade the number of adolescents in American secondary schools has doubled. In colleges the situation is similar. In the college year 1920 more than 462,000 students were enrolled; in 1928 there were some 400,000 more, making it safe to predict that when the figures for 1930 are received we shall discover that enrollment in our colleges has doubled within a decade. These figures do not include some 40,000 students in nearly 400 junior colleges, most of which are less than 10 years old.

A Time When All Procedure is Challenged

Collegiate and professional education is rapidly shifting from Old World tradition to New World conditions. Experiments are under way in the oldest and heretofore most conservative institutions. Some college faculties are critically examining their own procedures, all are studying their teaching techniques, and many are challenging the very foundations of their curricula. Professional education is under careful scrutiny. Normal schools—borrowed from the Old World to inculcate vocational skill—are giving way before a professionalized institution known as the American teachers' college. Short cuts to the practice of most of the other professions are disappearing. Medical education has attained high standing; legal education is striving to approach it; engineering education manifests much unrest and some dissatisfaction with the lack of liberal culture in the old course; nursing, pharmacy, and other professions more or less related to medicine are constructively studying their problems.

The public-school system itself manifests an activity which presages rapid changes within the near future. In administration there is a marked trend toward formulating policies in council which involves all groups, including classroom teachers. Principals, generally, have shown a professional activity not witnessed in any other period of educational history, and American elementary-school principals have formed a strong, compact organization for research into their own problems, which has accomplished one of the most significant educational transformations of the decade. Supervision is now recognized as a proper field for expert study, as witnessed by this association giving over its eighth yearbook to a survey of this aspect of education.

Widespread Interest in Curriculum Studies

More significant, in view of the increased enrollment and the longer school year, are studies in the curriculum in all parts of our country. This work is reflected in yearbooks, teachers' institute programs, university catalogues, in texts coming from the presses of our schoolbook makers, and in the work of experimental schools.

The junior high school, constituting the one distinctively American unit in our educational system, has also expanded with great rapidity during this decade, and now enrolls almost 50 per cent of the entire eligible group. Its curriculum, especially adapted to early adolescents, is rapidly taking shape, and the program of activities presages better preparation for adult citizenship.

Widespread interest is manifest in a program of extracurricular activities in all schools, but especially in schools on the secondary level. This is evidenced by a rapidly developing literature on the subject. Many educators welcome the new program as rich in possibilities for civic and avocational education; others fear "fads," "frills," and "soft pedagogy." All in all, the attitude is favorable, and this field offers ample opportunity for types of experimentation closed to the regular curriculum.

The adult education program is rapidly expanding. One State reported recently more adults enrolled in a year in afternoon and evening classes than the number of adolescents enrolled in all four high-school grades. This movement is marked by renewed earnestness on the part of those who would banish illiteracy forever from our country and by pioneers who see the need of enriching life if it is to stand successfully the strains of increasing leisure time.

Science Assists in Projecting Education

Not least noteworthy among these evidences that American education moves ahead are efforts of schoolmen to adapt new tools to their use. Yale University has expended large sums of money in

(Continued on p. 154)

William Torrey Harris, United States Commissioner of Education, 1889 to 1906

An Appreciation of His Achievements as an Educator and a Philosopher. A Large Work Was Accomplished During His Administration in Foreign and Comparative Studies in Education

By HENRY RIDGELY EVANS

Acting Editor, Office of Education

LA ROCHEFOUCAULD says that no man is a hero to his valet. A man may not be a hero to his valet, but he very frequently is to his private secretary, as witness the magnificent tribute to Lincoln by his secretaries, Nicolay and Hay, in their biography of the famous emancipator.

It was my great good fortune in the year 1889 to become private secretary to Dr. William T. Harris, educator and philosopher, who for 17 years presided over the destinies of the Bureau of Education, now the Office of Education, of the United States Department of the Interior.

Personal Contact with a Master Mind

Doctor Harris had recently returned from France, where he had represented the bureau at the Paris Exposition. President Harrison had appointed him Commissioner of Education of the United States, which position he held until the year 1906. By a lucky turn of Fortune's wheel I served Doctor Harris as private secretary for three years. He frequently invited me to his home on Columbia Heights, Washington, D. C., to meet such men as F. B. Sanborn, Denton J. Snider, Henry C. Brockmeyer, and Thomas Davidson. On these memorable occasions I heard some very illuminating discussions on philosophy, ethics, religion, art, and sociology. Brockmeyer, erstwhile Lieutenant Governor of Missouri, was a student of Kant and Hegel. He was the author of Letters on Faust. Snider's commentaries on Shakespeare's plays had given him a world-wide reputation. Davidson was an authority on ancient Greek life and philosophy. His clashes with Doctor Harris over Aristotle and Aquinas were worth going miles to hear. Truly were these men intellectual giants. I profited much by these symposiums. It was like sitting at the feet of Plato to hear Doctor Harris discourse on "divine philosophy."

A Man of Massive Physique

Plato was so named, it is said, because of his broad shoulders. Who can forget the magnificent breadth of Doctor Harris's shoulders? In the lobby of the bureau, on the second floor, was a bust of Plato. I once called Doctor Harris's attention to the resemblance between himself and the plaster-of-Paris replica of the Grecian sage.

"Although that cast is labeled 'Plato,'" he answered, "I am not so certain about its being an authentic portrait. I have seen the original marble in the Louvre, at Paris. Archeologists differ in opinion about it. Some say that it is a bust of Bacchus!"

"Hardly that," I expostulated, somewhat chagrined.

He laughed heartily, like a big school boy, slapped me on the back, and begged me not to take the matter too seriously.

A more kindly hearted man never lived than Doctor Harris. He was charity personified. No case of want or suffering that came to his attention was ever passed unnoticed. His life was characterized by simplicity and goodness of heart. As Ben Blewett has well said of him: "He was a lover of his fellow men, and especially delighted in stimulating to their highest capacity those associated with him in companionship or work." No matter how busy he might be with the routine duties of the office, he was ever ready to lay down his work to listen patiently to anyone who might call upon him for aid, financial or intellectual. He did not know the meaning of the word "envy," but scattered everywhere his largesses of knowledge. The Bureau of Education became the Mecca of aspirants to philosophical fame. Like Carlyle, his idea was "to produce, to produce."

Doctor Harris when Superintendent of Schools

He said to me one day: "If you have any thoughts to give to the world which you consider of value, get them printed; disseminate them. My own plan of doing this, when I was unknown to the reading world, was to get my essays published, no matter how obscure the journal in which they appeared. I asked no compensation for them, other than a few hundred reprints, which I scattered among those interested in education, art, and philosophy. Before long authors were sending me their own lucubrations. By such means I established associations and came into touch with thinking men the world over."

Ancestry of Doctor Harris

William Torrey Harris was born at North Killingly, Conn., on September 10, 1835. He was the son of William and Zilpah (Torrey) Harris. His father was a farmer in comfortable circumstances. His colonial paternal ancestor was Thomas Harris, who, in 1630, sailed from Bristol, England, with Roger Williams in the good ship *Lyon*, landed at Salem, Mass., and in 1637 settled at Providence, R. I. The maternal grandparents of Doctor Harris were William and Zilpah (Davidson) Torrey, the former a descendant of William Torrey, a native of Combe St. Nicholas, Somersetshire, England, who emigrated in 1640, settled at Weymouth, Mass., became "captain of the Trainband," and was a member of the committee to examine Eliot's Bible.

Doctor Harris received his preparatory training at Woodstock (Conn.) Academy and Phillips Academy, Andover, Mass. He entered Yale College in the class of 1858, but after spending two and a half years at that seat of learning he removed in 1857 to St. Louis, Mo., where he began his professional career as a teacher of shorthand. In 1858 he became an assistant teacher in the public schools of St. Louis, rising eventually to superintendent of city schools, holding the latter position from 1867 to 1880.

In 1867 Doctor Harris founded the Journal of Speculative Philosophy, the first attempt of its kind in America. Twenty-two volumes appeared, the last of which was published in 1893. Into this journal were poured the brilliant essays of

many noted men. Brockmeyer and others translated for it the best thoughts of the German metaphysicians. Those who possess a set of the Journal of Speculative Philosophy are indeed fortunate. Under the editorship of Doctor Harris it attracted the attention of great European thinkers. In the year 1879 Doctor Harris, Thomas Davidson, A. Bronson Alcott, Ralph Waldo Emerson, and F. B. Sanborn founded the Concord School of Philosophy, at Concord, Mass. What the members of this group sought in their discussions at Concord was not "an absolute unity of opinion, but a general agreement in the manner of viewing philosophic truth and applying it to the problems of life."

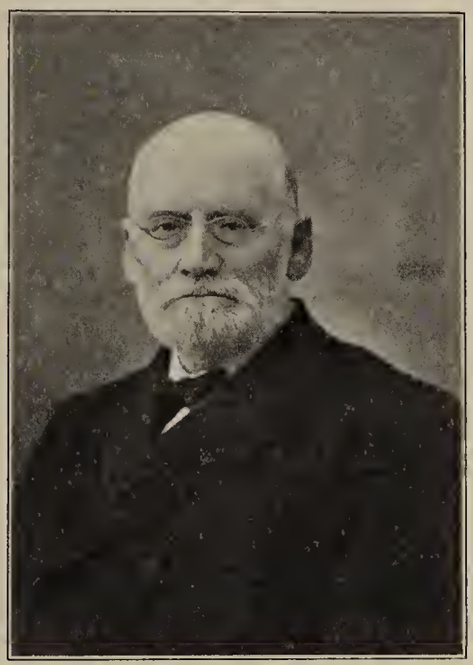
In the year 1880 Doctor Harris resigned from the St. Louis schools and devoted himself to lecturing on pedagogy and the pursuit of literature. In the year 1889 he became, as already stated, United States Commissioner of Education.

He Retires After 17 Years of Service

In 1906 he resigned from the Government service and retired to Providence, R. I., where he died on November 5, 1909. He was buried at Putnam Heights (North Killingly), Conn. On his monument is the following quotation from Goethe's Tribute to Plato: "A rare scholar whose life was zealously and untiringly devoted to philosophy and education. His relation to the world is that of a superior spirit. * * * All that he utters has reference to something complete, good, true, beautiful, whose furtherance he strives to promote in every bosom."

Doctor Harris left a widow, Sarah, daughter of James Bugbee, of Thompson, Conn., to whom he was married on December 27, 1858, and two children, Theodore and Edith Davidson Harris. The Carnegie Foundation for the Advancement of Teaching conferred upon him, "as the first man to whom such recognition for meritorious service is given, the highest retiring allowance which our rules will allow, an annual income of $3,000." Orders were conferred upon him by the French and Italian Governments, and many great universities of Europe and America gave him honorary degrees. The famous old University of Jena, where Fichte, Schelling, Hegel, and Oken held forth in philosophy and Schiller lectured in history, conferred upon him the degree of doctor of philosophy in 1899. In 1894 he received from the King of Italy the chivalric decoration of commander of the Order of Mauritius and Lazarus. The French Government in 1878 conferred upon him the honorary title of officer of the academy, and in 1889 the title of officer of public instruction.

"In personal contact," says a writer in the National Cyclopedia of American Biography, "Doctor Harris was a perpetual flood and flow of light by tongue and pen. He was the indefatigable torchbearer of high philosophy and was forever lighting up those four great watchtowers, Kant, Hegel, Aristotle, and Plato, holding their importance in the order named." He was the author of The Spiritual Sense of Dante's Divina Commedia (1889); Introduction to the Study of Philosophy (1889); Hegel's Logic (1890); Psychologic Foundations of Education (1898); chapters on the Philosophy of A. Bronson Alcott, in Sanborn's Memoir of Alcott (1893); and of many brochures on art, education, and philosophy. He was the editor-in-chief of Webster's International Dictionary; also the editor of Appleton's International Education Series.



Doctor Harris when Commissioner of Education

"He was," says Fitzpatrick, "deeply religious in spirit, what might be termed intellectually a Christian. He seemed to have approached religion from the intellectual side, and not from the side of faith. He was fond of showing how certain dogmas of the Christian world, usually accepted through faith, were to him intellectually demonstrated."

Doctor Harris's most notable contribution to philosophy was his Hegel's Logic, written for Grigg's philosophical classics. The keynote of his insight is the doctrine of "self-activity." In his essay on Emerson he says:

> Plato may stand for the philosophic seer of all time—Plato or Aristotle, it makes little difference which; for Aristotle reaffirms the same doctrine, and proceeds to show in detail the explanation of nature and man, as the revelation of divine reason. That the ultimate presupposition of all science is a personal first cause or absolute reason is evident to the philosopher who has learned to think in the school of Plato and Aristotle, or in the schools of their greatest followers; it is seen to be implied in the fact that the One from whence all proceeds is necessarily self-active and self-determined. Even if it is called *water*, or *air*, or *matter* as first principle, it must be *causa sui*. All things are to be explained as produced by its activity, and as growing or perishing through it. The self-determined is both subject and object of its activity, and this must be identified as mind—or has been thus identified by the thinkers mentioned who follow Aristotle or Plato.

The Universe Not Self-Created

Doctor Harris did not enunciate any new principle in philosophy, but, like Plato and Aristotle, laid emphasis on the doctrine of *self-activity*. To anyone who thinks with any degree of profundity, it is an axiom that the "self-active" and the "self-determined" are akin to mind and will. All the material forces of nature are moved by the impact of other forces, and so on ad infinitum. Only a self-activity can start an initial movement when everything is reduced to a state of complete equilibrium. The orderly evolution of the universe from chaos is the product of intelligence or mind. "God geometrizes," says Plato. Man did not invent mathematics; he discovered it in the very essence of things. Doctor Harris was continually hammering at the iron heated in the furnace of self-activity, for he saw with clear vision that anyone who possesses an insight into this fundamental principle of philosophy has reached the very bedrock of thinking.

Doctor Harris's philosophy of pedagogy is to be explained by this doctrine of the "self-active." The universe is not directed by "a blind, unconscious force," but by divine reason, mind.

> A spiritual first principle makes mind the source of the universe and the explanation of nature and history. Mind is consciousness, personality, will, intellect, love. In the absolute personality, intellect and will and love are one, because each in its perfection is all. The absolute self-knowledge which makes of itself an object thereby creates, or is, absolute will. But its self-made object is also one with it by love and recognition. Hence Plato called his first principle the good, inasmuch as he wished to indicate that it is a will in accordance with reason, and not a blind will, such as Schopenhauer sets up and Buddhism presupposes. Plato's God creates the world as "like himself as possible," for "no goodness can have envy of anything." Hence nature must be a revelation of infinite goodness, and man must have a divine origin and a divine destiny.

Man is Self-Determining, Immortal, and Free

Doctor Harris's scheme of pedagogy becomes luminous after reading the foregoing. Man is indeed a self-active entity, the master of his own fate, and not the idle sport of chance, called into being by "a fortuitous collocation of atoms." "All below man," he says in his Philosophy in Outline, "pass away and do not retain individuality. Man is self-determining as an individual, and hence includes his own development within himself as an individual, and hence is immortal and free." Education should endeavor to prepare him to understand the view of the world entertained by his civilization; to put him into possession of the wisdom of the race; to cultivate character, spirituality, and the social ideal; it should not consist merely in taking care of the body

and in the performance of the lower social functions—the preparation of food, clothing, and shelter—though these are of importance in the general rounding out of man. With Herbert Spencer's pantheistic philosophy Doctor Harris had little patience, and still less with the great agnostic's educational theories.

Doctor Harris was an omnivorous reader. Of Goethe's Wilhelm Meister he said: "I endeavor to reread Wilhelm Meister every year, and always find it more suggestive than before. It has increased my practical power tenfold." Carlyle's The French Revolution and Frederick the Great he pronounced the "greatest epic poems since Homer's Iliad." He was a devoted admirer of Sir Walter Scott's novels, but he proclaimed Victor Hugo's Les Miserables the greatest work of fiction of the nineteenth century—perhaps of any century.

Other Literary Work

It is interesting to note that just before he died Doctor Harris was putting the finishing touches to a book on Courses of Study, the manuscript of which he loaned to a friend, who lost it on a railroad train. In his literary work he never let anything go out of his hands without, as he expressed it, "letting it soak." He polished it continually. This perhaps accounts for the fact of his producing but few books, though his pamphlet literature is legion. One of his most inspiring works is The Spiritual Sense of Dante's Divina Commedia. He says, "Of all the great world poems, unquestionably Dante's Divina Commedia may be justly claimed to have a spiritual sense, for it possesses a philosophic system and admits of allegorical interpretation. It is par excellence the religious poem of the world."

In The Chatauquan, during 1881–82, Doctor Harris published his masterly treatise on Christianity in Art, which is a discussion of "the nature of art and its five special forms—architecture, sculpture, painting, music, and poetry. He intended to issue the foregoing in book form, handsomely illustrated, but never could find the time to re-edit and prepare the material for the press.

He Possessed Strength of Body and of Mind

Doctor Harris worked like the proverbial steam engine, day and night. His splendid physique enabled him to stand a strain that would have killed most men long before the allotted span. He slept comparatively little. I frequently dined at his home, and have seen him carry some abstruse volume to the table. His food lay almost untouched before him, he simply nibbled at it, so absorbed was he in the book. He died leaving the world richer by his having lived.

Doctor Harris was a man of almost encyclopedic knowledge, and under his leadership the Bureau of Education acquired a prestige among educators and philosophers in America and Europe that it had never before known; it was largely "the lengthened shadow of a man." To quote from the brochure on the bureau by Darrell H. Smith:[1]

"The 17 years of his commissionership reveal an intellect that won wide admiration, an inspirational leadership of undoubted value, aims and ideals of the highest type. But it is the individual who stands out, and not the organization. Doctor Harris takes rank to-day as one of the Nation's great educational leaders, but his abilities did not extend to the management of administrative machinery."

Doctor Harris's conception of the purpose of the bureau is thus summed up by him:

> The legitimate function of the Bureau of Education is the collection and distribution of educational information. Each place should know the fruits of experience in all other places. A national bureau should not merely collect the statistics of education in the several States, but should also study the systems established by the various nations of Europe and Asia. Doubtless each nation has devised some kind of discipline, some course of study, which will train the children of its schools into habits in harmony with its laws. An investigation of these features in view of the obvious demands of the governmental forms will furnish us with a science of comparative pedagogy. (Annual Report of the Commissioner, 1888–89, Vol. I, p. xix.)

Evaluation of European Systems of Education

It was under Doctor Harris's administration that European systems of education were thoroughly and systematically studied and evaluated, not only from a historical, but from a practical standpoint. In his first annual report, 1888–89, he presented a comparative study of the educational systems of the United States, Germany, France, Italy, and Spain, illustrated with statistical graphs. From that period to the present time the administrative changes and pedagogical movements in foreign countries have been stressed in publications of the bureau. To a certain extent this information had been given in reports of Doctor Harris's predecessors, but it was not presented in such elaborate and analytical form.

Doctor Harris's introductions to his annual reports were distinguished by rare pedagogical insight and were appreciated by schoolmen. He also put the statistics of the bureau on a thoroughly scientific basis, for he was expert in that field, and held frequent conferences with men noted as specialists in statistics, such as, for example, Carroll D. Wright, who at that time was Commissioner of Labor of the United States.

The appropriation for salaries during the administration of Doctor Harris increased from $45,420 in 1899 to $53,140 for 1906. In 1902 the salary of the commissioner was raised from $3,000 to $3,500. It might have been more, but Doctor Harris had a natural antipathy to asking Congress for funds, and this antipathy put him out of touch with the Appropriations Committee of the House when it came to the question of the general expansion of the bureau. He was preeminently the scholar, the philosopher of education, and did not care overmuch for the administrative details of office. Doctor Harris carried on a large correspondence with leaders of educational and philosophical thought in this and foreign countries and was most active in contributing to pedagogical journals. A complete bibliography of his writings is contained in the Annual Report of the Commissioner of Education, 1907, Volume I, pages 37–72.

The most comprehensive evaluation of the intellectual labors of Doctor Harris is contained in William T. Harris: A Critical Study of His Educational and Related

[1] The Bureau of Education, etc., by D. H. Smith, Baltimore, Md., Johns Hopkins Press, 1923. p. 15.

Former home of Office of Education, Eighth and G Streets NW., Washington, D. C.

Philosophical Views, by Dr. John S. Roberts, district superintendent of schools, New York City. This work is published by the National Education Association, of which Doctor Harris was a life director and its president in 1875. Says Doctor Roberts:

A Disciple of Idealistic Philosophy

"To interpret and appreciate the writings of Doctor Harris, the student must have in mind the most important truths of the great idealistic philosophers—Socrates, Plato, Aristotle, Leibnitz, The Church Fathers, Kant, Fichte, Schelling, Hegel, and Rosenkranz. Their views of the world were the views accepted by Doctor Harris. 'They were thinkers, deep, mighty thinkers,' he said. (Journal of Speculative Philosophy, vol. 19.) He, too, was a deep, mighty thinker and had studied and absorbed their teachings. The most direct influence on his thoughts, especially in relation to education, was exercised by the writings of Hegel and Rosenkranz. Of Hegel he said, in 1908, 'I have now commenced the reading of Hegel's Philosophy of History for the seventeenth time, and I shall get more out of it at this reading than at any previous one.' (Proceedings of the National Education Association, 1910, p. 92.)

"But he was just as familiar with the writings of other philosophers and was able to show clearly the fallacies of the materialistic and mechanistic writers. He was the constant and bitter foe of the Atomists, the Sophists, the Brahmanistic philosophers, the Eleatics, Spinoza, Hamilton, Hume, Rousseau, Herbert Spencer, and all others whose theories led, in his opinion, to materialism, pantheism, agnosticism, and atheism.

"He sought to learn the deepest thoughts of the greatest workers in all fields, to understand the genesis and interrelation of their ideas, to distinguish between those doctrines that were transient and those that were fundamental and everlasting, and to apply the basic truths to all forms of human life and civilized institutions."

Under a reciprocal arrangement for an exchange of Canadian and Scottish graduate students in education, a student teachership has been established. According to the plan, the Scottish National Committee for the Training of Teachers will nominate a Scottish graduate student for a period of one or two years of study in the Ontario College of Education of the University of Toronto; and the University of Toronto, College of Education, will nominate a Canadian graduate student for a similar period of study at a Scottish university and training center.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

Courses in pediatrics for physicians, nurses, teachers, and others in immediate contact with children are offered in the well equipped National School of Child Welfare, recently inaugurated in Mexico City. In a special laboratory mothers will receive practical instruction in care of the child.

Stores Become a College Laboratory

A course in cooperative retailing is announced by Drexel Institute, Philadelphia, Pa. It is a senior-college course, including four years of academic work, the equivalent of nine months of cooperative experience in retailing, and it carries the B. S. degree. The cooperative course will be taken during the junior and senior years, and students will spend the morning in the classroom and each afternoon and all day Saturday in the stores. They will be paid for their store work, and the expectation is that retailing cooperative students in this way will earn a substantial part of their college expenses.

Journalists' Society Sponsors Popular Education

A program of popular education has been added to the benevolent activities of the Journalists Society of Mendoza, Argentina. The society has for some time maintained a public library and free clinics, and it has recently established night schools for vocational training. In these schools instruction is given in reading, writing, grammar, and mathematics, as well as training in a number of trades and commercial subjects. Cultural extension courses sponsored by the society include history and geography, as well as lectures and laboratory work in hygiene, and in natural and applied sciences.

Commercial Education Needs Supervision

Supervision is believed to be the outstanding need in the program of secondary commercial education in the United States and every investigation of the problem seems to emphasize the urgent need of city and State supervisors, according to a study of commercial education during the period 1926–1928, by J. O. Malott, specialist in commercial education of the United States Office of Education, and published recently as Bulletin, 1929, No. 26. No other phase of secondary vocational education has so many students enrolled, is composed of so many subjects, or prepares for so vast a variety of gainful occupations; no other phase has so little supervision to give direction to research and to obtain a prompt and general application of the findings of worthy investigations. As a result of lack of supervision and the operation of the many retarding influences, a wide variation in the stages of development of business education is seen in different communities.

State-Wide Program of Parent Education

Parent education in a few States has been incorporated into the public education program, according to a recent study of this subject by Ellen C. Lombard, assistant specialist in home education of the United States Office of Education, results of which have been published by the office as Bulletin, 1929, No. 15. In California the State department of education and the State university at Berkeley have united in a state-wide program of parent education. The project includes a nursery school in the Institute of Child Welfare in Berkeley, in which children may be studied by laboratory methods. Training is given in the analysis of situations connected with problems of child life; parents of children attending the nursery school are provided with opportunities for consultation, and with reliable information; and study groups of parents are formed in cooperation with existing agencies, such as parent-teacher associations, women's clubs, and the American Association of University Women. These organizations take the initial steps to form such groups, but when organized they are conducted under State laws, and by conforming to specified conditions are entitled to support from public funds, thus becoming part of the public-school system. It is reported that in connection with this work 164 discussion groups, enrolling approximately 5,000 persons, were organized in 1927–28.

A legal aid clinic, introduced at the University of Southern California as an experiment, has become a permanent part of the law school.

Educating Parents for Happier Lives

Whatever Contributes to the Real Happiness of Parents Contributes to Happiness of the Home, to the Child in All His Relationships, and Eventually, to the Promotion of Universal Betterment

By MRS. J. K. PETTENGILL

President, Michigan Congress of Parents and Teachers

THE TITLE given to this discussion is an immediate challenge to parents. What constitutes for parents a happy life? And how shall this positive state of happy living be raised to the comparative degree by education? Specifically, is it possible for the parent-teacher association to have a share in bringing about this state of happiness?

A Life May Interpret Happiness

It is hopeless to attempt an adequate definition of the word "happiness." The nearest approach to a true definition is found not in lexicons but in life itself. Long since, mankind recorded the belief that pleasure is evanescent, while happiness is abiding; that the individual's happiness depends not upon external conditions but rather upon the degree of efficiency with which he consciously fulfils his function. The profession of parenthood is a highly specialized one. Every imperative for adulthood is intensified and broadened in this field. To the known duties of the adult are added the demands of creative living, based upon a knowledge of the character, obligations, and privileges of the parent. All that educates the parent to activity is founded upon knowledge of his own responsibilities and privileges, giving the parent a fuller, more responsive, more intelligent—a happier—life.

The first answer to the question as to whether the parent-teacher association is educating parents for happier lives obviously is found in the group of activities within the associational life known as parent education. The secret of this great new interest on the part of parents lies in the fact that, throughout all these activities, two objects are kept before the group: (1) Understanding of the child's nature; (2) the formulating of attitude and procedure on the part of parents. The new challenge to parents lies in the fact that research has made available new knowledge. The task of the parent has been changed overnight by the simple matter of a study of the child himself. The parent is asking, and eagerly accepting, all that research and science are making available to him.

This activity is carried out variously throughout the country by means of lecture courses, observation clinics, study classes, correspondence courses, reading circles, discussion groups. Each type meets a response, and the demand for this type of education increases. In one Michigan city of 60,000 population there are 26 schools, each having a parent-teacher association, and each association having at least one study group considering the problems of parenthood and childhood. One of these associations has six classes, each studying a different age group in the school. Some associations in favored communities have been able to secure child-guidance or behavior clinics, and in these cities the laboratory method has been possible, as well as the study plan.

Study Groups a Fertile Field

The history of the development of the study group has been remarkably similar in widely separated communities. Representatives from each of the parent-teacher units of the area attend a course of classes in parent education, reporting back to their own organizations. Immediately has followed a request for another course, which is attended by a larger number of representatives. Ultimately classes are brought into the units, and often these local groups demand three courses during the school year.

Another type of instruction is meeting an enthusiastic response. The centrally placed lecture course meets the needs of scattered small groups somewhat more effectually than does the class method. During the current year the Michigan Congress of Parents and Teachers has had the opportunity of testing the value of the lecture-conference plan. The congress requested the assistance of the extension division of the University of Michigan in outlining and promoting a program of parental education in four centers in Michigan. Four cities in rather sparsely populated areas of the State were chosen as centers. Five lectures on the young child were outlined by an expert from the university, who gave the opening and closing lectures in each of the four cities. Specialists from various colleges of the State gave the other addresses. All expenses were borne equally by the extension division and the Michigan congress. The result surprised the most sanguine of the promoters. Michigan in November and again in January is an adventure in itself. Drifted roads and difficult highways might well spell small attendance at any sort of a meeting. Somewhat to the surprise of all, the total attendance approximated 5,000. Fathers "filled the car," and drove 30, 50, and in one case 75 miles, to hear about "faults of the child" and "obedience as a virtue." Hearing, they took good-natured issue with the speaker, entered into enlightening discussion, and finally drove home over the return miles well repaid for the trip.

Numerous requests for study material on subjects such as child behavior, mental hygiene, and character training indicate that small groups, or perhaps isolated individuals, are pursuing lines of study suggested and carried on by means of parent-teacher direction. The home education committee, which plays an active part in parent-teacher activities in most States, has for its objectives the promotion of reading circles and of study among parents. From these reading and studying parents come few reports; yet it is doubtless true that as much parental education is accomplished in these small units as in the larger and more formal groups.

Primary Importance of Parent-Teacher Program

All these methods of carrying out parental education through the parent-teacher association are plain and overt, readily classified, and labeled. Without question the largest contribution is not thus labeled and classified at all, but is built imperceptibly into the whole structure. This educational force lies primarily in the program. The educational contribution of the parent-teacher organization will eventually stand or fall through the program. Every one of the study activities cited may originate or continue outside the parent-teacher field; but the parent-teacher program is an integral, essential part of the organization. Association and program are interdependent. Each reflects the other. High-type organizations are so because of their programs—programs for the meeting, for the year, for activities, for study. And the association which fails, fails because of its program defects. In the program lies the fullest and most constant opportunity for parent education.

"Program building" has become one of the index phrases of parent-teacher en-

deavor the country over. Leaders are constantly developing new themes which center around the nature, environment, and development of the child. In associations where needs are met through some activity program, those needs are first discovered by survey and some amount of study. Subjects covered by this method of study—program presentation—range from a consideration of clothing problems to deliberations on the matter of teacher-retirement systems. A monthly county parent-teacher association letter sent to parent-teacher associations in a rural county, most of whose schools are of the one and two room variety, recently carried this program suggestion: "Our commissioner of schools wishes to bring to our attention a consideration of the problems of taxation, since the State legislature will convene very soon. Have some discussion of this matter on your program this month or next." Then followed suggestions for topics, early history of school taxation, distribution of primary-fund money, comparison of direct school tax in county and State. A note cited volume, number, and page of State Education Association publications, and suggested that they be obtained from the teacher.

Emphasis Shifting from School to the Child

No one subject has proved more engrossing than study of the physical condition of school buildings, grounds, and equipment. Heating systems, lighting conditions, seating arrangements, sanitary conditions, equipment—all come within the purview of the parent-teacher program. The health program of the school is mastered, and thereby becomes the health program of the home. In many organizations a study of the curriculum has been the membership's chief interest for two years. The shifting of emphasis from the school to the child—from learning to living—finds parents uncertain as to the purposes and methods of modern education. A study of the curriculum and actual demonstration of new methods have solved more than one problem of public response to the introduction of new matter in the school program. Last year a county school commissioner visited every parent-teacher association in his county and, using the children resident in the community, demonstrated a new reading method. Parents recognized the effectiveness of the new method, and, in this county, antagonism to "new-fangled ways" became enthusiastic support.

It would be preposterous to assume that all parent-teacher programs have an educational content. Many are programs of entertainment merely, many are given over to subjects which lie entirely outside the legitimate interests of the parent-teacher movement. There is, however, an ever-increasing number of parent-teacher programs which are educational to a greater or lesser degree. Of an estimated total of 250,000 programs presented in the country within a year, there must come a definite and constructive force toward parent education which is far from negligible. As leaders develop and their programs become more germane to the genius of the parent-teacher movement, the program will eventually prove to be the organization's chief contribution to parent education.

Since activities, as distinguished from programs, constitute the second factor in the organization's indirect contribution to parent education, some of these activities should here be given consideration. The parent should be the citizen par excellence. His is an entailed responsibility, passing down through his descendants and shaping irrevocably the world that is to be. Once again the parent-teacher organization becomes an educator in the field of civic response. In the 1929 summer round-up of children, 294 associations in 103 communities in Michigan registered to undertake the task of sending to the entering grade of school a class of children 100 per cent free from remediable physical defects. This project involved the establishing of relationships with other agencies—boards of health, medical societies, school boards, dental societies, county supervisors, State departments of health and education. In almost all cases these contacts with public, social, and educational agencies were accomplished with harmony and effectiveness; an achievement of no small value to the community and of great importance in the individual parent's social development.

Work for Others has Cultural Value

In one Michigan county, the county library, with its large quota of books, its 18 library centers, and trained county librarian, owes its existence to the parent-teacher interest which undertook the popularizing of the project. Aside from the immediate and inestimable benefits of library service, there accrued to those who developed the project advantages of lasting value. They have learned the technique of working with governmental agencies as the State laws were invoked to make possible the establishing of library service.

Wise Use of Leisure Enriches Life

Enrichment of life finds its place in other phases of activity, particularly in those centering around the "Wise and worthy use of leisure." Interesting evidence of this is adduced from replies to questionnaires sent in 1929 to local associations in Michigan. Of 500 replies received, 85 per cent reported some activity, study, or program bearing on this subject. A recent report from the district chairman of one of the nine districts in Michigan stated that during the spring months of 1930 general emphasis throughout the entire district was to be placed on home gardening. Delegates to State and national conventions eagerly attend the play sessions, not so much for the sake of play at the moment, but rather that they may secure a stock of games and community stunts for use "back home."

Writing of the course of development in a 1-room school, a field worker states: "The first activity of one of these small schools is to socialize the neighborhood. The members gather and learn to play, to fraternize, to sing together, to take part in various contests, long before they get down to real parent-teacher activities." Music is undoubtedly the most important of these life enrichment influences. An illustration from one of Michigan's sparsely settled counties is a case in point. A small orchestra made up of parents from different parts of the county meets once a week for practice if weather permits. So far as possible this orchestra plays on invitation at all parent-teacher meetings in the county. There is no other musical organization in this territory.

Experiment of a Parent-Teacher Summer Camp

Another leisure-time experiment is to be tried during the coming summer—a parent-teacher camp on the dunes that border Lake Michigan will combine some of the more formal parent-teacher features with opportunity to enjoy the sun, air, sands, and water. Guided reading, opportunity for creative work, hobbies—these are fostered by parent-teacher associations which have caught the challenge of the new leisure. Properly related to the basic principles of parent-teacher work, they add to other educational phases the motif of happiness which enhances and magnifies every other value.

The parent-teacher movement makes its contribution to parent education in yet other ways. The more important methods of study class, program, and activities have been presented. Possibilities for the enlargement of these features are limitless. Many observers see in the parent-teacher organization the greatest opportunity of the day. Wise leadership and technical guidance are needed and happily are forthcoming over the entire country.

Parent education should bring into the life of the parent intelligence, enrichment, significance in all that pertains to the privileges and tasks of parenthood. Parent-teacher endeavor is accomplishing this high purpose. The movement is building increasingly toward its first task, which is simple in intent and universal in its application. It is this: To give to this generation of children better parents.

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· SCHOOL LIFE ·

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APRIL, 1930

Good Citizenship—The National Aim in Education

THE QUESTION has often been asked, "Is there a national aim in education?" One might answer by saying that our national aim in education is the production of good citizens. It was early recognized by the founders of the Nation that public welfare is dependent upon the education of its citizens. The ordinance of 1787 declared that "Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall be forever encouraged."

Conditions existing in those days were simple as compared with the present time; there were no large cities, with congested populations; no great economic and industrial problems to solve; no vital questions of world polity to meet. To-day the problems of training our 27,000,000 children in public and private schools and the elimination of adult illiteracy loom large on the horizon. We live in an "age of science," when everything is scrutinized carefully and put to the test, without fear or favor. Education is subjected to the white light of scientific investigation and laboratory experimentation. Many old educational ideas and methods are relegated to the scrap heap, for new conditions must be met. "A century of scientific discovery," says a noted publicist, "has vastly increased the complexities of our national life."

Our national aim in education, as before stated, is the production of good citizens, for no republic can long exist where ignorance and superstitution prevail. No one can deny this proposition. But the problem begins when we attempt to define the best methods of educating people for good citizenship. That the American people as a whole are interested in this question goes without saying. They recognize that education is the "great national business," and are willing to spend annually the vast sum of more than three billion dollars. The educational system in America is attacked by many independent and thoughtful schoolmen, as well as by laymen. The most common criticism brought against it is that there is an irreconcilable divergence between academic schooling and the actual needs of practical, everyday life; that the curriculum of the common schools is unwieldy and misemphasized; that the children are sent out into life without the proper equipment to meet the social, civic, and political exigencies of the times, etc.

A prominent layman, who was formerly engaged in school work but is now a banker, says:

> If a committee of practical laymen, unbiased by precedent and the traditions of education, were asked to outline a course of study for the public school system, they would, in all probability consider the common needs of people in their experiences of life, and make these needs the foundation of their plan. It is reasonable to assume that this committee would suggest some such formula as follows:
>
> 1. A course in the elementary laws and habits of health, designed to lay a firm foundation of physical endurance for the future demands of life and work; an understanding of the social and economic value of a healthy body and the means of attaining it.
>
> 2. A broad, comprehensive course in economic guidance, with emphasis on the proper selection of a life work; the essential elements of success in a life job; and the management of the life income.
>
> 3. A course in the interpretation of democratic citizenship, designed to produce a quality of enlightened civic conduct and political thought that will raise the standard of community life.
>
> 4. A course in the modern social arts, with emphasis on culture and good manners; the cultivation of a taste for good music, æsthetic beauty, wholesome entertainment, and refined social conduct; and the encouragement of any special tendencies of professional ability.
>
> 5. A course in ethics, with emphasis on individual integrity, honesty in business, respect for others' rights, and a knowledge of moral values.

