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COMPLETE

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Contributions of the Social Studies

The Distinctive Contributions of History, Economics, Political Science, Sociology, and Geography to a School Curriculum Organized Around Social Objectives. Formulation Produced After Extensive Discussion by Representative Specialists

By THE JOINT COMMISSION ON THE PRESENTATION OF SOCIAL STUDIES IN THE SCHOOLS

IF IT BE accepted that the school curriculum (indeed, the whole school life) should be organized around social objectives, it may be said that the purpose of that curriculum is to enable our youth to realize what it means to live in society, to appreciate how people have lived and do live together, and to understand the conditions essential to living together well; to the end that our youth may develop such abilities, inclinations, and ideals as may qualify them to take an intelligent and effective part in an evolving society.

The Distinctive Contribution of History

History deals with the whole past life of mankind and is as many-sided as life itself. History inevitably appeals differently to different persons. Some profit chiefly by the stimulus to their imagination; others broaden their horizon by a larger view of the world and its development; still others find their political understanding stimulated by more detailed study of the political and social problems of the past.

The distinctive contribution of history to a school curriculum organized around social objectives is the portrayal of human events and activities as they actually occurred; its guiding principles are continuity and development. Therefore these events and activities are not regarded as isolated, unrelated, or of equal importance. Every condition or event is conceived to be related to something that went before and to something that comes after. Conditions and events are deemed important in so far as they serve to throw light upon some course of development. More briefly, then, a special and peculiar function of history is to trace development.

History places, and helps to explain, successive stages in the development of mankind. In the light of history our most valued

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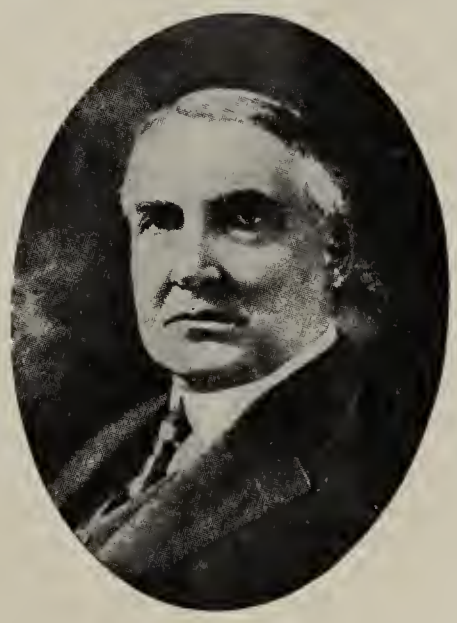
In Memoriam



Warren G. Harding

Stanch Advocate of Education is Dead.

Lamented President Was a Teacher in His Early Manhood. Regarded Increased Expenditures for Education as a Good Omen. In Last Message Urged Congress to Reduce Adult Illiteracy. Manifested Steadfast Faith in Public Education

By JNO. J. TIGERT
United States Commissioner of Education

IN THE PASSING of President Harding education lost a great advocate. During the early years of his career, marked by such varied struggles for a livelihood and a start in the world, the late President, following the example of many of our Presidents, taught a district school. From that early experience until the very last the welfare of the people and, particularly, educational opportunities for the masses, lay close to his great heart. In his last message to Congress he made a major appeal on behalf of a program on the part of the Federal Government for relieving our country of its large burden of adult illiterates as compared with a number of European countries.

President Harding was not one of those who was alarmed by the increasing cost of education, but rather he regarded increased expenditures for schools as a good omen. In an address delivered at William and Mary College, shortly after assuming the presidency, he said: "If ever we 'catch up' in provision of educational facilities it will mean to me, not that our problem is solved, but that we have our first occasion of real concern. For no people ever approached the lavishness with which, from public revenue and private purse, Americans have given to support education; nowhere has it been so easy for the poor man or woman to gain its richest privilege. Yet, the more generously we provide to-day the greater is the deficiency to-morrow, and I am glad it is thus. So long as the eagerness for education outruns our most generous provision of facilities, there will be assurance that we are going ahead, not backward. I am glad that, though we have billions of investments in our educational plant, there are yet more people seeking education, more demands for educated people than can be cared for. So long as I find that the proportion of public revenue properly devoted to education is increasing, I desire to be counted among those in public life ready and auxious to struggle

with the problem of raising the necessary revenues. But in that struggle public officials require the help and counsel of every citizen who visions the vital nature of this problem. Only by such united effort can we hope to meet this, or indeed any of the urgent demands which these anxious times are pressing upon us. I wish it were possible for us to drive home to the whole American people the conviction of needed concern for our educational necessities. We must have more and better teachers, and to get them the profession must be compensated as it deserves."

Deep Concern for Welfare of Teachers.

The late President plead for better trained and better compensated teachers, though he held that the chief rewards for teaching and for public service alike could never be material. His deep concern for the welfare of his "countrymen," as he liked to term them, was revealed in his plan for reorganizing the executive departments of the Government with a new Department of Education and Welfare. Thus he would have given to education and related subjects a place second to no interest in the executive councils of the Government.

The writer was fortunate to be a member of the party which accompanied President Harding on the ill-starred journey to Alaska. On this trip I was surprised more than once by the President's interest and concern for the natives of Alaska and the work of the Bureau of Education among these primitive people. The first surprise came when he altered his original plan of first setting foot on Alaskan soil at Ketchikan by turning aside to greet the natives at Metlakatla. Here, in the United States public school, among the picturesque native inhabitants, the first President of the United States to visit this far-away "empire of ours," as he termed it, first greeted the Alaskans. Later, in his address on Alaska, delivered at Seattle, the last of the President's important formal speeches, he paid tribute to the native of Alaska by expressing his regard for him as a citizen and his doubt whether any similar primitive race had ever been brought so quickly to a corresponding stage of education and civilization.

Was Interested in Reindeer Industry.

At another point on the journey I asked the President's permission to introduce two of our superintendents. Though the hour was late and I did not wish to detain the President, he invited us to sit down, lit his pipe, and for nearly half an hour plied us with questions about the activities of the bureau, particularly the reindeer industry. He displayed an interest so earnest and a knowledge so comprehensive of the problems involved that we were all amazed.

In these and in other ways without number President Harding revealed his interest and accorded his unstinted support to education and welfare among all the people of the great Republic in which he took so much pride and in the service of which he ungrudgingly gave his life. During something more than two years' time in which I had the honor to act as Commissioner of Education under his administration, I found the President always ready to hear any matter that I had to put before him, eager to give advice and assistance, and at no time did he refuse a request.

This is not the time or place to estimate President Harding as a statesman, but we have seized this opportunity to give the readers of School Life a brief reminder of President Harding's constant encouragement, untiring interest, and steadfast faith in education.

Common Virtues the Essence of Greatness

Others with more ability and ample space and time will portray the late President's personality and character. We attended a memorial service for the President at Vancouver, British Columbia, on the Sunday following his death, held in Stanley Park, where only a few days before we had heard him deliver his "neighborly talk" which stirred all Canada. At this memorial service the speaker gave a happy characterization of our late President which seemed to me to grasp some of his most conspicuous qualities. He said that President Harding revealed to them in high relief four common qualities, all of which, though common, were of the essence of greatness, common honesty, common courtesy, common sympathy, and common sense. All who knew him will appreciate the abundance with which he possessed these qualities.

World Needs Gospel of Love

Lastly, we must not overlook that President Harding was a believer in God and a stanch Christian gentleman. He possessed an uncommon religious strain; was a constant attendant upon church, even under the most difficult circumstances. I shall never forget the last divine service that he attended in the little native church at Sitka, the old Russian capital, where he bade farewell to Alaska. It was a beautiful morning and the President had pointed to the life of the Man of Galilee as he greeted the people of Sitka when he stepped ashore. With considerable inconvenience, but with an evident joy, he refused to allow his desire to spend an hour of worship to be crowded out in a day already overcrowded with plans for his reception and entertainment. His last message, almost a posthumous one, read on the afternoon of the day he died by his secretary to the Knights Templars of California, in presenting a banner from the commanderies of Ohio, is a priceless gem among sermons—for such it is—an expression of faith in God, in His Son Jesus Christ, and the need of the world to-day of the gospel of love and the spirit of service. We can not do better in closing this inadequate tribute than by quoting some of his words: "I am sure the mission of the beauseant will be a failure if its travels are made simply a matter of symbolism and pageantry. It bears emblazoned upon it the supplication 'Not unto us, O Lord, not unto us; but unto Thy name be the glory.' We should glorify the holy name, not by words, not by praise, not by displays at arms, but by deeds and service in behalf of human brotherhood. Christ, the great Exemplar of our order, repeatedly urged this truth upon his hearers. There was nothing mythical or mystical in the code of living preached by Jesus Christ. The lessons he taught were so simple and plain, so fashioned to be understood by the humblest among men, that they appealed to the reason and emotions of all. His words to the fishermen bore conviction to the learned men of the Roman bench. All of His teachings were based upon the broad ground of fraternalism, and justice, and understanding, from which flows always peace. 'A new commandment I give unto you—that ye love one another.' Surely in this was 'all the law and the gospels.' * * *

"I charge that it shall not be held as a banner of militant force, not as a memorial of deeds of arms, not as a mere piece of ritualistic pageantry, but as the symbol of brotherhood, raised to the glory of our Grand Commander, whose law was love, whose reign was peace, and for whom the herald angels sang 'Glory to God in the highest; on earth peace and good will toward men.' "

Practiced the Doctrine of Service

Warren Gamaliel Harding practiced the doctrine of service and exemplified the law of love throughout his life from humble obscurity as a country boy to the highest post that can be held by mortal man. To no one could the caption of a great American orator better be applied: "The record of a generous life runs like a vine around the memory of all our dead and every sweet unselfish act is now a perfumed flower." Nor have we known a man to whom those other words could be more fittingly applied: "If everyone to whom he did an act of loving-kindness were to bring a blossom to his grave, he would sleep to-night beneath a wilderness of flowers."

In order to make living conditions attractive enough to induce the high-school principal to remain, taxpayers of Manlius, N. Y., voted to build a home for him at a cost of $7,500.

Adequate Tenure Laws Benefit Schools

National Education Association's Committee Recommends Permanent Certification After Approved Training and Probationary Period, and Dismissal Only for Clearly Demonstrable Cause

IN CONTENDING for teacher tenure we are asking for essential protection, not for teachers alone, but for the schools and school children, says the National Education Association's committee on tenure, in its latest report. An adequate tenure law compels school boards to keep efficient teachers and pay them the regular increases in salary to which their experience entitles them. It is the lack of such a law that enables shortsighted school boards to follow the ruinous policy of replacing successful, experienced teachers with recent graduates, so as to save money temporarily, says the report.

Relatively Few Teachers Are Protected

Only eight States have tenure laws, California, Colorado, Maryland, Massachusetts, Montana, New York, New Jersey, and Oregon, and in only three of these States, New Jersey, Montana, and Maryland, is the application of the law State-wide. In New York it applies to New York City only; in Massachusetts to every town except Boston; in Colorado to three cities of 20,000 or more inhabitants; in Oregon and California to the larger school districts. It may be seen that only a comparatively small number of teachers are protected by these laws, and that rural teachers are usually left out. But these laws, although not perfect, are doing much toward keeping successful teachers in the schools, while providing for the dismissal of the incompetent.

After a probationary period of from two to three years the teachers to whom these laws are applicable enter upon "permanent" or "indefinite" tenure. To remove a teacher who has successfully passed the probation period, the school board must proceed according to law, notifying the teacher of the charges against her, that she may answer them. In three States, 10 days' notice is required; in three others 30 days; in two, a "reasonable" time. In Montana the teacher must be notified before May 1. When the hearing has been held, and evidence given, the board education decides whether to dismiss the teacher, some States requiring a majority vote and some a two-thirds vote. In five States the accused teacher may be represented by counsel. In Colorado, if the principal or immediate supervisor recommends the dismissal of a teacher, the board may effect this dismissal without a hearing.

Six States provide for an appeal from the decision of the school board. In Montana, appeal may be made to the county superintendent, in New York and New Jersey to the State Commissioner of Education, while in California the only possible appeal is to the courts. In Oregon, if fewer than five members of the board of education vote for dismissal, a teacher may appeal to three trial commissioners. In Maryland, if the vote for dismissal has not been unanimous, appeal may be made to the State superintendent.

Laws not Always Successful

The laws in these States are meeting with varying success. The California law was passed in 1921 in spite of violent opposition, and recently an unsuccessful effort was made to repeal it. Persons familiar with the California situation believe that the law needs to be recast, reedited, and abridged. It is generally regarded as unsatisfactory because of its restricted application and the indefiniteness of its wording. It would appear, says the report, that unless the wording of a law is definite, some boards of education will continue to act arbitrarily on the assumption that teachers are afraid to go to court or have not sufficient funds to do so. For example, the principal of a junior high school was dismissed without trial on the grounds that the tenure provisions do not affect principals. A suit appealing from this decision is now pending in the courts. Two other suits are pending, both brought by teachers dismissed for having married during their incumbency. Teachers' organizations are paying the costs of these suits.

Principles of an Efficient Law

In an effort to draft a law that will prevent dismissals of this kind but will allow dismissals for inefficiency or other just cause, several studies have been made of the underlying principles of legislation on teacher tenure. The report presents a formulation of these principles, by Ira Richardson, of the University of Oregon, which appears to represent the conclusions of most of the recent studies.

According to this formulation, certain principles should be in operation before a tenure law is instituted; the State should give permanent certification after a certain required training and probationary period, and should prescribe a minimum salary schedule based on scholastic and professional training. But details of salary schedule, bases of promotion, ratings, and measures of professional improvement may be left to local authorities.

In framing and operating tenure laws, all classes of public educational workers should be provided for. It should be specified that only clearly demonstrable causes should be the basis of dismissal. Participation in the benefits of a tenure law should be based on evidence of satisfactory preliminary training and service, of ability, and of professional spirit. The law should be devised so as to act as a stimulus to better preparation and more efficient service by teachers. Regulations governing training, certification, remuneration, and annuities or pensions should be made in connection with the law on tenure.

Many of these principles are embodied in bills that have been presented to State legislatures, such as the bill drafted by the Ohio State Teachers' Association in 1921. During the past year two excellent bills were presented to State legislatures, one in Pennsylvania and one in Minnesota, but neither was passed.

Fire Prevention Week, October 7–13

In an effort to prevent such disasters as the recent schoolhouse fire in Kershaw County, S. C., in which 77 persons, 41 of them children, lost their lives, fire prevention week will be observed during the week of October 7–13. Nine fires out of ten can easily be prevented by simple precautions and common carefulness, and the aim of fire prevention week is to educate the people to undertake this important duty.