The foregoing is an interesting summing up of the present educational problem. Many of the measures advocated by the banker-educator are met by the schoolmen of to-day.

It has been said often that teachers are out of touch with the workaday world; that professors in great institutions of learning lead cloistered lives, and so are not fitted to grapple with problems that confront the average man. If such be true, then we should be willing to listen to the criticisms of intelligent laymen and to profit by them.

We are living in an age of machinery, and to a considerable extent we are becoming obsessed by it. Realizing the emphasis that at present is put upon material things, thoughtful schoolmen are urging, as one of the great aims of our national education, that more emphasis be placed upon education for leisure; upon cultivation of the things of the spirit—art, music, literature, and all that lifts the soul of man above the earth to the stars.

To sum up: The grand climacteric of education is the formation of character, which is the bedrock of citizenship. Without it states and nations decay.

Printing Courses Offered in New York City

New York City affords many opportunities for learning the printer's trade, which is the second largest industry of the metropolis. The following courses are offered in the Central Printing Schools, as reported by the New York Employing Printers' Association, Inc.:

School for Printers' Apprentices—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.) and Typographical Union No. 6—enrolls composing-room apprentices under a 5-year indenture signed by the union and the employers.

School for Printing Pressmen—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Printing Pressmen's Union No. 51, and the Board of Education of the City of New York—enrolls job-cylinder pressmen apprentices in union shops.

School for Web Pressmen—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Web Press Union No. 2, and the Board of Education of the City of New York—enrolls web pressmen apprentices in newspaper pressrooms in New York City.

School for Machine Typesetting—maintained cooperatively by the printers' league section of the New York Employing Printers' Association (Inc.), Typographical Union No. 6, and the Board of Education of the City of New York—is open to fifth-year composing-room apprentices with four years' training in an approved school, which in New York is the School of Printers Apprentices described above.

Central Printing Trades Continuation School—maintained by the Board of Education of the City of New York—enrolls boys under 17 years of age who are employed in printing establishments in New York City, and who are required by law to attend a continuation school four hours each week.

A formal request to the board of education for a $2,500,000 building to serve as an educational center for the graphic arts industry was included in a statement issued by a conference on printing education in New York City held on January 30, 1930. The conference was attended by representatives from all the employer and craftsmen's organizations in the industry. Dr. John H. Finley, chairman of the Advisory Board on Industrial Education, and associate editor of the New York Times, presided.

The need for this central building was emphasized by the industrial education survey commission of the board of education in 1918.

New York University Dedicates A New Education Building

By MRS. KATHERINE M. COOK

Chief of Division of Special Problems, Office of Education

AN INTERESTING and important event immediately following the Atlantic City meeting of the Department of Superintendence, and attended by many en route home from that meeting, was the dedication of the new building to house the School of Education of New York University. The dedicatory exercises were held February 28 and March 1 in New York City, in the building located at Fourth Avenue and Green Strect, just off Washington Square. The dedication program began on the top floor and worked itself down to the auditorium on the first.

A New Form of Dedication Program

Chancellor Elmer Ellsworth Brown and Dr. John W. Withers, dean of the School of Education, led a group of educators in a tour of the building, stopping at the several centers for formal dedication of each. Their brief formal dedication was followed by appropriate programs in each of the several centers, including at least one address by an outstanding authority in the field. Among the speakers were Dr. Henry Turner Bailey, who spoke at the art center; Dr. David Sarnoff, president of the Radio Corporation of America, at the vocational training center; Dr. John Erskine, at the music center; and Dr. Clifford Beers, founder of the National Committee for Mental Hygiene, at the psycho-education and mental-hygiene clinic. As announced at the dedication, the new building is to house the special work of the School of Education, including physical education, business education, aeronautical education, home economics, industrial arts and vocational education, music and art, psycho-education and mental-hygiene clinic, and a clinic for the social adjustment of the gifted. The latter is the first of its kind to be established in conjunction with a school of education anywhere, and should make a unique contribution to the field of education. While experimental work with gifted children is not new, the clinic plan contemplated in the School of Education is said to be an innovation.

Significant Growth in Nine Years

Immediately following dedication of the several centers the building itself was formally dedicated, with appropriate ceremony, in the auditorium on the first floor, when brief addresses were made by Chancellor Brown and Dean Withers, of the School of Education. The architect of the building formally turned over the key of the building to the chancellor, who in turn passed it to the dean. In accepting the building for the School of Education, Dean Withers, reviewed briefly the nine years of history of the School of Education since his incumbency. In 1921 there were 4 part-time faculty members and 141 students. The student body has grown to an enrollment of 7,067 for the present year in regular courses, and 2,000 are enrolled in courses in the Institute of Education. The faculty now numbers 160. The budget for 1930–31, Dean Withers anticipates, will be over a million dollars, coming entirely from student fees, since the School of Education has no endowment. University enrollment for the present year passes 37,000.

The building is a handsome 12-story structure, erected at a cost of $1,700,000. It is the first new building for the School of Education, and is expected to be the forerunner of a series of similar modern buildings. Much of the property facing Washington Square has already been leased with a view to future expansion. In the use of space provided, the new building represents progressive rather than traditional ideas of buildings devoted to the training of teachers. Classrooms of the usual type are uncommon. The department of physical education, to which 4 of the 12 floors are devoted, 2 for men and 2 for women—with gymnasiums, commodious rest rooms, individual showers, lockers, etc.—is an example.

Notable Addresses Were Delivered

The program Friday afternoon at Judson Church, across the square from the university buildings, was a memorable one. The general topic, crime, was discussed from the standpoint of law by Dr. Frank Henry Sommer, dean of the School of Law of New York University; from the standpoint of the press, by Mr. William L. Chenery, editor of Colliers; from the standpoint of religion, by Rabbi Stephen Wise, of the Free Synagogue; and from the standpoint of education, by Waldo Frank, author. Dean Withers presided.

On Saturday morning exceptionally attractive programs were held in various centers. The educational administration conference was addressed by Superintendent Frank Cody, past president of the Department of Superintendence of the National Education Association; Dr. E. C. Broome, superintendent of schools of Philadelphia; and Dean William F. Russell, of Teachers College. The conference on educational psychology, held in the psycho-education and mental-hygiene clinic center, was addressed by Dr. Charles H. Judd, of the University of Chicago; Dr. Arthur I. Gates, Teachers College, Columbia University; Dr. Frank Freeman, of the University of Chicago; and Dr. D. S. Snedden, of the Graduate School of Education of Harvard University. Contributing to other similar conferences were a long list of outstanding educators, including Prof. David Snedden, of Columbia University; Profs. Edwin Starbuck and Ernest Horn, University of Iowa; Dr. George E. Vincent, of the Rockefeller Foundation; A. L. Threlkeld, superintendent of schools, Denver, Colo.; Dr. Carleton Washburne, of Winnetka; Profs. Milo B. Hillegas, W. H. Kilpatrick, Harold Rugg, Lois Hayden Meek, and W. C. Bagley, of Teachers College; Dr. Arnold Gesell, of Yale University, to mention only a few.

Prof. Ambrose L. Suhrie, of the School of Education, acted as toastmaster at the dinner given in honor of the dean at the Hotel Astor on Friday evening. The program consisted of greetings from Dr. Elmer Ellsworth Brown, chancellor of the university, and addresses by Dr. George Alexander, president of the council of New York University; Dr. William John Cooper, United States Commissioner of Education; and Dr. John H. Finley, associate editor of the New York Times. At the close of the addresses a portrait of Dean Withers was presented by the toastmaster as a gift of the students to the School of Education. Dean Withers responded briefly, referring to the inspiration he had received from a teacher of his early boyhood, who was then his guest.

The spirit of the occasion is expressed in the following message, a copy of which, signed by Dean Withers, was given each guest:

> To live in this age, take part in its activities, study the great forces at work, try to estimate their influence, discover the trend, and forecast the result; to participate in friendly and intelligent cooperation with men and women everywhere in bringing about a better future—this indeed is an inspiring privilege, a constant joy.

As part of a social service course, the mothers' aid law of North Carolina, considered as a child-welfare measure, is studied this year by from 5,000 to 10,000 women in missionary societies of the Methodist Church in local communities throughout the State. Under the provisions of the law, during the past two years 2,168 children have been kept under home influence through assistance given 542 mothers.

Library Fits and Misfits in Rural Schools of Hawaii

Friendly Aloha Greets Traveling Librarian in Rural Districts of Hawaii. Each County Has a School Librarian. Children of Immigrants from the Orient Attend Many of the Rural Schools

By MARY STEBBINS LAWRENCE
Library of Hawaii, Honolulu

WHY should we fit our library into a standardized system? Why rush for large circulations, for crowded story hours, for much club work? In this beautiful tropical clime, why not teach our people an increased love for beauty, and a joyous appreciation of color and of life by means of books and pictures?

I have just returned from a luncheon given by the Hawaiian Civic Club with Frederick O'Brien as honor guest. He has lived many years among the Polynesians, and considers them the most interesting people whom he has met. Where else in the world could one find more kindly hosts, sweeter, and more soulful music! He attributes it to their friendly and kindly natures.

And the atmosphere of early Polynesian Hawaii permeates the islands to this day and creeps gently into our library work. A friendly aloha greets us from the community and from the school as we carry our wares to and fro, until even the most remote districts have a touch of the magic charm of books.

Our problems are individual—this refers to economic problems as well as racial ones. Visualize a typical country school. If you remember the one you attended it may have been a 1-room school in an isolated country district where the population was scattered. One teacher must guide the destiny of children of all ages. With the exception of a few schools in sparsely settled districts, a rural school in Hawaii is as large as a city school. It is situated in the heart of a sugar plantation and draws its personnel from the hordes of children in the plantation camps. The largest rural school is a 35-room school on the island of Hawaii in the Kona coffee district, but many of the plantation schools are nearly as large. The reading habits of these future voters are determined largely by the school libraries sent out from the four county libraries.

Establishment of County Libraries

Until 1921 the work of establishing and maintaining school libraries in the rural schools was carried on by the stations department of the Library of Hawaii with the help of the Hilo Library, which looked after about one-half of the rural districts on the island of Hawaii, Hilo being their main port. In that year a county library bill was passed by the legislature providing for the establishment of county libraries for Maui and Kauai Counties. The existing Hilo Library enlarged its scope to include the entire county of Hawaii. This relieved the overworked stations department of the Library of Hawaii and limited its field to the county of Oahu, including the city of Honolulu.

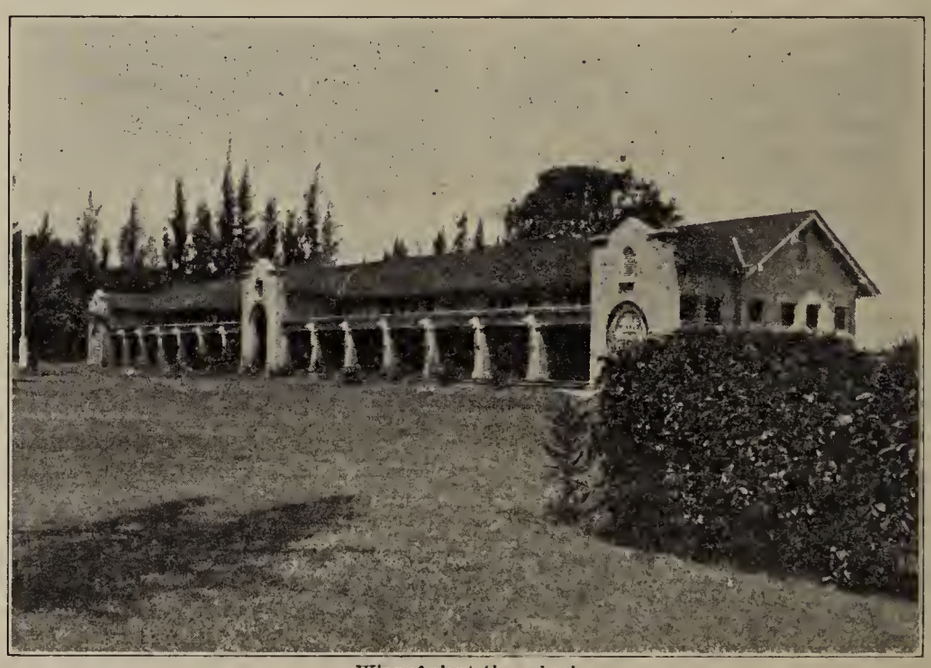
Each Island has Individualities

These four libraries are independent but strongly cooperative. They all rely upon the Library of Hawaii for special requests which they are unable to fill. The annual convention of county librarians usually takes place in the spring of the year in Honolulu. Librarians of every type of service, both public and private, are thus enabled to share in the general meetings and imbibe the get-together spirit which is important to all of one profession. These conventions also give the county librarians a chance to thrash over similar problems. Sometimes our methods are the same, but more often there is a slight variation. Each island has its individualities in library patrons, as well as in scenery and in charm.

Community libraries are established for those of the adult population who are in the position to use libraries; but by far the largest per cent of library work is with the children in the schools.

At present each county has a school librarian who visits the schools and gives them as much personal service as possible. The children's librarian in the Hilo Library acts in a double capacity, serving city children at the library and rural children in the schools. Hence it is not possible for her to give the personal service in the rural districts that other school librarians are giving. Her distances are great, and that makes personal contact difficult. At the beginning of the school year she accompanies the county librarian on a week's trip around the island. Sometimes another trip is possible, with occasional visits to special schools on special occasions. But the bulk of her work must be done by correspondence. The stations department of the Library of Hawaii handles the county work for the city and county of Honolulu. It serves all rural schools and also sends collections to city schools in Honolulu. This service helps to relieve the congestion in the children's department of the Library of Hawaii. In spite of this increasing service in the schools, the children's department circulates as many as 2,000 books on a busy day.

The school librarian considers the circulation of books to the schools the major part of her work. She begins by sending a form letter to each principal announcing the services that the library is ready to give to teachers and pupils, both in connection with their school work and for recreational purposes. Special features, such as pictures and pamphlets and other aids in project work, are mentioned.



Wing of plantation school

She asks them to notify her of special requests. Where these are forthcoming she builds up her library around them as a nucleus. Where no such requests are received she makes her own selection for the shipment, taking into consideration the size and type of the school and the general reading ability of the pupils. The present plan in most cases is to send out at the beginning of the school year a fairly large collection of books for recreational reading and a small collection of reference material which is rather general in character. The reference material for projects is supplied throughout the year as special requests are received.

Shipping of School Deposits Varies

The method of shipping out the school deposits varies with the different schools. Some shipments are made by mail, some by freight, some by boat, and in some instances the school calls for the collection. In a few cases where the schools are extremely isolated the library makes the delivery with its own car. Frequently, if the school librarian is making a school visit she will take the books for the school which she is visiting or for near-by schools.

In each school some member of the faculty is appointed to be custodian of the books. Sometimes this may be the principal, sometimes the secretary, often a teacher. In many cases when a teacher volunteers to add this to her crowded program she is assisted by upper grade children in the routine work of charging and discharging the books. In the case of the larger schools where a room has been set aside as a school library a teacher is relieved of some classroom work in order that she may conduct library periods for the students and make some progress in establishing an organized library room.

School Librarian Instructs New Teacher-Librarian

The school librarian must instruct each new teacher-librarian in the routine work of the library for which she is responsible. In the senior and junior high schools of the rural districts the librarians or part-time librarians are members of the faculty with definite library duties and have had some library training. In the elementary schools part-time librarians are not recognized as such, and are teachers without library training. They are chosen because they teach literature or because of some other related interest. Where there is a library room and a library to be organized, the work falls upon the shoulders of the school librarian of the county library. She must classify, catalogue and prepare for the shelves all books which are the property of the school itself and which are suitable for library use. She sometimes gives talks to groups of teachers and of pupils to emphasize the library idea in the schools.

Out-door story-telling the year round

This work is entirely voluntary. She must use Hawaiian tact or intuition to approach each principal in the way he likes best to be approached and to give him only as much help as he requests of her. School visiting is one of the pleasantest sides of her library work, for the country districts retain much of the hospitality for which Hawaii is famous, and the schools reflect it. With this enthusiasm and appreciation what wonder that the librarian's heart goes with her into her work. With unbounded possibilities and no trained help she finds her resources taxed to the utmost. At present it is beyond the utmost in the matter of organizing school libraries. On the island of Oahu the librarian organized so many of these libraries that the work had to be discontinued and the schools advised to hire a cataloguer as new books arrived to be prepared. On the island of Maui the school librarian partially solved the problem by conducting a Saturday morning class for such teachers and principals as were interested in learning something of school libraries. If this work is to grow naturally the schools will have to come to the rescue with trained help or some provision must be made for the library to engage a special staff for this service to country schools.

Normal School Gives Course in Library Technique

Because of urgent need the normal school came to the rescue at the summer session this year with a course in school library technique. The instructor was a member of the staff of the Library of Hawaii and about 40 teacher-librarians availed themselves of the opportunity. The University of Hawaii gave a similar course for high-school librarians to a group of 15. Many who applied for the work had to be turned away, which proves the need of many more such courses.

Course in Children's Literature

Strange as it may seem our teacher-librarians are receiving more organized help from the library on the inspirational side than on the technical side. The librarian of the teachers' department of the Library of Hawaii is included on the normal school staff for a special course in children's literature, which is given to four groups during the year. This is a required course of 12 lessons for all seniors who have elected primary or intermediate work. Thus more than a hundred young teachers go out into the rural schools each year with the advantage of this cooperation with the library. If the course has prepared them to enrich the lives of their pupils through a love for great literature who can say that it is not worth more to eternity than a knowledge of library technique. Of course we want both.

Library Service During Summer Vacations

How about summer vacations? Do the children read then? Plantation children in Hawaii are not allowed to be idle. During the summer months when school is not in session they must work in the cane fields if they are boys and care for the babies of the family if they are girls. Both boys and girls, if they are Japanese, as most of them are, must attend Japanese language school at least during part of the day. This leaves only a few to be supplied with recreational summer read-

ing. In some cases this minority is reached by a community library which is willing to include children in its clientele for that short period. Occasionally a school library keeps open once a week where a teacher in the vicinity volunteers to be responsible for it. Children on vacation in the country are privileged to take collections from any one of the county libraries for an extended period.

Library and School Curriculum

When the public library began its service to rural schools over 15 years ago we found ourselves doing pioneer work. The schools were standardized and the teachers were supplied with desk copies of the children's textbooks, and that was practically all the reference material at their command. The children's literature came from the graded-school readers. Story-telling to the younger children was limited to a few stories which were taught so thoroughly that they became distasteful to both teacher and pupils.

The inadequate fund for rural schools was used to supply teachers with reference material and children with books for home reading. The librarian devoted as much time as possible to book talks, lessons in the use of the library, and story-telling as an introduction to books. Where the schools at that time ran parallel with life in their own narrow groove, this outside connection with a larger field was always joy to the children. It gave them a breath of life itself.

In those pioneer days the library took the initiative toward an activity program. But gradually the schools have been able to change. In 1920 a survey of education in Hawaii was conducted under the direction of the United States Commissioner of Education and its results were published in Bulletin, 1920, No. 16, by the Office of Education at Washington. The reaction from this report was beneficial and enabled the progressive teachers to carry out less formal programs with the sanction of the department. The normal school raised its entrance requirements. The barriers were beginning to crumble! All these changes had their effect upon the libraries and the increased demands made upon them for a broader scope of material.

Provision for Research Bureau

Then in 1927 the Territorial Legislature provided for the establishment of a research bureau as a department of the public schools. This has already threatened to revolutionize the reference problem of the school librarian. Heretofore she has been practically able to supply the needs of the teacher for reference. Now pressure is coming from the schools. In preparation for a given project launched by the more venturesome teachers one text of informational material will not satisfy the demand. In addition there must be stories, songs, poems, plays, samples of educational material, pictures, books on handwork, puppet plays, and sand tables. The project is to be worked out by the pupils themselves hence there must be material for their own reading.

How shall this new situation be met? How much of this material should be classed as teachers reference? Would all project material for the teachers be thus classified, leaving that which is used by the children as recreational reading? Should the schools build up their own reference libraries and depend upon the public library for children's reading? The library staff feels that a time has come when there must be a definite agreement to avoid duplication in buying. Where does the responsibility of one begin and the other end?

Problems for Solution

Other problems for solution have also arisen from the change in the character of the schools. Shall the schools or the library handle the work of cataloguing and organizing school libraries? How long before the elementary schools will be able to include a school librarian as a regular member of the faculty?

In our city schools are many children of foreigners who came to the city from the plantations. In our rural schools are those whose parents migrated directly from the Orient to the plantations and know nothing of American culture and ideals, except what is furnished them by the plantations themselves. They bring from their older culture a love of color and of beauty and of rhythm. The native Hawaiian has also a love of beauty and a joyous appreciation of color and of life. Let us hope that our school libraries encourage these attributes and that with our ability at organization we do not lose sight of the fact that the library furnishes a beautiful environment in which an appreciative teacher-librarian may introduce these children to the beautiful and colorful in the world of pictures and of books.

Education Moves Forward with Rapidity

(Continued from p. 143)

filming The Chronicles of America. Professors Knowlton and Tilton have carefully checked against other methods of instruction the results of using such films. In seventh-grade history teaching they discovered decided advantages of the visual method over the older plan of book teaching alone. We are aware of the experiments of Finnegan and his associates andof the advantages found by Profs. Frank Freeman and Ben Wood in the use of these films for instruction in geography and in elementary general science.

Possibilities of the Talking Picture

In the meantime there arises an entirely new instrument—the talking picture. Already its possibilities in recording operations of great surgeons has been demonstrated. Men like the Mayos, who can not be had for the faculties of our medical schools, may perform their operations under the camera, explain them in detail, and send the films not only into medical schools but into every city and hamlet of the land to keep the medical profession up to date and alert.

Use of Radio by Educators

We note the renewed interest of educators in the use of radio, a tool of tremendous power which appeared to be degenerating into an instrument of cheap entertainment, blatant advertising, and propaganda. The city of Cleveland reports unexpected results in subjects considered most bookbound. The State of Ohio has a well-established program now receiving critical evaluation. Both of the great broadcasting companies are undertaking experiments on a nation-wide scale, one in music particularly, and the other in history, literature, and art and music appreciation. Committees are at work studying the possibilities of recording on disks, for local broadcast at any time, great lectures by eminent scholars in various fields. When we contemplate what such a record or a talking picture of the Gettysburg address would mean to us to-day, our minds can comprehend the importance of the efforts of these experimenters.

America Becoming a Leader in Education

American educators are studying in scientific and professional spirit the problems of our time. They are shaking off the fetters of tradition. No longer do school boards send delegations abroad to bring back ideas for our democracy. No longer do we send our foremost scholars abroad to become authorities in Locke, Rousseau, Hegel, Froebel, and Herbart. Our rapid advance in the sciences basic to education and our supremacy in mechanical lines open for us the road to world leadership in education.

With such determination and under the leadership of the men and women who sit in this convention, be they professors in our schools of education who constitute our board of strategy or be they actual administrators in State, county, and city superintendencies who constitute the officers of the great army of 800,000 American educators, American education moves forward.

International Congress on Mental Hygiene

By JAMES FREDERICK ROGERS, M. D.

Consultant in Hygiene and Specialist in Health Education, Office of Education

AN INTERNATIONAL Congress on Mental Hygiene will be held in Washington, May 5 to 9 of this year. One of the morning sessions (Thursday, May 8) will be devoted to mental hygiene in colleges, high schools, and grade schools.

First World Meeting on Mental Hygiene

A dozen or more international congresses on school hygiene have been held, but this is the first world meeting with reference to mental hygiene in any of its fields. Since man is not merely a body but a body-mind or mind-body, it would seem that the word hygiene should be all inclusive and that mental health would have figured largely in the international congresses previously held. Such was not the case, however, and we wonder whether in the coming meeting the line is to be as sharply drawn from the other side between spiritual and material things affecting the life of the child. On the contrary, we hope that this congress will help to erase this line to the end that the importance of mental states as affecting both mind and body will be given due prominence. In our school health work we are entirely too much given to fresh air, milk, spinach, and exercise, which are well enough in their place, but as Plato said, "My belief is, not that a good body will by its own excellence make the soul good, but on the contrary that a good soul will by its excellence render the body as perfect as it can be." Mind and body are not to be separated and the influence of the former over the latter is stronger than the reverse effect. At any rate, it is only the person who has the desire to be and to do something worth while who is likely to make much use of the information which we furnish concerning hygiene from the material angle.

We were recently asked by a city superintendent regarding a very optimistic report of the results of the correction of dental and other physical defects upon the behavior of troublesome pupils. He thought that if such results could be so obtained our schools should be much more active along these lines. We were obliged to reply that misbehaving and delinquent children (aside from their cerebral machinery) are not more defective physically than are other children, and that such results on conduct as were reported must have been due chiefly to the exhibition of unusual personal interest in and better understanding of the pupil and to a closer contact with the home. In other words, unintended mental hygiene produced far more effect than what was done by way of bodily hygiene. We work more easily and better if the bodily machine is at its best, but a pair of spectacles or a dental filling do not counteract mental conditions in school, home, or society which cause rebellion against the existing order. Life is not quite so simple.

Mental Hygiene Hazy But Taking Shape

The business of the mental hygienist to-day is quite clear in regard to the discovery of, and care for, mental defectiveness on the one hand and of the mentally diseased on the other. These are nearly equivalent, however, to such gross physical conditions as club feet and advanced tuberculosis. In the wide field between—in the realm of the prevention of mental ailments, big and little, and the reduction of delinquency and crime—mental hygiene is a bit hazy but is taking shape. The conditions the mental hygienist deals with are more elusive and difficult to manage than are diet, ventilation, defective vision, or diphtheria. Incipient tuberculosis may be detected with a fair degree of certainty from an X-ray picture and a tuberculin test, but the signs of beginning insanity are not quite so easily determined, and conditions which lead to criminality are very complex. There are certain conditions, however, that make for mental ill health and its accompanying physical depression which are so well known that they ought not to exist in any schoolroom. Doctor Treynor, of Council Bluffs, has recently called attention to what he calls "school sickness," characterized by anxiety, irritability, and a highly emotional state, poor appetite, and unsound sleep. He considers this rather common condition as due to "the delusion of educational democracy"—the belief that all children under due pressure can be made to perform alike mentally. That such a pressure system exists elsewhere with just as serious results is indicated by a naïve answer from another community to an inquiry of this office concerning the selection of pupils for open-air schools. The correspondent said that many pupils were selected because of evident decline "due to pressure of the school program." It is to be hoped that the International Congress on Mental Hygiene will have some influence in reducing the degree of fear and worry from which many a school child suffers due to causes wholly within the school. It has been stated by one who has had experience that what the insane most need is a friend, but the school child is in equal need of a friend if he is not to be driven temporarily or perhaps permanently across the easily crossed but ill-defined line between mental sanity and insanity.

The coming congress promises to be truly international as the program committee is making an effort to select from every country the most representative person in his special field. Where such persons can not afford to come to this country the congress will pay their travel expense.

Translations of Speeches to be Furnished

On each of the topics on the program a principal speaker is chosen who will be permitted to hand in a paper of some 5,000 words. This will be published before the meeting in different languages for the benefit of those who take part, but the speaker will be limited to an outline of his ideas to occupy not more than 10 minutes. Four other speakers will discuss the initial paper, and, while they may offer for publication in the records an extensive statement, they also will be limited to 10 minutes each. Translations will be given from the platform as the speakers proceed. Following these five 10-minute addresses, other members of the congress will be allowed two minutes each for remarks. It is evident that the published proceedings of the congress will be a mine of information. The principal speaker on mental hygiene in elementary schools will be Dr. Otto Rank, of France; on mental hygiene in high schools, Dr. Guido Cesaro Ferrari, of Italy; and on mental hygiene in college, Dr. Arthur H. Ruggles, of Providence, R. I.

Officers of the Congress

President Hoover is the honorary president of the congress; Dr. William A. White, of Washington, D. C., is president; Clifford W. Beers, of New York, is secretary-general; Dr. Frankwood E. Williams, of New York, is chairman of the program committee; and John R. Shillady is administrative secretary with headquarters at 370 Seventh Avenue, New York City. A membership fee of $5 includes a copy of the proceedings. Without the proceedings the fee is $3.

A moving-picture film showing educational progress in South Dakota, from early struggles of the pioneers to the present day, was exhibited in the auditorium of the United States Department of the Interior on February 20, 1930. It was prepared at the Eastern State Normal School, Madison, S. Dak., of which Edgar C. Higbee is president.

Annual Meeting of the National Committee on Research in Secondary Education

Sponsorship of Numerous Studies in Field of Secondary Education and Preparation of List of Topics Suitable for Investigation in National Survey of Secondary Education Among Undertakings of Committee during Past Few Years

By CARL A. JESSEN

Senior Specialist in Secondary Educotion, Office of Education

ACCOMPLISHMENTS of four and one-half years were passed in review before the members of the National Committee on Research in Secondary Education at their annual meeting in Atlantic City, on February 24, 1930. William John Cooper, United States Commissioner of Education, Dr. Leonard V. Koos, associate director of the national survey of secondary education, and Dr. J. B. Edmonson, chairman of the committee, alluded to the various important activities during the short time the committee had been in existence.

Undertokings Completed by Committees

The principal completed undertakings as reported to the membership in an earlier progress report and as discussed by Chairman Edmonson were as follows:

1. Formulation of a statement regarding research procedure. This statement, prepared by a committee of which Arthur J. Jones was chairman, was printed by the United States Bureau of Education as Bulletin, 1926, No. 24, An Outline of Methods of Research with Suggestions for High School Principals and Teachers.

2. Preparation of bibliographies of completed and in-progress studies. (*a*) Bibliographies of completed studies were printed as Bulletins of the United States Bureau of Education, 1926, No. 2, and 1927, No. 27; E. E. Windes was chairman of the committee organizing these materials. (*b*) Under the chairmanship of John K. Norton, two bibliographies of in-progress studies were prepared and circulated in mimeographed form in February, 1926, and February, 1927.

3. Investigation of rural junior high schools. E. N. Ferriss was chairman of the committee conducting this special study. The results of the investigation were published as Bulletin of the United States Bureau of Education, 1928, No. 28, The Rural Junior High School.

4. Sponsorship, including services of consultation and advice, in connection with the following studies: (*a*) Montague, J. F., Senior High School Promotion Plans. Manuscript submitted to United States Office of Education for publication. (*b*) Baer, Joseph A., Men Teachers in the Public Schools of the United States. Awaiting publication by Ohio State University. (*c*) Proctor Wm. M., and Brown, E. J., College Entrance Requirements in Relation to Curriculum Revision in Secondary Schools. Reported in sixth and seventh Yearbooks of the Department of Superintendence. (*d*) Roemer, Joseph, Secondary Schools of the Southern Association. Published as United States Bureau of Education Bulletin, 1928, No. 16. (*e*) Foster, Frank K., Status of the Junior High School Principal. Completed and manuscript considered by the United States Office of Education for publication.

5. Sponsorship of a series of articles appearing in School Life. The practice has been to have at least one article prepared by a member of the committee appear in each issue of School Life. Thirty-five articles have been thus sponsored, eleven of these during the last year.

6. Assistance to the United States Office of Education in its service to secondary education. Specifically the committee has been active in the following directions: (*a*) Extending the subscription list of School Life; (*b*) furthering the plans for a national survey of secondary education; (*c*) studying the services of the Office of Education to secondary education.

7. Preparation of a list of topics suitable for investigation in the National Survey of Secondary Education. This list of problems was prepared by a committee of which E. J. Ashbaugh was chairman. Reactions to the outline were secured from more than 150 educators.

Recommendotion of Executive Committee

The recommendation of the executive committee that the American Association of Junior Colleges be admitted to membership in the National Committee on Research in Secondary Education was acted upon favorably. Dr. L. W. Smith, superintendent of schools in Berkeley, Calif., and chairman of the research committee of the association, has been named the committee representative of this organization. Dr. C. O. Davis, editor of the North Central Association Quarterly and a writer of note, was elected to membership at large. The present officers of the committee were reelected: J. B. Edmonson, chairman; W. R. Smithey, vice chairman and treasurer; Carl A. Jessen, secretary.

The outstanding service to education of J. C. Boykin, until his death in July, 1929, editor of School Life, was recognized by the committee in a resolution directing the secretary to send a letter of sympathy to Mrs. Boykin.

Future Activities of Committee

During the last few months it has become increasingly apparent that the National Survey of Secondary Education will claim the time and services of the membership and will at the same time perform many of the functions of the National Committee on Research in Secondary Education. Approximately half of the membership hold important committee positions in the work of the survey with additional assignments likely to follow. In advance of the meeting Chairman Edmonson had requested Doctor Smithey to learn from members what policy they desired to follow with regard to future activities. The vote favored a continuation of the committee, but a suspension of many of the activities during the period of the survey. Considerable discussion was had regarding the activities which should be continued. It was felt that, while the committee probably would not initiate activities except as related to the survey, the opportunity for such action should not be closed by resolution. The resolutions adopted by the committee on this subject are as follows:

1. That the National Committee on Research in Secondary Education continue its work and activities for the period of the survey.

2. That the National Committee on Research in Secondary Education accept the invitation of the United States Commissioner of Education to meet with the advisory committee of the National Survey of Secondary Education during the period of the survey.

3. That no effort be made by the National Committee on Research in Secondary Education to collect appropriations from cooperating organizations during the first year of the national survey, but that every proper effort be made to collect the money now due the committee.

Fifteen thousand bright yellow fans attractively displaying information about library service in California, were distributed last year at the State Fair.

Fourth Conference of the National Committee on Home Education

By ELLEN C. LOMBARD

Assistant Specialist in Home Education, Office of Education

THE FOURTH conference of the National Committee on Home Education was held March 3 and 4 in the Office of Education, Department of the Interior, under the chairmanship of the United States Commissioner of Education, William John Cooper, who opened the conference with a statement of objectives of the committee and gave expression to the belief that the economics of home-making education had overbalanced the cultural aspects of this type of education. During part of the conference the Assistant Commissioner of Education, Miss Bess Goodykoontz, acted as presiding officer.

Large Field Embraced in Home Education

Parent education, library extension, university extension, adult education, child education in the home, and their relation to the whole educational process are considered as included within the area of discussions of this committee, whose membership includes representatives of the National University Extension Association, the American Library Association, the National Congress of Parents and Teachers, and the Office of Education. With the purpose of increasing the scope and effectiveness of the work of the committee, membership in the committee was extended at the conference to the National Education Association and to the American Association for Adult Education.

It is manifest that all efforts to encourage informal education in the home, on an extensive scale, must rely for their success upon the local book supply. In view of this fact, the report of the survey of library facilities, which was made by the American Library Association in 1926, is of vital importance in developing projects in home education. The tremendous task of providing opportunities for home education to the 45,000,000 people in the United States who are reported to have no access to local public libraries challenges the attention and calls for the most expert service of educators, librarians, social workers, and laymen. Self-education depends for its success upon the availability of books.

With this situation in mind and with the further aid of recent studies of reading interests and habits of adults and children, this committee meets periodically to confer on known educational needs of people in the home, to pool the information available, and to work out plans or programs which may be carried out through the organizations in membership on the committee.

Many Aspects of Home Education Considered

The conference opened with informal discussions on the difficulty of reaching the rural population with information for self-education, the need of centering attention on projects of book supply and purchase at low cost, university extension experiments in book loans, the radio as an avenue for home education, possibilities for training library aids, and use of weekly newspapers for publicity on courses and books.

L. R. Alderman, specialist in adult education of the Office of Education, suggested a plan by which the American Library Association might use the reading courses issued by the Government by furnishing the courses, as guides, to purchasing departments of libraries. He stated the object for which these courses were issued.

As an aid to home education, Mrs. A. H. Reeve, representing the National Congress of Parents and Teachers, urged that extension divisions of universities and colleges distribute outlines of the addresses of their experts and short lists of books for listeners to take home, and thus enable them to review the address at leisure in the home. She also pointed out the advantage of getting libraries to cooperate, by preparing and distributing in advance or at meetings short lists of three or four attractive books on the subjects discussed.

The Question of Book Cost

Special concern was expressed by the committee regarding the book supply. In particular, discussions centered around the question of how to secure, at moderate cost, the special type of authoritative literature which is most desirable for parent-education purposes. It was pointed out that books costing not more than a dollar would generally be within reach of the average home. Examples of the popularity of such books were brought to the attention of the committee. The fact was emphasized that most of the newer books dealing with problems of parents, those which are technically sound and therefore desirable for parents to read, are beyond reach of the average home in cost. Doctor Cooper, referring to the popular use of cheap paper-bound books in foreign countries, suggested such books as a solution of the problem of book supply, if publishers could be induced to issue such editions.

An experiment with subject matter relating to daily problems of the home, carried on during the past year in the Office of Education, indicates a tremendous increase in interest in this type of literature.

The committee discussed the possibilities of a cooperative experiment with publishers by which cheap editions would be issued of one or two books known to be authoritative in content and popular enough in form to ensure sale.

By unanimous consent, it was decided to invite a representative of the National Association of Book Publishers to sit in on future conferences when it is anticipated that discussions will be of special interest to publishers.

Many Phases of Library Work Discussed

F. K. W. Drury, executive assistant, American Library Association, stated his belief that the county library is the solution of the problems of adult education in rural communities, and declared that steady demand for the classics was instrumental in lowering the cost of standard classical works. Reports on the Reading With a Purpose Series show that more than a half million leaflets on various subjects have been sold by the American Library Association.

E. Ruth Pyrtle, president of the National Education Association, described the program of the association to promote the establishment of libraries in every elementary school, and the courses in library training for principals and teachers held in conjunction with annual meetings of the organization at universities or colleges in or near the city in which the association is meeting.

John D. Willard, associated with the American Association for Adult Education, recommended to the committee a careful appraisal in each community of existing activities in home education before new activities are inaugurated. Among other things he pointed out the importance of insuring the availability of suitable materials, of studying the capacity for leadership, and of developing a technique for fruitful discussion of adult education.

R. M. Grumman called attention of the committee to the importance of inducing national organizations to give consideration to methods of reaching rural people, through county newspapers, with information of successful projects of informal education, a point on which a question had already been raised; and this brought up a discussion of the expansion of children's reading courses.

Considerable interest was shown in the project of "the little playhouse library in the park," a project developed in Holland

to promote reading in the public park; and there was some discussion on the possibilities of its promotion in the United States.

Recommendations Made After Discussion

Following are some of the recommendations made at the conclusion of discussions:

1. That university extension lectures, when dealing with parent education, home science, reading, or other subjects intended to produce definite results, should be accompanied by summaries or by graded, annotated book lists.

2. That where addresses on such topics are given, libraries distribute lists of the books available to continue the interest aroused.

3. That the American Library Association and the National Congress of Parents and Teachers collaborate in the experiment of taking the library to the people—securing cooperation of the public parks system in certain selected cities.

4. That the National Education Association, American Library Association, and the National Congress of Parents and Teachers collaborate to encourage establishment of adult libraries in schools, especially in communities where there is no library service, and to secure volunteer librarians to open such libraries at least twice a week if possible; or to develop a system for book circulation through pupils, by sending lists to the homes.

5. That all the constituent organizations collaborate to extend traveling library service, and especially to make known to homes and schools and community centers that such service is now available in 40 States, and may be secured by all States. To this end printed matter should be prepared in attractive form and fully circulated, particularly through schools, parent-teacher associations, etc., in order to reach the mass of the people.

6. That definite effort be made to secure the printing of carefully selected books for parent education, etc., in editions costing not more than $1; to be used in connection with outlines for study. Possibly a group of 5 books as the nucleus of a home book shelf, possibly only 2 or 3 on child training might be tried as an experiment.

7. That definite effort be made to establish a weekly radio service, national in scope and popular in type, to broadcast talks on phases of parent education—travel, biography, general culture, with suggestions for home reading on each subject.

Motion Unanimously Adopted

The following motion was unanimously adopted:

That this committee request the American Library Association to consider the advisability of encouraging courses in library training and of offering, by the home study or correspondence method, outlined library courses of two types: (1) Those of an elementary nature purposely designed to train special librarians as aids to regular library staffs, for meeting certain problems peculiar to the present adult nonreading class; and those of a more serious character designed to be the equivalent of regular courses offered in residence by well-established schools of library science.

The American Library Association was requested to report back to the committee the results of its study of the proposal.

The Progressive Education Association held its tenth annual conference in Washington, D. C., April 3 to 5, 1930, at the Willard Hotel.

Teachers' Salaries in Illinois Public Schools, 1913–1928

A Study of Some of the Factors Considered in Fixing Teachers' Salaries. Training, Sex, Cost of Living, Length of School Year, Location, and Type of School Are Among the Factors Most Easily Measured

By HENRY GLENN BADGER

Principal Statistical Assistant, Office of Education

A QUESTION constantly before the American public is what amount of salary shall be paid public-school teachers. From time to time the statement is made that salaries are much larger now than formerly, the inference being that teachers as a class receive sufficient remuneration for their time and efforts.

Many factors enter into the correct determination of the amount of a teacher's salary. Some of these factors can be accurately measured; others are more or less intangible. One of the most important of the intangible factors is the teacher's position as a member of the community, reflected in the part he or she takes in community activities. Among the factors which are measurable with greater or less degree of accuracy are training and experience of the teacher; length of the school term; type of school work done, whether kindergarten, elementary, secondary, or junior college; nature of the duties assigned the teacher, whether administrative, supervisory, or instructional; location of the school, whether rural or urban; and the number of years for which a teacher may contract at a time.

Considerable Data Available in Illinois

The Illinois State Department of Public Instruction has for some years collected data regarding a number of the factors listed above. The accompanying tables show the trends in regard to amount of training possessed by teachers, length of term, distinction between elementary and secondary teachers, between rural and urban teachers, and between the sexes. Data collected by the State on experience and tenure are not presented here, for the reason that until 1927 the Illinois statutes limited teachers to 1-year contracts, so that in considering salary, experience, and tenure it would be difficult to say which is cause and which result. All figures used are either taken directly or derived from Tables 5, 6, 7, 9, 10, 11, 12, and 41 of the statistical reports of the superintendent of public instruction of Illinois for the years ending June 30, 1913, 1920, and 1923 to 1928, inclusive.

In interpreting these figures it should be borne in mind that, for statistical purposes, classroom teachers, supervisors, principals, and superintendents are all listed as teachers. It should also be remembered that the cost of living varied greatly during the period in question, and that while salaries apparently show a decided increase, when they are measured in terms of the 1913 dollar—the last year of stable conditions before the war—the upward trend is not so pronounced. The cost of living in the United States is reported by the Bureau of Labor Statistics, United States Department of Labor, to have increased 72 per cent over the 1913 average to December, 1927, the middle of the school year 1927–28. Accordingly, it will be necessary to divide the 1928 salaries by 1.72 in order to get the real increase.

The amount of training demanded of Illinois teachers has also increased as is evidenced by the following figures:

TABLE 1.—*Training possessed by teachers in Illinois public schools, 1913 and 1928*

	1913	1928
	Per cent	*Per cent*
Graduated from college, normal school, or both	25.7	52.3
Graduated from high school, including those who had taken some training at a college or normal school, but not graduated	58.3	45.0
Attended high school, but not graduated	9.8	2.4
Finished elementary school only	5.2	.3
Total	100.0	100.0

In the above table substantial reductions may be noted for all classes of teachers except those with diplomas from colleges or normal schools; the percentage for this group shows a very marked increase. The percentage of teachers with only an elementary education—no professional training—had reached nearly the vanishing point by 1928. To state it differently, 1 teacher in every 20, in 1913, was without high-school training of any kind, and 1 in 10 had received some high-school training but had not graduated; 1 in 4 had a diploma from a college or normal school. In 1928 slightly more than half the teachers of the State had college or normal diplomas, while only 1 in 300 possessed no high-school training.

Table 2 shows that the average school term increased in length from 160 days in 1913 to 186 in 1928. This is an increase of 26 days, or 16.25 per cent. Salaries reported by the State are on an annual basis. From Table 5 it will be seen that the median daily wage increased from

$3.19 to $7.76, or 143.3 per cent, and that the average daily wage increased from $4.14 to $8.63, or 108.5 per cent. When these figures are adjusted for the 72 per cent increase in the cost of living from 1913 to 1928, the percentages shrink to 41.4 for the median and 21.2 for the average. How much of this actual increase is due to the more extensive training demanded of teachers and how much to the extension of secondary schools or other factors can not be accurately determined from the data at hand.

Table 3 shows the trends in salaries as between elementary and secondary teachers and also as between the sexes.

Table 4 shows the conditions obtaining in three rural counties, along with those in Cook County, which is predominantly urban. The rural counties selected were Calhoun, Henderson, and Pope. They are all small; none had a population of 10,000 in 1920, and none had an incorporated village or town of 2,500. The density of population for each, as given in the United States census reports, was: Calhoun 32.2, Henderson 26, and Pope 25 per square mile. On the other hand, Cook County had a density of population amounting to 3,272.3 per square mile The number of teachers needed in the rural counties increased from 211 to 243 in 15 years, a percentage increase of only 15.2. In Cook County the number of teachers needed rose from 8,218 in 1913 to 15,888 in 1928, an increase of more than 94 per cent.

Average Salary Greater Than Median

It will be noted that the average salary is consistently greater than the median. This is easily understood when it is remembered that the median is that point in the scale on each side of which one-half of the individual measures lie, whereas the average is a measure of actual money paid. A few highly paid teachers will run the average up, but they will not increase the median any more than if they were each receiving but little above it.

It is interesting to note that in the elementary grades women, as a rule, are better paid than men, but that in secondary schools the opposite is the case. In terms of actual money, urban teachers are on the whole much better paid than rural. So many other factors are involved, however, that any unqualified generalization would be unwise. The relative cost of living in urban and in rural communities, the relative amounts of training required, the differences in length of school term, the relative security of tenure of position, the portion of the day or week for which a teacher is employed, as well as the respect which teachers in the different localities have been able to command, either as individuals or through membership in social, fraternal, or other organizations, all play a definite part in determining the annual compensation paid the teacher. Since Illinois reports regularly show a number of teachers receiving merely nominal compensation,[1] but since no data are available as to the number of part-time teachers employed, or the portion of the time they are employed, it is impossible to do more than raise the question as to the influence of the part-time teacher on the salary question.

On the other hand, more than one-fourth of the men employed in secondary schools in 1928 received salaries in excess of $3,000 per year each.[2] How much more the report does not show, as salaries beyond that figure are not itemized. The State Teachers' Directory for 1927–28 shows some salaries running up as high as $10,000 per year, and a few above that figure.

Index of Cost of Living for 1927

It may be questioned whether the increase in compensation of teachers has kept pace with the increased cost of living. Although the index of the cost of living for 1927, as quoted above, was 172, considering 1913 as 100, that figure is by no means the maximum for that index. In 1920 it was over 200, the figure reaching 216.5 in June, 1920, when a great many teachers had but recently accepted contracts for 1920–21. The 1927 figure is actually the lowest since September, 1924, when it stood at 170.6. When the great rise in cost of living up to 1920 is considered, it may be easily concluded that teachers were not so well off at that time, as the 1920 salaries represent less than 150 per cent of those for 1913.

No Definite Data Available for Comparison

No definite data are available on the comparative training of elementary and secondary teachers, women as compared with men, or rural and urban teachers. Data regarding the comparative lengths of the school year for elementary and secondary schools are also indefinite, although the fact that both in 1913 and in 1928 the average length of term for secondary schools was greater than for all schools would indicate that secondary schools were, as a rule, operated longer than elementary schools.

[1] In 1928 there were 38 teachers receiving less than $200 each per year; 27 of these were in elementary work and 11 in secondary.

[2] The published report for 1928 shows that of 4,422 men teaching in secondary schools, 1,226, or 27.7 per cent, were paid $3,000 or more each.

As a whole, it appears that the public-school teachers of Illinois are not only a better-trained group than they were in 1913, but they also appear to be somewhat better paid. Elementary teachers have profited more than secondary teachers, women slightly more than men. There seems to be little difference between the per cent of increases given rural teachers and those given urban teachers.

TABLE 2.—*Average length of school term in days, 1913–1928*

Item	1913	1928
All elementary schools	(1)	(1)
All secondary schools	178	188
3 rural counties	147.7	167.3
1 urban county	182	193
All public schools in State	160	186

[1] No data available.

TABLE 3.—*Median annual salaries of teachers, 1913–1928*

ELEMENTARY

Year	Men	Women
1913	$421.86	$486.40
1920	720.88	815.82
1923	853.51	1,101.89
1924	890.74	1,130.09
1925	922.35	1,152.49
1926	948.68	1,174.75
1927	980.18	1,189.53
1928	982.29	1,204.57

SECONDARY

1913	$1,137.04	$835.88
1920	1,771.76	1,169.74
1923	2,212.38	1,641.90
1924	2,272.86	1,658.60
1925	2,307.51	1,715.50
1926	2,310.27	1,755.47
1927	2,350.71	1,786.68
1928	2,352.11	1,815.53

TABLE 4.—*Median annual salaries of rural and urban teachers, 1913–1928*

Year	Rural	Urban
1913	$358.65	$1,131.89
1920	552.22	1,924.99
1923	700.00	2,450.43
1928	798.81	2,577.70

TABLE 5.—*Median and average annual salaries and daily wages of teachers, 1913–1928*

ANNUAL SALARIES

Year	Median	Average
1913	$510.08	$662.07
1920	896.09	1,079.88
1923	1,281.38	1,446.94
1928	1,443.89	1,604.01

DAILY WAGES

1913	$3.19	$4.14
1928	7.76	8.63

New Books in Education

By MARTHA R. McCABE
Acting Chief, Library Division

KRUSÉ, SAMUEL ANDREW. A critical analysis of principles of teaching as a basic course in teacher-training curricula. Nashville, Tenn., George Peabody college for teachers, 1929. viii, 168 p. tables. 8°. (George Peabody college for teachers. Contribution to education, no. 63.)

The author bases his reasons for presenting this study upon the conviction among educators that courses in education are in need of "a thoroughgoing reorganization"—that there is a multiplication of courses, that they have no definite content, that they overlap, and that their content is of doubtful validity. With this conviction in mind, he has developed a course in the principles of teaching, analyzed courses of study, textbooks, and subject-matter in this country and in Europe. A unique section of the volume is found in the appendix which gives a chronological list of the more important books on education published during the nineteenth century.

LIMBERT, PAUL MOYER. Denominational policies in the support and supervision of higher education. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vii, 242 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 378.)

The meagerness of literature dealing with denominational higher institutions doubtless contributed to the author's purpose in preparing this study of the Church boards of education. Information regarding the policies and practices of the various denominations was gained through cooperation with the secretaries of the boards of the eight denominations represented in the study. The book presents a report of their purpose and powers, their policies—educational, religious, and financial—the organization and procedure of the boards, and consolidation and interdenominational cooperation. The study presents clearly the relationship existing between organized religion and higher education in the United States.

PROSSER, C. A. *and* BASS, M. R. Adult education. The evening industrial school. New York and London, The Century co. [1930] xviii, 390 p. front., tables, diagrs. 12°. (The Century vocational series, edited by Charles A. Prosser.)

The success of the evening school, according to the authors, depends upon the recognition and application of the principles of good business, and they discuss the subject from that angle with suggestions how to accomplish the end in view. Keeping up the attendance of adults in evening schools once they have started has long been a problem—there is no way of compelling them to go except by giving them what they want and when they want it. The book contains many suggestions resulting from the wide experience of the authors.

REAVIS, WILLIAM C. *and* WOELLNER, ROBERT C. Office practices in secondary schools. Chicago, New York [etc.] Laidlaw brothers [1930] 240 p. tables, diagrs. 12°.

The details of technique necessary to the successful administration of business offices of secondary schools and the best office practice are given in this volume for the benefit of principals, superintendents, and school boards. The business office of the high school is no longer carried on according to careless methods, but calls for an intimate knowledge of expert office procedure. The principal must be informed concerning the relative importance of various office duties. The book will be useful in helping the busy principal to evaluate the general office practices of the principalship in the secondary schools.

RUSSELL, CHARLES. Standard tests. A handbook for the classroom teacher. Boston, New York [etc.] Ginn and company [1930] v, 516 p. tables, diagrs., maps. 12°.

The author has made a study of measuring processes and techniques which is intended to be especially useful to the younger members of the teaching clan. As those in charge of measuring the results of teaching have always something to learn in the way of new methods, the additional information found in this volume will be welcome, as new technics and processes are suggested. Diagnosing pupils in a school, and classifying them according to such diagnosis may not be either easy to teacher or pleasant to pupil, but the practice is developing rapidly. Methods which reduce the drudgery of testing to a minimum are needed.

STARBUCK, EDWIN DILLER, *and others*. A guide to books for character. Volume II. Fiction ... Institute of character research, University of Iowa. Done in cooperation with the Institute of social and religious research, New York city. New York, The Macmillan company, 1930. x, 579 p. 12°.

The author calls this volume a Baedeker to the land of children's fiction. The basis of selection of the books of fiction included in the list was the relative worth of the selections, the grade placing, and the moral situations involved. The project is connected with the Iowa plan of character education under the auspices of the University of Iowa and the Institute of social and religious research. The books selected are arranged by title in their suitable grades, a brief annotation given, followed by the attitudes exemplified in the story. Especial attention is given to the statement of the trustworthiness of the book as a guide, and a description of the procedure followed. It is worthy of note that a competent staff of critical readers—men and women trained in literary criticism and writing—was engaged in the study, among the number being teachers, parents, child psychologists, story tellers, religious educationists, et al.

THOMAS, DOROTHY SWAINE *and others*. Some new techniques for studying social behavior. New York city, Bureau of publications, Teachers college, Columbia university, 1929. x, 203 p. tables, diagrs. 8°. (Child development monographs, no. 1, Helen T. Woolley, editor.)

This contribution to the literature of experimental sociology has been shared by a number of women associates of the author in the field of child development, including Margaret Barker, Alice M. Loomis, Ruth M. Hubbard, Alice Gregg, Marion Miller, Ethel Linton, Alma P. Beaver, Janet F. Nelson, Virginia Wise, Mary S. Herben, and Lulu-Marie Jenkins, each of whom has contributed a part to the study. The research program described consists of certain activities of young children which have been studied and reported upon, including social-material activities, physical contacts, group formation, laughter situations, the preschool gang, personality differences, rapport between adult and child, etc.

VANDEN BERGH, L. J. Public schools *versus* delinquent youth ... Foreword by Vierling Kersey ... Los Angeles, Calif., Clark publishing company, 1929. xviii, 224 p. 8°.

No discussion of the status of juvenile delinquency presents a cheerful picture. One of the most perplexing problems confronting society to-day is the work of the school in preventing the delinquency of youth. Mr. Kersey, State superintendent of public instruction in California, states in the foreword that "it seems safe to predict that this book will have a very definite place in the field of literature on juvenile delinquency." The author devotes some space to the problems of delinquency, heredity, and environment, and also discusses excess ego, compulsory education, the 24-hour school, legal age, the vicious circle, the public school as a moral guide, etc. Educational psychologists, juvenile court officials, school executives and teachers, as well as parents, will read the book with interest.

WAITS, EDWARD MCSHANE. A college man's religion, and other studies in religion and life. Fort Worth, Tex., Stafford-Lowdon, publishers [1929] 418 p. 12°.

The author, who is president of a Christian college, gives in this volume a number of addresses which he delivered to the students and faculty of his institution on subjects of religion and life, religion and education, student life, etc. The university president, amid the pressing business and administrative duties of his office, may find but little time to devote to individual students, perhaps to his regret, but students who have come in close contact with beloved college presidents know the lasting impressions produced and the tender feelings involved. The author thinks there is a genuine amount of religion in quantity and quality among college students, and believes them at heart to be sound, trustworthy, and dependable.

Prison Library Research

A year's study of problems connected with administration and book selection in prison libraries has been undertaken in Massachusetts, and a man librarian, assistant in the Haverhill Public Library, will spend a year among prisons and jails of the State. Massachusetts has five classified State prisons for men and several county jails. The project will be under the direction of Miss E. Kathleen Jones, a member of the staff of the Massachusetts division of public libraries, who is in charge of State and county institution libraries; she is chairman of the American Library Association committee on institution libraries. A fund of $3,000 for the survey is supplied by the Bureau of Social Hygiene, New York.

U. S. GOVERNMENT PRINTING OFFICE: 1930

MEETINGS OF EDUCATIONAL ASSOCIATIONS DURING THE SPRING AND SUMMER OF 1930

Compiled by RUTH A. GRAY, Library Division

AMERICAN ALUMNI COUNCIL:
President, JOHN D. MCKEE, College of Wooster, Wooster, Ohio.
Secretary, ARTHUR C. BUSCH, Rutgers University, New Brunswick, N. J.
Meeting, Amherst, Mass., May 1–3, 1930.

AMERICAN ASSOCIATION FOR ADULT EDUCATION:
President, JAMES D. RUSSELL, Teachers College, Columbia University, New York, N. Y.
Secretary, MARGARET E. BURTON, 600 Lexington Avenue, New York, N. Y.
Meeting, Chicago, Ill., May, 1930.

AMERICAN ASSOCIATION FOR THE STUDY OF THE FEEBLE-MINDED:
President, GEORGE L. WALLACE, Wrentham, Mass.
Secretary, H. W. POTTER, 722 West One hundred and sixty-eighth Street, New York, N. Y.
Meeting, Washington, D. C., May 5–10, 1930.

AMERICAN ASSOCIATION OF COLLEGES OF PHARMACY:
President, JOHN J. BEARD, University of North Carolina, Chapel Hill, N. C.
Secretary, ZADA M. COOPER, Iowa City, Iowa.
Meeting, Baltimore, Md., May 5–6, 1930.

AMERICAN ASSOCIATION OF COLLEGIATE SCHOOLS OF BUSINESS:
President, RALPH HEILMAN, Wieboldt Hall, Northwestern University, Chicago, Ill.
Secretary, WILLIAM A. RAWLES, Indiana University, Bloomington, Ind.
Meeting, Iowa City, Iowa, May, 1930.

AMERICAN ASSOCIATION OF UNIVERSITY WOMEN:
President, MARY E. WOOLLEY, Mount Holyoke College, South Hadley, Mass.
Secretary, KATHRYN MCHALE, 1634 I Street NW., Washington, D. C.
Meeting, Cedar Rapids, Iowa, May 13–15, 1930.

AMERICAN ASSOCIATION OF VISITING TEACHERS:
President, JULIA K. DREW, 305 City Hall, Minneapolis, Minn.
Secretary, M. EMILIE RANNELLS, Stevens School of Practice, Thirteenth and Spring Garden Streets, Philadelphia, Pa.
Meeting, Columbus, Ohio, June 28–July 4, 1930.

AMERICAN ASSOCIATION TO PROMOTE THE TEACHING OF SPEECH TO THE DEAF:
President, HARRIS TAYLOR, 904 Lexington Avenue, New York, N. Y.
Secretary, H. M. MCMANAWAY, Virginia School for the Deaf, Staunton, Va.
Meeting, Milwaukee, Wis., June 30–July 4, 1930.

AMERICAN COUNCIL ON EDUCATION:
President, C. R. MANN, 26 Jackson Place, Washington, D. C.
Secretary, HENRY G. DOYLE, George Washington University, Washington, D. C.
Meeting, Washington, D. C., May 2–3, 1930.

AMERICAN DIETETIC ASSOCIATION:
President, ANNA E. BOLLER, 66 Woodside Road, Riverside, Ill.
Secretary, PHYLLIS D. ROWE, Johns Hopkins Hospital, Baltimore, Md.
Meeting, Toronto, Canada, September 8–10, 1930.

AMERICAN FEDERATION OF ORGANIZATIONS FOR THE HARD OF HEARING:
President, HARVEY FLETCHER, 463 West Street, New York, N. Y.
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Meeting, Columbus, Ohio, June 28–July 4, 1930.

Objectives of Education

THE object of education in the school should be to clear up the mind and give substance and discipline to its powers. To attain to clearness there is but one way—the student, engrossed in his little world of opinions and caprices, must learn the presuppositions of his being and activity. The individual looks out from his narrow environs in the now and here, and sees that he is what he is mostly through conventionality. He does this or that because others do it; he acquired the habit when a child and has never questioned its rationality. His family and immediate circle of acquaintances have given him his habits of thinking and acting. He looks further and sees that the community in which he lives is governed likewise by use and wont. Tradition is the chief factor; accidental modifications of time and place enter as a less important factor; another factor in the result is the law of development or evolution, wherein he sees a gradual change ensuing from internal growth. Through observation of this latter fact—that of evolution—he is carried at once beyond his community and beyond all contemporary communities. He begins to trace the historic evolution of his own civilization out of the past. Out of the formless void of his consciousness there begin to arise some intimations of his whereabout, and whence, and whither.

—*William T. Harris.*

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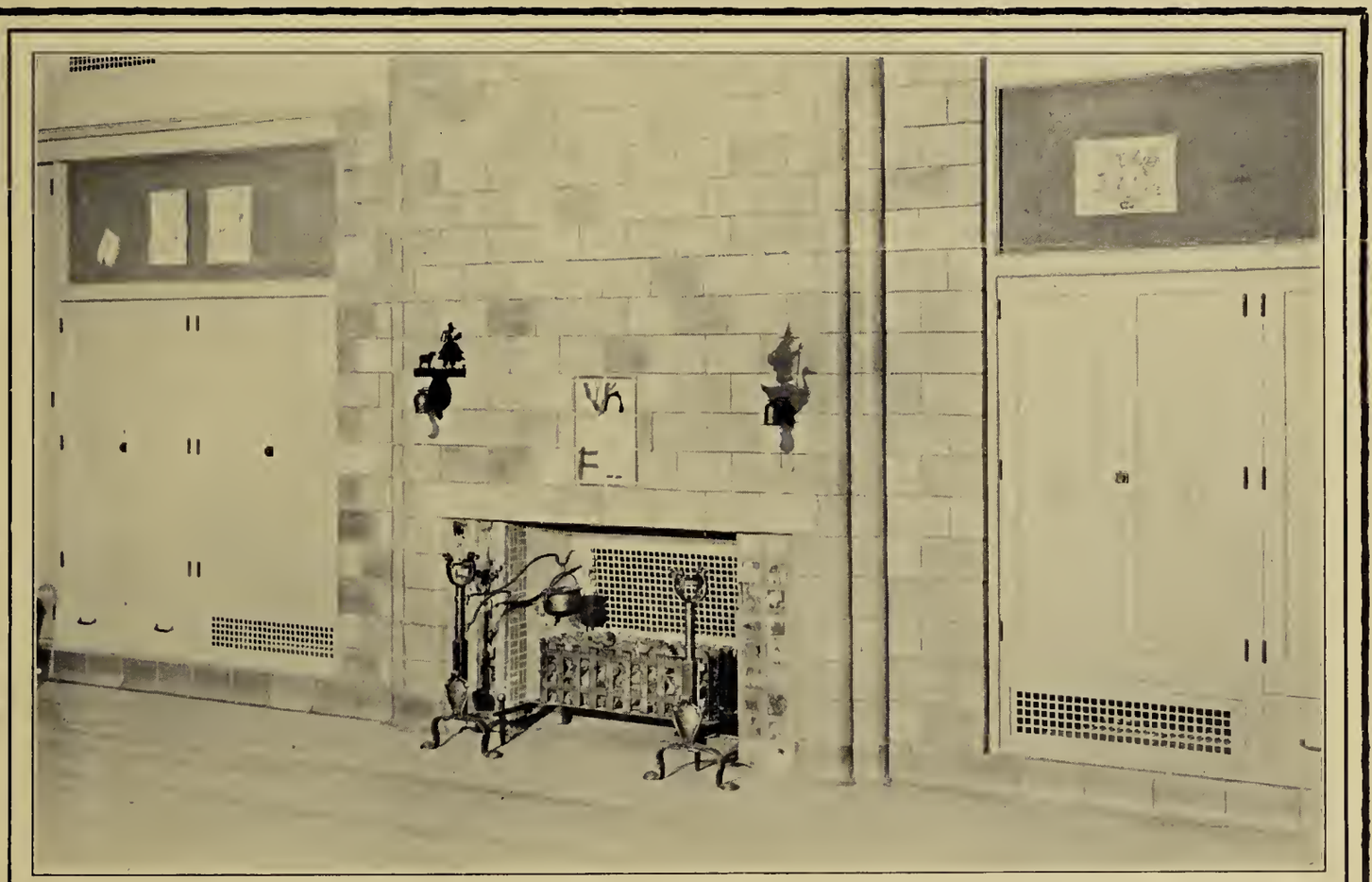

KINDERGARTEN ROOM, OAKMAN SCHOOL FOR CRIPPLED CHILDREN, DETROIT, MICH.

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SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Opportunities For The Classroom Teacher as a Research Worker

The Analysis and Organization of Steps in a Learning Situation, the Testing of Effectiveness of Methods of Teaching, and the Evaluation of New Units of Curriculum Materials are Only a Few of the Many Opportunities Open to the Classroom Teacher for Research

By BESS GOODYKOONTZ

Assistant Commissioner of Education

JUDGING by the titles of educational books, magazine articles, and programs, the classroom teacher is an increasingly busy and important person. Such titles as these indicate the scope of her interests and responsibilities: "The teacher as social worker," "The teacher as curriculum builder," "The teacher as a student," "The teacher as artist," "The teacher as an agent of international good will," and "The teacher as a missionary of peace." To these many interests and services we are now to add that of conducting research in education. It is still possible to find objectors and objections both to allowing experimentation to be carried on in the classroom and to permitting the teachers themselves to participate in such experimentation. Such objectors say that teachers should make use of the results of others' research but that they should not attempt to participate in it. But the increasing emphasis given in teachers colleges and departments of education to training teachers in methods of research, and the increased attention given in educational publications to this phase of the teacher's work seem to indicate a growing recognition of the values to be derived from interesting and including classroom teachers in the work of evaluating what we are now doing and finding new ways to improve our practices.

Woody summarizes the values to the classroom teacher of participating in educational research in these statements: "It gives the teacher expert training in research methods," "It tends to result in superior teaching," "It provides a great stimulus to professional growth," "It aids the teacher in intelligent reading of educational literature," "It will aid in establishing teaching as a profession," "It often leads to both spiritual and monetary rewards."

This emphasis upon the values of research participation to the teacher herself is excellent; it shows one way of bringing new interest and new effectiveness into a work that may otherwise become routine; it includes the teacher not only as a part of the machinery of education but as a part of the brain that plans it as well. Another emphasis, I think, is possible. In addition to contributing much of value to the teacher herself, participation by the teacher in research problems in her own classroom has possibilities of adding much to our body of knowledges and skills which make improvement in teaching methods possible. Both these values—to herself and to her profession—are dependent upon her acceptance of the responsibility of preparing for and participating in purposeful, accurate, practical experimentation. Because final acceptance of new materials, new techniques, and new administrative schemes must depend upon whether they work in normal classroom situations, the teacher is in a strategic position for participation in their trials.

Certain types of investigation and experimentation are particularly well suited to the classroom situation. One important type is that research which analyzes, tests, and organizes the steps in certain learning situations. Most skills are complex; analysis and experimentation are necessary to discover the steps in the learning process necessary for their mastery. Higher decade addition, writing a paragraph of description, answering a question which calls for comparison of two things or ideas, finding a picture which illustrates a story, preparing rebuttal for a debate—all these are bundles of skills, rather than single skills, to be mastered.

I recently read an account of the steps or degrees of success in teaching an idiot to put on his shoes. Putting on a shoe seems to us to be a simple unit skill, scarcely possible of analysis. But that is because we are normal adults and can not be expected to notice the steps in getting a shoe on correctly and therefore to understand the blunders possible to an idiot in getting the right shoe selected, the toe put first into the heel, the tongue of the shoe straight, the laces in the right holes, the knot tight enough to hold, and finally the fastening completed. But many of the skills which we assume children develop easily are as complex as getting on a shoe and are equally hard to acquire.

For instance, finding or drawing a picture which illustrates a story is a colossal task to a young student of primary standing. First he must know the story thoroughly, understanding the sequence of events. He must recognize the climax, or at least one of the high spots of interest,

Address delivered at meeting of the N. E. A., Department of Classroom Teachers, held at Atlantic City, N. J., Feb. 25, 1930.

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for who would illustrate any but the important parts of the story? He must know very exactly the answers to "who," and "where," and "when," for the part of the story which he is to illustrate, for otherwise he might make his readers miss the point of the story. Furthermore, he must get appropriate action or expression into his picture or it will not actually illustrate. Thus illustrating a story may sound like play to the teacher who assigns it as a task, but it is a real job to the second-grade child. And similarly many of the assignments made every day in classrooms all over the country, from primary grades through college, assume that students have mastered very complex skills which teachers have never analyzed.

Samples from Courses of Study

Courses of study, too, customarily state their grade and subject objectives in terms of very complex and complicated skills. Here are some samples from an English course of study. Each one may sound simple, but as we examine it, it explodes into many unit skills and presents us with a difficult task of putting it into shape for pupils' use.

1. *To employ meaningful adjectives.*—What is an adjective? When is an adjective meaningful? What are some meaningful adjectives? What are some adjectives which do not express vivid meaning? How may good ones be used? Where, when, and how many? This simple-sounding objective presents an important problem in analysis.

2. *To relate a story so that interest will be maintained.*—What is an interesting story? How long may it be and still not endanger interest? What tricks of voice and expression help to maintain the interest? Should the story be learned? Should it have an introduction? This, too, is a complicated business.

An arithmetic course makes these prescriptions:

1. By the end of the first semester the child should be able to find pages in a book.

2. Third grade should establish the practice of checking or proving results.

3. Sixth grade should obtain a working acquaintance with common business forms.

Each one of these is as complex as getting on a shoe or making a picture to illustrate a story. Better teaching must wait for some one to analyze these complicated skills into their teaching and learning steps.

Such studies as those in arithmetic which aim to show the thinking steps in additive subtraction, to analyze the reasoning processes in solving word problems, and to determine the steps in difficulty in long division indicate the outstanding services which can be made in this field. Many others are waiting for teachers who can start with the best knowledge that educational psychology has to offer on the learning habits of children, analyze the complex skills which children must master, and test out their analyses in the classroom. For instance, how should pupils be taught to make an outline? Shall we start with a ready-made outline, showing how its headings can be matched with items in a given paragraph? Or shall we start with the paragraph, showing that it has one most important idea which might well be called the name or heading of the paragraph? Reading a graph is a complicated skill, too. Shall we start its mastery by reading the graph or by making a graph? Zero difficulties in subtraction, reading map keys, summarizing supplementary reading, addressing an envelope, lettering a poster are each frequently assigned or taught as a unit skill, but each one is exceedingly complex. Analysis of such learning steps is an important field for participation in research.

Study of Methods of Teaching

A second type of research in which the classroom teacher can be of great service is the experimental study of methods of teaching. We are still doing much of our teaching by guess. In many situations we are still teaching as we were taught Texts in methods of teaching contain many admonitions to certain techniques, and, at least by implication, heap disdain upon all those who follow other methods. Often these admonitions are based only upon the author's individual and unsupported opinion. Here are some examples:

1. "For children from 9 to 15 years old the formal lecture is of little use." Of course to call anything formal nowadays is to brand it as very bad. But do we know that a short interesting presentation of how bees carry pollen would not be of value and interest to pupils?

2. "Materials for pupils from 9 to 15 years of age should be presented in small units." Are we then to go back to short daily assignments?

3. "One must bear in mind the baneful influences that attend the use of vertical word lists." Those of us who grew up with them wonder just how baneful they are.

4. "The central aim in teaching history, that of reseeing and reliving past times and situations, can be more nearly realized through dramatization than through any other device." One wonders here whether the proponents of other teaching devices will agree with us.

These quotations from textbooks indicate that often statements of advice may be good; sometimes, no doubt, they are faulty; certainly they should be tested before they are widely accepted.

But in spite of the fact that method or technique is the teacher's tool for getting her work done, and that upon the effectiveness of that tool depends the effectiveness of classroom work, relatively few experimental studies of techniques of teaching are reported in lists of research studies. In Monroe's Ten Years of Educational Research the statement is made that among 467 articles analyzed in the Journal of Educational Research, only 72, or about 15 per cent, qualified as experimental investigations of methods of teaching. Recently an attempt was made to list experimental studies of techniques in teaching history. Many sources were investigated—bibliographies, yearbooks, indexes. Many interesting articles were found on how to make history assignments, how to use current materials, how to direct history study, and the like; but very few experimental studies were uncovered to show which types of assignments are best for history, whether narrative or exposition form of presentation is best, whether vocabulary drills influence pupils' understanding of history material. And yet these are questions which all those who teach history would be interested in having answered. Even a list of 200 references on techniques of history teaching showed fewer than 30 experimental studies calculated to measure the effectiveness of methods of instruction which we complacently accept and use.

This field of testing the effectiveness of method is one in which teachers are interested and in which they can serve. It is a difficult field because of the problems involved in controlling all the factors in the situation so as actually to measure the method or the process which is under scrutiny. I knew one very promising study which failed not long ago, because all the factors of the experiment were not carefully examined. In this experiment a teacher was interested in finding out which was better—to give a list of 10 or more questions as a guide to pupils in studying the history lesson, or to have them make an outline of the lesson as they studied. Two groups of pupils of fairly similar ability and training were used in the experiment, one group using the question assignment and the other making the outlines. Both groups had had training in both forms of study. After a period of trial a test was to be given, both groups taking the same test. So far all the factors seemed to have been controlled. But the test which was given was a question test, and the group which had been concentrating on the question type of study far outshone the outline-

study group. The unfair factor here was the form of test which favored one group. It had the same effect on the final score as the butcher's hand on the scales would make on the meat bill.

But in spite of all the difficulties the experimental testing of methods is a field which may be made to yield much to the improvement of classroom procedure. Which is better—long or short daily assignments? Which shall primary teachers use—script or print? Shall English teachers have a required reading list or a recommended list? Does an open-book discussion lesson in science yield better results than an individual study period? Is it wise to allow pupils to progress as rapidly as they can in algebra or should some attempt at group work be maintained for drill purposes? These are some of the puzzling questions which classroom teachers can help to answer.

Study of Curriculum Materials

Another similar field is the experimental testing of curriculum materials. In no field of education is more progress being made by all schools than in this one of determining curriculum objectives, selecting materials, and developing learning exercises in those materials. Nearly all subjects and all grades have had attention centered on them in nation-wide experiments with course-of-study materials. Interesting, fresh, informational selections are now put side by side with good stories in the readers; vital new materials are included in social problems courses; science takes on added interest, and charm, and practicality. Courses of study swell in size and textbooks multiply in number. From this wealth of new materials someone must help us select the best; someone must show us the best ways of organizing and presenting it; in some way we must discover to which ages and abilities the various units appropriately belong. Shall informational material about taxation, insurance, and bonds be read when the skills in computing taxes, insurance, and dividends are being mastered, or shall attention be focused only on the skills? Are health ideals better taught with narrative material than with informational presentations? Careful classroom experiments could help to answer these questions.