The plans include a definite survey of schools, churches, hospitals, and State institutions with a view to gaining better protection for those who assemble therein; the teaching of fire prevention in every school in the country; enactment of good building codes, improvement of present ones where they are deficient, and thorough enforcement of all building codes; continuous inspection of buildings through a bureau of fire prevention in fire departments.

Twenty-six States already have laws requiring instruction in fire prevention in the public schools, and much good has been done by this means.

Wisconsin has abolished the State board of education. The State university, the normal schools, and the public schools are now controlled by separate boards.

America's First Teacher Preparing School

Village of Concord, Vt., Celebrates Centennial of Establishment of School Which Was Forerunner of Normal Schools

By KATHERINE M. COOK

AUGUST 14 and 15, 1923, were memorable days in the small village of Concord, Vt. The people of Concord community and of the State of Vermont prepared for those days a unique celebration of a momentous event, namely, a centennial anniversary of the establishment of the first school for preparing teachers on the American continent. Local historians assure us that this was the legitimate forerunner of the modern normal school even to the inclusion of young children who offered opportunity for practice and observation for student teachers.

Attendance Represented Wide Area

The affair was unique in any number of ways. Despite the smallness of the village the people attending were numbered in the thousands. They represented (1) the surrounding towns; (2) the State, including the governor and lieutenant governor, the State commissioner of education, members of the legislature, and citizens in general; (3) New England, including representatives from the State departments and citizens from all the other States in the group; (4) the United States, including representatives of the largest teacher-preparing institutions, and of the United States Bureau of Education. Again, celebrating the anniversary of the life or work of an educator is not an everyday occurrence in America. We have military heroes, statesmen, artists, and inventors whom we honor in this way, but educators rarely. All honor to this small community which conceived the unique idea of perpetuating the memory and work of an educational leader and carried it out so splendidly.

Celebrated Conception of a Great Idea

Nothing remains of the first normal school in America. Not a stone is left on a stone. There was celebrated at Concord not so much the establishment of an institution as the conception and materialization of a great idea, an idea which has become a part of our everyday thinking in education, the materialization of which has found a permanent place in modern school systems.

A fine granite stone with a bronze plate commemorating the spot in which Samuel Reed Hall started the first teacher-preparing class in America was unveiled by a grandson of Dr. Hall. The deed of the ground on which the stone rests was presented to the governor, to become the property of the State of Vermont, and the dedication of the educational Mecca was completed.

Walls of Church Still Remain

A few hundred feet from the former site of the school stands a simple but beautiful colonial church of which Dr. Hall held the pastorate during the time he conducted the school. In order that he might have free time to pursue his purpose he stipulated as a condition of his acceptance of the place as pastor that he should have as much time free from pastoral duties as was necessary for the conduct of the school. The sturdy pioneers, with a vision of service and an appreciation of the value of education which would be commendable even in our own day, consented to this. Later the community built the school used for his teacher-preparing classes. While it is regrettable that nothing remains of the old schoolhouse, it is a matter of congratulation that this fine old church still stands, demolished within it is true, but preserving all the fine lines of early colonial architecture from without. Soon, if nothing is done to preserve it, the church will be carried away piece by piece, a victim of vandalism and neglect. It is impossible to leave the spot without a hope that students and graduates of teacher-preparing institutions in the country will formulate some plan by which they can contribute to the restoration and preservation of the old church as well as to the upkeep of the site of the old school and the memorial tablet. Surely the people of Concord have done more than a just share toward perpetuating the memory of an educational standard bearer. The Nation has long since made his idea its own. Dr. Hall was the father of the teaching profession. The spot where he lived and worked, if preserved, would be visited by teachers who might well consider it an educational shrine where they could renew their faith in the spiritual compensation of a life of simple service in a great cause.

Scholarships in American Universities for Englishmen

Yale, Harvard, and Princeton will each receive two English university students this fall who are holders of one-year scholarships supported by the Henry P. Davison Trust. The income from this trust, which was established by Mrs. Davison in memory of her husband, will be used to pay the traveling and living expenses of the six students, three from Oxford and three from Cambridge. The three American universities will give them free tuition. Both graduate and undergraduate students are eligible for these scholarships, and a student who wishes to remain for a second year may do so if he has the consent of both his English and American universities. These scholarships are to be awarded annually.

Conditions of Admission Made Harder

University of Michigan Now Requires Advanced High School Study of All Applicants. Results Not Yet Apparent

THAT high-school work may be a real preparation for college work, the University of Michigan requires that students preparing for entrance shall take advanced courses in high-school subjects, rather than merely finish enough work to satisfy numerically the prescribed number of units. Before the past college year, when this requirement was first made, many students had entered the freshman class with but a general smattering of the elements of many subjects and without the valuable experience of a continued and somewhat intensive study of any single one. A considerable number had taken as electives in the third and fourth years studies of the first and second years. As a result these students were not really prepared to do work of college grade, and many of them failed in their freshman work.

In an effort reduce the number of failures in the freshman class, the board of regents changed the entrance requirements so that a student who had not taken advanced work in high school could not enter the university. The rules now in effect demand that five units, one-third of all the units required for entrance, shall represent studies regularly scheduled for the third and fourth years of the high-school course, and the board of regents urgently recommends that six or more units of these advanced studies should be presented. Only one college class has entered under these rules, so that the university authorities have not yet been able to determine the effect of the new standards.

Can Not Admit 1,350 Qualified Applicants

More than half of the applicants for admission to Pennsylvania State College can not be admitted this fall. More than 2,300 qualified students have applied for admission, but only 950 can be accommodated. Dormitory space for women is so limited that only 50 new girls can be cared for in college buildings. More than five times that number have already applied for admission, according to the registrar.

Public-school teachers enrolled in the summer class in first-aid work at the Pennsylvania State College received training in mine-rescue work under the direction of representatives of the United States Bureau of Mines.

Shorter Elementary Course Involves No Loss

Seven Years in Elementary School Sufficient to Prepare Pupils for High School. Saves Time and Money. Comparison Between Seven-Year Schools of Louisiana and Eight-Year Schools in Other States

THAT a seven-year course of elementary-school work is sufficient preparation for high school is the contention of C. A. Ives, State high-school inspector for Louisiana, who has made a comparison of the results of seven-year and of eight-year preparation. The seven-year elementary course has been used in Louisiana for more than 15 years, at a saving of one-eighth in time and money. The question raised in this study was whether this saving was real or merely theoretical; that is, whether or not the pupils from the seven-year course are as well prepared for high school as pupils from the eight-year course.

Intelligence Tests Favorable to Short Course

Three communities whose school systems are organized in 12 grades, under the "8–4" plan, two in Mississippi and one in Arkansas, were chosen as representative of that plan, and three Louisiana communities were chosen as representative of the "7–4" plan. Eight standard educational tests were given to the high-school students in these communities. These included such tests as the Buckingham revision of the Ayres spelling scale, the Monroe silent reading test, and Charters's diagnostic language and grammar test. The results of the tests show that the three 7–4 schools made an average score 8.1 points higher than the average made by the 8–4 schools. The highest score and the two lowest scores were made by 8–4 schools while 7–4 schools made a more even, consistent record, taking second, third, and fourth places.

While there were too few schools involved in this investigation to base more than tentative conclusions on the results, says the report, we shall have to assume, until contrary data appear, that the 8–4 system does not give results superior to those of the 7–4 system.

Pupils Are Younger, Grade by Grade

When it is considered that the high-school students in the 7–4 schools are younger, grade for grade, than the students in the 8–4 schools, additional weight is given to the conclusion that the preparation offered by the shorter course is adequate. That the 7–4 students really are younger is shown by a study of the ages of the students considered in this report. The median age for the first year of the 8–4 schools is 14 years 8.8 months; in the 7–4 schools it is 14 years. The three 8–4 schools have in this grade only three 12-year old children, while the three 7–4 schools have 20. In the 8-4 schools there are 83 pupils more than 16 years old, while in the 7–4 schools there are only 30.

Relatively More Pupils in High School

It is reasonable to suppose that a larger percentage of pupils would be enrolled in the high school under the shorter course, and a study of the enrollment of the schools in each group shows that this supposition is correct. In the 8–4 systems 18.8 per cent of the whole number of pupils are in the last four grades, while in the 7–4 systems 29.1 per cent of the pupils are in these grades.

When students prepared under these two plans have finished the high-school course and have entered college, how do their records compare? Are the students who have had only 11 years of schooling at a disadvantage? Without data for a number of years, it can not be said definitely that there is no material difference between the college work of the two sets of students, but such evidence as we have supports the claim that the two groups of students rank together, says the report.

The Association of Colleges and Secondary Schools of the Southern States has printed in its proceedings for 1922 an analysis of reports on the failures of freshmen in college. The records concern 3,533 students from two hundred and seventy-four 7–4 schools and 1,828 students from two hundred and forty-four 8–4 schools. The percentage of failure was almost equal in the two groups, for students from 7–4 schools failed in 12.8 per cent of their freshman subjects, while students from 8–4 schools failed in 12.2 per cent.

College Association Leans to Reorganization

The report quotes the association's proceedings as follows: "Graduates from secondary schools built on a seven-grade elementary school fail in only 0.6 per cent more of their freshman college subjects than graduates from secondary schools built on an eight-grade elementary school. This would indicate that serious consideration should be given the matter of reorganizing the upper grades of our traditional elementary school."

If the pupils prepared by school systems using the short course can do as well in high school and college as the pupils prepared in the longer course, as is indicated by this study, there seems to be an opportunity to effect a considerable saving in the cost of elementary education without prejudicing results, says the report. Besides Louisiana, five other Southern States, Alabama, North Carolina, South Carolina, Texas, and Virginia, are using the 7–4 plan, while Georgia and Tennessee have mixed systems. Kansas City, Mo., has used the plan successfully for more than 35 years.

Take Stock of Your Health Now

"Have a health examination on your birthday," says the National Health Council, which believes that one of the greatest needs in modern preventive medicine is a periodic and adequate human inventory. The council is making an effort to induce 10,000,000 persons to have health examinations, and expects this campaign to be of the utmost benefit to the hygienic welfare of the country.

A study made by the Life Extension Institute shows an annual economic loss of more than three billion dollars on account of preventable diseases and deaths. If the practice of having a periodic health examination becomes general, this loss will be greatly reduced, according to the council, which urges Federal, State, and local health officials, the medical profession, voluntary health associations, women's organizations, industrial agencies, and the general public to cooperate in this campaign. The public is advised to go to reputable physicians or agencies for examinations. The National Health Council is a clearing house for 14 health organizations, including the United States Public Health Service, which is a "conference member."

Junior High Schools Are Growing

Junior high schools in cities of the United States have increased in number by more than one-fourth since the school year of 1919–20, according to city school leaflet No. 11, soon to be issued by the United States Bureau of Education. Of 1,500 city superintendents replying to a questionnaire sent out by the bureau, 456 reported that their school systems included this type of school. This is 70 more cities than had such schools at the time of the last report. The total number of junior high schools reported this year was 733, while in 1919–20 it was 576.

Intelligence tests have been successfully used in selecting students for college entrance, according to Prof. Adam Leroy Jones, director of admissions at Columbia University, where these tests have been used for four years. Marks in college work correspond more closely to the results of the psychological test than they did with the results of the traditional college entrance examinations or the high-school record.

School and Library in Pageantry

Four Hundred Children Participate in Pageant Illustrating Historical Development of St. Louis Schools and Libraries

By ANNA P. MASON

PAGEANTRY in its very nature includes a broad sweep of historic or symbolic perspective and a picturesque portrayal of themes intimately connected with the cultural side of a community. Its educational influence is general and impressive. When school and library combine to give a festival of this kind a very practical and spectacular demonstration of cooperative effort is presented, and it would seem that the very essence of effectual educational expression had been distilled.

Effect of Pageant Distinctively Beneficial

A large pageant, embracing 400 characters, was recently given in St. Louis by the Carondelet branch of the Public Library, with Cleveland High School and six grade schools combining to furnish the cast and work out the details of production. This aroused the deepest interest of the community and its effect upon the young people taking part can not be overestimated in value. This pageant, which was written by the branch librarian and staged in the high school under the expert direction of a member of the school faculty, grew out of the earnest efforts of its collaborators to express in some comprehensive manner, the intimate relationship between the two institutions and the effect of this upon the lives of the younger generation. The story of the pageant depicted the historical development of St. Louis schools and libraries. This fundamental picture was filled out with general local history and a great deal of symbolism, legendary lore, and classical allusion to thrill the imagination.

Appeals to Higher Instincts of Youth

The results of such an undertaking are twofold, the appeal to the higher instincts of youth in portraying great characters and the initiative and teamwork required to engineer so large an entertainment. Added to these is an increased appreciation of school and library and the great world of books which they present. Participation in dramatic episodes unfolding the beauty and dignity of life's progress toward higher educational levels compels responsive feeling in the heart and gives expression to an innate sense of the heroic. Inevitably there are some boys and girls who open up and develop through an experience of this kind as in no other way. Concrete instances of this were apparent in the reaction to both school and library influences following the pageant mentioned.

A large festival of this type motivates the work of all school departments and emphasizes the value of supplementary reading. The habit of consulting books to solve problems of interpretation and stage setting, the hints of beauty and strength from history and fiction, these elements have an irresistible influence in developing a love for good literature.

In addition to the immediate and far-reaching effects upon the students themselves, there is the allied matter of the standing of school and library in the community at large. Such a production is a perfect exhibition of what they represent in the training of youth for intelligent citizenship through the encouragement of high ideals and a wide knowledge of world movements.

Notes of Education in Czechoslovakia

By EMANUEL V. LIPPERT

Eight Types of Secondary Schools

In the Czechoslovakian Republic there are now 389 secondary schools enrolling more than 100,000 students. These schools include eight types of school—the classical gymnasium, the real gymnasium, the higher real gymnasium, the reformed real gymnasium, the real school, the girls' secondary school, the teachers' colleges, and the teachers' training schools.

Practical Training in Continuation Schools

Continuation schools in Prague are celebrating the fiftieth anniversary of their existence. Young people in these schools receive practical training as upholsterers, cooks, barbers, hairdressers, tailors, furriers, milliners, seamstresses, painters, blacksmiths, etc. There are now 28 such schools, 23 for boys and 5 for girls. These schools are attended by 5,184 boys and 1,800 girls. Of the 428 teachers in these schools, more than two-thirds are men.

More Time Allowed for Supervision

Principals of schools will be able to give more time to supervising under a law which provides that the number of hours a week given to teaching shall be restricted according to the number of classes in the school. In "urban" or higher elementary schools of three classes principals will teach 12 hours a week. If the school has from 4 to 8 classes he will teach 10 hours a week, and if it has 9 or more classes, 9 hours a week. Principals of elementary schools (schools of the first five grades) will teach 24 hours a week if the school has 1 or 2 classes and only 17 hours a week in schools of more than 7 classes.