Care must be taken here as in the other experimental studies to watch all the elements of the experiment. I once knew an experiment in curriculum building to fail because all these elements were not watched. A teacher of literature had determined to include in her literature course of study the selections which her pupils liked best. To do that she occasionally had several pupils read selected stories aloud. The class then voted on the best two or three, and these were listed as stories of first rank. This went on for some time until one day a pupil innocently remarked, "I think I would have liked the first story best if I could have heard it, but I didn't understand all of it." The element that slipped in here and spoiled an attempt to measure the comparative value of different units of curriculum materials was the differing effectiveness of presentation of units. A good story through the voice of a poor reader gave the impression of being a poor story. But if care is used, no one can do more in the work of testing and adapting these new curriculum materials than the teacher, who is at the point where materials and learners meet.

Case Studies of Pupils' Behavior

Still a fourth field in which classroom teachers can contribute is that of case studies of pupils' social and educational behavior. Since the term "case studies" has a very scientific, technical implication because of its association with the medical and legal professions, we may be surprised to find any case studies as human as Symond's study of high-school pupils' study habits, in which he carefully observed and recorded the behavior of a single pupil throughout an entire study period. It seems probable that from similar studies of what pupils of different ages do while they study we might discover something about what kinds of assignments to make, what kinds of directions to give, how long the study periods should be, and so on.

Another kind of case study is that in which educational difficulties are diagnosed and remedies provided. Such reports as W. S. Gray's diagnostic and remedial case studies in reading, and Monroe's studies of the reading difficulties of high-school pupils who are failing in their classroom work, are valuable as guides both in the important business of critically examining the products of our work and in formulating new ways of meeting troublesome teaching situations.

Such studies emphasize again the necessity of the teacher's critical, but sympathetic understanding of her pupils' complex backgrounds. Case studies of pupils' activities in attacking new skills, showing periods of intense activity and occasional floundering; observations of pupils attempting to locate an item in a reference book; studies of some difficult pupil's reaction to different kinds of jobs or to different persons; detailed studies of a foreigner's difficulties in learning to speak English; a series of studies of pupils' infractions of school regulations; these and many others are possible as part of classroom procedure; and as such case records accumulate, we will in time acquire a body of information which will give new interest to the study of individual differences and new ways of providing for them.

Retesting Research in the Classroom

Another field of service in research—though not a separate type of research study—is in retesting, or applying in the classroom, the results of experiments which have been originally performed in the laboratory or under other than normal classroom conditions. All educational research has for its fundamental purpose the determination of what to do in educating pupils better. Laboratory experimentation may discover principles and procedures, but their final acceptance will depend upon successfully passing the test of classroom use. The teacher who carefully repeats another's experiment in which she is interested, and compares her findings with those of the original experimenter, is in a position to contribute very greatly to the reliability of the study's results. Monroe reports more than 3,600 research studies completed during the 10-year period of 1918–1927. The Office of Education is now compiling a list of some 3,000 research studies reported as having been completed during the past school year. No doubt many of these have results of real significance to teachers and pupils. Very likely new materials, new methods, new principles, are to be found among these 3,000 new studies. But the findings of many of them will be conclusive only when they have been retested in the classroom teacher's laboratory. The remark has sometimes been made by research workers in science fields that experimenters in education need not be concerned about the accuracy of their experiments because they are never checked, since everyone is busily experimenting with new problems instead of verifying possible solutions of completed experiments. In science this criticism is not true. There results and solutions are tentative until new and perhaps better results and solutions are found. Research in education will have a better reputation and be of more practical value when it includes much testing and retesting of its results. Since its results are to be used in the classroom, the teacher is of immense service in the proving ground of educational experiments.

Here, then, is another field for service in which classroom teachers can have a part. It is not the function of this article to outline methods and cautions, but only to indicate types of research in which teachers seem particularly able to participate. In analyzing and organizing the steps in a learning situation; in testing the effectiveness of methods of teaching; in evaluating new units of curriculum materials; in making case studies of pupils' performances; and in retesting reported experiments of other workers the classroom teacher has open to her a wide and important field as a research worker.

What New York City Teachers Do for Schools During Their Leisure Moments

As One Whose Career is Devoted to Training of Youth, the Teacher is Never Free from Responsibility. This Tinctures All His Life. School Hours are Crowded with Detail. Outside the School Preparation Must be Made for Actual Work of Teaching, for Self-Improvement, and for Participation with Others in Activities Actuated by the One Purpose of Inspiring in Pupils the Highest Ideals

By SAMUEL P. ABELOW

Instructor of History, Julia Richman High School, New York City

MARK TWAIN, the great American humorist, about 50 years ago described the schoolmaster of that day in the following words:

"Vacation was approaching. The schoolmaster, always severe, grew severer and more exacting than ever, for he wanted the school to make a good showing on examination day. His rod and his ferule were seldom idle now—at least among the smaller pupils. Only the biggest boys, and young ladies of 18 and 20, escaped lashing. Mr. Dobbins' lashings were very vigorous ones, too; for although he carried, under his wig, a perfectly bald and shiny head, he had only reached middle age, and there was no sign of feebleness in his muscle. As the great day approached, all the tyranny that was in him came to the surface; he seemed to take a vindictive pleasure in punishing the least shortcomings. The consequence was that the smaller boys spent their days in terror and suffering, and their nights in plotting revenge. They threw away no opportunity to do the master a mischief. But he kept ahead all the time. The retribution that followed every vengeful success was so sweeping and majestic that the boys always retired from the field badly worsted."

The Attitude To-day is Different

The schoolmaster of to-day deserves a better characterization. Instead of a ferule, he wields a baton that guides the school orchestra through a Wagnerian opera or a Beethoven symphony. Instead of using a rod, he blows a whistle to start the youngsters across the field with their football. Tyrannical conduct has been succeeded by a spirit of helpfulness toward the youngsters.

The teacher of to-day is so engrossed with devising plans for the proper direction of the rising generation that his whole being is suffused with a spiritual aurora borealis. He is more than a pedagogue. He is a civic leader, a diagnostician of mental ailments, an educational nurse, an explorer and discoverer of spiritual potentialities in the embryo genius, a spiritual guide. The teacher's influence extends far beyond the four walls of the classroom. It moves in ever-widening concentric circles into infinity.

Ideals of the Modern Educator

This influence is the result of the new viewpoint of the modern educator. The formal examination, while essential, is not the sine qua non of his existence. The course of study and syllabus are not the end of his ambitions. He is always willing to sacrifice his leisure moments, his pleasures, his personal aggrandizement, for the cause of the new humanity. While the business man is constantly cultivating new companionships for the sake of financial gain, the teacher is devising new contacts for the purpose of arousing the latent capacities of the individual student. His beneficent service can not be measured scientifically; it can not be evaluated in terms of dollars and cents. The community is conscious of it; the teacher is proud of it.

How does the teacher exert his influence? The means are innumerable, employed both inside and outside the classroom. This article will tell briefly what the teacher does for the pupil after school hours, during his leisure moments, during the time when the community has no legal claim on his services.

In the first place, the teacher is always seeking new information about his subject, and the latest and best methods of presenting a good lesson. He is a voracious reader, and books on all subjects—from astronomy to Dante's Divine Comedy—appeal to him. The universities and colleges of a city are filled with teachers. Afternoons, evenings, Saturdays, and sometimes even Sundays, he is busy studying, listening to lectures, doing research work in the libraries, or the museums.

Teachers attend lectures where, perhaps, a new device for teaching arithmetic or spelling is expounded; the I. Q., or the A. Q. interpreted. Or it may be a lesson on more effective use of the globe in teaching astronomical facts; or a lecture on the qualities of modern American poetry. A teacher of drawing takes lessons in astronomy, and a teacher of English spends hours poring over the dictionary in the effort to improve his own vocabulary.

A Multitude of Courses for Teachers

The teacher of New York City demands a multitude of courses, and he gets them. Columbia University, New York University, the College of the City of New York, Hunter College, the Brooklyn Teachers Association, Fordham Univer-

Julia Richman High School girls arrange bazaar for memorial fund

sity, and private instructors attempt to satisfy the varied demands of these teacher-students. During the summer, hundreds of teachers attend universities in all parts of the country. The New York teacher gathers knowledge from all parts of the universe.

What use does the teacher make of this vast accumulation of knowledge? He incorporates it into his daily lessons, and endeavors to inspire his pupils with a thirst for learning. He needs it for his own advancement in the system. It becomes part of his cultural capital.

The community has shown in many ways its appreciation of the teacher's efforts. The system of sabbatical leave has been established, under which a teacher who has served for 10 years or longer is allowed a term's leave for study or rest, with pay, with the proviso that the teacher engage a substitute at his expense. Last year a substantial increase in salary was granted all teachers.

School savings bank conducted according to strict business principles

Professional Organizations of Teachers

Teachers are divided into a great many organizations according to their many-sided interests. Some organizations are purely pedagogical; some are professional; some combine the two functions.

The Teachers Council is an illustration of the professional kind. It was organized in 1913, and it has a twofold function: (1) The furnishing of information and reporting of opinions of the teaching staff (principals and teachers) upon questions submitted by the board of education or by the board of superintendents; (2) the introduction of recommendations concerning any problems affecting the welfare of the schools and of the teaching staff.

This council consists of 45 representatives from the voluntary teachers' organizations that are recognized by the board of education. The members watch the school bills discussed in the State legislature, and approve or disapprove them. They suggest improvements in the administration of the schools, in the courses of study, and in the establishment of new licenses and new school buildings.

Society for Experimental Study of Education

One of the most important organizations in New York City devoted to the study of pedagogical problems is the New York Society for the Study of Experimental Education. The society meets once or twice a month during the school year, and devotes its sessions to a discussion of current educational problems. The members read papers or deliver addresses on their experiences with various tests, or on original experiments. Every subject of the curriculum is subjected to the acid test of scientific investigation. The society also publishes a bulletin and a yearbook which contain technical articles on pedagogical subjects.

The personnel of the educational society consists of superintendents, examiners, principals, high-school teachers, elementary-school teachers, and professors of local universities. That it meets an educational need, its large membership proves.

Other Teachers' Associations

The Brooklyn Teachers' Association in its scope combines both professional and pedagogical interests. Besides considering the social and physical welfare of teachers, it maintains an extension department of educational courses.

Other large organizations are the New York High-School Teachers Association, the Interborough Association of Women Teachers, the Teachers Union, and the New York Principals Association. Then there are associations based on specific subject interests; such as elocution science, civics, French, Spanish, stenography, economics.

Teachers Asssociations Have High Cultural Values

The combined activities of such associations have raised the professional standards of teachers, have improved their economic position, have influenced city authorities to construct wonderful school buildings, and have made working conditions more pleasant both for the teachers and for the million and more children who are entrusted to their care.

The teachers' retirement board enforces the teachers' pension law. This board is, therefore, of vital importance to all teachers in the system and to those on the pension roll. The board consists of several city officials and of 3 teachers elected by the entire teaching staff.

Many of the teachers of New York City possess great histrionic ability, which they utilize for the benefit of pupils. Dramatic performances of all kinds are presented during recitation periods, during assembly periods, or in the evenings in the spacious assembly halls of schools, and sometimes in halls outside of the school building. These evening entertainments are elaborate affairs. During the school year more than 500 dramatic events of one kind or another are presented by school children.

Athletic activities occupy much of the time of teachers: Football in the fall, baseball in the spring, and other games according to the season. A football game between two high schools will attract as many as 25,000 spectators—students, parents, and friends. Preliminary work in preparation for these occasions taxes the time and energy of teachers.

The elementary schools also have their athletic contests.

Promotion of Student Welfare Work

Many pupils are greatly handicapped in their studies because of financial troubles at home. It is often difficult for some children to buy their gymnasium outfits, to get carfare, to buy spectacles when needed. Several schools have established special funds to help these pupils. The Julia Richman High School has a "memorial fund" for this purpose. Money is collected from friends of the school, from pupils, and an annual bazaar to raise money is conducted by the girls under the supervision of the Fund Committee. The bazaar is held in the afternoon in the large corridors of the school from 2.15 to 5 o'clock.

School children are not only interested in their studies, in dramatics, and in athletics, but many of them have a strong

craving for music, especially instrumental music. Consequently, every high school has its orchestra; many junior high schools and elementary schools, too, have orchestras. Members of these orchestras practice from two to three hours a week after school.

Among major extracurricular activities should be mentioned the school bank and school publications—the magazine, the weekly, and special papers. These activities demand part of the teacher's leisure time. Each high school has also its French Club, Latin Club, Civics Club, Current Events Club, etc.

Social Occasions Enjoyed by Teachers

Teachers indulge occasionally in social affairs. They have developed the commendable practice of feasting their superior officers—principals, superintendents, and members of the board of education.

These affairs are elaborate events. At a banquet which the writer organized several years ago in honor of a member of the board of education more than 2,000 persons were present. The appointment of a principal, the promotion of a principal to a superintendency, the completion of a long period of service, even the transfer of a teacher from one school to another, are utilized as occasions for the expression of this spirit of good fellowship.

All these things prove that the world has moved forward in the half century since the publication of "Tom Sawyer."

Most New York Teachers Altruistic

New York school teachers are usually very unselfish and helpful public servants. They are not only devoted to the intellectual, physical, and moral development of their pupils, but they seek to stimulate the democratic aspirations of young America. Dr. William J. O'Shea, speaking before a gathering of parents and teachers, said of the school system:

> To me it is like a great river, flowing through a wide valley, bringing down from the hilltops great riches for the fertilization of the land. * * * So the school system works on, day and night, all through the year, in all seasons, doing its work in accordance with the most enlightened ideals of education, which are carried out as successfully as possible considering the size and complexity of the system.

Then, addressing parents specifically, he added:

> Your interests and ours are the same. You live for your children. You serve them until you die. We live for them and serve them, too. Between you, and the teaching and supervising staff there should be always a most helpful understanding.

Eighty-two per cent of the teachers in the Province of Saskatchewan, Canada, are serving in rural or village schools. To meet this situation a rural education branch has been created in the department of education, and a director and an assistant director of rural education have been appointed by the minister of education.

Educational Institutions for Blind in Nagasaki Consular District

Training of Blind, Formerly Largely Controlled by Guilds of the Blind, Now Supported or Sponsored by Local Authorities. Though Range in Choice of Occupations is Limited, Many Become Self-Supporting, and Even Maintain Families

By HENRY B. HITCHCOCK,

American Consul, Nagasaki, Japan

THE SOMEWHAT haphazard education of the blind usual in former times in Japan has gradually given place to systems of education based on the wide experience of occidental nations in this sphere. Where in the past guilds of the blind were paramount in the training and control of their members, there are now in practically every prefecture one or more schools supported by the prefecture, or financially assisted by it, which are conducted on modern principles for the education of the blind.

A questionnaire seeking information concerning institutions for the education of the blind in the Nagasaki consular district was recently sent by this consulate to all such institutions in the district (10 in number) and elicited replies from 7. The information received indicates that the trades, or professions, taught the blind have changed but little from those taught in ancient times in Japan.

Vocational Training for the Blind

In former times the occupations of masseur and, at times, of musician were reserved exclusively for the blind, since they involved work which it was thought the blind could do quite as well, and possibly better, than the seeing.

The principal occupations taught the blind at present are massage, acupuncture, and moxibustion. All three of these occupations are considered efficacious in the cure or treatment of disease.

Massage is much the same as that practiced in Occidental countries. It is usually not so vigorous as that given by professional masseurs in the United States, but is more of a slow-kneading process. Occasionally a brisk tapping over a localized pain, or firm pressure applied repeatedly to nerve centers, is used in treating muscular soreness or nervous disorders.

Acupuncture is the treatment of disease with fine needles which are thrust into the flesh from one-half to 6 or 7 inches deep.

Moxibustion is the treatment of disease by the burning of small quantities of dried leaves of the moxa (mugwort) at certain places on the skin. None of these occupations are now reserved exclusively for the blind. Consequently earnings of blind practitioners decrease as people with normal sight enter the field as competitors.

At present acupuncture is very much in favor among the middle and lower classes, and the blind who are skilled in the operation of it find it the most profitable profession open to them.

Most of the schools content themselves with giving instruction in the traditional occupations of acupuncture, moxibustion, massage, shampoo, and music (biwa, koto, and samisen); but one school replying to the questionnaire has undertaken to place the blind in other occupations. Students are sent as apprentices in household industries, where they are taught such trades as the making of straw rope and straw matting.

More Men Than Women Among the Blind

Among the blind there is a slightly larger percentage of men. The seven institutions from which replies were received reported a total of 10,236 pupils—5,170 male and 5,066 female. Average monthly earnings ranged from yen 35 to yen 80; mean yen 55. The earning capacity of the men is in general slightly greater than that of the women. While the monthly incomes are below the general average, they are sufficient to maintain life in a fair degree of comfort.

No Homes for the Blind

Schools are nearly all day schools, which means that the blind must provide for themselves outside of school. Where families of the students are very poor, usually some financial assistance is given by the authority maintaining the school.

While persons in direct charge of the schools seem to be enthusiastic in the work of educating the blind, it is not so easy, relatively speaking, to obtain funds from private or official sources as in the United States. The general population itself is none too far removed from the poverty line, and few families feel that they can spare even a little for charity from the funds earned by their bread-winners.

Owing to the traditional favoring of the blind in certain occupations, however, it is possible in Japan for the blind to become self-supporting in numbers as large relatively as in most countries of the world; and, in not a few cases, to become able to support families as well.

Officials report to the Secretary of State.

Detroit's School System Aims to Enroll 100 Per Cent[1] of Its School Population

First of a Series of Articles Describing Administration, Organization, Housing, Equipment, and Instructional Provisions Set up in Representative Systems for the Education of the Handicapped

By KATHERINE M. COOK

Chief, Division of Special Problems, Office of Education

THE KNOWLEDGE that there are large numbers of children, roughly estimated at from 5 to 7 per cent of the school population, with physical and mental handicaps which disqualify them for full development of their possibilities in the regular school classes, but who under right conditions are distinctly educable, is not new in American education. Scientific segregation of such children into groups for class work which insures their intelligent care and at the same time insures noninterference with the regular school program of normal children is engaging the attention and study of those responsible for the maintenance of democratic school systems. Recent reorganization in the Office of Education contemplates the establishment of a systematic service to school systems of the type usually rendered by the office in the furtherance of the education of children who, because of various kinds of handicaps, deviate from the normal. This article is the first of a contemplated series which will describe administrative organization, housing, equipment, and instructional provisions, set up in representative systems for the education of the handicapped. The account of the Detroit system begun in this article, will be concluded in the June number of SCHOOL LIFE.

Early Recognition of the Problem

Detroit was among the cities which early recognized the need of providing through special classes for deviates from the normal or average child intellectually. The first special class established in the city was one for mentally subnormal children in 1903, with an enrollment of 15. As in most school systems at that early period, these children were considered merely backward and in need of special attention. It was believed that they could, as a result of such attention, be restored to the regular grades. From this small beginning the present efficient and highly developed organization for the administration of special education has evolved. It is responsible for the selection and education of all pupils in the public schools, or eligible to enter the public schools, who deviate either physically or mentally from type to such an extent that they can not with justice to themselves or others be educated wholly in the regular grades.

Prevention and Elimination of Handicaps Stressed

While the main objective of the department is to provide handicapped children, as far as possible, with the opportunity to develop their possibilities to the utmost and at the same time relieve the regular grades of those who are hindering the progress of typical children, there are other important objectives. The department assumes responsibility also for acquainting the regular teachers, supervisors, administrators, and the general public with the causes that make for the crippling of school children in mind and body; of the fact that it costs more, and in many cases much more, to educate the handicapped than the typical child; and that the results are never wholly satisfactory. Considerable stress is, therefore, placed upon preventable causes of handicaps and the necessity of removing those that can be eliminated.

Detection of Possible Future Offenders

A third objective of the department of special education is the detection of those cases which are destined, even under the most favorable conditions that as yet prevail in the public schools, to become a menace to society because of inferior mentality or emotional instability, complicated by unfavorable environment. It is believed possible to detect at least a large percentage of the cases which may later become offenders against the law while tendencies are incipient and can be redirected through change of environment and the right kind of care and education.

Door of the Special Class Should "Swing Both Ways"

Certain policies of the department seem worthy of special consideration: (1) That the door of the special class should "swing both ways," making admission into the class easy for those who stand in need of special instruction, and return to the regular grades just as easy for those who are able to profit by the instruction and from contacts with typical children. This policy means the fostering of close cooperation between the special-class teachers and the regular-grade teachers; it presupposes a thorough understanding of the fact that the special class belongs to the school in which it is placed and is under the supervision of the principal as well as under that of the special supervisor. The policy helps regular grade teachers to appreciate the importance of giving to each child the different type of training or instruction suited to his needs. It also overcomes most of the objections of parents to special classes, since they are

Oakman School for Crippled Children, Detroit, Mich.

[1] When the American public schools passed the point of educating the 10 per cent of our people needed for leadership, they thereby committed themselves to providing educational facilities for a full 100 per cent of the school population. There is no other satisfactory stopping place.—*William John Cooper.*

Shopwork for mentally handicapped boys

convinced that their children will be returned to the regular grades if and when they are able to do the work of these grades. In the case of seriously handicapped children—those suffering from defects that can not be removed—special (segregated) schools apart from the regular schools also have their place, and for these the purpose of instruction becomes more directly preparation for life rather than preparation for further education in the regular grades.

Early Segregation Necessary for Ultimate Efficiency

(2) That handicapped children be placed in special classes as soon as possible after the beginning of their school career. Early segregation reduces the number who are discouraged through repeated failure and permits of earlier differentiation between those who may profitably be returned to regular classes and those who should probably complete their education in special classes or schools. In this early segregation or differentiation—could it be fully accomplished—lies perhaps the possibility of ultimate efficiency of the special classes to educate the handicapped for social efficiency and economic independence. Under present arrangements, as indicated later, the aim is to detect and segregate children needing special education at or immediately following their entrance to school. Original entrants are examined and segregated during their first year at school, generally at 6 years of age. Children coming in from other systems or entering at a more advanced age may, of course, be delayed in assignment to the special classes.

Interesting Experiment Now in Progress

An interesting experiment is now in progress in the establishment of a preschool or nursery class in one of the special schools for subnormal children located in one of the less favorable sections, economically and environmentally, of the city. The school is in a sense an adjunct to, and is financed in part by, the Merrill Palmer School, but is under the supervision and direction of the department of special education. It is expected through its services to reach at an early age children from homes and from an environment now recruiting the subnormal classes in the school to which it is attached.

(3) That emphasis is constantly on possibilities for achievement. Segregation of the seriously handicapped—to the extent of eliminating unfavorable competition with normal children when the handicaps are of a type that can not be remedied or overcome—is believed to promote success in carrying out this policy.

Administrative Organization for Education of Special-Problem Children

The work of special education is organized under two main coordinate divisions, the psychological clinic, with a clinical psychologist in charge, and the special education department, with a director of special education in charge. These two divisions were combined under one director of special education until June, 1929, when a reorganization was effected, which resulted in two coordinate divisions which together are responsible for the functions concerned with the education of all types of handicapped children.

The psychological clinic assumes an important part in the selection of all types of children for special education, in participating in consultation as to their placement in school classes, and through its social-service section, for maintaining intimate relationship to all phases of social work in the city. Psychological diagnosis and educational and social guidance and counseling are its chief functions. The staff includes, besides the clinical physician in charge, individual and group mental examiners, field workers, including social workers, an examining physician, and a clerical staff. Coordination of the work of the staff of the clinic and that of the supervisory and instructional staff is accomplished through cooperative direction of effort, group, individual staff conferences, and consultation.

Diagnoses Before Assignment

Differentiation and assignment to special classes are made only after careful diagnoses—psychological, social, and educational. The significance of such diagnoses to the educational welfare of mentally retarded and subnormal children is of special moment. The temptation on the part of teachers to avoid difficult and unpleasant situations by assigning problem children to special classes indiscriminately; the frequent insistence of parents on the usual type of academic training for their children regardless of their limitations—are well known. Intelligent diagnosis as a basis of assignment should eliminate a high percentage of errors in placement of children according to needs.

Entering First-Grade Pupils Examined

The group testing staff of the clinic examines all entering first-grade pupils for differentiated classification into high, medium, and low groups (known as X, Y, and Z groups); and overage and backward pupils in all schools. It examines, also, members of all graduating classes; sixth-grade candidates for intermediate schools; and all new teachers and clerks. Some schools are assisted in classifying all their pupils by means of tests, and pupils participating in experiments in the educational research department are tested to select proper control groups.

Reexamination as Often as Once in Two Years

The psychological clinic has developed its own group of intelligence tests for practically all types of mental examinations. Reexamination of mentally retarded children is undertaken as often as once in two years. All special-class children are reexamined at the time they leave school. Examinations are conducted chiefly in the schools, but many problem cases from schools and social agencies are examined at the central clinic at the offices of the department. Group testing precedes the scheduled individual testing as an economical means of preliminary selection. Among the individual tests used are the Stanford-Binet, the Herring

revision of the Binet, and the Pintner Performance Tests. Many others, used as occasion arises, include the Portcus Maze Tests, the Matthews Questionnaire (Whittier), and various tests which have developed in the Detroit Psychological Clinic.

Complete History of Child Reported

In addition to reporting mental age, a detailed report of the mental, educational, and social disabilities of each pupil referred for examination is furnished to the schools by the psychological clinic. The social-service department writes a complete personal, family, and school history of each pupil tested by the individual method. The clinic physician examines for sensory defects. Complete physical examinations are secured through the outpatient departments of the various hospitals, the family physician of the subject, or the school physician.

Staff and Types of Classes

The director of special education, with nine supervisors, assistant supervisors, and supervising principals, is charged primarily with the administration and supervision of all the different types of special schools and classes, and with the advice and counsel of the psychological clinic, with selection of children for special classes and their assignments to their respective places. Special classes are of the following types: Special A and special B classes for the mentally subnormal (classification according to age); special preparatory classes for the retarded; ungraded classes for the truant and delinquent; Braille and sight-saving classes for the blind and partially sighted; a special school for the deaf and lip-reading classes for the deaf and hard of hearing; special schools and classes for cripples who are so seriously handicapped as to need transportation to school by bus; open-air schools and open-window classes for the anemic, tubercular, and cardiopathic; and speech-improvement classes for children with different types of speech defects.

City System Reimbursed From State Funds

The total enrollment in special schools and classes for September, 1928, was 17,599, or approximately 12 per cent of the total registration in the first six elementary grades and kindergarten. Twenty-four special schools and 283 special classes in selected elementary school centers accommodate the majority of these children. A few are educated in convalescent homes, in hospitals, and at their own homes. The teaching staff for the same year (1928–29) numbered 390 with 43 matrons and attendants. According to the terms of the Michigan statutes, the city system is reimbursed from State funds for expenses involved in the education of crippled children over and above the cost of educating normal children.

Department Approves Special Buildings

Apropos of the maintenance of special schools in which handicapped children are segregated from normal children, a circular recently issued by the department of special education contains the following statement: "The department is gradually moving in the direction of providing special buildings for the majority of types of special classes. It is planned to secure over a period of years additional small buildings where special B ungraded classes and some special A classes can be cared for. The buildings are to be located with reference to the homes of the pupils concerned and to convenient transportation. Considerable effort is expended in getting pupils settled in a special class. It is desirable to avoid the necessity of going through this process because of frequent movements of the class."

"Clearing" rooms are maintained in 15 centers for troublesome cases in regular classes which need immediate adjustment. The children are kept in these rooms only until the psychological clinic can investigate and recommend the proper school adjustment.

Problem to Secure Capable Teachers for Special Classes

Securing capable teachers for the special classes is a problem of moment in all systems in which special education is established. Indeed it is so serious a problem as to delay inauguration of special classes and seriously hamper their success when established in many school systems. Detroit aims to place the special classes in charge of superior, specially trained, and experienced teachers.

Teachers are selected as carefully as may be, usually from the regular force, by supervisors and principals. They are selected because of special aptitude and personality qualifications, and a substantial bonus augmenting the regular salary is provided. Courses designed for training teachers for special class work and inservice training are offered in the Detroit Teachers College with the cooperation of the department of special education. As in other States, the regular State teacher-preparing institutions train for special-class teaching also.

Special-Class Teacher Has Twofold Function

All teachers in the department of special education have had previous successful experience in regular grade work and in addition have had special training for the particular work to which assigned. Since large numbers of pupils in special classes are returned to the regular grades as soon as their defects are corrected, it is believed of vital importance that the special class teacher be familiar with the methods, subject matter, and standards of instruction in the regular grade. Every teacher in the department of special education is believed to have a twofold function, one to remove the handicap and return the child to the regular grade to compete on equal terms with the typical child when that is possible, the other to give the child with an insurmountable handicap the type of training and instruction which will enable him to become a useful member of society on leaving the special class or school.

(To be concluded in June number of SCHOOL LIFE)

"Special" sewing class for mentally handicapped girls

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MAY, 1930

The Apotheosis of Hans Christian Andersen

Hans Christian Andersen, the famous author of fairy tales, will not soon be forgotten in his native land of Denmark. The one-hundred and twenty-fifth anniversary of his birth was celebrated on April 2, 1930, with tremendous enthusiam. Seventy thousand school children in Copenhagen participated in the festivities. Tableaux of Andersen's stories were given by pupils of the various schools, after which the small actors marched in procession through the flag-decorated streets to the town hall square where they were reviewed by the civic authorities.

Hans Christian Andersen was born in Odense, on the island of Funen, Denmark, on April 2, 1805, in a mean little house, which is now the property of the municipality and converted into a memorial of the poet and story-writer. His father was a shoemaker in humble circumstances, but possessed of a "richly gifted and truly poetic mind." Hans Christian Andersen in appearance was tall, ungainly, and homely; but his face shone with kindliness and good nature. He was indeed the ugly duckling that became a swan. In 1819 he went to Copenhagen, where he began his career as a chorus singer in the Royal Theatre. His poem, the Dying Child, attracted the attention of King Frederick VI, who sent him for some years, free of charge, to the famous grammar school at Slagelse. Andersen proved a rather backward pupil, and did not graduate until 1827. In 1833, having received a traveling stipend from the King, he visited France and Italy. On his return home, early in 1835, he produced his charming novel of Italian life, The Improvisatore. A few months later he published the first part of his immortal Wonder Stories, and the world came to recognize in him the greatest of writers for children—the fairy-story teller par excellence. He died on August 4, 1875, in the house called Rolighed, near Copenhagen.

Andersen's stories for children comprise folklore tales, fairy tales, and little pictures torn from the book of life. There is a peculiar quality about them that distinguishes them from all other efforts of the kind; they are symbolical and ethical; full of quaint shrewdness; and with a delightful vein of satire running through them that makes them excellent reading for "grown-ups." Many of them are humorous and diverting, others full of pathos and deep religious sentiment, while others are highly fantastic and imaginative. All of them are expressive of a deep love of humanity, and a keen appreciation of the glories of nature. Who can forget the Ugly Duckling; Everything in its Right Place, a good lesson for the newly rich and arrogant; The Wind's Tale, the story of an alchemist who impoverishes himself and family; The Emperor's New Clothes, a lesson for sycophants; The Steadfast Tin Soldier, beloved by little children; Under the Willow Tree; The Goloshes of Fortune, a weird story of life and death; The Flying Trunk; The Snow Queen; The Swineherd, in which a young prince, disgusted with his inamorata, goes back "into his own little kingdom and shuts and locks the door"; and last but not least the beautiful Psyche, a tale of a young sculptor who abandons his art to enter a Franciscan monastery.

Judging from the foregoing, the fairy story still holds the imagination of children, and is not doomed to extinction. But we are living in an age of science and are revising our views of child psychology. In place of the traditional bedtime stories, in which birds, animals, and flowers talk like human beings, child experts are in favor of tales designed to give young children significant facts of everyday life. In fact, children of a certain age demand such true presentations and look, with more or less disfavor, on the fairy story.

But there is a time for all things, as Solomon the wise said. In the life of the child there is a time to play, to personify nature, to dream, to revel in the make-believe as if it were reality. The glory soon fades as the child grows up, but the poetical impress is made upon the plastic mind and the field of imagination richly cultivated and not left a barren waste. The transition from the fairy-tale period to the concrete fact stage is gradually and naturally made.

Junior College Journal

It is with pleasure that School Life welcomes into the field of educational journalism a new aspirant for pedagogical honors, namely, the Junior College Journal, the first number of which will be issued in October, 1930, by the Stanford University Press. It will be under the joint editorial control of the American Association of Junior Colleges and the school of education of Stanford University. The new journal will appear monthly with the exception of the summer months.

Although there are more than 400 junior colleges in the United States, with an enrollment of approximately 60,000 students, there has been hitherto no periodical devoted especially to their interests.

Dr. Walter C. Eells, of the Stanford University School of Education, will be editor in chief of the new periodical, with Doak S. Campbell, of Nashville, Tenn., secretary of the American Association of Junior Colleges, as associate editor. A national editorial advisory board of 20 educators will include the members of the executive committee of the American Association of Junior Colleges, and other men who are recognized as national leaders in the organization and development of the junior college movement.

Noted British Educator Visits America

The recent visit to this country of Sir Michael Sadler, master of University College, Oxford, to deliver the Julius and Rosa Sachs Foundation lectures for 1930 on secondary education at Teachers College, Columbia University, New York City, on March 26, 27, and 28, was an event in the educational world. He was introduced to a distinguished audience, on the occasion of his initial lecture, by Dr. William John Cooper, Commissioner of Education of the United States. Sir Michael emphasized the work accomplished in this country in building up secondary education. "The new American high schools," he remarked, "struck the imagination of the world." "The United States," he said, "more than any other nation, has given drive and momentum to the new trend of educational thought and administration." Incidentally, he spoke of Dr. William T. Harris, United States Commissioner of Education, 1889–1906, as "one who has led the way in a systematic effort to present, through official documents, a picture of contemporary education."

Sir Michael found time during his brief stay in this country to visit Washington, D. C., and Philadelphia. While in Washington, he called upon Secretary of the Interior Ray Lyman Wilbur, Commissioner of Education William John Cooper, and other governmental officers. He made a pilgrimage to Mount Vernon and laid a wreath on the tomb of Washington. At the University of Pennsylvania he delivered a lecture on "An Englishman's thoughts on the service of American education to the world." He embarked for England on April 12.

This was Sir Michael Sadler's third visit to the United States, his two previous visits being in 1891 and 1903.

American education is fortunate in engaging the interest of so outstanding a leader in English education. Within the period of his long service he has been a member of the Royal Commission on Secondary Education, director of special inquiries and reports in the Education Department, chairman of the Teachers' Registration Council, and president of the Calcutta University Commission. Sir Michael is a prolific writer on educational subjects; his published books deal with education on all levels, from kindergarten to the university, and in all quarters, from India to the United States.—*Carl A. Jessen.*

Recent Publications of the Office of Education

The following publications have been issued recently by the Office of Education of the United States Department of the Interior. Orders for them should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., accompanied by the price indicated:

Legal education, 1925–1928. Alfred Z. Reed. (Bulletin 1929, No. 31.) 5 cents.

Bibliography of research studies in education, 1927–28. (Bulletin, 1929, No. 36.) 25 cents.

Statistics of universities, colleges, and professional schools, 1927–28. (Bulletin 1929, No. 38.) 30 cents.

The camp in higher education. Marie M. Ready. (Pamphlet No. 1.) 10 cents.

The organized recess. Marie M. Ready. (Pamphlet No. 2.) 5 cents.

Sanitation of schools. James F. Rogers. (Leaflet No. 1.) 5 cents.

Mimeographed circulars issued free upon request from the Commissioner of Education, Washington, D. C.:

Mimeographed Circular, No. 6, Financial support of colleges and universities, 1927–28. Walter J. Greenleaf.

Mimeographed Circular, No. 7, Statewide trends in school hygiene and physical education as indicated by laws, regulations, and courses of study. J. F. Rogers.

Mimeographed Circular, No. 9. An annotated bibliography of studies on consolidation and transportation, 1923–1929. Timon Covert.

Mimeographed Circular, No. 10. Public school attendance ages in the various States. W. W. Keesecker.

Mimeographed Circular, No. 11. Collegiate courses in transportation, 1928. J. O. Malott.

Mimeographed Circular, No. 12. An annotated bibliography of studies pertaining to the county unit of school administration. Timon Covert.—*Mary S. Phillips.*

Brief Items of Foreign Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

A woman's educational and industrial exhibition was held recently in Chile to illustrate the achievements of women in the home, in education, agriculture, industry, commerce, art, social service, and the professions. The occasion marked the fiftieth anniversary of the admission of women on a parity with men to the University of Chile.

As part of an intensive campaign against illiteracy in Guatemala, the Government has decreed the organization of schools in all army posts and barracks, where instruction will be given in the rudiments of education. The movement is receiving popular support, and professional men of the country are actively cooperating in the work.

A teachers' residence has been added to the school plant in each of 17 school districts of Manitoba, Canada. One inspectorial division has 50 teachers' residences, and only 2 of the 23 divisions make no provision of this character for their school teachers. The total number of teachers' residences in the Province, according to latest report, is 353.

League of Nations Library

Approximately 95,000 volumes comprise the library of the League of Nations, one of the most unusual and interesting international collections in the world. It contains (1) books and pamphlets; (2) official Government documents, including all published statistics and official journals; and (3) periodicals, daily papers—a comprehensive collection of judicial, economic, financial, political, and social publications, as well as reference books and publications in many languages. Although the main purpose of the library is to serve the secretariat and the committees of the League of Nations, it is open to outside readers for serious research.

To an American woman, Miss Florence Wilson, who was the chief librarian for the first seven years of the league, belongs much of the credit for the assembling and arrangement of the library. It is at present housed in the Palais des Nations, the office of the secretariat, Geneva. The new library unit, which will form part of an impressive group of buildings now under construction, will be known as the Rockefeller Library.

Extension of the "bungalow habit" is cited as an educational problem by school authorities of Hampshire County, England. On land formerly agricultural or open down, homes have been erected for people employed in the industrial centers of Portsmouth, Southampton, Aldershot, and other places, and schools have become a necessity for children in the new residential areas.