Provision Required for Defective Children

Feeble-minded children must attend special schools which will be provided by the various communities, according to new legislation. Every community of more than 6,000 inhabitants, among whom are at least 15 feeble-minded children capable of benefiting by special instruction, must establish a special school. The classes in this school must not exceed 25 pupils each. If a continuation school is in the community, feeble-minded children between the ages of 14 and 17 must attend this school. Special qualifications are required of teachers in the schools for the feeble-minded and extra pay is allowed them.

Teachers' Association Publishes Review

Publication of the leading Czechoslovakian pedagogical review, "Pedagogicke Rozhledy," will resume its pre-war status during the coming school year. The Central Union of Czecho-Slovak Teachers has combined with the former publishers, the Society Dedictvi Komenskeho, to make this possible. The society which has always published the review is a literary association of teachers, named "The Legacy of Comenius" in memory of the great educator. In addition to the review, the society publishes educational books, original and translated, which may be had by members at the lowest possible price—figured to cover only the cost of production. The publications already number 223 most valuable educational works.

Ministry Proposes Important Changes

The Ministry of Education reform bill for secondary schools is causing great discussion in all Czecho-Slovak educational reviews and daily newspapers. A conference on the proposed legislation is being arranged by the Comenius Institute of Pedagogy. The bill drawn by the Ministry of Education proposes an urban school of three compulsory grades, followed by a secondary school of three grades, not compulsory. After these schools would come a higher secondary school, either a gymnasium or a real school, of four grades each. These schools would admit pupils of the compulsory urban school on the same footing as pupils of the lower secondary school, provided they could pass an examination on the mother tongue, on one of the three elective languages, and on mathematics. The gymnasium requires three foreign languages, the real school only two. The proposed plan calls for the establishment of a fifth grade in the higher secondary schools for all students preparing to attend a university or any other school of equally high standing.

National Education Association's Summer Meeting

Presence of Foreign Delegates to World Conference Acts as Stimulant. Papers of High Order Were Read. Vigorous Denial That Cost of American Schools is Excessive. Program for Further Activity

THAT a thorough, adequate, and universal system of public education extended throughout the Nation and available to every prospective citizen of the Republic is the only safe course for the protection of the political, industrial, and social welfare of the American people was agreed at the sixty-first annual meeting of the National Education Association, held at Oakland-San Francisco, July 1–6. Its final formal session was a joint meeting with the World Conference on Education, a gathering of educators from more than 50 nations, which met under the auspices of the association at San Francisco, June 28–July 6, to work out definite objectives for education's contribution to world welfare.

American People Will Not Be Misled

America will not return to the grossly inadequate program of education of a generation ago, declared the association's representative assembly, in its resolutions. These resolutions expressed the faith that "the American people will not be misled by the erroneous conclusions of those representing the Carnegie Foundation with reference to the cost of the public schools." Several speakers combated the idea that the costs of public education are excessive.

Opening the Monday evening session, William B. Owen, president of the association, spoke of the rapid changes that have been taking place in American education, saying that even persons engaged in educational work can hardly realize the swiftness and significance of the change. In the past 10 years, he said, we have changed practically every method and every subject in the elementary schools. These changes have been for the good of the schools, according to Doctor Owen, and most of them have been brought about through the work of schools, colleges, and departments of education.

Revenue System Must Be Revised

Revision of the revenue system rather than reduction of expenditure is needed in order to finance the schools, said George D. Strayer, Teachers College, Columbia University. He said that those urging retrenchment should consider not only the increase in the amount of money spent but also the improvement in the educational program and the increase in the number of days of attendance. He pointed out that the high-school attendance had increased from 200,000 to 2,000,000 in 30 years. To continue this expansion it will be necessary to develop a revenue system which will equitably distribute the burden, said Doctor Strayer, suggesting changes proposed by the National Tax Association. Business, rather than real estate, he said, should bear the greater part of the burden.

Science of Education Highly Developed

In a study of the teacher as a student, James F. Hosic, of Teachers College of Columbia University, urged the reorganization of the work of training teachers in service. He praised the movement to organize the efforts of teachers themselves in making out courses of study, measuring the results of teaching, and devising more effective teaching methods. Charles H. Judd, director, school of education, University of Chicago, said that the science of education had developed in America as in no other country. In other countries the schools are controlled by central governmental authorities, he said, while in our country they are controlled locally, with the result that Americans are led to study their school problems. He urged the establishment of a fully equipped Federal agency for educational research.

The American School Program

The American school program from the standpoint of the Nation, of the State, of the city, and of the rural school was the subject of discussion Tuesday evening. Ellwood P. Cubberley, dean, school of education, Leland Stanford Junior University, spoke for the Nation; Thomas E. Finegan, then superintendent of public instruction, Pennsylvania, for the State; W. L. Ettinger, superintendent of schools, city of New York, for the city; and Florence M. Hale, State agent for rural education, for the rural schools.

Dean Cubberley presented the central feature of a program for the next 10 years, including a comprehensive plan of education to aid in the assimilation of the foreign born, provision for health education, reorganization and redirection of rural schools so as to keep the best American farmers on the farms, adaptation of the schools to new conditions of national life, provision for placing an adequately educated and trained teacher in every classroom in the United States, equalization of the burdens and advantages in the States through some intelligent form of national aid.

Policy of State Control Is Sound

The American policy of leaving the control and administration of public education to the respective States is a sound one, said Doctor Finegan. However, he added, the public schools in each State would be more progressive if the prestige and influence of a national department of education stood behind them. Doctor Ettinger defended the increase in the cost of education and urged still better opportunities for children. He said that the "average child" was a myth now departed, and that opportunity must be granted to every child according to his ability, whether he be a physical or mental defective or a precocious youngster of superb vitality and surpassing talent. This view agreed with that of Lewis M. Terman, Leland Stanford Junior University, who had declared at an earlier meeting that gifted children are now the most neglected group in the public schools. Professor Terman suggested a differentiation of curriculum and methods that will give to every child the type of training from which he can derive the maximum benefit.

Miss Hale deplored the fact that many families felt obliged to leave the farms to give their children the educational advantages offered by the cities. Speaking of building up a real rural teaching profession, she told of the Maine program which calls for better boarding places for teachers, better schoolhouses, expert supervision, and adaptable courses of study. The advance of rural education depends more upon the individual teacher than upon buildings or equipment, she said, and to this end Maine is making efforts to improve her rural teachers in service.

Patriotic Program on Independence Day

An educational and patriotic program was presented at the Greek Theater of the University of California on the morning of Independence Day under the joint auspices of the National Education Association and the American Council on Education. Will C. Wood, State superintendent of public instruction, California, spoke on education for citizenship, urging that our citizens should broaden their knowledge of history and of the institutions of other countries in order to understand international problems and lessen the misunderstanding between peoples with its consequent wars.

Internationalism in its broadest and best sense should be taught in our universities, in the opinion of Henry Suzzallo, president University of Washington. The effective university stimulates the student to think independently, to investigate, and to in-

quire, as an earnest of the new international point of view. Education must prepare for world citizenship as well as for a bread-and-butter existence, he said. The junior college should be adapted to the community's educational needs, said Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, and it should function as the community school for advanced study and vocational opportunity.

Fit Human Beings into Environment

The Thursday evening session was a joint meeting of the National Education Association and the World Conference on Education. Dr. Ray Lyman Wilbur, president, Stanford University, made a plea for an adequate program of health education throughout the world, saying that no program of world peace or world edueation can hope to succeed until we can fit the human being in any part of the world into his environment and ean give him the opportunity for normal bodily development there.

Nationalism must be reconciled with internationalism and patriotism must be harmonized with humanism, said M. Sawayanagi, president, Japanese Imperial Education Assoeiation. Teachers of every nation should impress deeply upon the rising generation that the welfare of the world at large must be considered as important as the welfare of their own nation. Each child should be trained to become a worthy citizen of his country and at the same time to beeome a good citizen of the world.

Whatever we wish to see introduced into the life of the people must first be introduced into the schools, declared E. J. Sainsbury, president, National Union of Teachers, England, telling of the meaning of the world conference. He emphasized the fact that failure to educate people in international affairs has produced evil effects and will continue to produce them. Princess Santa Borghese, of Italy, speaking of the education of women, told of the influenee of women as educators, not only in the sehools, where more than 3,000,000 women are teaching, but in the homes, where many more women are molding the conduet of the community, the Nation, and the world. India's representative, Hemendra K. Rakhit, expressed the hope of the civilization of the world soon will be based, not on the basis of politics, but on a eultural basis. He looked forward to the day when the influence of the teachers will break through the four walls of the schoolroom and become the dominant civilizing force of the whole community.

World Relationships Have Changed

In closing the meeting, Augustus O. Thomas, State superintendent of public schools, Maine, showed how modern invention and discovery have changed world relationship by diminishing time and distance. Nations must be educated to live in harmony. The school of to-day must prepare the young citizen to participate in world thought, world events, and world understanding. We do not seek to destroy national identity, he said, but rather to increase the respect of each nation for its flag, and to help make that flag a real symbol of national worth, to increase the prosperity, contentment, and happiness of the people who live within its shadows.

That educators rather than commercia. firms should have the main influence in selecting subjects for visual instruction in the schools was urged by the committee to cooperate with motion-picture producers in a report presented by Dr. Charles H. Judd, chairman. At present, the report said, films produced by industrial firms are multiplying rapidly, in the absence of a sufficient number of educational films. If they are depended upon to supply material there will be developed a fundamentally false economic basis for visual instruetion in schools. Andrew F. West, dean of the school of graduate studies, Princeton University, told of the progress of the investigation of the teaching of the classes. He said that whatever the faults of classical teaching, the record of success is greater than in most other subjects. Other subjects of committee reports included character education, health problems in education, illiteracy, salaries, tenure, pensions, thrift, and coordination of research agencies.

Economic Situation Affects Education Act

The National Council of Education held four sessions during the week. John Adams, professor of educàtion, University of London, told of the conflict between the economic situation in England and the require, ments of the education act of 1918, which makes full-time school education compulsory for all up to the age of 18. He said that it is impossible to carry out the provisions of the act as yet, but that the existence of the act serves as a check on reactionary movements. The motion picture in community center work was discussed by Susan M. Dorsey, superintendent of schools, Los Angeles. It is not enough that pictures should be mildly unobjectionable, said Mrs. Dorsey; they should be worth while in their content if they are to have a place in community center work. Jesse H. Newlon-superintendent of schools, Denver, recommended the appointment of a commission to study the work of supervision of instruction and to place it on the right basis. The supervisor should be a leader, he said, rather than an inspector.

Many Department Meetings Held

About 40 allied organizations held conferences during the week of the meeting. Among the departments of the association which met were the departments of business education, of child hygiene, of classroom teachers, of deans of women, of educational publications, of elementary education, of elementary-school principals, of higher education, of immigrant education, of kindergarten education, of music education, of normal schools, of physical education, of rural education, of school administration, of science instruction, of secondary education, of vocational education and practical arts, of the wider use of schoolhouses, and of the library. Other organizations meeting during the week included the American Classical League, the American Home Economics Association, the American Junior Red Cross, the School Garden Association of America, the National Council of Teachers of English, and the National League of Teachers' Associations.

Olive M. Jones, principal of a probationary school for boys, in New York City, was elected president of the National Education Association.

Printing Instruction in the Schools

Practical instruction in printing is now offered in nearly 1,000 schools in the United States, according to a statement in a recent number of *The Printing Instructor*, published by the Department of Education of the United Typothetæ of America, 608 South Dearborn Street, Chicago. Questionnaires were recently sent to 965 institutions which had been reported as offering instruction in printing. Of these, 457 schools replied, classified as follows:

Vocational schools	99
(Receiving Federal aid, plant schools, and others functioning in a strict vocational sense.)	
High schools (not vocational)	110
Below high schools	132
(Junior high, prevocational, continuation, manual training, industrial arts.)	
Colleges and State normal schools	27
State schools for the deaf	24
Penal and charitable institutions	32
(Reformatories, orphanages, etc.; also private schools.)	
Not teaching printing	33
Total schools reported	457

Enrollment figures show more than 4,000 students in vocational schools, that is, students who expect to enter the printing industry for their life work.—*W. T. Bawden.*

Twenty-six high schools in Wyoming are receiving State aid in training teachers, more than twice as many as last year. These schools are expected to train about 250 teachers a year. Reports indicate that teachers trained under this plan are among the best in the rural schools of the State.

World Peace Was the Keynote

World Conference on Education Meets at San Francisco. World Federation of Educational Associations Permanently Organized. More Than Fifty Nations Represented. International Exchange of Teachers Advocated

THAT world peace will be the result of educational cooperation was the hope expressed by Dr. P. W. Kuo, president of the National Southeastern University, Nanking, China, at the World Conference on Education, held at San Francisco, Calif., under the auspices of the National Education Association, June 28 to July 6. As a step in gaining international cooperation in educational enterprise and in cultivating good will among nations, plans were adopted for a definite organization of educators, to be known as the World Federation of Educational Associations. More than 50 nations were represented at this conference, which met with the aim of producing a program designed to give school authorities in all nations knowledge of ways and means by which the world's 5,000,000 teachers can promote good will and understanding between persons and nations the world around.

Conference Favors World University

The conference was divided into eight groups, each of which discussed a special topic, such as health education, international cooperation, conduct between nations, and dissemination of educational information. Each of these groups presented its conclusions at the plenary sessions. As a result of the discussions, efforts will be made to bring about international cooperation in many lines. A campaign was instituted to eradicate illiteracy throughout the world. A resolution was passed by the conference favoring the founding of a world university, and a committee was formed to investigate the feasibility of this project. It was voted to set aside May 18 of every year as International Good Will Day. This date was chosen to commemorate the opening of the first Hague Conference. Another resolution urged the organization of a world library service, which would help to set up a common background of general culture and to make the latest information on the arts and industries available to all.

Should Cultivate Spirit of Good Will

At the opening session, Doctor Kuo, chairman of the Chinese delegation, urged that we cultivate the spirit of good will, of sympathy, and of mutual confidence among nations. Children of one nation do not hate children of another nation unless they are taught to do so, said Miss Charl Ormond Williams, former president of the National Education Association. We and the teachers of the world are resolved that henceforth, forever, we will refuse to furnish that kind of instruction, she added. David Starr Jordan, president emeritus, Leland Stanford Junior University, also spoke in favor of education for peace. Other speakers at the first meeting were the Hon. Constantine A. Panagopoulos, Consul-General of Greece, and John Adams, professor of education, University of London.

World-Wide Tolerance Based on Acquaintance

Give the child or the advanced student a fair and correct idea of neighboring peoples, their industry, their civilization and culture and you have furnished him a solid basis on which to build that world-wide tolerance of the rights and privileges of all nations regardless of race or creed, that sympathetic appreciation among all nations which is the goal of the World Conference on Education, said a message from F. J. Yanes, assistant director of the Pan-American Union, read by the chairman at the second main session. Dr. Tasuku Harada, of the University of Hawaii, former president of Doshisha University, Japan, described the new system of education in Japan, under which education is open to all. He said that the school system in the United States was the inspiration of the Japanese schools. That teachers of the United States and of Canada should cooperate was urged by H. W. Huntley, president of the Canadian Teachers' Federation. Doctor Huntley said the public opinion of the future is molded in the schoolroom of to-day, and that the diplomacy of the future will depend upon public opinion.

The third main session was a joint meeting of the World Conference and the National Education Association. This meeting is described elsewhere in SCHOOL LIFE in the account of the meeting of the National Education Association.

Federation Will Meet Biennially

The World Federation of Education Associations formed at the conference will meet in alternate years; in the intervening years section meetings will be held in Europe, Asia, and America. Augustus O. Thomas, State superintendent of public schools, Maine, was elected president of the federation.

Among the resolutions passed by the conference was one indorsing all movements which tend to improve the educational opportunities for rural children and advocating special training for rural teachers, consolidation of schools, and establishment of homes for teachers. Another resolution urged the various governments to grant a reasonable sum to enable mature graduate students of education to study in foreign countries, with the requirement that such persons report to their governments desirable educational methods and movements. Recommendations were made for the preparation of textbooks that will be accurate and just to all countries. Other resolutions were passed on such subjects as exchange of teachers and professors, thrift education, character education, greater unification of science, and health education.

To Promote International Understanding

The Pan-Pacific Union met as a unit of the World Conference, to study how the educational agencies of Pacific countries can best promote international understanding and friendliness. Samuel P. Capen, chancellor, University of Buffalo, told the delegates that it is the special task of the universities of all countries to develop among their students, upon the foundation of knowledge, that admiration and respect for other nations without which peace permanently can not endure. He urged that more American professors and students be sent abroad to study.

Health for both teacher and child was emphasized at the International Health Education Conference, which was held as a unit of the World Conference on Education. The conference considered health education from the point of view of the doctor, of the dentist, of the nurse, of the research worker, and of the classroom teacher. The child hygiene and physical education departments of the National Education Association, the joint committee on health problems in education of the National Education Association and the American Medical Association, the American School Hygiene Association, and the American Child Health Association, were represented, as well as delegates from 32 foreign nations.

To assist worthy students who are in need of financial help, 46 medical schools have granted 534 scholarships during the past school year. Twenty-nine medical schools have loaned funds for temporary aid, and 24 of these help students by means of both scholarships and loan funds.

Medical attention at low rates is extended to school children in many parts of New York State through the "children's hospital service." Under this plan, 125 hospitals and dispensaries are cooperating with the school authorities.

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· SCHOOL LIFE ·

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An Example Worthy of Attention

FOR fifty-six years—ever since they were organized—the elementary schools of Kansas City, Mo., have been conducted with a course of study of seven years. One of the ablest superintendents that this country has known directed the schools during their formative period. Fully realizing that he was undertaking one-seventh more than other cities were doing in the same time, he watched the results with the utmost care, and was satisfied with them.

In recent years an efficient local bureau of research has studied the same situation with up-to-date methods and has pronounced it satisfactory. During the entire life of the Kansas City school system no serious question has been raised of the desirability of the 7–4 plan. Kansas City children have proceeded to the standard high schools in orderly fashion, and have been graduated with their fellows, serenely oblivious to the fact that they missed a year's work below. They have held their own in the colleges and universities on equal terms with students whose educational life was a year longer.

Retardation is no greater evil in Kansas City than in other cities in the same section, and the average time required to complete the elementary course has been shown to be about two-thirds of a year less than the average time required in cities which have the traditional eight-year course.

Six Southern States have adopted the seven-year plan, and most of the cities in them have followed the lead of their State officers. In general, no objection has been manifested to the shorter course, although in some quarters there is a tendency toward the 6–3–3 plan.

Authorities like Presideut Eliot and the National Council of Education's committee on economy of time in education have asserted that the courses of American schools are about two years behind those of Continental Europe. Frequent effort has been made in the past 30 years to find a way to shorten the period of preliminary study for students who enter our universities. Nevertheless the example of Kansas City, by which nearly a year's time appears to be saved with the corresponding advantage in expense, has been strangely ignored in actual practice.

Unquestionably the explauation of this is to be found in the fact that the investigators who have sought to shorten the elementary course have invariably found a solution in the junior high school, reducing at a stroke the elementary course to six years. This solution has enriched the course but it has not yet produced any economy of time. On the contrary, it has caused marked increase in expense by introducing high-school standards and methods two years earlier.

It would be the logical development to reorganize the senior high school so as to build a junior college at the top, but so far the junior colleges which have been established in the cities did not come directly as a result of the junior high-school movemeut.

The junior high school has not found its true function, for it has not yet reached an established basis, but it is inevitable that it must finally be the means of reducing the time spent in the work that precedes college study. In the meantime, however, the number of junior high schools is relatively small and the number of eight-year elementary schools is still very large. It is high time that the Kansas City plan receive the attention it deserves. The investigation recently made by Mr. C. A. Ives, State high school inspector of Louisiana, is on the right line.

In all this the operation of the 7–4 course in Kansas City has been emphasized because it has coutinued over a long period, because it is not regarded there in any sense as a temporary or transitional measure, and because it is conducted under service conditions throughout the entire city.

Mention must be made, however, of the elementary school of the University of Chicago, which is under the school of education of the university. That school formerly presented a course of seven years, preparing its pupils for the standard high school in that time; but the seveuth grade was recently dropped and now the annual register of the university directs special attention to the fact that the elementary course preceding the high-school course is completed in six years. The views forcibly expressed in his addresses and writings by the director of the school of education, Dr. Charles H. Judd, afford little comfort for those who uphold the long elementary course.

Perfect Your Plans for Education Week

NEVER DOUBT that it is the people who make the schools of this country. The wisest plans of the best superintendents go for naught except as they win the support of public sentiment, and the devotion and skill of the finest teachers in the land could accomplish little in the face of an indifferent clientele.

Listless approbation is not enough. The support that we all want is of the eager, palpitating kind that causes men to swell with pride at the mention of the excellence of their schools, that makes them quick to defend their educational institutions when attacked, and willing to give liberally of time aud substance to aid in maintaining superior standards.

But that sort of enthusiasm does not come from mere approval of good work in the classroom. Excellence in this respect there must certainly be; but that must be followed up by a conscious effort to procure and hold popular cooperation in the work of the teachers and school managers. The people must be brought together for public discussion and the infection of approval must have opportunity to spread by contact and to grow into that warmer and more effective sentiment that leads to helpful action. The press must be utilized fully, and every other legitimate means must be adopted to stimulate enthusiasm and to prevent it from cooling after it is once aroused.

American education week offers the best possible opportunity to reach the hearts of the people in the manner of the apostles of education of the past. Its recurrence annually is none too often.

Must Liquidate Illiteracy Before November, 1927

At a Soviet Russian educational conference at Moscow, it was resolved that illiteracy shall not exist in Soviet Russia after November 7, 1927, the tenth anniversary of the Bolshevik revolution. The campaign has been begun under the direct supervision and control of the Russian Communist party and with the active participation of the trade-unions and Soviet organs. In reporting this to the State Department, F. W. B. Coleman, American representative at Riga, Latvia, adds: "The task will be difficult. Apparently little solid ground has been gained since the revolution, and much has been lost."

In conformity with its announced purpose, "To reestablish the Constitution of the United States and the principles and ideals of our Government in the minds and hearts of the people," the Citizenship Committee of the American Bar Association has planned a nation-wide observance of "Constitution week" September 16–22. Members of the association will address schools on the nature and ideals of our Government.

Work-Study-Play Plan in High Schools

Operates as Satisfactorily as in the Elementary Schools. Was Adopted When Schools Comprised Grades Only and Grew with Development of the System. Pupils Grow as Social Beings with Proper Opportunity.

By T. E. WILLIAMS
Principal East Chicago (Ind.) High School

THOSE who have heard about the work-study-play plan usually think of it as applied only to the elementary grades. It may therefore be of interest to those interested in the subject to learn that in East Chicago we operate the plan in the junior and senior high school as well as in the elementary grades.

The work-study-play plan was adopted in the McKinley School in East Chicago in September, 1915. At the time of the adoption of the plan, the McKinley School was composed entirely of grades. A little later a junior high school was included in the same organization. This year I have extended the plan to include our senior high school, which is housed in the same building with a junior high school.

While it is more difficult, and requires greater care, to establish the plan in the high school than it does to establish it in the grades, yet its value for the high school is as great as for the lower grades. In fact, because it is during the high-school age that the social aims of education should be particularly emphasized, the plan is of the greatest value in making the high school what we all want it to be.

Treat Them as Socialized Beings

There has been a great gap between the school life of the boy and girl and the real life after school. We have expected the pupils to get a certain amount of academic work, and, in getting it, we have hoped that they would receive the preparation that would enable them to take their place in the community as socialized beings. But social development does not come that way, and boys and girls are continually graduated from high school with very little ability to enter into or to participate in the life of the community. Boys and girls should be dealt with as socialized beings while in school. They should have an opportunity to develop initiative and leadership. Student participation in the affairs of the school is a great aid in this direction. The high school operating under the work-study-play plan can offer many opportunities for the development of these social aims of education. Many forms of special activities may be fostered and promoted by the high school which tend toward the social development of the child, and are practically possible only under the work-study-play form of organization.

The social aims of education can not be realized through the traditional school. These results can best be obtained through the work-study-play type of school which is so flexible in its organization that it can be easily adjusted to meet the needs of any individual community. It is this feature of the plan that makes its adoption possible in any section of our country regardless of the local conditions.

Important Financial Savings

The financial saving to our community through the operation of the work-study-play plan has far exceeded the expectations of our board of education and the plan is now in operation in our entire system. Not only was the capacity of the McKinley School increased 60 per cent, but a saving was made in teaching force, as the plan permitted closer organization. The percentage of pupil failure was also reduced 50 per cent.

While we use our school plant eight hours each day, there are only four hours during the day that both schools are using the plant at the same time. This is accomplished by having the first school assemble at 8.15, dismiss for lunch at 11.15, reassemble at 12.15, and finally dismiss at 3.15. The second school assembles at 9.15, dismisses for lunch at 12.15, reassembles at 1.15, and finally dismisses at 4.15. While this arrangement extends the use of the school plant and increases the capacity of the school building, it does not lengthen the school day for the pupils, and at no time are they working under crowded conditions.

Will Meet to Discuss School Health

Questions concerning the growth and health of children, standardization of medical inspection, health standards for schoolhouse construction, the teacher's part in health education, and mental hygiene in the school program are among the topics to be discussed by the American Public Health Association at its annual meeting in Boston October 8–11.

In connection with this meeting, a dinner conference will be held Tuesday evening, October 9, on the general subject of school health supervision. This conference is called by the Bureau of Education and will be in charge of Miss Harriet Wedgwood, Acting Chief of the Division of Physical Education and School Hygiene.

Educated Mexicans Teach Illiterate Neighbors

The University of Mexico, its patriotic feelings hurt by the number of illiterates, which retards the progress of that nation, and knowing that the Government is unable to accomplish within any brief period of time the task of administering elementary instruction to the people, has appealed to the good will of all citizens, requesting that every educated person dedicate a few moments to the instruction of him who is not. The initiative has met the prompt response which it deserves. There are already thousands of honorary teachers, and the letters giving account of the results of disinterested effort often contain moving examples of patriotism and love of neighbor. When an honorary teacher has presented for examination by the official teachers and inspectors more than 100 pupils whom he has taught to read and write, the National University of Mexico will issue a diploma stating that fact. Preference will be given to such persons in selecting Government employees. The office of the director general of the National Lines of Mexico has promised to allow the certificate or diploma referred to above to decide the question of appointment or promotion where other conditions are equal. The National University furnishes free all the reading charts, blackboards, and other necessities of teaching. Special request is made to ladies of leisure to enter the lists of honorary teachers, and to the school officials that the honorary teachers be permitted to use the class rooms on Saturdays, Sundays, and holidays.—*El Monitor de la Educacion Comun, Mexico.*

Bar Association Provides Speakers for Schools

Indiana's State Bar Association is cooperating with the schools in a campaign of education in the fundamentals of constitutional government. To promote training for a better understanding of constitutional rights and liberties by present and future citizens, the bar association provides speakers for educational groups, such as teachers' institutes and the student bodies of normal schools and colleges. The association has appointed an educational committee of five which is assisted by committees of 13 each from the congressional districts. These 13 members furnish a speaker for any meeting within their respective districts. At the suggestion of the State superintendent of public instruction, many county superintendents and presidents of normal schools and colleges invited these speakers to address their teacher-training classes during the summer session just completed.

International Body Discusses World Problems

Many Races, Colors, and Religions Represented in Students' Group. Frank and Friendly Discussion of Great Questions

STUDENTS of 70 nationalities exchange views on world affairs at meetings of the International Student Assembly, a group formed within the Intercollegiate Cosmopolitan Club, which draws its membership from more than 40 colleges, universities, and professional schools in New York City. Each nationality which has members in the club is entitled to two representatives in the assembly, regardless of the size of the country or the number of its students in the city. A country like China, with several hundred students in New York, is entitled to two representatives, the same as a country like Costa Rica, which has only two, both of whom belong to the assembly. Colonies and subject nations are on an equal footing with the great nations, so that the United States, the Philippines, and Hawaii each has two representatives. About one-third of the members are women.

Twenty Members Participate in Discussion

Each meeting is devoted to the discussion of a topic which has been chosen beforehand by an executive committee. This committee also appoints the principal speakers. The affirmative and negative sides of the question are presented in 10-minute addresses. These are followed by discussion from the floor, and any member may question a speaker for not more than four minutes. This plan enables 20 members to participate in a session of an hour and a half. At the end of the session a vote is taken to ascertain the general opinion of the assembly.

The assembly does not hesitate to attack world problems even though they involve highly nationalistic or racial controversies. It is felt that if these problems can not be discussed in a calm, frank, and friendly manner by students who are associated to further international understanding, there can be no hope for the governments of the nations ever coming into friendly conference and agreement. International questions are approached from the point of view of making the world a safe, friendly, and better place in which to live. The interests and national needs of the various countries are set forth by the representatives of these countries, but always with a spirit of tolerance and a desire for international understanding.