Funds accumulated from school savings of children in Mexico have been converted, by authorization of the president, into a banking institution. This makes possible establishment of cooperative associations, lending of money at moderate rates of interest to teachers and employees of the department of public education, and the making of loans on mortgages and other securities.

Protecting Children's Health in Venezuela

In accordance with a decree issued by President Perez on September 5, 1929, all Venezuelan children must present a health certificate before being admitted to school. Certificates are issued by physicians employed in the National Sanitary Bureau, State or municipal governments, or by the family physician. Teachers, professors, and directors of institutions of learning will also be subject to this regulation, which applies to private as well as to public schools. Certificates must be renewed each year, or oftener if circumstances so require. Medical, dental, and optical service will be rendered pupils, teachers, and other school personnel without charge.

The decree further provides that all school buildings shall have well-ventilated and well-lighted classrooms whose size shall equal at least 5 cubic meters per pupil. Halls and patios must be adequate for exercise and recreational purposes, and dormitories, dining rooms, and all other features in accordance with accepted hygienic standards.

Collections in university libraries in Great Britain and Ireland total about 9,500,000 volumes, according to a statement of the librarian of the Central Library for Students at University College, London. The libraries contain, in addition, 30,000 manuscripts, 15,250 incunabula, 50,700 books printed prior to 1640, and more than 60,000 sets of periodicals.

The Junior College and the College of Liberal Arts

Southern California Provides Favorable Field for Comparative Study at Junior College and Liberal Arts College, as well as of Status and Future of the Liberal Arts College in a Junior College Environment

By AUBREY DOUGLASS

Head, Department of Education, Claremont Colleges, Claremont, Calif.

THOSE acquainted with the geography of southern California are aware of the thickly settled area comprising Los Angeles and adjacent territory. This district extends southward about 50 miles from the center of the city of Los Angeles, northward almost as far, and eastward approximately 75 miles. Within this territory are (1929–30) 12 public junior colleges, enrolling nearly 8,000 students, and several private junior colleges, whose combined enrollment is small, totaling something over 300 students. (See California School Directory, 1929–30, p. 178ff.)

Some of these public junior colleges have been established for a number of years; others only recently. Two are now experiencing their first school year. Not all the school districts are incorporated in junior-college districts, but these institutions are sufficiently numerous and are so located as to serve the communities of the territory whose limits have been roughly defined in the above paragraph. Recent legislation may hasten the time when all the smaller districts now without junior-college districts will be incorporated.

Defining Scope of the Argument

This section of territory also contains several 4-year colleges of the liberal-arts type. Students of educational administration have anticipated that growth of the junior college will be accompanied by decreased enrollment in 4-year colleges. As a matter of fact, they expect the junior college to assume to a very considerable extent the function of the liberal-arts college. As this occurs, they look for some of the liberal-arts colleges to go out of existence, others to modify their purpose, and others to survive because they make a distinct contribution to educational progress. The section of southern California delimited above is perhaps the best in the United States in which to investigate the effect of the junior college upon the liberal-arts college, and it is this problem which is treated in this paper.

We have long known that patronage will be given to a conveniently located educational institution; similarly, we have long been aware of the fact that the item of expense counts heavily when young people are making plans to continue their education. The first public high schools were set up, not so much because the academies were failing to provide the type of training sought by their students, as because they were privately supported and because young people had to be away from their parents and at considerable expense in order to obtain an education. It is a matter of history that the high school contended with the academy to become the leading institution of secondary education in this country, and that it finally won. The slightest acquaintance with the junior-college movement is sufficient to make evident the similarity between arguments advanced to support the case of a proposed junior college, and the causes which motivated establishment of the first high schools.

Transition Period in College Attendance

Perhaps it is still too soon to determine definitely whether or not the anticipations of leaders in the junior-college movement will be realized in southern California; namely, that there will be lessening patronage to 4-year colleges and large enrollments in junior colleges. There seem to be indications, however, that such will be the case.

A Study of College Enrollment, 1922-1930

In his annual investigation of the colleges of the Nation, Raymond Wa[illegible]s found that the rate of increase for 216 colleges and universities was, in 1928–29, but 2 per cent over the preceding yearly registration, in comparison with a 25 per cent increase for 1922–1927, or an average yearly increase of 5 per cent. Nearly half of the 216 institutions showed an actual decrease in 1928–29 in comparison with the preceding year. This was felt particularly by the smaller schools. (School and Society, 28: 737–746, 1928; 30: 793–802, 1929.)

Smaller Colleges Sustain Heaviest Losses

In the study of conditions for the current school year, the increment was 1½ per cent for full-time students, and 2 per cent for the grand total. The yearly rate of advance for 1929 was slightly below that shown in 1928. The smaller colleges, while again sustaining the heaviest losses, recovered somewhat from losses of the preceding year. In 1928–29 there were 61 instances of losses and 54 of gains among these institutions; in 1929–30 the figures were 55 and 63.

In a study of Occidental, Whittier, Redlands, and Pomona colleges, all in southern California, Pettit finds a similar situation. The combined enrollments of these institutions increased steadily until 1927; thereafter they show a very slight decrease. The upper division enrollments have, since 1927, comprised a noticeably larger percentage of the total enrollment. This means fewer freshmen; it means also that the junior and senior years have been increased by transfers. Many of these have been from junior colleges. (The Effect of the Public Junior College on the Small Senior Colleges in Southern California, by C. N. Pettit, unpublished, master of arts thesis, Occidental College, 1929.) The situation is shown in Figure 1.

In one respect, Figure 1 does not depict the true situation. The enrollment at Pomona College has for a number of years been limited, and has, therefore, neither increased nor diminished. There have been small variations due to the elimination of students on account of poor

TABLE 1.—*Type of institutions to which junior-college students expect to transfer*

[Read table thus: In the "A" junior college, 18 certificate students expected to transfer to a liberal arts college, 65 to a university, etc.; C, certificate course; D, diploma course]

Junior college	4-year liberal arts		University		Other type		Undecided		Not continuing		Unsatisfactory reply		Total students		
	C	D	C	D	C	D	C	D	C	D	C	D	C	D	C and D
A	18	2	65	17	24	15	11	5	0	3	26	21	144	63	207
B	16	0	155	71	7	16	8	0	2	0	9	4	197	91	288
C	4	5	104	58	6	9	6	22	3	48	2	1	125	143	268
D	9	7	124	56	11	8	10	5	3	12	2	0	159	88	247
E	9	0	57	4	11	9	0	0	2	0	7	1	86	14	100
F	0	0	49	44	5	1	0	0	0	0	0	1	54	46	100
G	20	3	75	24	16	32	11	3	0	3	2	17	124	82	206
H	16	2	38	9	9	5	0	1	2	0	2	0	67	17	84
I	18	4	234	65	27	29	0	0	5	3	4	0	288	101	389
Total	110	23	901	348	116	124	46	36	17	69	54	45	1,244	645	1,889

Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

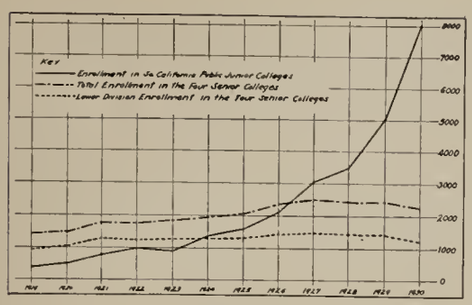

FIGURE 1

scholarship, or for other reasons, for the numbers are not the same each year; on the whole, however, enrollment has been at about the same place for some time. Taking into account this item, it will be seen that the total decrease in enrollment is experienced for the most part by the other three colleges. The relative increase in upper division classes is about the same for the four institutions.

Indications Point to Ascendency of Junior Colleges

At the time that enrollment was falling off in 4-year institutions in southern California, it was mounting rapidly in the junior colleges. This is due in part to the fact that, when an institution is near, it will attract a larger percentage of those eligible to attend, and in part to the power to draw those students who would have gone elsewhere. Data are not available to show the number of southern California students who have continued their education in a junior college and who could not have done so had such an institution been lacking; but we may be confident that the number is considerable. After studying 8 districts scattered over the State of California, Walter C. Eells concluded that the number of thirteenth and fourteenth year students is more than doubled by the presence of a junior college in the community. (California Quarterly of Secondary Education, 1920, 4: 59–69.)

In an investigation of the problem in the North Central Association (Is the Public College Popularizing Higher Education? by R. E. Green, School Executives Magazine, 49: 70–72, 1929), it was found that about a third of the pupils attending junior colleges would be out of school were it not for the fact that the institution exists in their home town. Public junior colleges and State universities had greater drawing power for the graduates of local high schools than did the liberal-arts colleges.

Pettit studied a number of southern California high-school districts which had established junior colleges. In every case there was a decrease of 30 per cent or more in the freshmen in 4-year liberal-arts colleges following the establishment of a junior college. In every case the local high school had increased in enrollment, and had correspondingly larger graduating class, a fact which serves to accentuate the situation.

Shortly after 1900 a series of committees of the National Education Association, which were direct outgrowths of the earlier discussions, gave extensive study to the problem of economy of time in education. Their work culminated in a report entitled "Economy of Time in Education" (U. S. Office of Education, Bulletin No. 38, 1913). In the foregoing a provisional time scheme for education was formulated, recommending that the ages 12 to 18 be devoted to secondary education; that ages 18 to 20 or 16 to 20 be given over to college education; and ages 20 to 24 to graduate or professional training. To say that the reorganization of the public schools along junior-college lines recognizes the time scheme of the committee on the economy of time in education, or that the present organization of 4-year institutions with the line of demarcation between lower and upper division work is not esentially different, is to remark that which everyone knows. In considering the probable effect of the development of the junior college upon our 4-year liberal-arts college it is not beside the point, however, to emphasize the fact that in junior-college organization it is assumed that the student will enter upon professional training at the age of 20, or at the end of what is commonly termed the sophomore year. We can expect the 6-4-4 plan to increase rather than diminish this tendency, already strongly in evidence. The final result will probably be a lessened tendency for junior-college graduates to transfer to 4-year liberal-arts institutions, unless they provide some type of specialized training. At present the easiest way to capitalize the specialization afforded by the department of foreign language, music, English, or social science is through teaching. Premedical and similar training offered in some of the science departments make their cases somewhat different. If it is true that the junior colleges, and particularly the 6-4-4 plan, will accentuate the tendency for graduates to enter immediately a professional school, and if the junior colleges absorb a large percentage of the enrollments formerly given to liberal-arts colleges, the result is not far to seek. As time goes on and the junior colleges become better established, students will come into the secondary schools with the idea of remaining at home rather than going elsewhere for their college work. There will be a further decrease in freshman enrollment in liberal-arts colleges.

Students' Plans for Further Education

In order to learn something about the intention of students with respect to their further education, a questionnaire was recently addressed to junior-college students in this vicinity. The chief results are shown in Table 1 and Figure 2. It will be seen at a glance that the majority of the students expect to continue their education, and that they propose to do so in a university. "Other type" institutions include teachers' colleges and other institutions which provide specialized training. A very small percentage of the students expect to transfer to the liberal-arts colleges. An interesting point not brought out by the table is that women expressed a preference for the liberal-arts college more than twice as frequently as did the men.

A second point of interest is the disposition manifested by the "diploma" students.[1] They expect—or perhaps it is more nearly correct to say they hope—to transfer to one of the established institutions. A larger proportion are undecided as to their future plans, or say that they do not expect to continue in school, than in the certificate group; but the number seems insignificant in comparison with those who expect to go on. This is but another instance of the difficulty in the way of establishing terminal courses in the junior college.

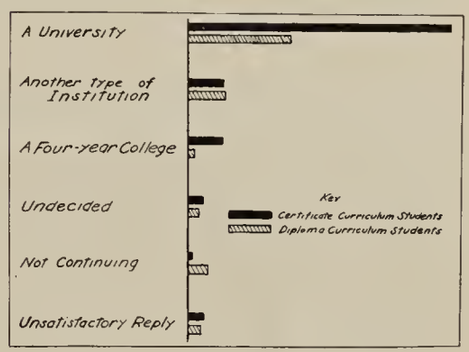

FIGURE 2

As accurately as such replies can be tabulated, Figure 3 shows students' reasons for choosing a higher educational institution. TABLE 2 indicates the professions for which they expect to prepare. They want to enter upon professional training. The convenience of the institution, and the factor of expense are also important items. Their professional ambitions differ little from those of senior high school and other junior-college students. Those callings accorded marked social approval are chosen, with the customary emphasis on engineering and teaching.

There are not a few public-school men who regard the demise of the 4-year liberal-arts college as inevitable. They

[1] "Certificate" students may, upon completion of their course, transfer to the University of California. As high-school students, they made good records. "Diploma" students are enrolled in "terminal" courses which do not parallel the first two years of work at the university. "Diploma" students often present high-school records showing deficient scholarship.

regard this as unfortunate, from the standpoint of the individual institution, but good for the school system in the long run. They see no worthy purpose better served by the 4-year college than by the public junior college, particularly when the organization is after the 6-4-4 plan.

TABLE 2.—*Intended occupations of junior college students*

Occupation	Men	Women
Agriculture	45	0
Architecture	33	0
Art	5	11
Aviation	24	0
Business	155	89
Chemistry	26	3
Dentistry	29	2
Engineering	243	0
Entomology	7	0
Foreign service	6	2
Forestry	11	0
Geology	7	0
Journalism	26	19
Law	91	3
Library work	0	45
Machinist	6	0
Medicine	44	6
Ministry	6	0
Music	12	27
Nursing	0	12
Pharmacy	6	3
Science	12	5
Social service	3	9
Stage	1	6
Teaching	105	410
Miscellaneous	26	38
Undecided	79	46
Unsatisfactory answers	35	38

This leads us to ask, "What is the purpose of the liberal-arts college?" In a well-known article which appeared in The Atlantic Monthly (vol. 139, pp. 497–501, 1927), Prof. G. H. Palmer makes the point that the 4-year college, a typical American institution, produces the amateur scholar who assumes leadership in the social, civic, and intellectual affairs of the community. In his opinion, our colleges will turn into professional schools when the junior-college system becomes complete; and the amateur scholar will disappear. This will be a distinct loss to America. According to another view, the major purpose of the American college is to "create in the student an understanding and appreciation of the principles upon which must be reared that society and that civilization for which the clear in mind and pure in heart are continually striving." (Principles of Education, Problem 21, by J. C. Chapman and G. S. Counts.) It will have a highly selected group of students; it must never be vocational; its curriculum must reflect the basic life activities; and the fulfillment of the aim of the college should not be obstructed by the specialization of knowledge.

One may well ask if the 4-year liberal-arts college is essential to this purpose. The question may be put with the assurance of disagreement. On either side of the question, convincing evidence is hard to get. It may not be beside the point to recall that boys entered Harvard, during the early years of the existence of that institution, at the age they now enter the ninth grade. It will scarcely be denied that, as graduates, they were leaders in the affairs of church and state. From that time to this more and more of the subject matter once regarded as the domain of the college has been given over to the high school. Thus there was a time in the history of the liberal-arts college when its curriculum corresponded essentially to that represented by the last two years of high school and the two junior-college years of the present.

Present Rich Curriculum Delays Completion of College Course

A comparison of the curriculum of junior colleges with past offerings of Pomona College indicates that this period occurred about 40 years ago. Such a comparison is always difficult to make, and can at best be only approximate. Aside from Latin, Greek, and religion, which demanded much time of students in 1889–90, the curriculum of Pomona College in 1889–90 was essentially the same as the academic curriculum of the last two high-school years, and of the junior college. In addition, Pomona supplied a "vocational" curriculum designed for young men and women who desired a practical training. Almost every subject comprising that curriculum is found in the curriculum of, for example, the Pasadena Junior College (grades 11–14). Forty years ago the curriculum of Pomona College had almost the same extent, scope, and purpose of the curriculum of the junior college and of grades 11 and 12.

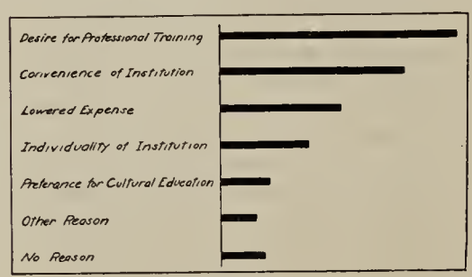

FIGURE 3

It may be urged with some justification that a complete liberal education of today is necessarily more extensive and longer continued than one of 40 years ago, and that the present liberal-arts college supplies this training. Before accepting this view, another consideration should be given due weight. Breadth of interest is aimed at in the lower division of the liberal-arts colleges; in the upper division the student pursues intensively his major interest. In other words, present curriculum organization makes it hard for the last two college years to contribute to the production of an "amateur scholar."

With the establishment of the first public high schools, a period was ushered in similar in many respects to the one we now are in. As remarked above, high school and academy strove with each other for the leading place. The high school won. As it took over the work of secondary education, the academy found itself in a position similar to that which may shortly confront the liberal-arts college. The academies of 50 to 75 years ago met the situation by going out of existence, by changing into another type of institution, and by modification of purpose. In a thickly populated district, such as southern California, with numerous junior colleges, some of our liberal-arts colleges are going to find it hard to survive; some will doubtless evolve into another type of institution, such as a 2-year or a 3-year school of business; others, particularly those which have something to contribute to the problem of education, will survive. In this connection it is of interest to note that at least 10 small colleges located in the South, Middle West, and West closed their doors in 1929.[2] Whether or not this is an unusual number it is impossible to say.

Academy is College-Preparatory School Par Excellence

In attempting to foresee the result, it can do no harm to turn again to the academy. Beginning as an institution in which youth were to be taught those things needed to enable them to carry on in the world of affairs, it finally became, and is to-day, the college-preparatory school par excellence. These schools ask for and receive patronage on the basis that they give everything that the public schools give and more. Care is given to health problems, moral training is stressed, individual character is studied, and the best of teachers are provided. No one would claim all this for all private schools; on the other hand, few would be disposed to deny that these characteristics belong to the best private schools.

Perhaps the liberal-arts college of the future will occupy an analogous position. It will be patronized by people who prefer the type of education it gives to that secured in the junior college and university. Campus life, and all it stands for, is a not inconsiderable factor. Many will desire more time for the pursuit of intellectual interests. It is to be hoped that patronage will not depend upon the "social" recognition gained by attending an institution somewhat aristocratic in nature. Such a situation would make more difficult the purpose of the liberal-arts college, that of interpreting the intellectual, moral, and æsthetic contributions of the race in terms of present and future living. It is to be hoped that the movement to reinterpret culture, now found in many colleges, may be encouraged, and that the liberal-arts college will cast aside the narrow conception which prevails in altogether too many institutions.

[2] Data collected by Alma Cassel, graduate student, Claremont Colleges.

Instruction of Schoolgirls in Child Health and Protection

Study is Inaugurated in Grade 5 A, Continued Through High School, and is a Requirement for Graduation. Pupils Leaving Before Graduation May Continue the Course in a Home Nursing Class

By MARY M. BUCKLEY

Supervisor of Household Arts, Public Schools of Paterson, N. J.

THE little girls look forward to the day when they will be promoted to grade 5 A. In two schools the teacher in the department begins in the third grade the work of building up good health habits. But it is in the fifth grade that the girls enter the home-making unit of the school, and learn through *doing* the things that are foundational. Here they learn the value of clean hands. They are taught how to wash, wipe, and care for the hands.

Credit Given for Home Practice Work

Where possible, the wearing of caps, aprons, and washable dresses is required. All the girls are taught how to wash dishes and clothes and to clean equipment in the kitchen. Some gas stoves at home had never been thoroughly cleaned until after the girl had learned how to do it in school. She does this as a part of her home practice and receives credit in her school work. She learns how to cook simple foods for herself and for younger members of the family. Later she learns how to plan the menu according to family needs and resources. She learns to set the table and is instructed in the elements that make for happy family life. Preparation of breakfast is a sixth-grade project; also the airing and making of a bed and care of a bedroom.

The seventh-grade project uses luncheon and supper as its core. Around this is grouped the special needs of the baby, of little preschool children, and responsibilities of the hostess. They prepare meals for themselves and for the undernourished. In many of the schools the noon luncheon is prepared for the open-window class. This affords daily opportunities to work on food habits and needs. The children have often been the means of encouraging in their homes the use of proper foods, as well as of new foods. Vegetables and their preparation is one of the outstanding units in this grade.

School Projects Influence Home Life

Eighth-grade girls are all interested in the family, in company, and in their own sisters and brothers, as well as in neighbors' children. We use this innate interest in developing project work—the family dinner, the invalid tray for mother, little brother, and the baby. How to wash a sweater, a silk scarf or dress, or underwear. How to give a party. What does the baby need? The latter is, perhaps, the most popular project the girls have. From the time they begin to realize that there are such lessons, the question is, When are we going to have the baby lessons?

The interest created can be used by a wise teacher throughout the year to emphasize many helpful and valuable lessons. The children look forward to the visit of the baby doll. They name her; they study her clothes, her food, her need for rest, air, and right habits. They learn to wash the woolens and cottons. They have about three lessons before they graduate from the eighth grade.

"Baby Lessons" Always a Popular Subject

High-school girls have the "baby lessons" in the home nursing classes in high school. Every girl must have this unit before she graduates. If a girl is leaving school before she can graduate, she is allowed to enter the home nursing class. The lesson on "bathing the baby" serves as a center around which the other topics are arranged, and work is done intensively because the time is short. We feel, however, that it is worth while and valuable. The method followed by our own board of health nurses is used, and we know that we are cooperating and helping in a big field. Sometimes the baby clinic nurse is able to get a real baby and its mother to demonstrate for us. Then we are very happy. Sometimes it is a little girl's sister, and interest is keen and very helpful.

Very often new ideas have been carried home. It may be the fact that the baby should not suck his thumb because it spoils the shape of his mouth, or it may be the care of nipples, or that mother should not suck the bottle to get the milk to flow.

All Work Directed to Practical Ends

The girls take care of children in the home, and if they understand why certain practices are wrong they can help their mothers by substituting good habits for bad habits. The doctrine of clean hands, of clean clothes, clean foods, and clean homes is carried forward. Along with this is the thought that we all have a contribution to make to family and community life, and it is our privilege to make the best contribution that it is within our power to make.

A State supervisor for the deaf and blind has been appointed by the board of education of Wyoming. This is made possible by recent action of the legislature of the State. Before assuming her duties, the new director visited a number of centers in the east where blind and deaf are receiving such service. The department provides education and industrial training for both juvenile and adult blind at home or in institutions maintained by the State.

Demonstration class all ready for the baby's bath

What Does A Parent-Teacher Association Accomplish?

Organization Should Find Out Kinds of Protection and Education Needed and Then Work Whole-Heartedly, With the Help of Other Available Local, State, and National Agencies, to Secure Them

By MARTHA SPRAGUE MASON

First Vice President, National Congress of Parents and Teachers

THE HIGHEST goal of an ideal community is to protect and educate its children. This, also, is the working hypothesis of an ideal parent-teacher association, representing as it does a cross section of the citizens of the community.

It is, generally speaking, the task of the association to find out what kinds of protection and education are needed, and then to work whole-heartedly, with the help of other available local, State and national agencies, to secure them.

An ideal parent-teacher association is not, as is commonly supposed, a group of parents trying to support the school; but a group of parents, teachers, educationists, and other citizens, working together to secure conditions throughout the community which are most favorable for children. While this is not a new educational concept it is one which is effectively carried out in comparatively few communities. A good start has been made, however, and both home and school have taken on a cooperating agency. The school sends education out from the classroom to the home; and the home, for the first time, is considered an educational factor and sits in council with the school.

Goals of an Association Many and Varied

The goals of an association may touch the relationships of family life, health, motion pictures, street safety, adequate play space, sanitary schoolhouses, vocational guidance, the school bus, the well-being of teachers, and dozens of other objectives.

Much has been said and written about the general aims and purposes of the National Congress of Parents and Teachers, its organization, methods of work, and national projects. Very little has been written about the actual functioning of a typical parent-teacher association, representative of approximately 20,000 of such groups in the United States.

Although some associations, for any one of a number of reasons, such as isolation, poor leadership, disregard of State and national helps, or a non-English speaking membership, are not approaching their maximum activity and usefulness, there are thousands of others which are functioning somewhat in the manner which will be described. Even though an ideal association may be pictured in this article, an attempt will be made to show possibilities which are easily attainable by all groups, if they will but study the sources of information and inspiration which are free to every unit in membership with the National Congress of Parents and Teachers, and easily obtained by local officers and members, to assist them in carrying out almost any kind of program required to meet the needs of children in a school community.

Suggestions for an Ideal Association

As the majority of the 1,400,000 members of the congress are fathers and mothers and teachers of children in the elementary grades of public schools we will look in upon a parent-teacher association in action in Newtown, an imaginary town of approximately 15,000 inhabitants, within 25 miles of a good-sized city.

We will assume that the Newtown Parent-Teacher Association has already been formed at the suggestion of parents, or teachers, or principal, or superintendent to counteract a critical attitude on the part of the school patrons toward the school—an attitude which is evidently based on mutual misunderstanding.

In order to get the best results in the shortest time and to profit by parent-teacher successes and mistakes in thousands of associations during the past 30 years, the Newtown Parent-Teacher Association has been organized as a unit of the National Congress of Parents and Teachers. Several active, working committees have been formed to take care of membership, program making, publicity, hospitality, finance, and publications, with the understanding that other committees shall be formed as needed.

Needs of School Children Should be Surveyed

In May and June the program committee, made up of both parents and teachers, with the advice of principal and superintendent, surveyed the needs of the school children in their relation to home, school, and community. Both teachers and parents reported that a large number of pupils were doing poor work in school. Several possible causes were discovered: Attendance at movies in the evening, malnutrition, few facilities for outdoor play, and poor library equipment.

In the study of the movie situation the survey revealed the fact that a small proportion of Boy Scouts and Girl Scouts attended the movies, because they preferred their scout activities and outdoor sports to passively sitting in a stuffy theater. These children were doing good school work. Malnutrition, the committee found, was evidently due to a lack of knowledge of food values in the homes. The school yard, though ample in dimensions, was filled with jagged rocks instead of playground equipment. Under the circumstances there was no play, and no playground director. The only public playground in town was usurped by junior high and senior high school students. The town library was a decadent institution. It was run by Victorian methods, with no knowledge of the library-in-the-school plan, such as is promoted by the Buffalo Public Library.

Plan is Evolved After Careful Consideration

After going over the situation carefully and consulting with town officials, the Playground and Recreation Association of America, the nutrition department of the State agricultural college, and the State library association, a plan for the year's program was made by the program committee with the ultimate objective of developing conditions which should make it easy for the pupils of the school to improve their grasp of their school studies. The means to this end were to be: Instruction to parents on the dangers to health and to standards of life involved in excessive movie attendance and the present impossibility of securing good juvenile pictures at the commercial movie house; well-nourished bodies; plenty of outdoor recreation; and the best books of all types in the school library.

The program for the year was made out in accordance with the needs which were discovered. Several new committees were formed—all of them corresponding with State and national committees concerned with meeting these needs: Motion pictures; home economics; recreation; and children's reading. These committees will have charge of the meeting program and the activities program centering around the topics to be discussed: Movies, food for the family, home play, community recreation, and books for children.

The five meetings held in October, November, January, March, and April will be devoted to these subjects. Specialists will be brought in to give expert

Publication sponsored by the National Congress of Parents and Teachers, represented by Mrs. S. M. N. Marrs and Mrs. Laura Underhill Kohn.

information on the subjects being studied. If no specialist is available articles on the subject may be read from Child Welfare, the official magazine of the National Congress of Parents and Teachers, or from some other educational publication.

Entire Organization Informed of Existing Conditions

The main work, however, will be done by the members of the association under the direction of the local committees which are closely working with corresponding State and national committees and with cooperating agencies. Thus the entire organization is to be informed about existing conditions and will become interested to improve them. The ideal association, as you have discovered, no longer sits heavily while an "outside speaker" gives instruction on some unrelated subject, or while children who ought to be in bed execute difficult toe dances and recite poetry. If there is nothing to learn, if all conditions are perfect, and if teachers and parents understand one another thoroughly, there is no need of a parent-teacher association. There is a saturate solution of social organizations in almost every community. The parent-teacher meeting is educational. It is held at the schoolhouse in the evening. In Newtown the children do not attend the grade-school association meetings.

Suggested Programs for Various Meetings

The September meeting of this parent-teacher association takes the form of a reception to greet new school people and new parents. In December, teachers, parents, and children unite in giving at the schoolhouse a play or pageant which portrays the essence of the best Christmas spirit and prepares the way for the home observance of Christmas. In February, as is the custom in all parts of the country, the meeting is in honor of the founders of the congress, Mrs. Theodore W. Birney and Mrs. Phoebe A. Hearst. At this founders' day meeting purposes are reviewed, a history of the movement, national, State, and local, is given, often a founders' day pageant is presented to emphasize congress objectives, and a free-will contribution is made by members to extend the idea of cooperation in education in State and Nation.

In May, reports for the year are brought in, officers are elected, and plans for the following year are discussed. An outdoor meeting or picnic is the June attraction, and fathers, mothers, teachers, and children come together for pure recreation at the close of the school year. In the freedom and sunshine of a day in the country or at the seashore in June some of the best understandings between home and school are established and the finest friendships made. This meeting gives an excellent opportunity for the committee on recreation to demonstrate the wholesome joys of outdoor games in which all may participate.

Raison d'être for Five Study Groups

A standard parent-teacher association must have at least one group doing consecutive reading or study. The consideration of special program subjects for the year gives a raison d'être for at least five study groups to gain reliable information which will be valuable not only to the members of the study group but to all the members of the association. From time to time reports will be made at meetings and important discoveries of facts and bibliographies will be printed in the town paper through the publicity committee. The association looks forward to publishing a small monthly bulletin for the benefit of all those who teach in the school or have children there.

In order that other associations may profit by the results of the effort to eliminate school failure, the publicity committee of the Newtown Parent-Teacher Association will send an account of results to the State bulletin and to the national magazine of the congress. Such reports are eagerly studied by thousands of local associations and become incentives in other localities. The "little candle" of one purely local endeavor may "shed its beams" far across the continent, even to the sunny shores of Hawaii. Letters which come from Japan, South America, and South Africa show how eagerly the parents and teachers of other lands are looking to the United States for ideas to help them in bringing parents and teachers into close working relationships.

We have seen the program committee and the publicity committee in action, as well as those committees directly related to the subjects considered in the meetings devoted to filling discovered needs.

How can the other committees with which the association started—membership, hospitality, finance, and publications—also help in securing the desired ends?

The membership committee's task is to see that as many parents and teachers as possible enter into this failure elimination plan. It is their task to discover the best methods for increasing membership, with the help of the State chairman of membership and the ideas of other members of the committee.

Spirit of Unity Brought About by Hospitality

Hospitality plays an important part in the success of any group meetings. The friendly welcome, the homelike atmosphere which can be produced by a kindly, courteous hospitality committee, helps immeasurably in producing a spirit of unity among members without which the best-planned program will fail to produce the desired results.

The finance committee considers the means by which the school library, the playground, and milk for undernourished children may be made possible. If money must be raised for an initial demonstration, this is the committee which will have the responsibility of getting it. Or it may only be necessary to have a conference with the school committee, to present needs and estimates, and to urge that all school equipment shall be purchased from the school appropriation.

The committee on publications can help all those engaged in special studies by informing them of the sources of help which are available through the literature of the national congress and its cooperating agencies.

And so there is a profitable dovetailing of all the association's committees and study groups which are working together to improve the conditions under which the children of the school are studying, and to help the boys and girls to acquire a better grasp of their work.

Failure Not Always Fault of the Child

This, in brief, is only one of many ways in which parent-teacher associations are working to discover needs and to meet them, to the end that more and more young people may make an unhandicapped start in life. The interesting fact which is always discovered through a survey of existing conditions is that if children are not doing well, physically, mentally, or morally, the fault is not with the children. The parents or the school or the community have failed at some point, and the work of the parent-teacher association is so to educate its own members that through them the home, the school, and the community may become fit for children to live in.

British Children Trained to Love Flowers

To instill in children a love of flowers and train them in intelligent care of plants, cuttings from corporation greenhouses are distributed each year among pupils in schools of Accrington, a manufacturing town in Lancashire, England.

Nearly 2,000 cuttings were given out last year, and 17 schools participated in the contest held in the town hall. As a result of the children's care, 1,900 growing plants were exhibited, many of which were in full bloom and very attractive. A shield, to be held for one year, was awarded by the parks committee to the school showing the best selection of plants grown from the cuttings; and individual prizes were given to the children in each school producing the best four geraniums and the best four fuchsias.

What Do Scales Weigh?

Proper Use of Scales Overlooked in Enthusiasm of Putting Slogan "A Scale in Every School" into Effect. Tuberculin Tests and X-Ray Examinations Necessary in the Determination of Existence and Severity of Tuberculous Infection

By LOUISE STRACHAN

Director, Child Health Education, National Tuberculosis Association

"THE OLD order changeth, yielding place to new." In nothing is this truer than in public health. Less than a decade ago we believed in the slogan "A scale in every school," and in our enthusiasm in putting the slogan into practice, we failed to give sober judgment regarding the proper use of the scales. Many children have been declared "underweight," and axiomatically, therefore, "malnourished," whose weight the scales have shown to be 10 per cent or more below the average. Some health workers have gone still further and declared these underweights to be "pretuberculous."

When the Massachusetts State Department of Public Health, in 1924, started its 10-year program for discovering children with some evidence of tuberculous disease, the plan was to examine, first, children 10 per cent or more underweight for height; second, those known to be exposed to human tuberculosis in the home; and third, those not in either of the foregoing classes, but who were known to be in poor health. However, at the end of three years, having examined approximately 50,000 Massachusetts school children, the significant fact was established that one-third of the pulmonary cases found were in children who were not underweight, and one-fifth of the latent tuberculosis cases found in the contact group were in normal or overweight children.

Now, after five years' experience, the Massachusetts Department of Public Health has arrived at the conclusion that children are infected with the tubercle bacillus to the same degree, regardless of nutrition or nationality, if they are exposed to an open case of tuberculosis.

C. E. Turner, professor of biology and public health, Massachusetts Institute of Technology, in a recent article Precision and Reliability of Underweight Measurement, points out the widely divergent figures concerning the number of 10 per cent underweight children in the school population of different communities. He says:

> Many school systems which started weighing and measuring with the children's shoes on, now have shoes removed, and a still greater number of schools have changed from the Wood tables to the Baldwin-Wood tables. Height is usually taken only two or three times a year and many schools follow the unscientific practice of using the height for the last measurement in computing underweight during the succeeding months when new weights are secured.

With a group of 475 children, five methods of computation were used to determine the 10 per cent underweights and the variability of these "underweights" is indicated in the following figures: 25.3 20, 18.7, 10.3, and 4.8 per cent.

Dr. Raymond Franzen, research director of the recent school health study made by the American Child Health Association, says very definitely that height is insufficient skeletal information to use as a basis of weight classification. The correlation of height with weight is not nearly so high as the correlation of other skeletal combinations with weight, notably chest dimensions and breadth of hips.

Of what use, then, are scales in school? As an educational means of interesting children in health and in health practices, scales have a definite part to play in the school health program. Emphasis should be placed upon gaining in weight and not upon the child's underweight status. Failure to gain in weight over a period of several months is abnormal, and such children should be brought to the attention of a physician.

It is hardly fair, therefore, to dismiss our old friends the scales curtly. They have helped us materially in the development of our school health programs. The trial and error method is not altogether to be condemned. Dr. Theobald Smith, in a recent article entitled "The Influence of Research in Bringing into Closer Relationship the Practice of Medicine and Public Health Activities," says—

> It is not improbable that we shall be treated to some surprises in concepts of disease in due time which may make it desirable to reverse completely some of our present theories. We are thus forced to admit the fact that all human inquiries are narrow and partial. To include all conditions would require more than the Einstein type of mind to formulate the experimental attack. We must be satisfied with piecemeal work in the hope that occasionally some synthesizing genius will appear who can put the collected fragments together in some form acceptable to us and which will serve as a fresh pattern for further endeavors.

The use of the scales to determine malnutrition, faulty as it is now proved to be, nevertheless led us to recognize the need for complete physical examination by a physician to truly determine the condition of malnutrition. Such examinations have frequently revealed defects of one kind or another which would never have been discovered without the initial use of the scales.

A further step has been made toward the early discovery of tuberculosis in children for which again the scales have pointed the way. Recently Doctor Hetherington, of the Phipps Institute, Philadelphia, made a study of children in three open-air schools of that city to determine to what extent the ordinary methods of history taking and physical examination are capable of selecting tuberculous children suitable for open-air school care. The conclusion reached was that these methods do not discover latent tuberculosis. The use of tuberculin tests and X-ray examinations are necessary to determine when tuberculous infection exists and the severity of the infection. Dr. Horton Casparis, of the Vanderbilt University Hospital, states that the regular procedure in his clinic is to give the tuberculin test to as many children as possible. Positive reactors are X-rayed and the X rays, plus the physical examination, are used to determine the extent of tuberculous involvement.

The 10-year program of the Massachusetts State Department of Health, already referred to, has been modified in the light of knowledge gained during the first five years. Instead of examining children 10 per cent or more underweight on the basis of height, as well as those exposed to tuberculosis in their homes, and those known to be in poor health, now all children will be given the tuberculin test, and those who react positively will be X-rayed. Those showing evidence of tuberculosis or other pulmonary conditions in the X-ray film are to receive a physical examination by a State physician.