All the working rules and arrangements for debates are made by the executive committee, which is elected at large. During the past year this committee consisted of one student each from the United States, Wales, Mexico, Holland, and the Philippine Islands. The assembly has not yet adopted any plan for detailed study of questions by committee, such as is followed in a similar assembly in Oxford University. The subjects taken up include such questions as whether full recognition of the present Russian Government should be granted, whether the French occupation of the Ruhr is justified, and whether such regional policies as the Monroe doctrine are desirable.

London County Council's Educational Activities

Provides for Infants of Three Years, for Children, and for Adults. Special Schools for Afflicted Children

NEARLY 1,000,000 persons receive educational benefit from the London County Council, including children, young people, and adults. The council has responsibility for all grades of education, from the nursery school to the university, inclusive. Birmingham, the second largest city in England, would be scarcely large enough to accommodate this group of students, according to a bulletin issued by the council, on the occasion of an exhibit of the work of the schools, organized in connection with the Imperial Education Conference.

The county funds are expended upon four groups of educational institutions—elementary, secondary, and technical schools, and universities. The elementary schools are maintained entirely by the council, but many of the schools in the other groups are not so maintained, but receive grants of money to aid in their maintenance, their chief support being through endowment. Many of the secondary schools are private schools, and the council pays for scholarships to admit a certain number of students who are expected to profit by secondary education. To education of university grade the council contributes nearly £100,000 a year. In the field of technical education certain schools are fully maintained by the council and others aided in part.

Attendance of Infants Is Voluntary

The education service is based upon the public elementary schools, which instruct nearly 700,000 children from 3 to 14 years of age in about 1,000 separate buildings. Attendance of children younger than 5 years is voluntary, and only one-third of the child population of 120,000 from 3 to 5 years of age go to school. Children remain in elementary schools for 10 years on an average, and about 60,000 leave every year.

Of the 60,000 children who leave the elementary schools every year two-thirds receive no further schooling. About 7,000 children, the best scholars, are chosen to attend the various types of schools provided for work in advance of the elementary-school course. About 1,500 are selected by open competition for scholarships admitting them to secondary schools, where they can stay to the age of 18 in preparation for university study. Another 5,000 are selected by the same competition for attendance at central schools, which somewhat resemble our junior high schools. These pupils remain in the central schools till they are 16, and the best of them are selected to attend the universities. Six hundred more are admitted by means of trade scholarships to schools providing two-year courses which prepare the pupils for apprenticeship for the chief trades of London. During the school year 1921–22 the secondary schools enrolled about 30,000 pupils, the central schools 20,000, and the trade schools about 2,000.

Of the pupils who are not chosen for these schools, but who go out into the world to take up employment, about 25 per cent continue their education at the 200 evening institutes maintained by the council. These institutes give both academic and vocational education. Some of these young people attend one of the eleven voluntary day continuation schools. Nearly 120,000 persons attended the evening institutes in the school year 1921–22. Other technical schools maintained or aided by the council enrolled about 70,000.

Children who are tuberculous or otherwise afflicted, physically or mentally, are placed in special schools. About 15,000 children are cared for in 168 special schools. The pupils usually stay in school until they are 16. They are given much practical instruction so that they may more easily find employment. The education service employs 85 school doctors, 53 dentists, and more than 300 nurses.

Teachers Colleges Organize to Raise Standards

To gain more effective coordination between teachers colleges, so as to maintain adequate standards of scholarship and methods of teaching, the American Association of Teachers Colleges has been formed by merging the National Council of Teachers Colleges and the American Association of Teachers Colleges. The new association will work to achieve uniform standards of admission to teachers colleges, to place all work offered in these colleges above the level of high-school work, to provide a four-year course for as large a number of teachers as will take it, to organize courses for the preparation of all types of teachers in the public schools, and to affiliate more closely with the United States Bureau of Education and the National Council of Education.

Court Annuls Foreign Language Statutes.

United States Supreme Court Reverses Decision of State Court. Upholds Right to Teach Modern Languages and Right of Parents to Have Children so Taught. Desirable Ends Can not be Promoted by Prohibited Means.

THAT a State can not forbid the teaching of a modern language in a school which is not a State-supported institution is the decision of the United States Supreme Court in the case of Meyer *v.* Nebraska. A teacher in a parochial school maintained by Zion Evangelical Lutheran Congregation in Hamilton County, Nebr., was convicted of teaching reading in the German language, contrary to a statute enacted in 1919, which forbade the teaching of any subject in a language other than English, and forbade the teaching of languages as such in grades below the high school. This law applied to public, private, denominational, and parochial schools.

Would Make English the Mother Tongue

The supreme court of the State affirmed the judgment of conviction, holding that it was inimical to the safety of the country to allow the children of foreigners who had emigrated here to be reared with a foreign language as their mother tongue. The statute was intended not only to require that the education of all children be conducted in the English language, but that, until they had grown into that language and until it had become a part of them, they should not in the schools be taught any other language, according to the opinion of the Supreme Court of Nebraska. The obvious purpose of this statute was that the English language should be and become the mother tongue of all children reared in the State, and the court maintained that the enactment of such a statute came reasonably within the police power of the State.

The case was brought to the United States Supreme Court upon writ of error and the decision of the State court was reversed. In rendering the opinion of the court, Mr. Justice McReynolds said:

"The problem for our determination is whether the statute as construed and applied unreasonably infringes the liberty guaranteed to the plaintiff in error by the fourteenth amendment. 'No State shall deprive any person of life, liberty, or property without due process of law.'

Liberty a Comprehensive Term

"While this court has not attempted to define with exactness the liberty thus guaranteed, the term has received much consideration and some of the included things have been definitely stated. Without doubt it denotes not merely freedom from bodily restraint but also the right of the individual to contract, to engage in any of the common occupations of life, to acquire useful knowledge, to marry, establish a home and bring up children, to worship God according to the dictates of his own conscience, and generally to enjoy those privileges long recognized at common law as essential to the orderly pursuit of happiness by free men. The established doctrine is that this liberty may not be interfered with, under the guise of protecting the public interest, by legislative action which is arbitrary or without reasonable relation to some purpose within the competency of the State to effect. Determination by the legislature of what constitutes proper exercise of police power is not final or conclusive but is subject to supervision by the courts.

"The American people have always regarded education and acquisition of knowledge as matters of supreme importance which should be diligently promoted. The ordinance of 1787 declares, 'Religion, morality, and knowledge being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.' Corresponding to the right of control, it is the natural duty of the parent to give his children education suitable to their station in life, and nearly all the States, including Nebraska, enforce this obligation by compulsory laws.

Knowledge of German not Harmful

"Practically education of the young is only possible in schools conducted by especially qualified persons who devote themselves thereto. The calling always has been regarded as useful and honorable, essential, indeed, to the public welfare. Mere knowledge of the German language can not reasonably be regarded as harmful. Heretofore it has been commonly looked upon as helpful and desirable. Plaintiff in error taught this language in school as part of his occupation. His right thus to teach and the right of parents to engage him so to instruct their children, we think, are within the liberty of the amendment.

"The challenged statute forbids the teaching in school of any subject except in English; also the teaching of any other language until the pupil has attained and successfully passed the eighth grade, which is not usually accomplished before the age of 12. The Supreme Court of the State has held that 'the so-called ancient or dead languages' are not 'within the spirit or the purpose of the act.' Nebraska District of Evangelical Lutheran Synod, etc., *v.* McKelvie et al.—, Nebr., —, (April 19, 1922). Latin, Greek, Hebrew are not proscribed; but German, French, Spanish, Italian, and every other alien speech are within the ban. Evidently the legislature has attempted materially to interfere with the calling of modern language teachers, with the opportunities of pupils to acquire knowledge, and with the power of parents to control the education of their own.

Purposes of This Legislation

"It is said the purpose of the legislation was to promote civic development by inhibiting training and education of the immature in foreign tongues and ideals before they could learn English and acquire American ideals; and 'that the English language should be and become the mother tongue of all children reared in this State.' It is also affirmed that the foreign-born population is very large, that certain communities commonly use foreign words, follow foreign leaders, move in a foreign atmosphere, and that the children are thereby hindered from becoming citizens of the most useful type and the public safety is imperiled.

"That the State may do much, go very far, indeed, in order to improve the quality of its citizens, physically, mentally, and morally, is clear; but the individual has certain fundamental rights which must be respected. The protection of the Constitution extends to all, to those who speak other languages as well as to those born with English on the tongue. Perhaps it would be highly advantageous if all had ready understanding of our ordinary speech, but this can not be coerced by methods which conflict with the Constitution—a desirable end can not be promoted by prohibited means.

"The desire of the legislature to foster a homogeneous people with American ideals prepared readily to understand current discussions of civic matters is easy to appreciate. Unfortunate experiences during the late war and aversion toward every characteristic of truculent adversaries were certainly enough to quicken that aspiration. But the means adopted, we think, exceed the limitations upon the power of the State and conflict with rights assured to plaintiff in error. The interference is plain enough and no adequate reason therefor in time of of peace and domestic tranquillity has been shown.

May Prescribe Curriculum for Own Schools

"The power of the State to compel attendance at some school and to make reasonable regulations for all schools, including a requirement that they shall give instruction in English, is not questioned. Nor has challenge been made of the State's power to prescribe a curriculum for institutions which it supports. Those matters are not within the present controversy. Our concern is

with the prohibition approved by the supreme court. Adams *v.* Tanner, supra, p. 594, pointed out that mere abuse incident to an occupation ordinarily useful is not enough to justify its abolition, although regulation may be entirely proper. No sudden emergency has arisen which renders knowledge by a child of some language other than English so clearly harmful as to justify its inhibition with the consequent infringement of rights long freely enjoyed. We are constrained to conclude that the statute as applied is arbitrary and without reasonable relation to any end within the competency of the State.

Purpose not to Protect Child's Health

"As the statute undertakes to interfere only with teaching which involves a modern language, leaving complete freedom as to other matters, there seems no adequate foundation for the suggestion that the purpose was to protect the child's health by limiting his mental activities. It is well known that proficiency in a foreign language seldom comes to one not instructed at an early age, and experience shows that this is not injurious to the health, morals, or understanding of the ordinary child."

Modern School Plant at Low Cost

That the city of St. Joseph, Mo., may attain a modern school plant by easy stages within a few years at reasonable cost, a school building program has been suggested by George D. Strayer and N. L. Engelhardt, of Teachers College, Columbia University, after a careful survey of school conditions. This survey covered a wide field, including a study of population trends as shown by registration of voters, building permits, births and deaths, and residence of the present school population. A report of this survey and the proposed school-building program have been published by the St. Joseph Board of Education, with more than 60 illustrations, including diagrams, charts, and photographs.

The suggested program calls for elimination of totally unfit buildings, use of certain buildings in fair condition until worn out, purchase of adequate school sites before development of the city causes prices to rise, and erection of modern buildings at strategic locations. Immediate action is urged in eliminating the worst buildings, combining small school units to form large ones, purchasing the most urgently required sites, and erecting new buildings where the need is acute. The report suggests that the organization of the schools be changed so as to provide for junior high schools and for kindergartens in all elementary schools.

Index to Bureau of Education's Bulletins

To assist teachers, students, and librarians in the use of its material, the United States Bureau of Education has published a complete list of the bulletins issued by the bureau from the beginning of the series, in 1906, to the end of 1922, with an index by author, title, and subject. These bulletins, 642 in all, have been issued at irregular intervals, usually about 50 a year. The numerous circulars, leaflets, and other publications of the bureau are not included in the list.

The index shows a wide range of subjects, including agricultural education, Americanization, civics, compulsory education, educational surveys, exceptional children, home economics, industrial education, kindergarten education, mathematics, moving pictures, open-air schools, prison schools, project method, rural schools, safety education, universities and colleges, work-study-play plan, and many other subjects connected with the administration and supervision of education both in this country and abroad. Education classes in normal schools and universities are using these bulletins more and more every year. Many of the older publications are now out of print, but are available for consultation in public and university libraries.

Half Learning is a Dangerous Thing

Experience can do as much harm to a half-taught man as it will do good to one who has completed his school course, says the report of the educational committee of the Horological Institute of America, urging that jewelers should not offer jobs to boys halfway through the course in a watchmaking school. The result of this procedure is to add one more half-competent workman to the number already too great, says the committee. The graduate of a school needs shop experience to develop speed and output. But the student only halfway through school, if put on shop work without the systematic instruction he was getting in school, will be plunged into difficulties, blind guesswork, and the formation of bad habits in doing his work. Then another botch workman is started on his melancholy career, according to the report. In the interest of the students and of the trade, the student should be encouraged to remain in school to the end of his course instead of being coaxed away from it.

Nearly 700 colored teachers from 19 States attended the first half of the summer session at Hampton Institute.

American Students Stranded in Europe

Demand Upon Consuls for Return Passage Has Become Serious Problem. Must Depend Upon Private Charity

THAT college students who work their way to Europe during the summer vacation should not set out without passports, nor without ample funds for their return to the United States is urgently advised by George S. Messersmith, American consul at Antwerp, in a report to the State Department. A student who works his way to Europe on a foreign vessel does not acquire the status of an American seaman by that single voyage, and he can not get relief as such from American consuls.

Many students have landed destitute at Antwerp, having worked their way across the ocean under the impression that as American seamen they would be returned to the United States by the consulate. But for the aid of charitable Americans living in Antwerp these students would have been taken up as vagabonds by the Belgian police, for the United States Government does not provide any funds for the return of destitute Americans to this country other than seamen, nor for their board and lodging while waiting for an opportunity to return.

The demands upon American residents of Antwerp have been so frequent and heavy that there is little hope of getting further assistance from them, and students making such trips in the future will run the risk of being placed in a camp for vagabonds by the Belgian police unless their relatives and friends provide for their return to the United States.

The American consul at Antwerp states that his future procedure with students applying for transportation will be to use his private relief fund to pay for a cablegram to the relatives of the destitute student. While waiting for a reply he will pay for the student's board and lodging from this fund, but if the necessary funds for transportation are not forwarded in a reasonable time, the board and lodging will have to be discontinued.

To build up a rural-school teaching profession in Maine, the State department of education gives free of every expense a six-week course for rural leaders to 100 rural-school teachers who are normal-school graduates. Having finished the course, these teachers give one day a week to advising and assisting inexperienced teachers in their schools.

Training Teachers of Home Economics

Report on Basic Principles Underlying Courses in the Training of Teachers of Home Economics, Made by Committee on Home Economics Education of the American Home Economics Association

FUNDAMENTAL PRINCIPLES underlying courses in the training of teachers of home economics have been formulated during the past year by a committee of the American Home Economics Association. A report embodying these principles was presented August 3 at a meeting of the section of home economics education, during the annual conference of the association, held at Chicago. The chairman announces that the proposed principles are tentative, and asks that suggestions for modification both in content and expression be submitted to her by everyone interested. The members of the committee are: Cora M. Winchell, of Teachers College, Columbia University, chairman; Cora Binzel, Clara Brown, Anna M. Cooley, Margaret Fedde, Mildred Sipp, Martha Thomas, Agnes K. Tilson, Mabel B. Trilling, and Eunice True. The report follows:

Principles as Stated

I. The teaching of home economics in its present connotation implies the preparation of the individual (preeminently girls and women under the present status of the curriculum), to apply to personal habits of living and to home making the fundamental principles of the natural sciences, art, psychology, sociology, and economics.