Dr. Henry D. Chadwick, formerly chief of clinics, Massachusetts Department of Public Health, states that "by these X-ray examinations it is fair to say that we can pick out the 10 per cent of the children who will in the next decade produce 50 per cent or more of the tuberculosis cases that occur in adolescence and early adult life." Dr. Walter Rathbun, who has been carrying on a similar study of childhood tuberculosis in Chautauqua County, N. Y., agrees with Doctor Chadwick in believing that latent tuberculosis in childhood, which can be determined only by use of the X ray, is often followed by the adult type of pulmonary tuberculosis.

Recently, it has been said, that in the State of Illinois alone, a sum of $1,187,000 is spent each year to educate children who die of tuberculosis before the age of 20 years. If, by the use of the tuberculin test and the X ray, we can find the early cases in childhood which later will contribute to the high mortality from tuberculosis in adolescence and early adulthood, is it not wise to take "the stitch in time"?

Project Method for Practice Teaching

Southern State Teachers College, Springfield, S. Dak., Requires Practice Teachers to Carry Through Definite Supplementary Projects and Report Procedure and Results to the Director of Training

By WALTER W. LUDEMAN

Director of Training, Southern State Teachers College, Springfield, S. Dak.

THE PRACTICE teacher should do his work in a school situation that is normal and in these modern educational times such a condition would include much more than just plain teaching and hearing recitations. The cadet should be given an opportunity to use his initiative in planning and working out several practical projects to supplement his routine teaching. For some months he has been listening to his educational psychology and methods professors give the theories and values of certain special approaches to teaching and here is the cadet's chance to make practical application of his newly learned theories.

Not only should he be encouraged to work out self-initiated projects but certain types should be required of him as a part of his training.

In connection with both elementary and secondary school practice teaching at the Southern State Teachers College it has been a practice for the last three years to ask each teacher in training to carry through certain definite supplementary projects and to report the procedure and the results to the director of training. Remarkable values to both the cadets and the pupils have grown out of these projects.

The following list of outlined projects must be worked out and completed by each of the students who does practice work during any one quarter of the school year:

Administration of Two Well-Planned Tests

Project 1.—The student is asked to work out the questions, grade the papers, and work out a grade curve or graph. It is recommended that one of the tests be essay and the other objective when subject content makes this possible. The student is given a wide-open opportunity to meet some actual problems in the giving of examinations and the results are carefully checked by the supervisors.

Selection and Use of Two Special Devices

Project 2.—In these special assignments the cadet teacher is asked to be on the alert for waning interest in her teaching and to be prepared to use some device which will have an influence upon the pupils in motivating their work. The practice teacher is required to select the devices and use them for periods of time long enough to give them fair trials. This has proved to be a vital asset to the work of our training school in that it guarantees a higher type of school result because of the higher level of interest among the pupils.

Special Study of One Slow Pupil

Project 3.—In this case the cadet teacher must determine the cause of the retardation by making a case study of the child, investigating home conditions, intelligence quotient, and health, and following this investigation the practice teacher works out a plan for the improvement of the child's school progress and actually puts the plan into operation for a 12-week term and notes the result. This type of special assignment seems particularly valuable in that it directs the teacher in training to be on the alert to remedy a problem of retardation.

A Dramatization for Presentation to Class

Project 4.—Each practice teacher is required to plan out a complete dramatization and prepare it for presentation in the class. In these little sketches the cadet teachers are directed to allow the pupils the creative right of determining the speaking and acting parts according to the interpretation the pupil places upon the selection and thereby draw out a kind of inventive initiative among the children. This has been found an interesting and valuable form of training among our grade-school pupils and only recently the author witnessed two of these dramatizations, the one in seventh-grade history on the "Boston Tea Party," and the other in eighth-grade community civics on "Safety First." Both of the foregoing were jewels of creative imagination.

Must Plan Work for an Exhibit

Project 5.—During one term of the regular school year a public exhibit of school work is held in the training school and each practice teacher is required to prepare something from his classes for exhibition at that time. There is something from each subject taught and the work is selected from regular daily routine rather than taking special time to elaborate for the exhibit specially. By doing this the public is given a good cross section of the work as it is done day by day. The practice teacher must see to it that his part of the work is in shape for exhibit.

Must Work Out an Excursion

Project 6.—During the spring term of the year all practice teachers are required to work out excursions on which the pupils are taken. The purpose of the trip is worked out by the group of practice people and the outline of what is expected of the pupils is prepared in advance and full instructions given the children. Trips to many places have been taken including the bakery, print shop, blacksmith shop, bank, grocery store, garage, telephone exchange, and in addition field trips are made for bird study, flower and tree study, land surface study, and the like. Practice teachers are impressed with the value of these excursions in clearing up many points of interest in the study subjects.

Final Progress Report Required

Project 7.—Each cadet is required to show the actual progress made by each pupil in the classes taught by him. As far as possible the report must be objective and in order that it might be so the practice teachers are directed at the beginning of their work to measure the subject status of each pupil with an informal test and to use a similar test at the end of the period of practice. By catching the range between the two tests it is then easy to see the actual subject progress.

The special assignment very strongly emphasizes to each teacher in training that the fundamental element in all teaching is school progress, and the successful teacher must be constantly on the alert to note pupil advancement in knowledge, skills, and attitudes.

Summary of Results and Values

Very good results have been secured by means of this form of practice teaching work to supplement the routine work of the cadet. In the most of the cases each teacher in training instructs two classes each day for a quarter of the school year and she would be required to plan out the seven projects listed above for both of these subjects, causing cadets to calculate ahead for many weeks as to ways and means of accomplishing each unit of the special assignments.

The specific values of the plan are these: (1) Better progress of pupils who are taught by practice teachers; (2) emphasizes to cadets that there is more to teaching than routine instruction; (3) gives practice teachers opportunities to use modern approaches under supervision to supplement theory; and (4) develops creativeness and resourcefulness in practice teachers by throwing them on their own initiative in planning the special projects.

New Books in Education

By MARTHA R. McCABE
Acting Librarian, Office of Education

ALMACK, JOHN C. Research and thesis writing. A textbook on the principles and technique of thesis construction for the use of graduate students in universities and colleges. Boston, New York [etc.] Houghton Mifflin company [1930] xvii, 310 p. tables, diagrs. 12°. (Under the editorship of Ellwood P. Cubberley.)

It would seem that this study is timely in view of the very large increase in the number of graduate students in universities and colleges, and the enormous work done by faculties in preparing candidates for the advanced degrees. The book can be used in a course in the principles of research by professors in any department of the university. Its appeal is general in character and may be used by professor and student alike, and a wide variety of teachers and students in the different fields of university study. The meaning of research, and the nature, sources, and criteria of the problems of the thesis are dealt with, as well as the part the library plays in research, the mechanics of thesis writing, and the standards of research used in judging a thesis.

BRIGGS, THOMAS H. The great investment: Secondary education in a democracy . . . Cambridge, Harvard university press, 1930. 143 p. 12°. (The Inglis lecture, 1930.)

The lectures in this foundation are published annually by the graduate school of education, Harvard University, to honor the memory of Alexander Inglis and to perpetuate the spirit of his labors in the field of his especial interest, secondary education. Doctor Briggs in this lecture discusses some of the fundamental implications of education, namely, free public education, what it is, what kind shall be provided, how far shall it extend, and shall it be compulsory. The great investment of education is concerned with all the raw material out of which the future state is to be made. The author believes that democracy, to be successful and progressive, must have made provision for the education of all youth, not only in the accepted rules of conduct, but also in such ways that they may contribute to their improvement. The author states that our schools have already contributed to society more than all other agencies combined, and that the only instrument society has for accomplishing its great end of preserving itself and of promoting its interest is education.

DEPARTMENT OF SUPERINTENDENCE. Eighth yearbook. The superintendent surveys supervision. Washington, D. C., the Department of superintendence of the National education association, 1930. 471 p. tables, diagrs. 8°.

The subject chosen for the yearbook for 1930 was creative supervision in public education, and the commission on supervision consisted of Albert S. Cook, chairman; Fred. C. Ayer, Frank W. Ballou, Arvil S. Barr, L. J. Brueckner, William S. Burton, Zenos E. Scott, I. Jewell Simpson, Charles L. Spain, and George D. Strayer. The entire problem of supervision has been studied and presented, and the yearbook contains suggestions on the meaning and necessity of supervision, its functions, the duties of supervisory officers, types of organization, planning of supervisory programs, measuring supervision, training for supervision, conferences with teachers, etc. The technic of supervision is a subject of interest to supervisors, teachers and school executives, and the chapter on creative supervision furnishes many suggestions for the supervisor who wishes to know when and how to guide, persuade, encourage, direct, warn, lead, or follow. The successful supervisor should be not only a special student of educational problems, but should also be scientific-minded.

FARGO, LUCILE F. The library in the school. Chicago, American library association, 1930. xv, 453 p. illus., tables, diagrs. 12°. (Library curriculum studies, prepared under the direction of W. W. Charters.)

This study, which is designed as a textbook for school librarians and teachers of school librarians, is one of the basic library curriculum studies series issued by the American Library Association. It is compiled by a pioneer in the school library field, and the study is itself a pioneer in the field of school library literature. The volume is the result of careful study, by the advisory committee of the curriculum study, the editorial committee of the American Library Association, a subcommittee of experts in the special field, and the author. Selecting the material and preparing a study of this type involves not only a canvass of the literature available but also personal visits to many reputable libraries to obtain best methods in use. Such a study as this in which time, thought and experience are required means a real contribution to the subject of school libraries. The director of the series, Doctor Charters, states in his introduction that at least 200 people engaged in library work contributed to the preparation of each text. This careful preparation and supervision, added to this knowledge and experience of Miss Fargo, the author, are sufficient assurance of the place this study will occupy in its especial field.

HUFF, ELIZABETH M. The community room in the platoon school. Boston, Richard G. Badger, publisher, The Gorham press [1930] xi, 223 p. illus., front., diagrs. 12°.

The value of the community room in the schools is in creating and fostering knowledge and skills essential in later school life, and in contacts with society later on. This volume introduces the study of the community room at the primary level, and initiates the children into the State-controlled community. Plans are presented to be used in community-room work, and to show how children may be habitually exercised in social activity, in a room styled by the author "a laboratory for experimentation with the tools of learning and with the experiences of society." Several types of individuals might well be interested in this study which was intended for use in training teachers for kindergartens and primary grades, and also for reading circles, parent-teacher associations, etc. The author thinks that the skills acquired by the young child may also be used as clues to his abilities and be of use later on in choosing his life work.

MOFFETT, M'LEDGE. The social background and activities of teachers, college students. New York city, Bureau of publications, Teachers college, Columbia university, 1929. vi, 133 p. diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 375.)

Curricular and extracurricular policies of teachers colleges depend to some extent upon the social background, contacts, and activities of the students in the institutions, and the implications of these data. This investigation has three objectives: To analyze and interpret the background, experiences, and contacts; to show the extraclass activities of the students; and to evaluate certain of these activities common to teachers colleges as to student participation, enjoyment, and potential value in both the personal and the professional development of the students. The general summary with some implications for teacher training furnishes information which will be useful to those in charge of teacher training, and those who are in training.

MONROE, WALTER S.; DE VOSS, JAMES C.; *and* REAGAN, GEORGE W. Educational psychology. Garden City, N. Y., Doubleday, Doran & Company, inc. [1930] xiii, 607 p. tables, diagrs. 12°. (Teacher training series, Walter S. Monroe, general editor.)

This is the third volume in a series of studies designed for use in the training of teachers for secondary schools, the other two having been published under the titles, Methods of Teaching, and Principles of Secondary Education. The value of coordinated texts for three basic courses furnished the objective, the authors having cooperated in the Teacher-training series in question. The study is intended for the training of teachers, and much has been omitted that would not tend specifically toward that end. One expects to find the subject of the learning process discussed at length, but it is convenient to find associated closely with it the subjects, intelligence and its measurement, the measurement of achievement, individual differences, etc., as they are closely associated in practice in the schoolroom.

STRANG, RUTH. An introduction to child study. New York, The Macmillan company, 1930. xiii, 550 p. illus., front., tables. 12°.

There are many excellent books on child study and child psychology, and many specialists in this subject are turning their attention to producing literature which will supply parents and teachers with a technic that may be followed. The author of this book has supplied material for child study which is organized around stages of development rather than by topics. Material so organized is more convenient for the use of students of child psychology who deal with children of certain ages than material grouped around the subject of the memory, imagination, etc. In this respect the study is different from many in the field. It is designed for the use of parents, for parents' clubs, county-demonstration groups, parent-teacher associations, and to other special classes including teachers, and teachers in training.

U. S. GOVERNMENT PRINTING OFFICE: 1930

EDUCATION

Should Unsheathe and Sharpen

THOUGHT

✦ ✦ ✦

Education should be as broad as man. Whatever elements are in him that should foster and demonstrate. If he be dexterous, his tuition should make it appear; if he be capable of dividing men by the trenchant sword of his thought, education should unsheathe and sharpen it; if he is one to cement society by his all-reconciling affinities, oh! hasten their action! If he is jovial, if he is mercurial, if he is great-hearted, a cunning artificer, a strong commander, a potent ally, ingenious, useful, elegant, witty, prophet, diviner—society has need of all these.

RALPH WALDO EMERSON

Education Should be Effectively Open to Everybody

IN THE readjustment of social opportunity to the new claims of knowledge, business, and aspiration, our chief purpose should be to make a good education effectively open to everybody and that, therefore, we should welcome every kind of experiment, find place for every kind of study, test every hypothesis, grapple with every difficulty in a search for those kinds of education which, at one and the same time, awake enjoyment and demand discipline of body and mind alike. This I believe to be a time of radical venturesomeness in education, for trying all things, for being guided by the instincts of the community, for offering courses to which young people are drawn, not by their easiness but by reason of their inherent interest and of the enjoyment which they give to those who strenuously endeavor to excel. In other words, at this juncture, I for one would lay stress not on the selective function of secondary education but on its assimilative power.

—*SIR MICHAEL SADLER.*

SCHOOL LIFE

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CONTENTS

SCHOOL LIFE is intended to be useful to all persons whose interest is in education. It is not devoted to any specialty. Its ambition is to present well-considered articles in every field of education which will be not only indispensable to those who work in that field but helpful to all others as well. Articles of high character on secondary education have been printed under the auspices of the National Committee on Research in Secondary Education, of which Dr. J. B. Edmonson is chairman and Carl A. Jessen is secretary; these articles will continue. Miss Emeline S. Whitcomb, specialist in home economics of the Office of Education, has been instrumental in procuring many excellent papers by leading specialists in her subject. Through the courteous cooperation of Mrs. S. M. N. Marrs and others, achievements of the National Congress of Parents and Teachers, and progress in parent education are set forth in an important series. Similarly, the activity of Miss Edith A. Lathrop, assistant specialist in school library service, and of Mr. Carl H. Milam, secretary of the American Library Association, has produced a significant series of papers upon county libraries. The papers in these four unified series will not overshadow others of equal value. Consular reports on education in other countries constantly come to us through the State Department; frequent articles are printed on child health and school hygiene; higher education is represented in reasonable measure. In short, SCHOOL LIFE means to cover the whole field of education as well as its limited extent will permit.

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SCHOOL LIFE

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Secretary of the Interior, RAY LYMAN WILBUR - - - - *Commissioner of Education,* WILLIAM JOHN COOPER

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Teaching Technique and Size of Class

Report of Technique Followed with an Experimental Group of High-School Students, Over a Period of Two Years, in the Effort to Determine the Most Desirable Size of a Recitation Class, and the Part that Technique Bears to Such Determination

By WILLIAM A. WETZEL

Principal, Senior High School, Trenton, N. J.

THE history of the discussion concerning the proper size of a recitation class is an illustration of the need of a more scientific attitude toward the solution of some of the problems of secondary education.

In the first place, without the warrant of scientific evidence, it has been assumed that there is a norm of numbers beyond which it is not safe to go. This opinion is probably a relic of the old college preparatory high school, with its limited curriculum and a group of students made homogeneous by the merciless elimination of the "unfit."

In recent years we have begun to test this opinion by classroom experiment. When we found that the experiments conducted showed as good results with classes of 30 as with classes of 25, we drew a conclusion just as illogical as the first one, namely, that size of class is immaterial.

Technique Developed in the Classroom

In our pedagogical literature there is little that throws light on the technique of instruction as applied to specific classroom tasks. The reason probably is that such technique can be developed only in the classroom by experienced teachers possessed of a scientific turn of mind, and in schools in which research work of this kind is encouraged. Such situations are still rare in the field of secondary education.

Assuming teaching skill as constant, the technique peculiar to any classroom situation is conditioned by two factors, the teachability of the group and the nature of the task.

Publication of this article is sponsored by the National Committee on Research in Secondary Education, J. B. Edmonson, chairman; C. A. Jessen, secretary.

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Nothing has thrown more sand in th bearings of high-school machinery in recent years than the increase in the rang of mental abilities. At least one-fifth of the pupils now found in a metropolitan high school fall below the mental ability that would have been tolerated in a high school 20 years ago. If we grant that teachability varies directly as mental ability, then it follows that for the same task, size of class is conditioned by the mental ability of the group. There are as yet no scientific data to establish a formula, but it is a safe guess that what might be considered a group of normal size at one ability level could be quadrupled in numbers at another ability level.

Nature of Task a Determining Factor

The teaching of history furnishes an illustration of this statement. In one school which tries to adapt technique to the project at hand, the size of the history class varies from a group of 15 pupils composed of very poor readers, paying little attention to the study of a textbook but busy with the study of pictures and the making of drawings, to a group of 80 pupils, good readers, working in a history library with a task of assigned readings.

The second factor which helps to determine technique is the nature of the task itself. Here again the troubles of the modern secondary school have increased tremendously. There is no longer the uniform task of mastering a definite block of knowledge. Attitudes, appreciations, habits, and a wide range of skills have a definite place in the scheme of instruction, and to the list of classrooms are added shops, laboratories, demonstration rooms, art rooms, band rooms, and chorus rooms.

It would be difficult to show that a group working in a physics laboratory would be of the proper size for band practice, or that the class assembled for an illustrated lecture on Roman architecture should not exceed in numbers the class assembled to read Cicero's Orations.

Two things have helped recently to bring to the foreground the size of the teaching group. In the first place, the modern tendency toward a more definite organization of teaching materials, with more clearly defined objectives and standards of attainment, and with greatly improved methods of measuring outcomes by means of the objective test, makes possible a more careful equating of results obtained under different conditions. In the second place, the greatly increased cost of instruction in secondary schools forces the issue of economy. When the per capita cost of high-school instruction averages $200 and over, high-school principals may well be expected to utilize the teaching force of the school to its utmost efficient capacity.

Teaching Technique in a Special Subject

The purpose of this article is to report the results of teaching technique as applied to a specific subject. The subject is intermediate algebra, in which the aim is chiefly to develop abilities to perform certain definite mathematical processes. These abilities can be definitely listed, and practice material can be set to determine whether any pupil has the desired power in a given case. In other words, the subject has the advantage of definiteness. Another peculiarity of the subject is that the technique must provide much opportunity for individual activity. In this subject pupils learn to do preeminently by doing.

Already we have laid down the main conditions that will limit the number of pupils who may be assigned to one teaching group. Not numbers alone, but proper organization of material and an appropriate technique of instruction are the fundamental requirements for individual work. The size of the class is relative to the technique which is followed. So the apparent paradox may occur that with a change of technique and larger classes, the amount of individual work done and individual attention received by each pupil may actually be increased.

The Mode of Procedure Followed

Under the technique in question each pupil receives a list of the abilities to be cultivated, together with page references to the text in which statements of principles, explanations of processes, and practice exercises may be found. He receives, in addition, a sample test covering the processes involved in this unit of work. There is also ready for the pupil, at the proper time, a set of cards to supplement exercises in the text.

Approximately the first third of a 60-minute period is devoted to explanations and oral work, the remainder of the time to individual work. The pupil is expected to use his textbook materials according to his outline for the first mastery of the block of work. As far as possible, he shall get his explanations from the text. One of the first things which the teacher aims to do is to teach the pupil how to study algebra, how to use the textbook, so that he may be as independent as possible of the teacher. The pupil next works his way through a set of graded cards. He is allowed only one card at a time, and is credited with each card when he reports the correct answer. The card exercises show plainly where additional help is needed.

A Test Follows the Exercises

After completing a set of cards the pupil tries the test, which, except for the numerical quantities involved, is identical with the test in his possession. If he passes the test, he is credited with the unit of work. If the pupil fails, remedial work in the form of extra cards, or possibly renewed study of the text, is done in the parts in which he failed.

In a very short time pupils distribute themselves through the course according to their abilities. Pupil assistants are soon chosen from those who are ahead of schedule. These assistants help to credit the work done on the cards and to coach slow pupils. This practice is as useful to them as it is profitable to the slower pupils.

Careful inspection by the writer, of an experimental group following this technique, during the past two years, forces the following conclusions:

	First rating period				Second rating period				Final examination			
Group	1	2	3	4	1	2	3	4	1	2	3	4
Number of pupils	55	51	64	20	55	51	64	20	55	51	64	20
Median ability	112	114	109	101	112	114	109	101	112	114	109	101
Average score	17.2	17.1	17.0	15.8	18.5	19.9	16.7	14.7	66.0	65.0	58.0	52.3

Conclusions Reached are Summarized

1. Interest is always strong. The method promotes action as efficiently as piecework in a manufacturing plant. The writer never saw an idle person in the class. The group assembled regularly at 8.30 a. m., but many pupils came voluntarily 10 or 15 minutes ahead of time to begin work, and no one ever waited for the opening bell.

2. Each pupil may work to his capacity, and most of them do. No one is kept waiting. This is made possible, of course, by the pupil assistants who help to check the cards.

3. Each pupil is always doing the thing that he needs to do.

4. Remedial teaching invariably and automatically follows every failure. If additional cards do not accomplish the result, additional coaching follows.

Careful Guidance is Required

5. The teacher is always in the background. The class seems to be running itself, but it is evident, of course, that the program requires first of all thorough organization and preparation of teaching materials; and secondly, daily checking of results outside of the classroom by the teacher so that, at the beginning of the hour, he will know what individual pupils should do. Some will be ready for a test. The test must be ready for them. Some will continue work on the cards. The cards must be at hand. Some will need individual coaching. The coaches must be assigned. All these plans the teacher must have in mind when the class assembles.

Composition of the Experimental Class

At the time this experiment was initiated, there were the following groups in intermediate algebra.

Group A, 55 pupils with a median ability [1] of 112, taught in one class by teacher No. 1; Group B, 51 pupils with a median ability of 114, taught in two classes by teacher No. 2; Group C, 64 pupils with a median ability of 109, taught in two classes by teacher No. 3; Group D, 20 pupils with a median ability of 101, taught in one group by teacher No. 1. Teachers Nos. 2 and 3 followed the usual classroom method, including blackboard and seat work.

Work of all the groups was carefully checked every six weeks throughout the semester. Objective tests including both theory and practice, exercises, and problems were given. Scores are shown in the table.

An analysis of results shows that the large group easily held its own with the other groups. No fine distinctions can be drawn, as we had no measure of the teaching skill of each teacher. The main facts are that the teacher with the large group used exactly the same technique which he had followed in small groups for a number of years; that the results which he obtained in the large group were commensurate with the ability of the group, judging by results in the other groups; that the pupils of the large group, according to the standards of the school, had a good working knowledge of intermediate algebra on a college preparatory basis. In brief, that the technique which he had followed in smaller groups could safely be extended to larger groups.

As a result of this experiment three other teachers in the mathematics department are now preparing cards that will follow the same technique.

Method, of course, will never take the place of individual teaching skill. Whatever the method may be, results obtained by different teachers under the same conditions probably will always be different. Some methods require greater skill than others. There is nothing complicated about the technique outlined in this paper.

Success Demands Energy and Skill

It is the judgment of the writer that an ordinary teacher can teach a class of 40 pupils as effectively by following this technique as she can teach a class of 25 by following the usual method, and that a skillful teacher can get satisfactory results with a class of no fewer than 50 pupils.

The purpose of this article is not to encourage a wholesale increase in size of classes in secondary schools, but rather to call attention to the need of working out a technique peculiar to the task at hand, and then of determining experimentally the number of pupils that can well be taught in one group by following this technique.

School baths in Baltimore, under the direction of the public bath commission, are an important feature of the school health program. The service is under the immediate supervision of matrons and bath attendants, and soap and towels are supplied free.

[1] Reading ability—a local index.

County Library Service of the Julius Rosenwald Fund

Aid to at Least Two Demonstration County Libraries in Each Southern State Contemplated by Fund. Titles to School Libraries Under Consideration by Committee. Counties Must Provide Suitable Housing for Libraries Among Stipulations for Aid

By JACKSON E. TOWNE

Librarian and Director of the Library School, George Peabody College for Teachers, Nashville, Tenn.; Consultant in Library Service to the Fund

THE JULIUS ROSENWALD FUND contemplates aiding at least two demonstration county libraries in each Southern State. The county library program of the fund was inaugurated last spring, and, at this writing, only five county libraries in these States are receiving aid. One of the stipulations for aid is that service, "to all elements of the population shall be equal, but adapted to the needs of each element." Book service to rural schools is thus included, but the fund has not undertaken to dictate in any detailed way the manner in which such service shall be worked out by individual county librarians. County libraries receiving aid from the fund have developed rural school service in accordance with the limitations and opportunities of local conditions. Thus we have a variety of types of service, and are as yet unable to define general principles which appear best for southern county librarians to follow regarding book service to rural schools.

Libraries Aspiring to Early Accreditation

Southern rural high schools are faced with specific library standards adopted by the Association of Colleges and Secondary Schools of the Southern States. Membership in this association, involving accreditation, is by no means complete on the part of rural high schools; but the majority of such schools, incapable of achieving immediate membership, are striving to meet essential standards as soon as possible.

High-school library standards for the South were adopted, and, at the recent annual meeting of the Southern Association in Lexington, Ky., it was found necessary to extend the time limit in which they must be met. The standards relate to equipment, books, educational and professional training of librarians, appropriations, courses in use of the library, and reorganization of the library.

The standards are to go into effect in the fall of 1930. Schools not meeting the standards by the fall of 1930 will be warned. In the fall of 1931 those schools not *fully* meeting the standards will have a star placed by their names in the State lists, and a footnote in each State list will explain that schools marked with a star do not meet library standards. In the fall of 1932 those schools not meeting the standards *completely* will again have their names starred, and a footnote in each State list will explain that this is the final notice for meeting library standards in full. In the fall of 1933 all schools not fully meeting standards shall be dropped from the accredited list of the Southern Association.

No Hardship to Librarians Intended

This action of the Southern Association is in no way intended to work a hardship on those successful school librarians now in the service (December, 1929) who do not have the necessary educational background and training. The association, however, reserves the right in such cases to require additional courses in library science, if the position is to be held.

In the 1928 proceedings of the Southern Association, there is a record of a resolution for a committee to determine, among other matters: "Whether or not, in those counties in which there is library service, the title to the school library must be held by the school itself, rather than the county library, provided the collection of books placed in the school is permanent and selected from the association's approved lists, upon recommendation from school authorities."

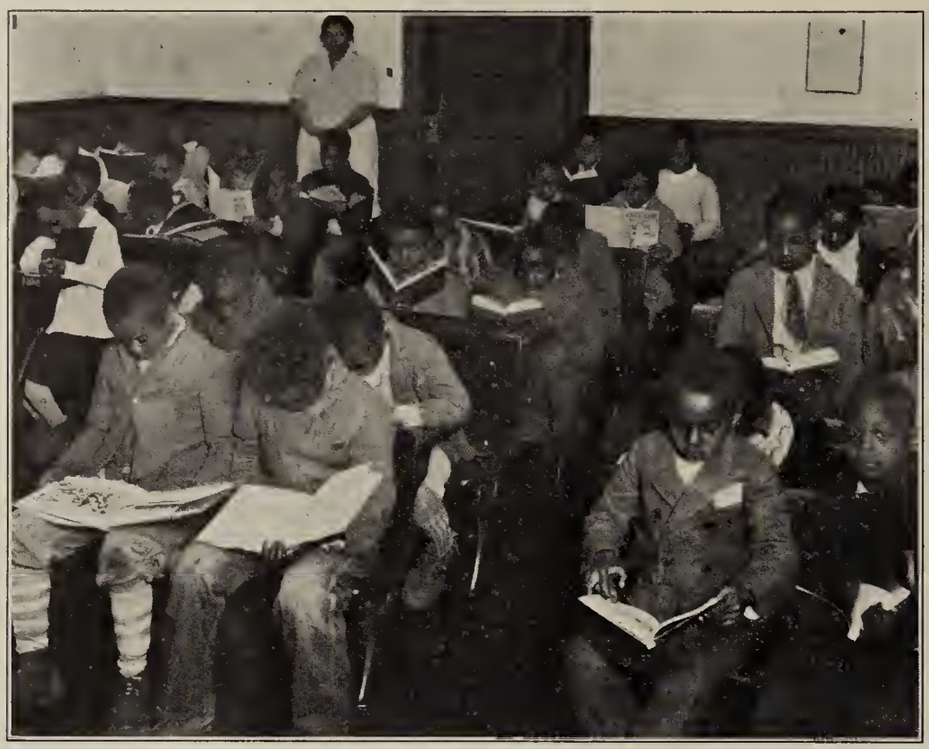
I am informed that at the recent Lexington (Ky.) meeting the above matter was "left open for investigation."

In the five county libraries receiving aid from the Rosenwald Fund, school service has been developed in accordance with the limitations or possibilities of local conditions. Sources of local funds have varied, and should be considered in each case before any particular type of service being rendered is described.

The general stipulations of the Rosenwald Fund regarding aid to county libraries have been: (1) That the library serve adequately all the people of the county—rural and urban, negro and white. By "adequate" is meant that the total budget for service, including the Rosenwald help, *shall be at least equal to 50 cents per capita of the total population of the county;* that the service to all elements of the population shall be equal but adapted to the needs of each element; (2) that all public-library facilities of the county shall be coordinated under one head, who shall be a trained librarian; (3) that money appropriated by the Rosenwald Fund and money matched by the fund shall be used entirely for service—which is interpreted to include books, salaries, general maintenance, and book trucks, but not buildings, grounds, or equipment other than book trucks; and (4) that the county shall provide suitable housing for the library.

Billingsville school and pupils

The usual scale of matching has been *$1 from the fund for $1 from local sources, for each of the first two years; $1 from the fund for $2 from local sources for the third and fourth years; $1 from the fund to match $4 from local sources for the fifth year.*



Billingsville children read public library books

The following five counties or parishes (Louisiana) have been granted appropriations from the fund, and, stimulated thereby, have been able to carry through successful campaigns for local support:

County	County seat	State	Appropriation from fund
Webster (Parish).	Minden	Louisiana	$40,000
Davidson	Lexington	North Carolina.	20,000
Mecklenburg	Charlotte	do	80,000
Hamilton	Chattanooga	Tennessee	80,000
Knox	Knoxville	do	20,000

Sums contributed locally for the first annual payments from the fund and sources of money are as follows for the five counties:

Webster Parish (La.) Library.—Webster Parish police jury, $2,500; city of Minden, $2,000; city of Springhill, $500; Webster Parish school board, $3,000; total sum matched, $8,000; maximum sum to be matched, $10,000; less required amount, $2,000.

Davidson County (N. C.) Library.—Prior to agreement, $7,429.25; county commissioners, $1,000; city council, $400; public subscription, $1,564.51; total, $10,393.76; less basic sum of $5,000, $5,393.76. Sum to be matched, $5,000; over required amount, $393.76.

Mecklenburg County (N. C.) Library.—County board of commissioners, $8,800; county board of education, $14,200; city council, $23,000; total, $46,000; less previous total budget of $26,000, $20,000. Sum to be matched, $20,000.

Hamilton County (Tenn.) Library.—City $3,000; county, $6,700; Hamilton County Board of Education, $10,245; department of education, city commissioner, $2,100; department of education's allotment of time of librarian, $258.75; total, $22,303.75. Sum to be matched, $20,000; over required amount, $2,303.75.

Knox County (Tenn.) Library.—Knox County court, $2,500; city of Knoxville, $2,500; total, $5,000; sum to be matched, $5,000.

In November, 1929, a request was sent out to each of the Rosenwald County libraries for a 1-page report on service to rural schools. Information was sought on the number, types, and enrollments of schools; sizes and sources of book collections; supervision of libraries; extent to which schools are meeting State and Southern Association library standards; circulation figures; and relations with main libraries and branches.

Reports from each county library are given herewith. The difficulty of collecting uniform data on the points asked will be seen as soon as any two of these reports have been perused. It must be borne in mind that the libraries in Webster Parish, La., and Davidson County, N. C., are small, while the libraries in Mecklenburg, Hamilton, and Knox Counties are each centered in long-established public library systems located in Charlotte, N. C.; Chattanooga, Tenn.; and Knoxville, Tenn., respectively, each a large county seat.

Increased Comprehension of Reading Reported

Webster Parish (La.) Library.—Population of the parish is 30,000, of which approximately 50 per cent is negro. The school system is highly centralized under the county unit plan of administration. Fifty-four per cent of the children are transported by busses to the 10 white schools. The number of negro schools has been reduced by consolidation from 85 to 35—the majority of negro schools being in Rosenwald buildings. The enrollment in the white schools is 4,284; in the negro schools, 3,313 (1928–29 data).

Branch Libraries Located in School Buildings

All branches (10 white and 2 negro) of the county library are located in school buildings. The main library is in a store building at Minden, the county seat. Service to both schools and communities is given from the same collections by the teacher-librarians, with hours of service arranged for students' convenience, either before school or during school recreation periods.

From October 11, 1929, to November 25, 1929, circulation of 1,860 books among the 10 white schools was 7,756; circulation of 237 books among the two negro schools was 307.

Sources of book collections circulated by the county library, and numbers of books from each source are: Louisiana Library Commission—indefinite loan, 1,657; call loan, 456; Rosenwald collections in the schools, 300; purchase, 753. Other sources in which the number of books is not given are gifts and books in school collections not yet recorded.

The parish librarian has general supervision of library service for schools. Four teacher-librarians have had library summer school training. There is a special supervisor for negro work. A negro illiteracy program is to be mapped out under the direction of the county library. In less than two months of county library service, the schools report an increased comprehension in reading.

Average Circulation Jumps From 91 to 387

Davidson County (N. C.) Library.—The Davidson County Library began service to schools in September, 1929, with a book collection of fewer than 5,000 volumes. These 5,000 books had to serve not only the schools but also a branch library and a number of stations.

The first school to which service was extended was Wallburg. This school was selected for two reasons: First, the school was so remote from the main library that the pupils could not avail themselves of its privileges; second, Wallburg had the good fortune to have a memorial library building equipped with steel stacks, tables, and chairs. The county librarian, by placing a collection of 160 volumes in the memorial library and giving some

instruction in the care of books and keeping of records, was able to give time to the big task of getting more books ready for other schools.

As soon as several hundred books could be put through the necessary processes they were taken to the schools of the county most remote from the main library. Distance, community stations, and the small library staff were taken into consideration in arranging the schedule for visits. Starting at Wallburg on September 26, the librarian was able to complete the whole circuit of schools (15 in number) by December 9, 1929.

Wallburg is the only school that takes care of its own book circulation.

The total number of pupils registered in the schools is 5,835, of which 1,647 borrow books directly from the truck. This, of course, does not include the young readers who use the collections left with the teachers. At this writing the average circulation for each school is between 160 and 170. But when a school will jump from 91 the first visit to 387 the third visit, we feel certain the average at the end of the year will be far ahead of 160 or 170.

Graded Course of Instruction in Use of Library

Mecklenburg County (N. C.) Library.—The Charlotte Public Library conducts a graded course of instruction in the use of libraries from the fourth grade through the high school in 10 of the Mecklenburg County schools. All high-school seniors are brought to the main library for a final lesson in the use and care of books and the library.

There are 18 schools in the county, in 10 of which a librarian serves one day each week. There are 10,907 volumes in the libraries of the schools, all of which are classified and catalogued. The school enrollment is 6,921.

Hamilton County (Tenn.) Library.—In every rural high school of Hamilton County, except Central High School, which functions as a school library only, there is a branch of the Chattanooga Public Library which has a permanent book stock, supplying both school and community.

The library supplies books and pays part of the salaries of the teacher-librarians for their services to the communities. According to a recent contract with the Hamilton County Board of Education, the Chattanooga Public Library and the board of education will share equally the cost of library equipment.

The Hamilton County Board of Education pays one-fourth of the teacher-librarians' salaries in the high schools requiring part-time services and all of the salaries of librarians in the high schools which serve the schools only.

The State and Southern Association library standards are being met and will be perfected at the end of the 5-year development program recently undertaken by the Chattanooga Public Library with the aid of the Rosenwald Fund. The same privileges are granted to library branches as exist in the main library.

Central High School, which has a branch library exclusively for school use, has an enrollment of 1,509, and has 4,111 volumes in its library.

Books Loaned to County Elementary Schools

In addition to permanent branches in the rural high schools, loans are made to all county elementary schools both white and negro from a rolling book stock. The white schools are served from the Chattanooga Public Library and the negroes from the Howard branch library for negroes. Last October seven negro schools (four of which were 1-teacher schools) were receiving county library service. The total scholastic population for the seven schools was 345 and the book circulation 187.

Through the county extension department of the Chattanooga Public Library, 39 elementary schools were served during the past year from a book stock of 3,054 volumes. The loans were made to teachers who served as voluntary librarians. A total book issue of 59,760 was attained last year.

The county circulation, exclusive of Chattanooga, totaled 241,314 volumes—approximately 40 per cent of the entire circulation. The county has 6,121 registered borrowers, a book stock of 25,916, and, with the aid of the Rosenwald Fund, the county court, and the Hamilton County Board of Education, a good reference collection of books will be in each of the schools in Hamilton County at the end of the 5-year development program which has just been undertaken by the Chattanooga Public Library.