II. There is an increasing demand upon every teacher in the elementary school to base her teachings upon life's problems and purposes. Therefore teacher-training institutions should provide general courses in home economics adapted to the needs of these students. Such courses should be designed (1) to equip the students with facts, processes, and attitudes which will render their own lives more effective, and (2) to prepare prospective teachers to improve the health and living habits of their pupils through daily class-room teaching, through both incidental and direct instruction in food, clothing, and home relationships as related to health.

III. The training of teachers of home economics involves training for citizenship (including right habits of living, which should contribute to effective service), training for home making and training for teaching home economics.

Therefore the curriculum designed to prepare teachers of home economics should include academic courses, providing for as liberal an education as possible; technical courses in home economics and the related arts and sciences, providing for knowledge, attitudes and skills in home making; and education courses providing for the development of teaching ability.

An important consideration in the organization of the curriculum should be the balance among these three aspects of education, with discrimination in relation to essentials and nonessentials.

IV. Two types of vocational experience should enter into the preparation of the teacher of home economics.

(1) Homemaking experience.

(2) Supervised teaching.

V. Professional training for teaching home economics should be based upon the fundamental training for home making; and the prospective teacher of home economics should be led to realize the fact that the opportunity to teach home economics under ideal conditions may come to her as the mother of boys and girls in the actual home environment.

VI. All courses in the curriculum designed to train students to teach home economics should be taught in such a way as to illustrate present-day educational principles.

VII. Teachers selected for a teacher-training faculty should be chosen on the basis of educational vision and professional teaching ability, as well as on the basis of strong technical preparation and experience.

VIII. In order to insure a sympathetic vision in relation to present-day educational procedure, provision should be made for all members of the teaching staff to visit school and to attend educational conferences, lectures, and discussion groups.

Clearing-House of Ideas and Principles.

IX. The special course in "Organization and teaching of home economics" should serve the students in training as a "clearing house" of ideas and principles in education as applied to this field. It should be taught in such a way as (1) to enable the student to recognize the relation of home economics to all other subjects in the school curriculum.

(2) To prepare students specifically to meet the needs of their communities.

(3) To enable students to translate the advanced technical terminology of home economics into language and form adapted to the needs and comprehension of the various ages of children and youths.

(4) To illustrate through its own conduct and methods the principles set forth in its content.

(5) To emphasize the significance of modern educational philosophy through concrete situations (e. g., observation lessons, supervised teaching, diagnosis of the needs of a definite community, and the methods used in the technical courses in the institutions).

(6) To develop an attitude of mind which will insure flexibility and open-mindedness in relation to educational progress.

This special course in home economics education should equip the student with a wealth of teaching material essential to present-day ideals in home education; it should also serve to "round out" the student's professional attitude; and it should help her to reconcile her own personality with present-day educational procedure in such a way that it may become her own philosophy.

X. *The basic principle.*—The training of teachers of home economics should be so closely related to life, to homemaking, to actual classroom work, and to the best educational procedure as exemplified in methods used in training the students themselves that there may be no discrepancy between the training and the practice.

It should result in a change in the statement that "students go out and teach as they were taught, not as they were taught to teach," to the more satisfactory version, "Students go out to teach as they were taught to teach, even as they themselves were taught."

Many Colleges Recognize Commercial Subjects

Commercial subjects are widely recognized as part of the secondary-school course, according to reports from 480 colleges and universities. In admitting students, seven-eighths of these institutions accept credits for study of commercial technical subjects in secondary schools, according to Commercial Education Leaflet No. 4, issued by the United States Bureau of Education. In bookkeeping, 275 institutions accept credits; in stenography and typewriting, 273; in merchandising, 78; and in office practice, 59.

To assist vocational teachers, the University of California's division of vocational education is issuing a series of bulletins dealing with trade analysis. The first of this series is an analysis of the house carpenter's trade.

Contributions of the Social Studies

(Continued from page 1.)

social possessions are seen to be deeply rooted in the past and the world is viewed as undergoing a continuous process of adjustment and change. Furthermore, the study of successive civilizations, with their differences and similarities, promotes a more sympathetic understanding among individuals, groups, and peoples.

History, by creating a sense of perspective, gives an intelligent notion of those human activities, decisions, and achievements which lie behind our present-day institution and problems. It makes intelligible the constant references to people and conditions of the past in literature, speeches, public discussions, and in the daily press. It affords training in the collecting and weighing of evidence. It furnishes a body of materials for the other studies for comparison and construction.

History supplies the necessary background for an appreciation of much that is best in literature and art. It gives more interest to travel. It develops fair-mindedness by showing how loyal citizens have honestly differed on public questions. At the same time it stimulates an intelligent patriotism by familiarizing young people with the history of their own country and its place in the world.

History is to society what memory is to the individual. It is the record of the accumulated experience of the past and serves as the key to the storehouse of human experience for the guidance of man in dealing with the problems of the present.

The Distinctive Contribution of Economics

The distinctive contribution of economics to a school curriculum organized around social objectives is the understanding it gives of the processes by which men get a living. A very large part of human activity is devoted to the process of getting a living. One of the most significant things about our world is the fact that nature does not gratuitously supply all, or even many, of the commodities and services desired. In consequence, we "struggle" to get a living; we learn to "economize" (in the broadest sense of that term) in the selection and utilization of effective means of gaining desired ends. These activities are our economic activities. They are carried out largely in group life and, even when most individual, are affected by group life. Economics, then, promotes a realization of what it means to live together and an understanding of the conditions essential to living together well, because it helps to explain the organization and functioning of an evolving society from the point of view of the social processes of making a living.

Economics sets forth, for example, certain aspects of our specialization our interdependence, our associative effort, our technological struggle with nature, our pecuniary organization of the production and sharing of goods, our utilization of labor under the wage system, our market exchange, our international economic relations, our scheme of private property and competitive effort—all of which have become vital parts of our present social organization—and it shows how all of these function in enabling us to work and to live together. Concerning these economic processes certain generalizations or laws have been worked out and they are available as standards or guides for individuals and for groups.

Living together well in a democracy will be furthered if its people take an intelligent part in the guidance of the process. It is in this connection that it becomes peculiarly important that there should be a widespread knowledge of economic generalizations. Since a large part of our activities are economic activities, problems of competition, combinations of capital and of labor, distribution of income in relation to the common welfare, trade, transportation, and finance (to cite only a few) will always receive a large share of attention by every society which is concerned in restraining, regulating, and promoting economic activities that affect the social welfare. If democracy is to succeed, a large number of its members must learn to form intelligent judgments upon economic issues—to make those wise choices between alternative courses of action which are the real essence of "economy" broadly conceived. They can do this only provided they come to know the general plan or organization of our economic life, and to appreciate the existence and character of economic law in both domestic and international relations.

The Distinctive Contribution of Political Science

Political science is the study of the state, a term which includes all forms of political organization. It deals with the life of men as organized under government and law. As its distinctive contribution to a school curriculum organized around social objectives, it gives an understanding of social control by means of law and of the promotion of general welfare by means of governmental action.

Political science includes a study of the organization and the activities of states, and of the principles and ideals which underlie political organization and activities. It deals with the relations among men which are controlled by the state, with the relations of men to the state itself, and with those aspects of international life that come under political control. It considers the problems of adjusting political authority to individual liberty, and of determining the distribution of governing power among the agencies through which the state's will is formed, expressed, and executed.

The study of political science seeks to develop in individuals a sense of their rights and responsibilities as members of the state, and a realization of the significance of law. It aims to substitute accurate information and intelligent opinion for emotions and prejudices as a basis for forming judgments in politics and world affairs.

The Distinctive Contribution of Sociology

The distinctive contribution of sociology to a school curriculum organized around social objectives is to show that, however much may be allowed for individual initiative and for natural environment, human life has been conditioned more by its social setting than by any other cause. Understanding of the social setting results from study of society as a composite unity made up of many interrelated groups, and carrying on many interdependent activities, all of which are conditioned by certain ever-present types of causation. The repetitious manifestations of these ever-present types of causation are more or less subject to statistical treatment, and make up those trends of social change, a full statement of which would be social laws. Sociology studies the various forms of causal relations between the activities of groups or of individuals that are always occurring in homes, schools, neighborhoods, crowds, publics, and wherever human beings meet, and that give rise to public opinion, customs, and institutions.

Sociology also studies the problems of population, the effects on all types of social activity which result from small or large numbers, sparse or dense distribution, and from differences in the quality of the individuals who compose the population, both their inborn traits as determined by racial and family heredity, and the acquired traits which result from prevalent vices, diseases, occupation, and mode of life. This branch of sociology includes certain aspects of the problems of immigration, eugenics, and public health.

It studies the causes, prevention, and treatment of poverty and crime.

It makes a comparative study of different societies, including the most primitive, which reveals the social origins and the method of progress. This comparative study shows that nothing is too repugnant to us to have been customary somewhere and that we must be slow to think that anything is too ideal to be possible sometime, for customs and institutions are as variable as the states of mind and feeling which issue from social causation.

The study of sociology tends to dissolve the prejudices and bigotries which are the chief obstacles to social cooperation by showing that such prejudices are mostly formed at an age when rational judgment on fundamental problems is impossible, and that in the overwhelming majority of instances

those who differ from each other most radically would hold similar opinions and sentiments if they had been molded by similar influences.

Sociology throws a clear light upon the aims of education, for it shows that distinctively human nature is second nature socially acquired and that if from birth one could be excluded from all social contacts he would remain a naked savage and a dumb brute. It illuminates the methods of education by its study of the effects of social contacts, and it supplies materials for moral instruction in the schools by its study of the relations between society and the individual and of the interdependence of groups. Such study presents in its full light the fact that all social life is teamwork. It tends to evoke the spirit of cooperation. It reveals grounds for ethical requirements and sources of ethical incentive.

The Distinctive Contribution of Geography

As its distinctive contribution to a school curriculum organized around social objectives, geography gives an understanding of earth conditions and natural resources as the material bases of social development by showing the relationships which exist between natural environment and the distribution, characteristics, and activities of man.

This understanding of the relationships between man and his natural environment is acquired largely through comparative studies of specific groups of people living in specific regions. Such studies show how variations in human activities reflect the adjustments which different peoples make to their respective environments. A knowledge of the geographic principles or generalizations derived from these studies contributes, among other things, to an appreciation of the wisdom of utilizing earth resources efficiently, and in many cases points the way toward a more harmonious adjustment of man in his environment.

The realization that many of the differences in peoples result in part from differences in natural environment helps to promote a sympathetic understanding of peoples in that it affords a key to the explanation of attitudes likely otherwise to be misunderstood.

The study of the peoples of varied regions in different parts of the world discloses, moreover, their interdependence and reveals the fact that the environment affecting each group of people has come, through improved means of transportation and communication, to embrace practically the entire earth. The idea of earth unity derived from the realization of interdependence is essential to the understanding of world affairs.

EXPLANATION

This statement of the distinctive contributions of history, economics, political science, sociology, and geography to a school curriculum organized around social objectives was prepared by the joint commission on the presentation of social studies in the schools. The composition of this commission is indicated by the signatures below.

In its earlier work the commission sought to formulate statements of: (1) the purpose of the social studies in the schools, and (2) the distinctive contribution of each field of social study to that purpose. Later it came to believe that the fundamental issue was somewhat broader; that what was needed was a series of statements of the distinctive contributions of all the main fields of study (including, for example, the natural sciences and the languages) to a school curriculum organized around social objectives. The accompanying formulation has been drafted in terms of this broader outlook.

The joint commission has tried to secure a consensus of expert opinion concerning the distinctive contributions of the studies which appear in this document. It made preliminary inquiries from 100 historians, 100 political scientists, 100 geographers, 100 sociologists, and 100 economists. It then sent out to committees of 100, for further suggestions and criticisms, a tentative formulation of the distinctive contribution of each field. On the basis of the replies received, the representatives of each field worked out, in cooperation with the other members of the joint commission, a second tentative formulation. This was sent to all members of the societies concerned and, after allowing time for replies, the joint commission again met and worked out the formulations set forth in this document.

For the American Historical Association:
- William E. Lingelbach, University of Pennsylvania, Philadelphia.
- A. M. Schlesinger, The State University of Iowa, Iowa City, Iowa.

For the American Economic Association:
- W. H. Kiekhofer, University of Wisconsin, Madison, Wis.
- L. C. Marshall, University of Chicago, Chicago, Ill.

For the American Political Science Association:
- R. G. Gettell, Amherst College, Amherst, Mass.
- W. J. Shepard, Ohio State University, Columbus, Ohio.

For the American Sociological Society:
- R. L. Finney, University of Minnesota, Minneapolis, Minn.
- E. C. Hayes, University of Illinois, Urbana, Ill.

For the National Council of Geography Teachers:
- R. D. Calkins, Central Michigan Normal, Mount Pleasant, Mich.
- Edith Parker, University of Chicago, Chicago, Ill.

For the Association of Collegiate Schools of Business:
- L. C. Marshall, University of Chicago, Chicago, Ill.
- C. O. Ruggles, Ohio State University, Columbus, Ohio.

Scholarships and Prizes for Essays

American Legion Conducts Contest to Stimulate Interest in Americanism. Medals for Best Essays in Each State

FOR the promotion of interest in patriotism among the younger generation and for the fostering of education, the National Americanism Commission of the American Legion announces a national essay contest on the subject, "Why America should prohibit immigration for five years," for boys and girls between the ages of 12 and 18. The writers of the best three essays will receive scholarship prizes of $750, $500, and $250, respectively, the money to be used toward scholarships in colleges. The winners may choose the colleges they wish to attend. Besides the national scholarship prizes, State prizes will also be awarded. These will consist of a silver medal, a bronze medal, and a certificate of merit issued by the national headquarters of the legion, and they will be awarded to the writers of the best three essays in each State.

Every county superintendent of schools is asked to cooperate with the legion in this contest, receiving the essays from the writers and appointing three judges whose duty it will be to select the one best essay for the county. The county superintendent will send this essay to the legion's State Americanism chairman. The head of each State department of education will be asked to select three judges for the State, who will select the best three essays from those sent in by the county superintendents. The essays selected by the State judges will be forwarded to the national Americanism director of the American Legion, at Indianapolis. National judges will select the three prize-winning essays, and the winners will be announced a few weeks after November 15. The contest closes October 12.

To Promote Fundamental Principles of Religion

To promote the fundamental principles underlying religion, without sectarian bias; to develop and correlate the religious resources in institutions of higher learning, such as State and other universities and colleges; to undertake surveys and the collection of data based upon such religious information; to assist in the establishment of local schools of religion without sectarian bias, representative of the combined religious forces; and to aid in the training of teachers for this work are the aims of the National Council of Schools of Religion, incorporated in New York. Among the incorporators are Cleveland H. Dodge, Dr. Harry Emerson Fosdick, Alton B. Parker, and Frank A. Vanderlip.

Place of the Library Training Class

Axioms of Golf Apply Peculiarly to the Training of Librarians. Characteristics of a Well-Organized Course

By LOUISE TINGLEY
Director Chicago Public Library Training Class

IN ANALYZING the success of a good golfer, who played the game, repeatedly coming out as champion despite tremendous physical handicaps, one expert remarked that the reason was "he never played a really careless shot, and he never stopped trying his utmost from the first tee shot to the last putt."—"This ability to concentrate one's powers upon each individual stroke, irrespective of what has occurred in the past, or is likely to happen in the future, is one of the greatest gifts a player can possess."

Lord Avebury epitomizes the commandments for a good golfer as follows:

"(1) Keep your eye on the ball. (2) Keep straight. (3) Keep in the course. (4) Take time. (5) Do not press. (6) Do not lose heart. (7) Be temperate in all things. (8) Keep your temper or you will lose your game."

These outstanding directions apply as well to those of us interested in the training of would-be librarians as anyone familiar with the game and the profession can easily see. Both sometimes give similar superficial impressions—thus forming the first bond of sympathy. The outsider sees just a man hitting a ball, or a young person emerging from the training in the genteel profession of librarianship.

Each Move the Result of Calculation

However, to the initiated in each field, every move of the expert reveals all the finesse of thought and care that scientific calculation and experience can bring to it. Each good drive in library work as well as golf is dependent on the proper stance, the correct address of the ball, the accurately placed grasp of the club, the position of arm and wrist, and the relaxed but defined sway of the body interpreted in terms of the technicalities and theories of librarianship.

In planning, therefore, what should constitute training for work in a large library, we must keep our eyes constantly on the main motive toward which we are striving. What, then, is this motive?

As Miss Stearns has expressed it, "All of our efforts toward library training are due to the realization on the part of library trustees that to expend public funds in the employment of inefficient librarians and assistants is not just to either taxpayer or the library."

Basically, then, it is an economic as well as professional motive. It is a matter of avoiding lost motion, the acquiring of proficiency by the most direct and businesslike method. This is the method that counts most in this matter-of-fact age.

I remember distinctly that in a discussion on the subject of trained library workers, with a man prominent in government affairs, after exhausting all other arguments, the final one of ultimate economy was the one that gained the day for the cause. In order, then, to make our score, speaking from the standpoint of the training class, we must literally "Keep in the course," "Keep straight," "Take time." This demands clearly defined high standards and effective methods of establishing them within the organization that is to be used as a laboratory. This is fundamentally essential for success.

Individual Must Be Carefully Selected

It means the careful selection of the individual—the potential student—from the standpoint of suitability with adequate preparation to undertake this training and to carry it through. It demands also a critically planned course extending over a period of six to eight months (preferably eight) including the following group classes of subjects:

(1) Administrative, (2) technical, (3) bibliographical, (4) critical, (5) miscellaneous, and special lectures, (6) practice.

These studies should be planned with the needs of the immediate library fully in mind, but considerable attention should be given to variations in other libraries and systems, in order to give an appreciation of the flexibility of the profession as an art to meet the varying conditions.

The theoretical side should be given by the specialists in charge of the departments of the library, who can best give this interpretation with sufficient breadth, placing proper emphasis on the fundamentals that must be mastered. Then coincidentally with this should follow the practical application of theories in the various departments and branch libraries, in order to ascertain just how much has been assimilated. These theories are then valued in terms of work and self-expression.

Practice Training Offers Fine Opportunity

The practice training can only be successfully given, however, by those who are sufficiently imaginative and far-visioned to see in the student not merely an additional care or nuisance, but a tremendous opportunity for passing on a time-honored inheritance of a delightfully self-developing and altruistic occupation and profession. Too much emphasis can not be placed on this side of the training, for it is the daily intelligent application of theories that leaves the deepest conviction of the necessity of preparedness.

Then, too, through the medium of special lectures, the student should be given the opportunity to encounter the ideals and theories of various other organizations that touch upon the library. These will give the definite relation and perspective of the library in its educational, civic, and social place in the community. With the critically high standards then of the training, theoretical and practical, as a sifting process, plus a defined probationary period, this should automatically attract the fit and exclude the unfit.

However, the function of the training class in a large library should not stop with nucleus of 20 to 30 selected potential librarians. Some opportunity should also be given to continue training, even after acquiring a position after eight months' study and work. A group of advanced courses in the refinements of theory and cultural subjects could well be taken by the staff, presupposing, of course, that such time could be arranged by the authorities.

In a city like Chicago many opportunities for hearing interesting lecturers could no doubt be made available. This continuation and contact would inevitably react with benefit on the institution.

Credit for Work of Training Classes

Finally, I can not resist drawing attention to the justice of Miss Reese's article in the March issue of Public Libraries entitled "Relations of actual work to the library school," emphasizing the advisability of crediting the work of training classes by the library schools. She urges that until such time as standards have been agreed upon, examinations in technical subjects could be offered by library schools, and due credit given as advanced standing for work completed. This would stimulate advanced work in library schools, as well as keep the training classes up to standard. I can readily foresee, however, that more than the mere passing of the examinations is needed to establish any basis of fairness or parallelism. The standards of fundamentals in practice and theory must also be made relatively equivalent before any fair basis can be established.

With convincing frequency the query reaches us from applicants for admission to the training class: "And if I later find it possible to enter a library school, will I not be given credit for this work?" If the laymen perceive this natural sequence so readily, we surely must try to find a satisfying solution, just as the other professions have been forced to do, through their schemes of education.

Under the auspices of the Overseas Education League, 175 teachers from elementary schools, secondary schools, universities, and colleges of Canada, Australia, and New Zealand, visited England, France, and Belgium, during the summer vacation.

Removing the Rural Handicap in Maryland

Authoritative Statement of Conditions in a Typical American State. Course of Study with State-wide Application. Means for Improving Teachers in Service. Better Attendance and Better Buildings

By EDITH A. LATHROP
Specialist in Rural Education, Bureau of Education

THE ACCIDENT of birth which endows a child with country parents in Maryland, at the same time shackles him with a ball and chain of educational inequality which places him at a constant disadvantage as compared with his urban cousin. This is what Assistant Superintendent Holloway says in his statement of rural-school conditions in the latest annual report of the State board of education. The State department of education is attempting to remove this rural handicap by directing its efforts toward the attainment of the following objectives:

1. Direction and supervision of the making of a rural-school course of study.
2. Supervision of teacher-training courses for rural teachers in summer schools, and the organization of extension-course centers in counties somewhat remote from normal schools.
3. Problems of school attendance and State follow-up work.
4. Rural-school improvement on the physical side, including health and physical education, sanitation, buildings, and consolidation.
5. Community activities, in so far as the State shall share.

Rural Courses of Study

For several years the State department of education has been encouraging the counties, particularly those where conditions seemed to be favorable, to formulate local courses of study either uniform for the county as a whole or for particular schools. The department believes that the best curriculum is the one made by the teachers with the advice and assistance of experts. In order to carry out the plan incident to the construction of a curriculum the State superintendent appointed a committee, consisting of seven experienced rural supervisors, to assist the State supervisor of rural schools in the formulation of a State course of study. This committee submitted a tentative draft of a complete course of study in 1921. As much use as possible was made of material that was furnished by the teachers. The central feature of the committee's report is found in the daily programs of one and two teacher schools which were published in 1921. The unit in music has been extensively used, and under the direction of the supervisor of public-school music is rapidly being perfected. Other subject units are being tried out in the counties. Their validity will be thoroughly tested before offering them for general use. An annotated library list for elementary schools was issued in 1922, the object of which is to stimulate elementary teachers to a renewed interest in school libraries.

Summer School and Extension Courses

Summer school and extension courses are provided for the professional growth of teachers in service who hold second and third grade certificates. The summer schools are held in connection with approved institutions, and the extension courses are held at various centers throughout the State that are remote from normal schools.

In 1922 the extension courses were of two kinds: (a) Courses in professional subjects for teachers holding second-grade certificates; (b) courses in academic subjects for teachers holding third-grade certificates. These courses were given at 35 centers in 18 of the 23 counties of the State. Four hundred and seventy teachers took professional courses and 46 took academic courses. The small number enrolled in the latter courses was due to the fact that the teachers had to pay their own tuition because of the lack of appropriation. Final reports of attendance, grades, and credits were made by each instructor. Ninety-two and two-tenths per cent of all the teachers enrolled earned passing grades.

In order to determine the character of work accomplished in extension courses as compared with that done in summer schools, a final test was given to 58 teachers at three extension centers, and to 80 teachers at a State-conducted summer school, using a specially devised true-false test designed to measure general teaching ability. The median scores of both groups were almost identical. An initial test of the summer-school group, with material of equal difficulty, revealed the fact that the summer-school course had effected a median improvement of nearly eight points out of a possible hundred. This is at least an indication that an extension course leaves a similar group of teachers on the same level of teaching efficiency as does a summer-school course, and that something definite in professional ability is gained in summer school.

School Attendance

The school year of 1922 showed a gratifying increase in the attendance of white elementary-school children who are amenable to the compulsory school law. The per cent of enrollment in average daily attendance for all the counties in 1922 was 75.8, as against 73.9 in 1921. Nineteen counties improved their past records.

Many counties adopted some form of competition to stimulate better attendance. In some instances it took the form of competition between schools having similar conditions; in others attempts were made to beat the records of the previous year; and in one county rivalry was set up among individual pupils which resulted in better group attendance. In some cases teachers and pupils record their daily, monthly, and yearly attendance on graphic charts. This is stimulating because one can see at a glance just what progress is being made.

In spite of this progress in attendance the rural schools are at a decided disadvantage when compared with the graded schools. The average for the State shows that the rural child suffers a handicap of 11 per cent. In commenting on this fact the report says that when to this disadvantage of attendance there is added poor teaching and ancient and insanitary buildings it is not to be wondered that the bureau of measurements finds children in one and two teacher schools retarded from one to two years, and their achievement in educational tests almost universally below that of children in the graded schools which have three or more teachers.

A survey of the conditions under which the attendance officers work shows that the principal reasons why it is difficult to enforce the compulsory school law are: A lack of appreciation of the value of an education on the part of parents, the exploitation of child labor, long distance between home and school, and poor teachers.

Physical Improvement of Rural Schools

The report confines the discussion of rural-school improvement on the physical side to consolidation, standardization, and buildings.

The data for 1922 shows that 68 per cent of the white elementary schools have one teacher and 16 per cent have two teachers, as against 69.6 per cent and 16.5 per cent, respectively, for the previous year. It will take a long time at this rate of progress to eliminate the small rural schools in Maryland, for 55 per cent of the white elementary teachers and 48.3 per cent of the children are in one and two teacher schools. In 11 counties more than one-half of the elementary pupils are enrolled in country schools, and in every county but five more than two-fifths of the children secure their education in "little red schoolhouses."

During 1922 three rural schools met the requirements for standardization. This makes a total of 19 one and two teacher schools that have been standardized since 1919. The number is small in proportion to the total number in the State—about 1,200—but it must be remembered that a school

must meet every one of the 37 requirements, instead of making a specified percentage, in order to meet the rating. The publication of a set of standards has stimulated general improvement of the rural-school plants.

During the past year the counties spent $1,121,554 for the improvement of school sites, 58 per cent of which was allocated to the elementary schools. Every dollar of this money was expended wisely, for the Maryland school laws provide that the State superintendent shall, subject to the rules and regulations of the State board of education, pass upon all plans and specifications for the remodeling of old school buildings and the construction of new ones.

A ranking of the counties in capital outlay (expenditure for new buildings and grounds and the alteration of old buildings) per white elementary child for the year ended July 31, 1922, shows that there is lacking a State-wide awakened public conscience as to the duty that society owes its youth in the matter of adequate school facilities. One county, without the necessity for a referendum to the electorate, issues in two years bonds for over a million and a half dollars for sites and buildings, while another county in the same time rejects by overwhelming majorities bond issues of a half million dollars, puts the children on half time, crowds them into outgrown buildings, and surrounds its best high school with portable buildings.

Additional evidences of the glaring inequalities of educational opportunities, in respect to school buildings, is noted when a comparison is made of the value of school property behind each white child in the various counties. The amounts range from a maximum of $180.53 to a minimum of $32.59. The average for the State is $97.89. Only four counties are above this average. Ten counties have from $45 to $70 worth of school property behind each white child.

Community Activities

Assistance is rendered to county school officers and teachers in fostering the growth of community organizations of approved types. Every county has at least two community associations working with and for the schools, but the number of such organizations is everywhere too small. Parent-teachers' associations, community clubs, leagues, and councils can, if formed from the right motives and conducted in the proper spirit, be of inestimable value to the school by promoting helpful social relations between home and school, by bringing the proper support to the schools, and by improving the educational, civic, and moral interests of the community.

Legislation of 1922

The educational achievements of the Maryland Legislature of 1922 are cited as important steps in removing the rural handicap. The increase in salaries for first-grade teachers, with the differential in favor of the rural teacher, will make teaching in the country more attractive for the normal-school graduate. The increased support and enlargement of the normal schools, together with an additional normal school on the Eastern Shore, furnish the means for preparing an adequate number of trained teachers. Training of teachers in service through expert supervision is made State-wide and compulsory and will result in raising the poorly trained teachers to higher professional levels. The equalization fund guarantees to every county an opportunity equal to that of every other county to maintain a good school system.

Prince Max, Prime Minister, Now School Superintendent

In the Province of Baden, a short distance from Lake Constance, lies a little village in which a boarding school for boys and girls 10 to 18 years old has recently been established. Its Superintendent is Prince Max of Baden, former Minister of the German Empire.

Prince Max was the last minister under the Hohenzollern régime, and it was he who induced the unwilling Emperor to lay down his crown. Then the prince retired to his country estate, where he is now serving his fatherland as teacher of the young. Other members of his faculty have held the spotlight in European affairs. His assistant is the famous lawyer and politician, Richter. The former minister of foreign affairs, Simons, is teacher of political economy and kindred subjects. A prominent Englishman instructs in English. Dr. Solf, known as the minister of the colonies and friend of Ludendorff, is a member of the teaching staff.

The pupils are for the most part children of German officers who fell in the war, but besides these young aristocrats there are many pupils from the middle classes.