Knox County (Tenn.) Library.—The appropriation of the Rosenwald Fund in the early summer of 1929 marked the beginning of library service to Knox County, outside the city of Knoxville, Tenn. Previous to that time a small appropriation from the county court provided only for opening the doors of the city library to county residents.

In conclusion, mention should be made of a recently issued "High-school library list," prepared by officials of the Rosenwald Fund, in the hope that it will serve the present needs of the average 4-year negro high school or county training school. The list has been submitted to and approved by the southern State departments of education, including several State high-school supervisors and State librarians.

Policy of Library Control Not Determined

The use of the school library as a public library branch for service to adults is of course open to serious question. The trend to-day is definitely away from the control of the city high-school library by the public library. A "Policy committee" has been appointed by the president of the Southeastern Library Association, and a number of recommendations for the guidance of southern librarians and for three of the educational foundations aiding library development in the South are of special significance in relation to rural-school service from county libraries as aided by the Julius Rosenwald Fund.

The Signal Mountain Library is a "used" library

Detroit's School System Aims to Enroll 100 Per Cent of Its School Population

Conclusion of an Article Describing Provisions Set Up in the Detroit Public-School System for the Education of the Handicapped

By KATHERINE M. COOK

Chief, Division of Special Problems, Office of Education

OF THE 17,599 children in special classes in the Detroit city school system, in September, 1928, approximately 32 per cent were enrolled in the special classes for mentally retarded, classified as special A and B, and special preparatory groups. Five thousand six hundred and fifty-five children are enrolled; there is a teaching staff of 159, an assistant supervisor immediately in charge of instructional methods, and regular principals in general charge of the schools in which classes are maintained. There are, in addition, two follow-up and placement supervisors for the special B groups, one for boys and one for girls; and the director in general charge of the department.

Classification of Mental Deviates

In general, the mentally retarded are classified into two large groups: Special A classes, for children under 13 years of age; and special B classes, for children over 13. No child is entered in a special A class whose mental age is less than 5 years. The grading is approximately that of the first four grades. Custodial classes are maintained at three centers for children of mental ages under 5. Special B classes are for definitely retarded children above 13 years of age who can not profit by ordinary school instruction. Academic work is closely related to industrial and trade training. Pupils from special A classes are sent to special B classes when they become 13 years of age. Children from regular grades above the age of 13, who are below 10 years mentally and three or more years retarded in school work, are entered in these classes also. In the special B groups boys and girls are segregated. For them the city maintains 8 separate schools and additional classes in selected elementary school centers. Luncheons are served in the separate schools free, or at a very nominal cost. The maximum class size in both groups is 25.

With the establishment of special B classes it was found that the boys and girls could not well be handled in the same groups, largely because of disciplinary problems, nor could one teacher handle both academic and industrial training adapted to the special needs and the ability of the children. This discovery led to segregation on the sex basis, and to the establishment of the eight separate schools, to which reference has been made. In the separate centers the curriculum offers cooking, sewing, and laundry work for girls; for boys it offers increasingly diversified training in industrial work, including, beside the fundamental academic work, household mechanics, auto-mechanics, lathe work, mechanical drawing, rough carpentry, and book repair.

Follow-Up and Placement of Pupils

Both curricula and methods are carefully adapted to the ability of the children, and a system of follow-up and placement according to intelligence and ability is systematically and sympathetically worked out. Guidance is both educational and vocational. Children from the special classes are sometimes entered in night school for the completion of the upper grades after they have been placed in occupations, or they are assisted to enter trade or part-time schools when their ability warrants. In certain cases children are transferred from special classes into public or private boarding or training schools for mentally handicapped. Cumulative individual record cards are kept in the offices of the special education department and used in connection with the follow-up work. The supervisor visits the place of employment to advise with the employer as well as with the employee concerning his success. Individuals report at stated intervals, and guidance is continuous after the work offered in the special course is completed until the candidate is well on the way to social and economic independence.

Special Classes for Other Types of Deviates

The special preparatory classes are designed for children who are not up to grade achievement for reasons other than mental deficiency. These classes enroll a maximum of 25 pupils, either boys or girls. The policy is against mixed classes. Transfers into these classes are issued only to pupils who have been given group intelligence or Binet tests by the psychological clinic, who are mentally over 10 years of age. Regular courses of study are followed, but simplified to meet the needs of pupils. In general, it is expected that they are to be returned without great delay to the regular classes. In June, 1929, membership in special preparatory classes was 374, enrolled in 16 elementary school centers.

In addition to these special classes, the system maintains ungraded classes. These are for chronic truants, conduct or behavior cases of boys over 12 years of age, and other maladjusted children who can not be cared for efficiently in the usual school. Correction of antisocial conduct is emphasized. Health and vocational education receive special consideration. Enrollment is through the clearing rooms or by direct reference to the psychological clinic. Three hundred and eighty-nine children in six elementary schools and one special school are enrolled in ungraded rooms and classes.

Schools and Classes for the Physically Handicapped

Among the most interesting of the provisions for special education in Detroit is that for crippled children. There are

One of seven open-air schools in Detroit

two separate schools for the education of the crippled, each with an enrollment of above 250, special centers in six elementary schools, in the convalescent home and hospitals, and itinerant teachers for those who are unable to leave home. Seven hundred and thirteen children are enrolled in the classes and schools for crippled children, 35 teachers and principals are engaged in the work, and a supervising principal is in charge. One of the special schools, a 2-story building provided with a large roof playground, rest room, inclined planes, and an elevator facilitating ease of moving from one floor to another, was built in 1919. The other, a commodious and attractive 1-story building, was completed in the fall of 1929. This building represents the most recent research relative to the care and training of crippled children. It is of the hollow-square type, and contains in addition to the usual classrooms, auditorium, dining room, etc., a clinical unit, including helio and physiotherapy rooms, a plaster and X-ray room, rooms for doctors and nurses, a dental clinic, and an infirmary.

Through music deaf children develop a sense of rhythm that assists in acquiring speech

Open-Air Play Spaces for Children

On three sides of the building classrooms open upon wide terraces, providing open-air, play, and recreation places for children who use wheel chairs particularly. Windows are so placed and constructed as to furnish facilities similar to those in most open-air rooms. Corridors are particularly wide to permit free passage of wheel chairs and of children using crutches and other appliances; and there are full-length mirrors at either end of each corridor. These are provided in the hope of improving the posture and locomotion of the children. All children arrive and depart in busses, and attendants are provided to assist the badly crippled as necessity demands.

Children are admitted to the schools for crippled following examination and recommendation by an orthopedic surgeon appointed by the board of health. Any crippled child who needs the facilities of a special school is eligible. Children not under the care of a private physician receive the necessary physical treatment at the school under the direction of school physicians. Not only special apparatus, but personnel for physical training, corrective gymnasium work, and various forms of physiotherapy, are provided in addition to the academic and industrial training. The school follows the courses of study followed in the regular elementary schools. The children may, therefore, if physically able, return to these schools at any time without loss so far as progress in academic work is concerned. Children who finish the grades and wish to attend high school may do so. At least one technical high school is provided with elevators large enough to accommodate wheel chairs. Transportation is provided in the same way—sometimes in the same vehicles—as to the special elementary schools.

The Detroit system maintains, also, a separate school for the deaf and for those with seriously defective hearing. It is said to be the second largest school of its kind in the United States, its enrollment being exceeded only by a similar school in New York City. Two hundred eighty-four children were enrolled during the school year 1928–29. The school is provided with a clinic in which an ear specialist examines the ears and tests the hearing to determine the degree of the handicap. A dental clinic is also maintained in the school. Classrooms for academic work are well lighted by both artificial light and daylight. This is believed particularly essential. They are planned to accommodate classes of 10 pupils each. Classes in lip reading for the hard of hearing are slightly larger, running as high as 12 to 18 pupils.

Crippled children enjoy group games and folk dancing

Methods of Teaching Deaf Children

Among the interesting special features of the school is an acoustic unit supplied with a grand piano, where considerable attention is given to development of the rhythmic sense. Pupils develop a keen sense of touch and rhythm which is helpful in the production and control of the voice in speech. There is also an audition room. Here the speaker, or teacher, talks into a microphone. Through individual head phones, his amplified voice reaches the children who are partially deaf. Many children formerly believed to be totally deaf are able to hear through this type of equipment.

Pupils are taught to speak, and, by watching the speaker's lips, to understand the speech of others. It is important that children enter the school for the deaf at an early age, since the voice is best trained and speech habits best formed while children are still young. Besides the special features necessary for training of the deaf and hard of hearing, pupils are taught the regular studies of the elementary school. After completing work of the eighth grade they are admitted to high school and later to college.

Of unusual interest, also, are the Braille and sight-saving classes. The work began in 1912, with the establishment of one class for the blind, having a membership of six children. Braille classes are now maintained in three elementary schools. The class membership is 33. The general plan is to divide the children into two groups—the younger children who have not yet learned to read and write, and the older ones who are enrolled in a study or home room where their lessons are prepared. As soon as young children have achieved necessary skill in fundamentals of the tool subjects, they enter regular classes to recite with the normally sighted children. The teacher in charge of the Braille room provides special help to blind children in the preparation of their lessons for the regular classroom work. The work is almost wholly individual and classes necessarily small. There is a class of high-school students in the Northern High School where both Braille and sight-saving pupils are accommodated.

In addition to the Braille classes, Detroit maintains sight-saving classes in 21 elementary schools, enrolling 306 children. The sight-saving classes offer educational opportunities to children with impaired vision and eliminate educational waste on the part of many children who are unable, without special attention and equipment, to make the same progress as children with normal vision. In many cases the eyes of children enrolled in these classes have improved sufficiently to enable them to return to their regular grades. During 1927–28, 24 such transfers were recommended by the supervising oculist.

School System Builds Up the Physically Unfit

Open-air schools and open-window rooms are maintained throughout the city. By means of them the anemic, undernourished, underweight, cardiopathic, and pretubercular children not only are enabled to secure their education without menace to their health, but they are actually given also the opportunity—the only opportunity for many—to build up physically as well. There are 12 special open-air schools and 38 open-window rooms in elementary school centers. Two types of buildings are used for the open-air schools—the roof and bungalow types. The roof plan is used in congested sections, and the bungalow type where there is plenty of ground space. In each open-air school there are, in addition to the regular recitation rooms, sun rooms equipped with cots and blankets, a clinic, a teachers' room, a kitchen, dining room, showers, and a play porch. Careful weight records are kept, and a physician visits the school at frequent intervals who examines the children as assigned by the nurse in charge. On recommendation of the physician the children are transferred to the regular classrooms. Luncheon is furnished in the morning, a regular dinner at noon, and a luncheon before going home at night. The open-air schools are continued at least six weeks during the summer months. The enrollment for the year 1928–29, including anemic, pretubercular, and cardiopathic children, was 2,664. The instructional staff consists of 86 teachers, principals, and assistants. Matrons and attendants number 24.

Speech-Improvement Classes

Besides the various types of classes cited for children having physical and mental handicaps, Detroit enrolls many children in speech-improvement classes conducted in connection with regular schools. Speech defects are, as is well known, due to a number of causes—organic, mental, or social. Whatever the cause, the system makes an effort to correct it. A speech survey is made during May and June of each year. Grade teachers list any pupils who, in their estimation, are in need of speech improvement. During the survey the speech teacher gives the child a preliminary examination, classifies his defect or impediment, and makes such recommendations as he deems desirable concerning treatment.

The Detroit organization for the education of exceptional children is of interest at this time for several reasons. Primarily, of course, it is an example of achievement on the part of a large and rapidly growing city system in the increasing efforts of all school systems fully to democratize education by enrolling 100 per cent of the children, and in adapting the curricula offered to their several needs.

Trends in Organization for Special Education

In addition, it offers an illustration of certain important trends in the education of children who deviate from the normal to the extent that they are unable to avail themselves fully of the educational facilities offered to the larger average group. Among these are the tendency to unify or coordinate responsibility for the education of all types of deviates from physical, mental, or social normality; to establish scientific diagnosis, physiological, psychological, psychiatric, and educational, as a basis of assignment to the different types of education offered; and the tendency to recognize the education of handicapped children as a specialized field for which the instructional staff should have specialized as well as general training and experience, and for which corresponding salary compensation is essential.

The new library for the College of the City of New York will cost $800,000.

Two International Expositions in Belgium

Belgium is celebrating this year the one-hundredth anniversary of its independence by holding two great international expositions: One at Anvers, devoted to maritime and colonial activities; the other at Liége, to present a synthesis of progress in the sciences and in industry. Spain, France, and Italy; Egypt, China, and Japan; Canada, Brazil, Chile, Ecuador, Peru, and Uruguay; and other countries, have accepted the invitation to participate in the exposition at Liege. Other acceptances are expected.

The Liege exposition will be arranged for a program in sciences, industry, social economy, agriculture, and music. In the field of the sciences, expositions and demonstrations will be given of the methods, instruments, kinds of research and measurement, experiments and utilized control in mathematics, physics, chemistry, and the mineral, industrial, and medical sciences.

Belgium Maintains Many Industries

Belgium, and particularly the province of Liege, is the seat of many industries. Glass works among the best in the world, steel mills of all kinds, sugar and paper mills, and chemical industries, notably those of the nitrogen derivatives, will all aid in and serve to illustrate the industrial program. Agricultural participation will take the form of a demonstration village, which will include, among other things, model shops, a sawmill, a hotel, a bakery, a drugstore, a grocery store, a communal home, and a village school. A special feature of the exposition will be an exhibition of old Walloon art.

Because of the exposition, 63 or more congresses, most of them international, will hold meetings at Liege during the year. Seventeen will be scientific and industrial congresses of importance, such as the Tenth Conference of the International Union of Pure and Applied Chemistry; the Sixth International Congress of Mines, Metallurgy, and Applied Geology; and the Congress of Secondary and Higher Agricultural Education. Ten congresses in medical sciences, 9 in social economy, and 14 in agriculture will hold their sessions at Liege.

Exposition to Continue All Summer

The exposition at Liege opened in May and will continue for six months. The Secretary General of the commission in charge is Leon Michel, with his office at 4, Place St-Lambert 4, Liege, Belgium. Monsieur Michel has issued a pamphlet giving a general description of the exposition, and a handbook descriptive of the congresses that will meet in connection with it.—*James F. Abel.*

Meeting of the International Congress of Mental Hygiene

By JAMES FREDERICK ROGERS, M. D.

Consultant in Hygiene, United States Office of Education

FIFTY-THREE nations accepted the invitation to participate in the first International Congress on Mental Hygiene, held in Washington in May. Many sent more than one delegate. Welcome to the congress was extended by the President of the United States, and an address was made by Hon. Ray Lyman Wilbur, Secretary of the Interior, himself . a graduate physician, as well as a successful educator.

The congress grew out of the publication in 1907 of a book, "The Mind that Found Itself," by Clifford Beers. Had this book not been written there doubtless would have been such a congress, but it would have come at a much later time, and it might not have been held in the United States. Naturally, Mr. Beers, as secretary-general, was a central figure at the meeting.

Proceedings of the congress covered all fields of effort for mental health. In the school world, specially organized work in colleges was conspicuous through definite reports by a considerable number of speakers, chiefly from the United States. Dr. Arthur H. Ruggles, who developed the work at Yale, said:

> This organization should he set up in tho university department of health, because, primarily, it is directly a health prohlcm; because, in the health department, there is already a natural and sympathetic approach to student prohlems; and because, without the cooperation of college physicians, we should he bandicapped for lack of sufficient personnel to conduct the careful physical examinations that ought to precede special examination hy tbe mental hygienist.
>
> There is a prevalent idea that I wish to dispel, and that is that mental hygiene in college means the searcb for mental disease. It means nothing of the sort. If it did it would at once be open to resistance on the part of college men and women. Mental hygiene as conducted in the college means the search for increasing efficiency, and therefore increasing happiness, for the students. * * * A certain amount of emotional upset is bound to come in the college years, and in spito of our efforts will continue to come.

The speaker from Switzerland, Doctor Tramer, mentioned the personality of the advisor as playing a great part in mental hygiene work, and also that constructive possibilities in the student should always be considered.

Professor Ferrari, of Bologna, Italy, speaking of mental hygiene and the high school, said:

> It is generally admitted that three extremely com. plex processes form the hasis of the child's personality: Biological heredity, psychophysical development, and the social environment.
>
> Science can entertain the daring hope of one day achieving the knowledge of the causes and conditions of biological heredity in men; * * * but, for the moment, the hasis of our activity is almost exclusively hypothetical. As to the laws of psychophysical development, thoy have becomo so very complicated through our knowledge of the hormones—those dynamic elements so complex and so varied, especially in tbeir interrelations—that even when it is a question of observing and of forming judgments of the individuals whose development takes place hefore our eyes, and although we are familiar witb the modes of action of the best-known endocrine glands, and although we presume to have learned something from the experience of having dealt with certain definitely pathological cases—still only a very small number of us, I think, on the hasis of tho known data of endocrinology, can cherisb the hope of influencing effectively the psychophysical conditions of the mass of adolescents.
>
> Observation of the antagonism that exists hetween the generations that immediately succeed each other is of long standing. It is said offhand that children love their grandparents more than they do their parents. The prohlem of discord hetween parent and child is the key to the psychology of the adolescent. Many roasons can be given to explain this. The innate tendency of the developing adolescent is oriented toward the goal of his progressive emancipation from tho inevitahle shackles of family life. We might even say that only thus is he able to justify his own existence in the world. Emotional and moral independence is the aspiration of almost all youth, hut we may well understand how the parents, at least inactively, must nourish emotions quite antagonistic to this end.
>
> Judging from the point of view of our psychology, it seems to me that mental hygiene can hring the greatest help to the generations that are growing up and are attending the high schools to-day, if it will take for a goal to insure that the child, arrived at adolescence and tben at maturity, shall not lose but preserve, adapted to his age, the qualities that make the grace and the allurement of ebildhood—that is to say, originality, spontaneity, disinterested sincerity, vitality, and optimism.
>
> If we were to succeed in keeping these qualities keenly alive in the consciousness and in the practice of young people, we would he ahle, I am sure, to insure in the best possihle way the well-being and progress of the race. By achieving this, mental hygiene will acquit itself of one of the most important tasks of its interesting mission.

Doctor Rees, of England, said that the child can not be divided up by age or periods. The same problems appear at all stages of his development. Adolescence is, however, a good time for the remedy of difficulties, for the child looks at himself critically. Every child is a problem child. Every child is an individual, even if not an individualist. The teaching staff, especially, needs help in viewing the child from this standpoint. They are too much given to "talking down" to the child and fail to appreciate him as a personality. We need more individual teaching and more direction of the child along lines of his natural aptitudes.

Dr. Otto Rank, of France, accomplished the rare feat of giving a brilliant 10-minute criticism of his longer paper written by himself to be printed in the report of the congress. It was refreshing in our age of overinsistence on the omnipotence of our "latest superstition" which goes by the name of "science" to hear from his lips that "a human life can not be understood scientifically." "Mental hygiene has to do with human nature, and science should recognize its limitation in dealing with this subject." As Mr. Beers, in his epoch-making book expressed it, "What the insane most need is a friend." What the sane child most needs is a friend, and not a psychologist or a psychiatrist. In fact, new neuroses may be begot by some of our sciences. We need humbleness, a larger understanding of personal experience, and an appreciation of the large part that chance plays in human existence.

From Dr. Rank's paper as it will be published we quote the final paragraph.

> We must allude to a general principle of cognition, which recently has become of great importance in the whole field of mental science, and in psychology in particular. This is the concept that a real understanding is to be attained only through a valuation of the total situation and not through observations of isolated phenomena, however correct they may he. This principle, however, does not hold for practical action, which is more likely to he successful when one restricts oneself to a detail. In any case we know from the bistory of science that discoveries of great practical value have been made on the hasis of inadequate theories. However that may he, in the handling of people, especially in education, comprehension of tbe total situation—in so far as it is possihle for us to-day—will undouhtedly further understanding, but it will necessarily inhibit the action of the educator. This again should only emphasizo the fundamental difference between the ideal of knowledge and that of practical life, and warn us against applying a principle from one of these spheres to the other.
>
> We ean apply psycbology and psychological insight directly only to ourselves; this is diffieult enough, hut it may become indirectly effective in our social life with others, and in our relations to our nearest. But what we want to do, especially with our children, is to apply our psychology directly to tbem instead of to ourselves. This fault of projection is inherent in education, for in its striving to establish one uniform type it aims at immortality through the preservation of that type, hut at the same time the educator involuntarily and unconsciously brings about an increasing individualization and idealization in the direction of his personal interests. So education will always remain training of the will—i. e., restriction of the individual in favor of the group, with its unchanging purposes and its changing ideals, irrespective of what community ideology is at the moment in power, or what the rationalization of this educational task may he—wbether religious as it once was, or psychological as it is to-day.

The need for education of all teachers along broad lines of mental hygiene—toward making them understanding and sympathetic friends of the individual student at all stages of his career, from kindergarten to graduate school, was suggested, if not formally mentioned, by many speakers; and a speaker from England (where nervous and mental difficulties abound more in teachers than they do with us) mentioned the need, for a better knowledge, by teachers, for the sake of their own welfare, of conditions affecting mental health.

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· SCHOOL LIFE ·

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JUNE, 1930

Education for Leisure

THE spirit of the age in which we live is preeminently scientific and the attention of scholars is naturally focused on the physical world. We have had epoch-making discoveries, undreamed of by our forefathers, and our knowledge of the universe and its laws has been immeasurably enhanced. All this being true, it is but natural that cultural and humanistic studies should be, to a considerable extent, neglected for scientific pursuits, which to the average mind are so much more productive of material results. It has been said that the reason for the rather mediocre output of belles-lettres, of art and the drama in this age of ours is due to the fact that the brightest intellects are turning to the field of science, where the greatest rewards may be obtained and the greatest fame achieved.

In a period like the present, which is dominated by machinery and efficiency systems, man is in danger of losing his appreciation of the finer things of the spirit. But with the increase of automatic machinery and labor-saving devices more leisure has come to the masses.

William Green, president of the American Federation of Labor, in the *Magazine for Business*, says: "More leisure now becomes possible through our extraordinary technical progress. Power and power-operated tools have enormously reduced the time and labor necessary to supply the world's demands. Wage earners have seen the vision of how technical skill can create large possibilities of life for all. Organized wage earners who seek to order their lives to conform to their ideals have set as their new goal the 5-day week. Two days for themselves mean leisure coming into the lives of those who make things for the world's use. This is the dawn of a new era—leisure for all! Leisure has so long been the special privilege of a few that the mere stating of the purpose discloses the change involved.

"The coming of leisure to the masses has paralleled new educational undertakings—the adult education movement and worker's education. These developments fit in with technical changes that revolutionize industrial work. Machinery is replacing craft skill; and mechanical power, physical power."

The awakening of creative imagination and æsthetic appreciation through cultural pursuits and studies would do much to uplift humanity from the sordid and commonplace. Those who now find pleasure in colored comics, jazz, and trashy stories would turn to the great masters of art and literature for mental pabulum.

In an age of science, when so many discoveries flash into being with bewildering rapidity, when materialism makes boast of its conquests, it is well for the thoughtful soul to draw aside occasionally to some quieter domain, where the roar of the "world loom" is not so evident, and there ponder upon the deeper implications of life, upon the things of the spirit. We are all so obsessed with "secondary causes," with the phenomenal, that we are apt to overlook or ignore altogether the noumenal or the reality that underlies the world of appearances.

English Educator Visits Office of Education

The Right Hon. Lord Eustace Percy, member of Parliament from Hastings, has recently spent some time in the United States. On April 14, Lord Percy called upon Commissioner Wm. John Cooper and other members of the staff of the Office of Education.

Lord Percy is president of the Board of Education of Great Britain, and in this capacity is greatly interested in American school organization, especially as affecting the education of the early adolescent. The junior high school and the continuation school as institutions providing for such education occupied his special attention at this time.

Education in the United States is very fortunate to have had visits in immediate succession from Sir Michael Sadler and Lord Eustace Percy, both of whom are prominently directive of English education.

Education Exhibit Wins Gold Medal

The Secretary of the Interior has been informed by the jury of awards of the International Exhibit at Seville, Spain, that the United States Department of the Interior has been awarded a grand prize, and the Office of Education a gold medal. Presentation of awards will be made during the closing ceremonies of the exposition, June 21, 1930, approximately one year after the exposition was officially opened by the King of Spain.

The exhibit of the Office of Education was planned to present a picture of major educational developments in this country and of the services rendered by the Office of Education. As the amount of space was necessarily limited, educational developments in this country so extensive, and the services of the Office of Education so varied, selection of exhibit material was limited by the specific objectives of the exposition, making it difficult in many instances to select and to prepare units that would clearly illustrate the most significant developments in a given field. Among the items exhibited were samples of the handiwork of school children, model of a school building, and publications of the Office of Education.

Education in the United States of America, a bulletin printed in Spanish and in English, was the coordinating feature of the exhibit. This bulletin contained a statement of the functions of the Office of Education; of the National Government in education; and of the philosophy, organization, and characteristic features of education in this country. The bulletin was prepared by the Office of Education primarily for distribution among educational authorities and others particularly interested in education.

A center of attraction was an exhibit of the Froebel School, of Gary, Ind. Three unique colored enlargements of pictures of this school were loaned to the Office of Education for exhibit purposes. A large and beautiful painting of a cross-section view of the building showing interior, internal design, equipment, and arrangements for curricular and extra-curricular activities, was displayed with a professionally made model of this same building and its grounds. The model, constructed by a Government worker and requiring approximately 3 months for completion, showed in excellent detail not only the architecture of the building, but the landscape, school gardens, animal houses, wading pool for young children, tennis and volley courts, recreational facilities for small children, and an athletic field for older boys and girls. An interesting feature of the recreational and athletic activities portrayed by the miniature models made by children was the great American game of baseball.

Probably the most human touch in the exhibit was a contribution of the handiwork of American school children. An effort was made to select appropriate subjects connected with current events, to illustrate outstanding features of American life. Miniature models of the

"Spirit of St. Louis," and of boats used for commercial purposes on the Great Lakes, for example, illustrated regular projects of manual arts classes in the junior high schools of that region. This unit included, also, a display of handiwork made as class projects in home economics and other fields.

An attractive feature was the display of colored enlargements illustrating outstanding examples of best educational practices. They had been collected from coast to coast by specialists in different phases of education, and were enlarged and beautifully colored by artists in the Department of the Interior. They presented curricular and extracurricular educational practices, school buildings, and school equipment, ranging from the kindergarten to the university. One group of pictures exemplified some of the best practices in health, safety, rural, adult, and vocational education. Aviation pictures taken by the Department of War of the campuses of the Massachusetts Institute of Technology and of the University of Washington were among the unique exhibits. An effort was made to select for this portion of the exhibit material that would blend into a rather complete picture of American education.

A large number of departments and independent commissions of the Federal Government participated in the International Exposition. Among some of the outstanding exhibits were models of the Grand Canyon; of Sequoia and Yosemite National Parks; an irrigated farm in the West; and a panorama of Salt River Valley, Arizona; as well as cases containing collections of geological specimens; and additional enlarged and colored photographs and transparencies depicting natural and developmental scenes in the West.—*John O. Malott.*

Tenth Annual Conference of the Progressive Education Association

The tenth annual conference of the Progressive Education Association was held in Washington, D. C., on April 3–5, 1930, with an attendance of more than 1,500 delegates. Dr. Frank W. Ballou, superintendent of schools, Washington, D. C., made the address of welcome. The program of the conference was built upon the theme "Education and the larger life."

At the opening meeting, Robert F. Lynd, coauthor of Middletown, spoke on "Education and some realities of American life." Among these "realities" Mr. Lynd finds our world full of activity. But it is an activity concerned more with changing our material tools for living than with changing our thinking. "We live," he said, "in a rapidly changing age—an age that breeds problems faster than we can solve them." To help solve controversial problems, Mr. Lynd challenged the Progressive Education Association to adopt a growing program of research.

Eduard C. Lindeman, of the New York School for Social Work, spoke on the "Creative nature in the youth of to-day." He particularly emphasized the need for more reflective thinking.

The various group conferences were largely attended. Among the subjects discussed were "The function of drill," "The education of the progressive teacher," "College entrance and the secondary school," "Should a mental hygienist be connected with the staff of every school?" "The junior college," "Democracy depends on education: how are the schools meeting the situation?" The discussion leaders were Margaret Voorhees, Dr. W. Carson Ryan, jr., Wilfred Aikin, Dr. Esther L. Richards, Katherine Taylor, Florence Bamburger, George Boas, and Francis M. Froelicher.

At the banquet held at the Willard Hotel, on the evening of April 4, Dr. Ray Lyman Wilbur, Secretary of the Interior, spoke on "The educational mill," in which he urged the Progressive Education Association to work for institutions that will "develop individuals rather than averages." He said, in part:

"In the main our educational procedures are to develop certain uniformities, many of them necessary if we are to live satisfactorily together as social beings. It is disturbing to realize that we are all created with unequal capacities although we may have equal rights. We can level this out somewhat by training, but we can progress only by advancing the strongest to the limit since they must pack much of the burden of the weak and the unfit, as well as provide the general leadership. How to vary our school program so as to provide for the individual is our stiffest problem. It is so easy with good administration and funds to devise an educational mill which may grind off the most valuable outstanding attributes of youth. Sorting along less rigid lines than those provided by set curricula is needed. We need order, but not too much. There must be scope for freedom and free action between pupil and teacher. The human unit at its best defies standardization."

Other speakers at the banquet were Dr. Hamilton Holt, president of Rollins College, Winter Park, Fla., and George A. Coe, formerly of Columbia University, author of What Is Wrong with Youth?—*Mary Dabney Davis.*

School Administrators' Training School and Conference

On April 28 more than 600 school-board members, superintendents, and other school officers from all over the South met at George Peabody College for Teachers, Nashville, Tenn., for a week's conference on educational problems. Four main problems were taken up: (1) Personnel and relationship, (2) school housing, (3) school finance, (4) equipment and supplies.

The faculty was composed of a number of men from other institutions and from the regular faculty of the college. Among visiting men on the program were: Dr. Wm. John Cooper, United States Commissioner of Education; Dr. P. P. Claxton, former Commissioner of Education; Dr. J. H. Newlon, director of Lincoln school, Columbia University; several specialists from the United States Office of Education and from the National Education Association; and a number of State, county, and city school superintendents.

South Africa has Bureau of Education

A National Bureau of Education has been recently established in connection with the Union Department of Education of the Union of South Africa. According to official announcement received by the Commissioner of Education, the bureau, in its organization and work, will follow to some extent the plan of the United States Office of Education, the Office of Special Enquiries and Reports in London, and Das Zentral-institut für Erziehung und Unterricht in Berlin.

Its function will be the collection, evaluation, and dissemination of "information concerning educational needs and actual progress in various directions (surveys)." It plans to deal with "educational questions on broad lines from a South African point of view, making available the experience gained in other countries, and indicating in what manner and to what extent such experience may be beneficially applied to conditions in the Union of South Africa." The new bureau will carry out "independent inquiries and encourage scientific research amongst members of the teaching profession and amongst others interested in the social sciences generally"; and it will publish "available information and the results of enquiries and investigations in periodical reports (bulletins), and in an Educational Review," which it is expected will bepublished periodically. Work of the South African bureau will include the initiation of a system of educational statistics on a national basis.

Recent Psychological Experiments in Sao Paulo, Brazil

Abstract of Talk on Recent Psychological Experiments at Sao Paulo, Brazil, Delivered in Washington, D. C., Under the Auspices of the Pan American Union

By NOEMY SILVEIRA

Assistont in the Psychologicol Loboratory, Soo Poulo

BRAZIL is just beginning to understand the new philosophy of education created by the new psychology. Rio de Janeiro, Minas Geraes, Pernambuco, and Bahia are now trying to reorganize their schools, and their teachers first, in order to disseminate what we call the "new education." The Brazilian delegation is here to study with you the new education which allows you to form men required by the new era. We are here to learn. Rich in good suggestions, this trip to the States means more than deeper relations between Brazil and your country. It gives us a reliable conception of another consequence of the new philosophy—no boundaries; humanity first.

Work of Psychologicol Loborotory, Normol School, Soo Paulo

Sao Paulo is the first city of Brazil after Rio de Janeiro. It is from the normal school that teachers graduate. Our work is experimental. The psychological laboratory of the Normal School of Sao Paulo works with the purpose of meeting the demand of the new philosophy of education. Five years ago Prof. Lourenço Filho, one of the most brilliant Brazilian educators, began the revision of the Binet-Simon scale. His is the brain that creates; we are the hands that execute the suggestions. We hope that during 1930 we shall be able to end this first South American revision in order that we may do the special work this scale allows. During the past year and a half we have made 2,454 experiments in this line, and besides this hard work other work is going on.

Scole Needed to Determine Mental Moturity

The problem of illiteracy is a grave one to us. It would be of tremendous utility to make a scale of tests which would determine the maturity necessary to reading and writing. Then we could give preference to the entrance in schools only of children able to receive this learning. Even to know what responsibility each teacher of the first grade has, according to the human material received, this scale would be useful. Prof. Lourenço Filho therefore organized this scale to meet these demands. It is formed by 10 tests and was applied to 848 children from 4 to 11 years of age. We are making at present the frequency curves and statistics.

Study of the acquisition of habit is another long task over which Prof. Lourenço Filho spent two years, at first studying the learning of typewriting, and the tapping test afterwards. The results show first a phase of rapid progress, then a phase of great oscillation, oscillations every time becoming less and less, until they reach a platô (plateau).

Testing Imogination of Children

Before coming to this country I had just finished the testing of child imagination by spots of ink. One collection of 10 different spots was presented to the child (from 4 to 15 years of age), for a minute each. The results are most interesting. We found among 948 children a great rapidity of response among the younger ones, greater inhibition above 11 years (we used Arsonval's chronoscope). Why? We have not yet made the interpretation of the results. They are so complex that sometimes the complexity made us afraid of a misinterpretation. We intend to continue our work for a long time in order to avoid misinterpretations.

Reseorch in Determining Child Instincts

We began in our elementary school a large questionnaire about the evolution of child instincts: Fear, collection, imitation, and fighting. We have, at present, 6,084 answers. We are continuing our work, and we are not in a hurry to finish it. Some people from different parts of Brazil, interested in this research work, are helping us, and we hope to have valuable material for a further study like the one made by Bovet in Geneva.

The collection of child drawings in our laboratory is rich and interesting. From every part of the country we are receiving material. Perhaps it will enable us to do reliable research work to determine whether the mental age is disclosed by a child's work in drawing.

Your Army test is half translated. Prof. Lourenço Filho intends to publish a Brazilian revision of the test. But I assure you that in some places our Army has begun its application.

Tests by Otis, Pintner, Thorndike, Piéron, Toulouse, León Walter, are applied in our laboratory as experiments. but the few persons we have there do not allow us to do larger work.

With the help of teachers in our model school—Miss Meirelles Reis, teacher of the kindergarten; Barros Ferreira, Freire, Teixeira, of the model schools—we are doing the standardization of some achievement tests according to some work of Dr. Paulo Maranhão, of Rio de Janeiro, and some original work of our own.

Applied Psychology

Some time ago vocational guidance began to interest us so much that we could not avoid doing something in this line. In Brazil very little work, if any, has been done in vocational guidance. I suppose it was rather professional selection than vocational guidance.

In order to awaken people to the fact that children are not able to choose a profession, as even parents are not, we have a large questionnaire in our laboratory, according to Bernay's and Sorer's technique: (1) What do you want to be when you are grown up? (2) Why? The results, I think, are rich in suggestions, showing that we have not yet a professional mentality, and that vocational guidance is one of the gravest problems of our present time.

The Work of on Americon Teocher in Brozil

A month ago the first penmanship scale of Brazil was published by Alfred Anderson, an American teacher, dean of the commercial course of Mackenzie College, Sao Paulo. I am glad to bring the news to you, as I am sure you will be pleased to hear it.

Softening the Arm of the Law

Policewomen, as officials of the newly established bureau of crime prevention in New York City, visit as many as possible of the city's dance halls, cafés, neighborhood moving pictures, and other resorts between 6 p. m. and midnight. Though these visits are not considered raids, their instructions are to keep watch over the boys and girls who are in places considered unsuitable to their age. Those found in such places or on the street alone at night are questioned, and if necessary their parents are interviewed. The purpose is to safeguard unprotected children, not to censure or threaten them; and the aim is not punishment, but the stifling of tendencies that cause young people to drift into crime.

City officials, at the same time, are making an effort to change the attitude of the general public as well as of the youngsters toward the "cop," from a feeling of antagonism to friendliness; and, at the same time, to promote in policemen and other officials of the law a feeling of responsibility for the welfare of the young. Another function of the bureau is the finding of jobs for boys, and to this end cooperation of employers has been requested.

How Home Economics Improves Home Life

Story of a Public School in Richard City, Tenn., Supported Jointly by a Private Industry and Public Taxes, Whose One Purpose is to Build up a Better Community Through Cooperation of Teachers, Parents, and "Plant." Worth-While Results are Obtained in School and Community

By ROBERT N. CHENAULT
Director, Richard Hardy Memorial School

RICHARD CITY is a typical, small, industrial community. The surrounding territory and the town comprise a special school district whose population is approximately 2,000. The leading product is Portland cement. About two-thirds of the school patrons are employees of the cement company; the remainder work on farms, in factories in near-by towns, in stores, or at odd jobs. Homes have four or five rooms, are of frame or stucco material, and about half are company owned. The majority are equipped with light, water, and bath. Workers in part of the cement plant change at the end of each month from one 8-hour shift to another, while the others have a 10-hour day. A few of the mothers work in the hosiery mill in a near-by town. These conditions materially affect the home life of the community.

As a memorial to its 72 employees who served in the World War, the Richard Hardy Memorial School building was erected in 1926 by the Dixie Portland Cement Co. (later merged with the Penn-Dixie Corporation). The corporation owns the building which cost $243,000, and annually contributes about 60 per cent of the cost of operation of the school. The remainder of the funds come from city and county taxes. Since the death in 1927 of Richard Hardy, president of the cement company, whose vision and interest in the employees of his company were responsible for the building, the school has borne his name.

The present organization includes an elementary school, from kindergarten through the sixth grade, and a junior high school comprising grades 7 to 10, inclusive. A large gymnasium; a beautiful auditorium seating over 600 people; a library of 4,000 volumes; departments of health, physical training, home economics, industrial arts; and the very best of school equipment, indicate the unusual possibilities for service which the school affords.

Health pageant staged on front lawn of Richard Hardy Memorial School

Schools Should Promote Higher Living

The primary purpose of the school is to build a better community. Instead of employing a social worker or bringing in other outside agencies, we have sought to put into this school what we felt ought to be developed in the community life—to make teaching in the school so vital and effective to students that it will carry over into the homes and raise the standard of physical, moral, intellectual, and spiritual life. Doctor Briggs' statement of the function of the school seems to us most appropriate, "To teach the boys and girls to do better the desirable things they will do anyway; and to reveal higher activities, to make them seem desirable and to an extent possible."

The seven cardinal principles of education furnish an excellent chart. They indicate the needs of American life which the schools should attempt to meet. They justify, in our particular situation, the emphasis upon our physical education program, industrial arts—particularly home mechanics—extension of the use of our library, and other deviations from usual school practice.

Home economics, in our opinion, is the most important part of the program. More than any other subject it helps to meet all the seven objectives. The study of family relationships, of child care and training, home care of the sick, nutrition, the household budget, home furnishings, and the economies of buying, contribute directly to worthy home membership. It contributes to vocational efficiency, since, according to statistics, 85 per cent of the women in the United States marry. In teaching the selection, as well as the preparation of foods, hygienic requirements of clothing, home management, and in cooperating with other teachers in developing health habits among all children of the school, it makes a most effective contribution to health. In preparation of oral and written reports, library reference work, etc., the fundamental processes are practiced. The civic, moral, and social values of the subject are evident. All these are interrelated and overlap, yet none is neglected in an effective home economies program.

The initial step in working out our program was the development of a curriculum based on the activities, needs, and interests of pupils. The teacher found from a survey that a great number of the girls in Richard City are actually doing such things as preparing and serving meals, marketing, laundering, caring for children, caring for the house and yard, selecting, buying, and caring for clothes, etc. The check list showed that 88 different activities of this nature are carried on by a majority of the girls. A similar study of home-making activities in an adjoining county revealed such different activities that evidently the curriculum to be effective must meet the peculiar needs of each community. This study, showing what were the interests and needs of Richard City girls, compared with one which listed things their mothers thought they should do, formed the basis of the curriculum.

Activities were grouped under the following topics: Foods, health and related activities; clothing, personal appearance and related work; the house and its management.

From an address delivered at the First Regional Conference on Home Economics, called by the United States Commissioner of Education, at the University of Cincinnati, March, 1930.

Weight charts and monthly reports to parents aid in health programs

Each is taught on the concentric plan in short connected units, one leading up to the next. Home economics is required of seventh, eighth, and ninth grades, and elected by tenth grade girls, according to a regular schedule.

Some may think this program requires too much of the pupils' time. We feel, however, that the schedule is justified, since the courses include science, hygiene, family and community relationships, etc., which are frequently taught elsewhere in separate courses.

Two kinds of related home work are vital parts of our program, home practices and home projects. In this manner the gap between laboratory and home is bridged, and sympathetic interest of parents has been added to other incentives for good workmanship and home citizenship.

Development of Units in Foods and Health

In 1926 our school physician gave a thorough examination to every school child and records were made of all significant findings. Charts were kept in each room showing changes in the monthly weights of each pupil, and weights were also recorded on report cards sent to parents each month. It was found that many children were underweight, and immediately it was recognized that here was a field in which the home-economics program should function, since improved nutrition practices were needed in the homes. In 1926–27 the home-economics teacher gave one period each week to nutrition study in grades five and six. Posters, charts, stories, etc., with other devices, were used to increase student participation, and to furnish an apperceptive basis for home-economics courses which follow in junior high school.

The teacher of this department has been in her present position for four years, a significant factor in the development of the program. The work this year has been built on discoveries made during previous years, and through the cooperation of all teachers has been tied up definitely with every grade in school.

Diet Demonstration Benefits Entire Community

Seven girls in the tenth grade had just completed the National Red Cross nutrition course, and received their certificates from headquarters. With this knowledge of the value of properly selected foods, a diet demonstration, using white rats for experimental purposes, proved a most effective teaching device. Cages were carried to the different rooms at health periods, and they were carried later to the plant, where the girls explained the project to the men, thus broadening the community interest. A parent-teacher association meeting, attended by a large number of fathers and mothers, gave the teacher an opportunity to show the rats and to discuss food selection with an interested group.

Such occasions as school exhibit days and the community fair are used to advantage in stimulating community interest and improvement. Display of work of the girls is always a center of attraction, and demonstrations furnished by the sewing machine company have proved interesting and helpful to mothers.

Our teachers report that they have noticed decided improvement in the appearance of the children—cleaner clothing and bodies, better kept hair, and better practice of health habits in general. They bring more eggs, fruit, and raw vegetables in their lunches. In health discussions teachers find that more milk is used at home. In one room of 40 pupils, 18 pupils reported that they had whole-grain cereals at home; and 12 stated that, after these foods had been served in their room at school, their mothers for the first time had served potatoes baked in the skins.

The librarian reports that girls in the advanced home-economics classes constantly use the abundant reference materials provided, magazines, etc.; and, by use of the library, are practically independent in solving their problems. Statistics show that our home-economics books, though used only by the girls, rank next to fiction—above history and literature—in average monthly circulation. There has been also an increase in the number of books used by women of the community on subjects related to home problems.

Absence from school due to illness has decreased this year; and the community has been practically free from epidemics.

In statistics from health reports we find more objective evidence. Of 304 pupils examined in 1927–28, 219 were attending school in 1928–29. Among these 219 pupils 131 defects were reported, such as teeth, adenoids, bad tonsils, etc. The same 219 pupils showed only 68 defects the next year. In this result the "summer round up" conducted by the parent-teacher association was an important factor. Weights of 259 pupils, taken in September, 1928, and in May, 1929, are compared below:

	7 per cent or more underweight	2 to 7 per cent underweight	Up to average
September, 1928	78	84	97
May, 1929	66	77	120

There is little doubt that this improvement is a direct result of the health program.

Tenth-grade girls were recently asked to tell some things they had learned to do in home economics, and some of the replies were: "To take care of children better"; "To prepare foods for the sick"; "To make my own clothes"; "What kinds of foods children should eat"; "To plan meals for a month at a time"; "To buy my own clothing and groceries"; "Causes, and how to prevent nutritional diseases"; "Meaning of a family budget"; "Have a part in community affairs."

The girls are developing some very desirable qualities that could hardly be measured by objective tests, and I confess that three statements, particularly, gave me a real thrill, as I read the papers: "Learned to carry home what I learned, and share with my family and neighbors";

"Try to help neighbors solve home-economics problems"; "Learned to make the family happy."

From statements made by men at the mill, and in personal interviews with fathers and mothers, we get our most heartening comments.

Fathers say: "I notice such an improvement in my daughter's helpfulness"; "She has learned better ways of preparing and serving food."

Mothers say: "The school work has done wonders for her. She is more helpful; her ideals are higher." "I never go in the kitchen on Sunday, I get a real rest; she serves as good a meal for the family or company as I could." "She is making all the clothes for the younger children." "She keeps her own clothes and room; sees so much more to do at home." "I have learned from her to plan meals ahead, better ways of mending, etc."

Objective Tests Prove Value of Work

Our home-economics girls are happy in their work. They are learning to appreciate the finer things in their relations with family and friends. Enjoyment is the basis of appreciation, and this is an emotional rather than an intellectual reaction. In our judgment no phase of a school program which fails to take this into account measures up to its responsibility.

We use all standard tests that are available, and in every class our girls measure above the norms. This indicates that intellectual achievements are satisfactory. We feel that, though objective measuring standards can not gauge growth in worthwhile attitudes, ideals, and helpful service, the program is getting results in the improvement of home life. Whatever success has been achieved thus far, we believe is largely due to these factors:

Laboratory equipment as good as that supplied for any science study in the curriculum. An adequate supply of library books, magazines, and other reference material. Use of every opportunity to tie up interests of school and community in the work of this department. Enthusiastic and whole-hearted cooperation of the entire faculty, especially of elementary teachers. But the most important factor, the key to worth-while teaching, is the teacher. A teacher trained, capable, with professional vision, who stimulates and inspires boys and girls with enthusiastic interest in the contributions they can bring about now in their homes, and in ideals for their future homes, will help pupils to "coordinate character, idealism, knowledge, and talents; and increase in spiritual power, wisdom, and capacity for cooperative service."

The school can raise the level of home and community life.

Washington Pilgrimage of North Carolina Evening School Pupils

By Mrs. J. M. DAY

Supervisor Evening Schools, Buncombe County, N. C.

FOR more than 10 years a program of adult elementary education has been conducted in Asheville and in Buncombe County, N. C., under the direction of Mrs. Elizabeth C. Morriss, as part of the regular school system. During that time more than 6,000 men and women have been mastering the "three R's" in our evening schools.

These new learnings are functioning in the lives of the adult pupils themselves and of their children. Higher standards of living are stressed, and community and travel projects are part of the regular curriculum.

The first travel project carried the pupils from their mountain homes on a tour of public buildings and places of interest in Asheville. As guests of the mayor and other officials, they were made to realize that these buildings and this Government is theirs.

Community Feels National Impulse

Next a visit was made to Raleigh, the State capital. Here, through the courtesy of the governor and other State educational and club officials, the adult pupils were made to feel their close relationship to their State government, and were inspired with a desire to know more of the State and of the Nation. So immediately after their return from Raleigh, "On to Washington in 1930" became the slogan of evening school pupils and workers.

Classroom activities were organized around the "Washington pilgrimage" idea, and work in the three R's became more vitally interesting as the project progressed. Making a budget and figuring how to save the money required for the trip was one of the first steps taken. Bankers were called upon to give talks on thrift and advice on saving. Bank accounts were opened by the would-be pilgrims, and a rigid program of economy was practiced by each pupil.

Enlisting Others in the Pilgrimage Scheme

Scrapbooks were made containing pictures and descriptions of the many wonders they hoped to see. Letters were written by pupils to chambers of commerce and to railroad and bus companies for information. All answers to the letters were brought to class and read with eagerness. A man who had never written a letter before, remarked, "I guess they could read my letter for they answered it right off."

Cards bearing a short greeting and pupils' names and addresses were sent to prospective pilgrims in other counties. These were answered and more correspondence followed. In the meantime, evening schools in High Point and Salisbury were also working on the Washington pilgrimage project.

On April 15, 1930, the pilgrims from these three North Carolina counties, to-

Some of the pupils and visitors. They called their bus "The Joy Buggy"

gether with eight from scattered counties, joined forces and formed a large caravan of 18 big busses which carried them happily on their way through historic Virginia to Washington.

A booklet to be presented to President Hoover was completed on the journey, and the pupils signed their names during the brief pauses for gasoline, meals, etc. John Helms was a new pupil who could write his name, but had not learned to write his address. It was proposed that he should learn this immediately. After a long lesson and much practice, he wrote it proudly without help.

The Trip Visualizes American History

History became real to the group as they passed over some of Virginia's Civil War battle grounds, and saw places of which they had heard but had never expected to see. As they drew near Washington, there were many exclamations of joy, and others were too overwhelmed for adequate expression.

Sightseeing in Washington was even more wonderful than they had anticipated. They quickly recognized the public buildings about which they had been studying. Some carried notebooks and pencils to jot down things they wished to remember, to share with friends and family back home. As one man remarked, "It will take a whole lifetime to tell my wife and children all about it."

Just which occasion seemed most important varied with different groups, men and women, young and old. Undoubtedly the visit to the White House was the outstanding event for the entire party. The President received them in his private office, and greeted each one. They presented to him and to Mrs. Hoover suits of homespun, woven by hand in Buncombe County. Owing to a sprained back, Mrs. Hoover was unable to come downstairs, but she insisted that the whole group come upstairs to her private living room. There, reclining on her couch, she greeted them most graciously. Touched and thrilled by her reception of them in spite of her injury, the pupils have remembered every word she said.

Oldest pupil on trip and official conductor

White House Doors Open to Pilgrims

This genuine interest manifested by President and Mrs. Hoover made the American Government more real and vital to these men and women. The pilgrims went from the White House to the Capitol and, aided by the North Carolina Senators and Representatives, saw more of the governmental activities than many people see in a lifetime.

One of the high lights of the pilgrimage was a long-anticipated visit to Mr. L. R. Alderman, chief of the service division of the United States Office of Education, which includes within its scope adult education. Through his visits to their schools, Mr. Alderman had made warm friends of all the pupils, and had been looking forward to seeing them in Washington.

On the evening of April 17, in the auditorium of the Interior Building, the students gave a short play illustrating methods used in their evening schools. Members of the audience expressed surprise at the dignity and grace with which these older students acted their parts. The whole audience was impressed by the genuineness of the adult education work done in North Carolina.

The president of the General Federation of Women's Clubs, Mrs. John F. Sippel, had visited the schools, and seen the pupils at work in their schools. Nearly two years before she had told the pupils that when they came to Washington she wanted them to have lunch at federation headquarters. She kept faith with them, and one of the happiest of their memories is the time spent with her and the friends whom she had invited to meet them at luncheon. Her gracious entertainment, and their warm response, will carry the whole group of adult beginners straight to the hearts and imaginations of club women everywhere.

At Arlington the pilgrims paused, and with uncovered heads sang "Higher Ground," the official evening school song, offered a prayer for world peace and, while they sang "America," placed a wreath of North Carolina galax, pine cones, and laurel on the Tomb of the Unknown Soldier as a tribute to their country's heroes. Departing, one pilgrim was heard to whisper, "We are standing on holy ground."

The Climax of the Pilgrimage

The boat trip to Mount Vernon was a novel and most enjoyable experience to these men and women from the hills. They loved the home of George Washington, and one woman declared, "It must be the prettiest home in all the world." After leaving Mount Vernon they returned to the big busses for the homeward journey.

To this group of adults, the long-looked-for and finally-realized pilgrimage to Washington had been the happiest experience of their lives. To the educational officials and interested friends, it had been a demonstration that, while learning "the three R's," the pupils were enabling themselves to function more nearly to the limit of their capacities, and acquire higher standards of living to pass on to their children.

The pilgrims, officials, and friends who welcomed them to Washington were received at the White House

Teacher Unemployment in Indiana

During the school year 1929–30, only 863 teachers in Indiana were without positions, according to an estimate recently made by the department of public instruction of the State. The figures, based on reports covering 60 per cent of the population of Indiana, indicate that 4 superintendents, 24 principals, 232 high school teachers, and 603 elementary teachers were unemployed. Included in the elementary group were 150 rural teachers. Persons holding valid teaching certificates, but not teaching in the State, were considered employed if they were teaching outside the State, taking further training for teaching, or employed in work other than teaching. Married women, also, were excluded from the unemployed classification.

In commenting on this situation, the Indiana school authorities point out that the total number of teachers needed in the State in 1928–29 was approximately 15,500 elementary, and 8,000 secondary. They also call attention to the fact that, under the present system of certifying teachers in only those subjects or grades for which they are trained, it is more difficult for teachers to find employment than under a blanket system of certification.

A feature of the report is the classification of unemployed secondary teachers by the subjects in which they are qualified. Nine teacher-training institutions reported in this manner on their 1929 graduates. Of the unemployed teachers, 118 were qualified in English, 57 in social studies, and 60 in science or mathematics. No teachers qualified in Spanish or German were reported as unemployed on March 1, 1930, although 12 Latin teachers were so reported. Three commerce teachers, and 1 industrial arts teacher were unemployed, as were 17 home-economics teachers.

That these figures total more than the total number of unemployed secondary teachers may be explained in part by the fact that some teachers qualify in more than one subject in the hope of increasing their chance of obtaining employment.

While this surplus of teachers is not considered serious by the Indiana authorities, it is believed that it is slowly being reduced. Reports from teacher-training institutions indicate that the number of persons preparing for teaching is decreasing from year to year.

A comparison of the teacher surplus in Indiana with the situation in other States would be interesting, but absence of reliable and recent figures makes this impossible. Newspaper reports and unofficial estimates frequently indicate a surplus of teachers in one State or another, but very few official agencies have collected data on the subject. A former chief of the statistical division of the Office of Education sums it up in this fashion in Bulletin, 1929, No. 14: "A casual survey of current literature in education would indicate an oversupply of teachers. No one, however, claims that there is an oversupply of well-trained teachers."—*H. G. Badger.*

New American Library Recently Inaugurated in France

It Was Eminently Fitting that the United States, Which is More and More Taking its Place as a Center of Scientific Research, Should Honor the Memory and Work of Such an Outstanding Early Scientist as Louis Pasteur

By JOHN Q. WOOD

American Consul, Strasbourg

THE formal opening of the American Library, connected with the University of Strasbourg, took place in November, 1929.

From June to October, 1923, an exposition was held at the university to commemorate the one hundredth anniversary of the birthday of Louis Pasteur, who had been a professor of chemistry at the institution from 1848 to 1854.

First Suggestion for an American Memorial Library

At a meeting one evening, at which several Americans were present, Monsieur S. Charléty, then rector of the university, now rector of the University of Paris, suggested the desirability of establishing an American library for the University of Strasbourg. The idea took root, and through the enthusiasm and indefatigable interest shown by Mrs. Vesta Westover Channon, who contributed the first 300 American books, a working library has been evolved. At the present time the library comprises 2,200 volumes. A unique feature is that only works of American authorship are included.

Although Mrs. Channon, who is a resident of Chicago, has the honor of being the founder, the American Library is a "living memorial" to the great scientist, Louis Pasteur. It is housed in rooms of the university, one part near the Salle Pasteur, the other in the Medical School, as many of the American works are on medical subjects and are highly prized by students of medicine.

An International Bond of Sympathy

The purpose of the foundation is "to cement further the bond of sympathy and interest between France and the United States of America." There is no endowment, but anyone may cooperate through contributions of books or of funds with which to purchase them.

At the formal opening 40 persons were present. The rector of the university, Monsieur Christian Pfister, and Prof. André Koszul, of the English department, in their addresses spoke of the value of such a library to the student body as well as to the professors, and emphasized the fact that it constitutes for the university a new tie with the United States.

Hope was expressed by the American consul that, through the collection of books written by American citizens, the people of France would become better acquainted with the United States, and with the ideals of the American people.

Official Report to the Secretary of State

Income and Receipts of Higher Educational Institutions

One-half a billion dollars found its way to the college tills in 1927–28 to be expended on higher education, representing the income and receipts, excluding additions to endowment, of all colleges and universities in the United States—1,071 institutions reporting. One-fourth of this amount came from tuitions and educational fees paid by 919,381 students; 23 per cent was appropriated by State and city governments; 13 per cent—more than $66,000,000—was given through private benefactions; 12 per cent was income from endowments; 10 per cent was gross income from board and room charges; and 12 per cent was obtained from miscellaneous sources. The United States Government contributed more than $17,000,000, or 3.4 per cent of the total funds. In addition, $50,144,917 was added to permanent endowment funds through private gifts.—*Walter J. Greenleaf.*

Kansas State Teachers College Students Survey High-School Libraries

By EDITH A. LATHROP

Assistant Specialist in School Libraries, Office of Education

BECAUSE the preliminary report of the Kansas School Code Commission made no mention of the school library situation in that State, students in library science in the Kansas State Teachers College at Emporia were stimulated to make a survey of high-school libraries in Kansas for the purpose of placing the findings at the disposal of the school code commission. The survey is reported by Loeda Kincheloe and Dorothy Geddes, seniors in the department of library science of Kansas State Teachers College in a recent issue of Teaching, a publication of the college.

Lack of Trained Librarians

The most important finding of the survey is that both large and small high schools are not so much lacking in books as in librarians who are trained for their work, and who have sufficient time to devote to their jobs of being librarians. Of the 55 high schools reporting, with enrollments of 200 or more, 51 employ librarians either on full time or on part time as teacher-librarians. In 37 of the 51 high schools, librarians are employed on full time, but in reality most of the librarians thus employed act in the capacity of secretaries and supervisors of study halls as well as librarians. Thirty-two of the 51 librarians and teacher-librarians have college degrees; only 17 have had library training—7 one year or more, and 10 less than one year.

Approximately 68 of the 195 high schools reporting, with enrollments of fewer than 200, employ librarians or teacher-librarians. Only 16 of the librarians in the 68 high schools are full-time librarians, and only 4 of the 16 full-time librarians have had library training.

The report by Casper C. Certain, which is a report of the committee on library organization and equipment of the National Education Association and the North Central Association of Colleges and Secondary Schools, sets the minimum number of volumes in libraries of high schools at from 6 to 10 volumes for each pupil enrolled, depending upon the size of the school. Approximately one half of all of the high schools reporting met the standards of the Certain report with respect to the number of volumes.

Fifty per cent of the high schools reporting with enrollments of 500 or more, set aside funds to be used exclusively for libraries. The percentage set aside for this purpose by schools with enrollments between 200 and 500 is approximately 40; with enrollments from 100 to 200, 12; and with enrollments of fewer than 100, 22.

The minimum yearly amount to be expended for books and magazines should be $1 for each pupil enrolled according to the standard established by the C. C. Certain report. The percentage of high schools in Kansas, with enrollments of more than 500, spending this amount is approximately 29; with enrollments from 200 to 500, 23; from 100 to 200, 22; and fewer than 100, 35

Based on the findings of the survey, the students recommended to the school code commission that such legislation be enacted as will provide State supervision of school libraries, annual appropriations for the purchase of books and magazines, and library training for school librarians.

Suggestions for Revision of School Code

There should be employed either by the State department of education or by the State library commission a supervisor of school libraries, who should assist in the organization and improvement of libraries and give advice and information to all high schools seeking to establish minimum library standards.

The minimum annual appropriation for books, newspapers, magazines, and pamphlets should be $1 for each pupil enrolled in the schools. Additional funds would be necessary to care for other expenses of high-school libraries, such as the salaries of librarians, housing, etc.

Since libraries are of little value to schools if badly administered, it is recommended that the minimum professional training for librarians be one year in a recognized library school, and for teacher-librarians one summer course at a library school.

Data Collected by Questionnaires

The data for the survey were collected by means of questionnaires sent to the various classes of high schools in Kansas. The information asked for related to such topics as education, training, salary, and duties of librarians, number of books in the libraries, shelf lists, card catalogues, checking systems, classification and instruction in the use of books, pamphlets, clippings, and magazines. The findings in Kansas high schools concerning the items just mentioned were compared with the requirements in the C. C. Certain report.

Special Courses of Study for Historic Guides

The city of Quebec has a system of examinations for candidates who wish to qualify as historic guides. The idea may be of interest to cities in the United States which are centers of historic background. Recently 42 candidates in Quebec passed their examinations and received their licenses.

A desire to attract tourists to the city and to give them a favorable impression which will cause them to return, led to the institution of the historic guides. The matter of giving tourists accurate and clear descriptions of the city and its institutions is considered important, and this result is obtained by training official guides.

Courses of study covering a period of several years include the following subjects: Oral and written French and English, history of the Château and Fort of Saint-Louis, history of the fortifications of Quebec from 1535 to 1914, history and detailed description of the Quebec bridge, industry and labor organizations in Quebec, historic monuments of Quebec, commerce and finance of Quebec, history of Parliament buildings in Quebec, historical review of French and English Governments in Quebec, description of all historic tablets, natural resources of Quebec, parks of Quebec, description of the furnishings and interiors of country homes, relations between French and English Canadians, the environs of Quebec, educational system and institutions of Quebec, history of constitutional law, the fur industry and fur-bearing animals of Quebec, relations between church and state in Quebec, public utility companies, history of Duberger's model of Quebec, Quebec's part in the great war of 1914–1918, history of the highways of the Province of Quebec, streets and public squares of the city of Quebec, economic development of Quebec, public buildings, and history of the seigneurial régime in Quebec.

This system of official licenses for guides has received favorable comment in the French press of Quebec and Montreal.—*George H. Butler, American vice consul, Montreal.*

Official Report to the Secretary of State.

A bureau of character education research has been established in the Connecticut State Board of Education through the cooperation of the Hartley Corporation. The bureau will continue its survey of work done in character education, which had been previously begun, and it will serve as a clearing house for character education activities in schools of the State.

Prague Summer School for 1930

Thousands of tourists travel through Prague, the capital of Czechoslovakia, during the summer, many of whom will be interested to know that a summer school will be conducted by Charles University, Prague, department of English. Arrangements for the school have been made by the British Society of Czechoslovakia and the American Educational Committee of Prague. It will be held under the patronage of the ministers of edueation and of foreign affairs. Two sessions will be held with identieal courses: Session A—July 21–30, in Prague; session B—August 2–10, in Carlsbad.

The purpose of the courses is to give English-speaking travelers who wish to gain a clear knowledge of the actual civilization of Central Europe, an outline of the educational, religious, historical, political, economic, national, and eultural eonditions and problems in Czechoslovakia and in eentral Europe; and their relationship to that of other European countries and to America. Lessons will be given in the Czeeh, German, and Russian languages; and excursions have been planned to Carlsbad, Marienbad, and other spas, and to Czech castles and towns, as well as circular tours of Prague. The excursions are optional, and involve additional expense.

Students enrolling for the summer school are granted free Czechoslovak visas, one-third reduction in railway fares within the country, participation in excursions conducted by competent officials, and special information and arrangements for rooms.—*Emanuel V. Lippert.*

Department of School Health and Physical Education, N. E. A.

At the meeting in Columbus, Ohio, June 30–July 1, of the department of school health and physical education of the National Education Association, of which Dr. James Edward Rogers, director, National Physieal Edueation Service, is president, school health will be approached from many angles.

Subjects to be considered the first day include the need for school health education, what a school health service program should be, and physieal edueation and safety edueation in the elementary school. The program for the second day has to do with the subjects of school health education, a modern publie sehool physical edueation program, girls' athletics, and the session will conclude with an address by the Assistant Commissioner of Education, Miss Bess Goodykoontz, who will speak on health and physical education—a vital value in education.

The presiding officer will be Dr. Clifford L. Brownell, of Columbia University.

Brief Items of Educational News

By BARBARA E. LAMBDIN

Editorial Division, Office of Education

Thorough Preparation Required

Bachelor of Journalism degree of Boston University is awarded after completion of a year's "interneship," or a year of approved practical experience in the profession, following the usual four years of college work, together with preparation of a formal thesis upon some important phase of journalism.

Rapid Increase in Book Circulation

Book circulation of the publie library of Denver is growing more rapidly than the population. As against an annual increase in population of between 2 and 3 per cent, increase in the eireulation of books during 1928, aeeording to recent annouueement, was nearly 11 per cent; 1,777,860 books having been taken out that year for home reading.

Will Help Her Own People

In preparation for teaching the blind in Alaska, Melba Call, a blind native Alaskan girl, of the Bristol Bay country, who was adopted when a small child and has been educated by her American teaeher, is a student in Perkins Institute, Watertown, Mass., where she is taking the Harvard eourse for instruetion of the blind. Though the course is taught at the institute, students are required to register at Harvard University. It is designed to provide the background for teaching, and is followed by a special eourse on actual methods of teaching the blind.

Negro Enrollment in North Carolina

Of 246,419 negro children enrolled in public elementary sehools of North Carolina, 95,842, or 38.9 per eent, are in the first grade, aeeording to recent statement of the State superintendent of public instruction. Enrollment in the second grade is 35,212 (14.3 per eent); in the third grade, 31,559 (12.8 per eent); 28,717 (11.6 per cent) are in the fourth grade; 22,914 (9.3 per cent) in the fifth grade; 17,384 (7.1 per cent) in the sixth grade; and 14,791 (6 per cent) in the seventh grade. Numbers steadily decrease with the aseending grades, and two-thirds of the total enrollment of colored ehildren is found in the first three grades.

Commercial Courses Adapted to Students' Needs

A try-out commercial eourse may be taken by students in the seventh grade of junior high schools in Baltimore. If desired, commercial subjects may be continued through the eighth, ninth, and tenth grades. Each year's work is arranged as a definite unit, complete in itself, and it is so planned that it will meet the requirements of business positions to which the student's age will admit him.

A City's History Scientifically Recorded

Work on a history of Chieago which, it is expected, will be the most distinctive work on history ever undertaken by an American city, has been inaugurated by the University of Chicago. The task has been entrusted to Dr. Bessie Pierce (University of Iowa), an authority on historieal matters, who, as associate professor of history, will devote the next five years to recording and synthesizing every phase of the city's growth. Latest historical methods will be used, and social and psychological approaches will receive equal weight with political and economic analyses.

Student Contribution to Education Magazine

A series of color plates, the work of high-school pupils of Minnesota, provided appropriate and attractive cover-page pictures this year for the Minnesota Journal of Education, published by the Minnesota Education Association.

Seleetion of the pictures was made by a committee of two, representing the University of Minnesota and St. Paul Institute, from annuals entered in the All-American contest of the School of Journalism of the university. Pictures used presented an example of futurism in art; an Indian eraft design; a traditional arts design; a skyseraper theme; and a typical winter scene, and other appropriate subjeets.

The plan not only supplied a different cover-page illustration for each month, attractive and virile, but the influence of such recognition of the art work of high-school pupils will no doubt stimulate throughout the State the study of art.

New Books in Education

By MARTHA R. McCABE

Acting Librarian, Office of Education

ALEXANDER, THOMAS *and* PARKER, BERYL. The new education in the German Republic. New York, The John Day company [1929] xxviii, 387 p. diagrs. 8°.

As an introduction to their study of present-day, or new education in the young German Republic, the authors present a picture of pre-war conditions before discussing social and school reforms and the reorganized school system. The story of the changes in old institutions is handled with a sympathetic and friendly attitude by the authors who have spent much time in Germany. The youth movement, the hostels for youth, school journeys, etc., as well as the school country home (the Schullandheim movement) and other unique activities in the school system are described. For comparative purposes the study of elementary and secondary schools and their curricula, will be noted with interest; description of folk colleges, and trends similar to those in this country, viz, coeducation, vocational education, religious instruction, training for citizenship, the new teacher and his training, etc., will be found useful. The authors believe that Germany is slowly achieving social democracy in government and education and that a new concept of nationalism has arisen "as the lode star of the German Republic."

INSKEEP, ANNIE DOLMAN. Child adjustment in relation to growth and development. New York, London, D. Appleton and company [1930] xiv, 427 p. illus., tables, diagrs. 12°.

The author, who is a child psychologist connected with the Berkeley, Calif., public schools, writes of the need for understanding all children, particularly the maladjusted child, and how to fit them into school life as far as possible by the aid of mental hygiene. The fundamental task of the study has been to find out how the child's body, mind, and emotions differ from the adult's; how they develop into the adult stage; and how they should be cared for during the school age. The author has studied the "marplot" from both the physiological and the psychological aspect, and suggests remedial measures for unhealthy mental states, for the fears and inhibitions that children possess, inferiority complexes, the gang age, adolescence, etc.

LANG, ALBERT R. Modern methods in written examinations. Boston, New York [etc.] Houghton Mifflin company [1930] xx, 313 p. tables, diagr. 12°. (Riverside textbooks in education, edited by Ellwood P. Cubberley. . . .)

Doubtless one of the most significant movements in teaching procedure in the last 25 years has been the creation and the development of standardized tests and scales. Modern methods to test the school progress of pupils are vastly different from the old-time written or essay examination. The new-type examinations have received a great amount of attention from school men. The author of this book has presented a study indicating how the classroom teacher may construct, evaluate, score, and use these new-type examinations which seem to awaken interest in the pupils and add vitality to schoolroom work. A comprehensive examination is included in the volume as an example of a combination examination and a means of checking up on the matter of the subject. The examination given is upon the subject of modern methods in written examinations.

MACDONALD, MARION E. Practical statistics for teachers. New York, The Macmillan company, 1930. ix, 176 p. diagrs. tables. 4°.

This is a work book for teachers, and also introduces the teacher to the principles and technique of statistics that are necessary in the solution of educational problems. The methods of measurement, the invention of new methods, and the application of the methods, are all of importance to teachers. A knowledge of statistics has made possible such measures as mental age, educational age, the accomplishment quotient, etc. The author has brought to the preparation of the study training in the theory of statistics and in educational psychology, and presents many problems and suggestions which will be useful to teachers in the way of preparing tabulations, graphs, tendencies, variability, correlation, etc., as well as giving a glossary, with abbreviations, formulæ, etc.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. Ninth yearbook. The principal and administration: Good administration precedes good supervision. Bulletin, vol. IX, no. 3, April, 1930. p. 132–729. 8°. (Address: National education association, 1201 Sixteenth Street NW., Washington, D. C.)

The subject chosen for the 1930 yearbook of the department of elementary school principals is the administrative work of the principal; the 1931 yearbook will deal with the supervisory work of the principal, following the first subject logically. The work of the principal in administering a progressive school is conceded to be his first and most important function. The work of supervision of a progressive school is an almost equally important function, neither being complete without the other. The various chapters composing the study have been prepared by eminent educators upon the general themes: The philosophy in good administration; and, The practice of good administration. The value of this volume to the large class of forward-thinking principals is apparent, as the current problems in administration have been discussed by those who have had wide experience with the work.

PRESCOTT, DANIEL ALFRED. Education and international relations. A study of the social forces that determine the influence of education. Cambridge, Harvard university press, 1930. ix, 168 p. 8°. (Harvard studies in education, published under the direction of the Graduate school of education, volume 14.)

The author has had a background of experience in the European War, and an extended study of conditions abroad since the war in travel and study and research into international problems, and has brought to this study all of the knowledge so gained. The opportunity for this study was given him by the Bureau of international research at Harvard under a grant from the Laura Spelman Rockefeller Memorial. The survey of international conditions was made mostly at the elementary and secondary school level, and involved research not so much into courses of study and textbooks as a study of social psychology and the "spirit" of the schools. He discusses many subjects of international interest, and makes the significant suggestion that schools everywhere should bring their pupils to "a realization of what science is doing to make the world an interdependent community that must choose between law with international cooperation and anarchy with self-destruction."

SURVEY OF COLLEGE ENTRANCE CREDITS AND COLLEGE COURSES IN MUSIC. Prepared by the Research council of the Music supervisors' national conference in cooperation with the National bureau for the advancement of music. New York city, National bureau for the advancement of music [1930] x, 209 p. tables, diagrs. 8°.

This study of college entrance credits and college courses in music by the two organizations most interested in the subject is one that offers a real contribution to much needed information in the field. The section of the survey devoted to the attitude of colleges toward music sets forth the practices of 50 leading privately supported colleges and 50 leading state-supported colleges. The entrance credits in music are tabulated by States, and the courses in the various colleges are so tabulated. A summarized statement from each of the colleges surveyed is also presented. The Carnegie Foundation has made available the finances for printing the study so that colleges and universities and school systems may benefit by receiving copies gratis.

WAPLES, DOUGLAS *and* TYLER, RALPH W. Research methods and teachers' problems. A manual for systematic studies of classroom procedure. New York, The Macmillan company, 1930. xxiii, 653 p. tables. diagrs. 12°. (The modern teachers' series, edited by William C. Bagley.)

The purpose of this study is to bring together material that will facilitate systematic studies of teachers' classroom problems, such studies as will be useful to supervisors in solving problems of a particular school or class. Dependable methods of work which may be applied to different situations are important to the success of the teacher's work in the classroom, according to the authors. The study will, it is hoped, help in developing a real science of education, by adapting research procedures to classroom problems. Selected bibliographies are given at chapter ends.

WILLIAMS, JESSE FEIRING, *and* HUGHES, WILLIAM LEONARD. Athletics in education. Philadelphia and London, W. B. Saunders company, 1930. 414 p. tables, diagrs. (part-fold.) 12°.

Educators are interested in athletics and the conducting of athletics, either from the viewpoint of the executive in the harassing problems that grow out of athletics, or as teacher, coach, or director from his viewpoint of the question. The especial emphasis of this study is upon the educational outcomes and the possibilities of athletics if properly conducted. The whole problem of athletics in all of its aspects has been dealt with; the first part of the book discusses in a general way the present status of the athletic situation as existing in institutions; the remaining sections suggest how to conduct athletics in a practical way so as to assist educators in forming and executing a successful program of athletics.

U. S. GOVERNMENT PRINTING OFFICE: 1930

AMERICA'S AIM IN PATRIOTISM

The schools should foster patriotism, to be sure, but not that kind which breeds prejudices and hatred toward foreigners. If that were the aim, all the teacher would have to do would be to encourage ignorance and the reviling of everything not American. The kind of patriotism that is in need of cultivation is that which while inspiring the children with love of their country and its institutions above everything, carries their sympathies beyond the barriers of territory, race, and language, and makes them feel that all nations are part of a great whole which is civilization, and that every American must do his part toward making his own nation a strong contributor to the best forces of the whole.

From
EDUCATIONAL FOUNDATIONS
Vol. 5, p. 261

America's Aim in Education

OUR objective is not simply to overcome illiteracy. The Nation has marched far beyond that. The more complex the problems of the Nation become, the greater is the need for more and more advanced instruction. Moreover, as our numbers increase and as our life expands with science and invention, we must discover more and more leaders for every walk of life. We can not hope to succeed in directing this increasingly complex civilization unless we can draw all the talent of leadership from the whole people.

HERBERT HOOVER

SCHOOL LIFE

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