Among the subjects taught are English, French, gardening, agriculture, gymnastics, and athletics. Prince Max is not only the superintendent but he has assumed teaching duties as well, chiefly in political subjects. He says that the school is the pride of his life and that the duty of instructing the young does not differ in essentials from that of instructing the Riksdag.—*Folkskolans.*

The University of Chicago maintains a downtown college for the convenience of teachers in Chicago and suburban schools and for others regularly engaged in business and professional work. More than 2,000 students were enrolled in this college during the past school year. Of these nearly 400 were from suburban communities.

Physicians Cooperate in Vocational Guidance

Saxon Authorities Prescribe Uniform System. Health Report Prepared for Every Child on Entering School

Report by LOUIS G. DREYFUS, JR.
United States Consul, Dresden

A UNIFORM system to govern the activities of school physicians in the Public and Extension Schools, as well as in the Auxiliary Schools, was adopted by the State Health Bureau of Saxony in October, 1922. The State Employment Bureau was consulted in this connection, with a view to preparing the health reports required at regular intervals from the school physicians, in such form as to offer assistance at the official consultations in connection with the adoption of vocations for the graduates.

Physicians Must Know Economic Conditions

The new system presupposes on the part of the physicians a thorough knowledge concerning prevailing economic conditions and of the prospects of the various vocations. On the other hand the vocational consultant is required to be fully aware of the danger liable to result from certain vocations, if adopted by individuals not physically fit for them.

The Ministry of Ecclesiastical Affairs and Instruction has consequently approved and adopted the following questionnaire:

Questionnaire to Physicians

1. Is the young person fit for every vocation?
2. If not, are vocations to be excluded or avoided involving:

(a) Great bodily strain. (b) A sedentary occupation. (c) Constant standing or walking. (d) Constant stooping. (e) The causing of considerable dust. (f) Marked changes in temperature, or exposure to climatic changes. (g) Exceptional requirements as to sight and ability of hearing. (h) Exceptional strain on the vocal system. (i) Great strain on the nerve system.

3. Is there evidence of a diseased, improperly developed, or endangered organ? If so, what organ?
4. Is there, according to the theory of inheritance, any reason against the adoption of a vocation (i. e. with tuberculosis in the family, hereditary skin diseases, etc.)?
5. Might a certain occupation have a curative effect?

Health Report for Each Pupil

According to a ruling of the Ministry of Ecclesiastical Affairs and Education, which went into effect on March 10, 1923, a health report must be prepared for each pupil entering a public or private school. The reports are in the custody of the respective class teachers, and may be consulted in their presence by the parents concerned at any time desired.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BRIGHAM, CARL C. A study of American intelligence. Princeton, Princeton university press, 1923. xxv, 210 p. tables, diagrs. 8°.

Taking the data relative to intelligence and nativity first published in the official report of psychological examining in the United States Army, Mr. Brigham analyzes and interprets them to bring out the relations of intelligence in our population to nativity and length of residence in the United States. The study leads to the conclusion that the average intelligence of our immigrants is declining, due to the change in racial character of the migration in recent years and to the fact that we are getting progressively lower and lower types from each group represented. Furthermore, American intelligence in general is declining as a result of the racial admixture which is taking place. To counteract this intellectual deterioration, the author suggests that legal measures be taken looking toward the prevention of the continued propagation of defective strains in our present population.

BUCHHOLZ, HEINRICH E. Of what use are common people? a study in democracy. Baltimore, Warwick & York (inc.), 1923. ix, 251 p. 12°.

The author makes a plea for the recognition of the average man and for the promotion of democracy in the United States. He deplores a tendency now seeming to prevail toward division of the American people into discordant classes and factions. The educational system of a democracy should train individuals to meet life's situations and leave to them the application of the training, without adopting any principle of caste based on mental ability or other distinction. The goal of democracy, according to this book, is a government in which the interests of all the people are pooled so as to create a community of interests.

CUBBERLEY, ELLWOOD P. The principal and his school; the organization, administration, and supervision of instruction in an elementary school. Boston, New York [etc.] Houghton Mifflin company [1923] xviii, 571 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The problem set for this volume is the analysis of the work of a principal or supervising principal in the organization, administration, and supervision of instruction in an elementary school in a city, town, or county-unit school system, or of a supervising principal for a small group of closely related elementary schools. In addition, at the beginning of the book, there is a statement as to the importance and opportunities and possibilities of the principalship as it may be made in our American school systems, and at the close attention is called to the constantly growing outside relationships of the school, which a principal must at present recognize, including the parent-teacher association movement.

DICKSON, VIRGIL E. Mental tests and the classroom teacher. Yonkers-on-Hudson, N. Y., World Book Co., 1923. xv, 231 p. tables. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

This book is designed to show why mental tests are needed, what they are like, and how they can be made most useful. It does not present the technique of giving and scoring tests. The writer is aware of the limitations of tests, and warns teachers how to avoid the dangers involved in their use. He maintains that mental testing is a necessity in a modern educational and social program.

EATON, THEODORE H. Vocational education in farming occupations; the part of the public high school. Philadelphia, Chicago & London, J. B. Lippincott Co. [1923] 374 p. 12°. (Lippincott's rural education series, ed. by G. A. Works.)

This volume considers the purpose, the content, and the method of vocational education in agriculture under rational organization of the public high school as the agency of education.

ELLIS, DON CARLOS, *and* THORNBOROUGH, LAURA. Motion pictures in education; a practical handbook for users of visual aids. With an introduction by P. P. Claxton. New York, T. Y. Crowell Co. [1923] xvii, 284 p. front., plates. 8°.

This manual comprises a discussion of the history and principles of visual education, the story of the origin and growth of motion pictures and their use in education, a critical discussion of their value and of different methods of using them, directions for installing apparatus, the kinds of films now available and where and how they can be obtained, also directions regarding time, place, and methods of using motion-picture films.

HALL, G. STANLEY. Life and confessions of a psychologist. New York, London, D. Appleton & Co., 1923. ix, 623 p. front. (port.) plates. 8°.

Here is given Dr. Hall's own story of a long life devoted to activities in psychology and education. The introductory chapters tell of his early life and school days, and next come his advanced studies both at home and abroad. Then follows an account of his work at Antioch College, at Johns Hopkins, and as president of Clark University. The writer gives a very full and authoritative chronicle of advances in psychology during his period of occupation with the subject, and also narrates the progress of education in his lifetime in a chapter entitled "Some educational changes in my day," besides summing up many of his experiences in "Looking backward and forward." To a large extent, this autobiography is a record of the intellectual life of the past half century and more.

HORN, JOHN LOUIS. The American elementary school; a study in fundamental principles. New York and London, The Century Co., 1923. xvi, 422 p. 8°. (Century education series, ed. by C. E. Chadsey.)

A general and comprehensive treatise on the problems of elementary education, designed to assist teachers in training and in service to form broad conceptions of the significance, organization, aims, and goals of publicly supported elementary schools in the United States.

MEAD, ARTHUR RAYMOND. Learning and teaching; psychological foundations of educational technique. Philadelphia, London, Chicago, J. B. Lippincott Co. [1923] xi, 277 p. tables, diagrs. 12°. (Lippincott's educational guides, ed. by W. F. Russell.)

A text in practical educational psychology for use in the training of teachers. The determination of the content included and its sequence is the result of two problems continually faced by the teacher—first, How do my pupils learn Second, What may I do to increase their efficiency as learners?

ROMAN, FREDERICK WILLIAM. The new education in Europe; an account of recent fundamental changes in the educational philosophy of Great Britain, France, and Germany. London, G. Routledge & Sons (Ltd.); New York, E. P. Dutton & Co., 1923. xvi, 271 p. 8°.

The information presented in this volume was for the most part gained directly by the author during four years spent in investigating schools and educational methods in France, Germany, and England. In each of these countries there is a considerable body of men and women who have undertaken a serious and thoughtful campaign of education, which is here described and evaluated. In general, the study gives most attention to elementary, technical, and commercial education, which are mainly affected by recent changes. The author finds that the existing systems of education are not offering satisfactory aid toward extricating nations and peoples from their present difficulties. He has also discovered that in France and Germany the teaching given in the schools is in direct contradiction to government policy.

RUEDIGER, WILLIAM CARL. Vitalized teaching. Boston, New York [etc.] Houghton Mifflin Co. [1923] viii, 110 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

It is desirable that the schools be freed from a formal academic environment, and that verbalism in children's responses be diminished. To aid teachers in accomplishing these results, this monograph arranges in the order of their nearness to reality the means of "exhibiting subject matter," and gives a sequence to methods of "enlisting the child's activity" which indicates their degrees of naturalness. Their relative worth is also suggested in terms of other complicating factors in school life.

WOOD, BEN D. Measurement in higher education. Yonkers-on-Hudson, N. Y., World Book Co., 1923, xi, 337 p. tables, diagrs. 8°. (Measurement and adjustment series, ed. by L. M. Terman.)

The author of this book is assistant professor of collegiate educational research in Columbia University. The introductory chapter is contributed by the editor of the series, Dr. L. M. Terman.

Special Register of Efficient British Teachers

Purpose to Raise the Standards of the Profession and to Promote Professional Unity. Applications Declined.

By FRED TAIT

THE TEACHERS' Registration Council was formed in Britain in 1913 for the purpose of unifying the teaching profession, in the manner of the medical and legal professions. The council places on its register the names of those teachers, in any type of school, who can show that they have had a satisfactory training, and can produce evidence of their good character, and are certified by some person in an official position to be efficient teachers.

The official list of registered teachers for 1922 has just been published and contains the names of 70,691 persons. Altogether 73,359 teachers applied to be put upon the register, and the applications of 2,668 were refused. Of the applications, 852 were from university teachers, 43,292 from elementary, 18,832 from secondary, 8,372 from special subject, and 2,505 from private teachers. Thus the council can claim to be representative of all types of the profession.

By its rather stringent definitions of what constitutes a satisfactory training, the council is forcing the public and the education authorities to recognize the necessity of adequate preparation for teaching. This is especially so in the case of teachers of technical and special subjects. Previously the qualifications of this type of teacher had varied enormously. Before teachers can be admitted to the register in future, they must satisfy the council that they have followed a prescribed course of study at an approved institution, or that they have successfully passed an examination conducted by a responsible authority, such as a university or similar body. In the case of teachers of technological subjects the council requires evidence that after reaching the age of 16, such persons have had three years, at least, practical work in the industry concerned.

Produce Evidence of Professional Training

Until 1920 the council did not insist rigidly upon the training qualification, but now all applicants must produce evidence of professional training unless there are special circumstances which prevented the taking of such a course. Even in these cases the applicants have usually to attend approved vacation courses before being admitted to the register. The minimum training course accepted is one academic year.

This decision will have a widespread effect, more especially on secondary-school teachers. At present a large number of these have had no training as teachers, but have merely taken an ordinary degree course at a university. In future such teachers will not be admitted to the register unless they take the minimum course. No doubt local education authorities will fall into line and will insist upon their secondary teachers being fully trained. In England at present the average elementary-school teacher is better qualified professionally than those in the higher schools.

In the course of its investigations regarding applicants the council has made inquiries into some 2,000 private schools. Only one-third of these it found to be sufficiently efficient to be deemed suitable as providing experience suitable for registration. Although local education authorities have power to close schools which are inefficient and to force the parents to send their children to an efficient private or a public school, it appears that few of them are doing so. If as a result of the council's inquiries public opinion is roused to the extent of insisting that all these private schools should be staffed by men and women at least as efficient as those employed in the public schools, it will have done much to raise the status of the British educational system.

Footlights

By FLORENCE G. SHERMAN, M. D.
Albany, N. Y.

A daily foot bath.—Warm soapy bath at night; use foot brush same as hand brush. Scrub the soles well; dry carefully, especially between the toes. The use of a simple talcum powder afterward is very agreeable.

Care of the nails.—They should be cut straight across, never in at the corners, as this predisposes to ingrowing nail and infection. Nails should be smoothed with a file after cutting.

Stockings.—Be sure they are half inch longer than the foot measures; short stockings cramp the toes. They should be frequently changed and always turned and aired at night. Very young children can learn to wash the stockings so as to have frequent clean ones.

Points in healthful shoes.—Straight inside line. Low broad heel. Wide flexible shank. Plenty of room for toe spread. Note wearing of the shoe on the inner side of the ankle. Note pronation or supination of ankle, frequent forerunner of flat foot. Notice if heel of shoe is level or run over. Should be kept level. Have two pairs of shoes if possible and wear them alternatively; better for feet, and the shoes wear better. Shoes should be well aired at night.

Manner of walking.—Note toeing in; toeing out; straight. Walk with feet parallel and straight ahead.

Additional Pay for Special Activities

West Virginia Teachers Receive "Coupons of Credit" for Doing More Work Than the Law Requires

TO ENCOURAGE the recognition of preparation, special effort, and good teaching, the West Virginia State Department of Education gives "coupons of credit" to teachers who take part in special activities such as teaching night school without extra pay, or attain an especially high degree of efficiency in their regular classroom work, or take courses in college or normal school. These coupons are intended mainly as certificates of merit, but they are also of monetary value to the teachers who earn them. Each coupon is an order on the board of education of the district in which it is earned, and has a value of $1 per month for the school year.

Many Ways of Earning Coupons

Coupons are issued by the State superintendent of schools at the end of each school year. A teacher who has done special work may apply for the number of coupons allowed for this work. This application must be accompanied by the recommendation of the superintendent or the secretary of the board of education and must be approved by the county superintendent. Not more than six coupons may be earned by a teacher during a school year. A coupon may be earned by successfully completing three semester hours of college or normal school work, by organizing a thrift club or savings bank with $50 deposited, for maintaining an average daily attendance of 95 per cent for the school term in a rural school of one, two, or three rooms, for organizing and conducting agricultural clubs under the direction of the State College of Agriculture, and for other such activities.

University Graduates Enter Teaching Profession

More graduates of the University of Wisconsin are taking up teaching, and a greater proportion of the prospective teachers are men. Of 233 students who received teachers' certificates this year, 61 were men. Last year 174 students, including 29 men, received teachers' certificates. The war caused a great drop in the number of students entering the teaching profession. Whereas 110 received certificates in 1917, fewer than 100 received them in each of the four years following, the smallest number being 47 in 1919. Of these students only 5 were men.

Program for American Education Week, November 18-24, 1923.

Prepared by the American Legion, the National Education Association, and the United States Bureau of Education.

For God and Country

Sunday, November 18, 1923

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogan—A godly nation can not fail.

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion posts throughout the country for meetings during this week.

American Constitution Day

Monday, November 19, 1923

1. Life, liberty, and justice.
2. How the Constitution guarantees these.
3. Revolutionists and radicals a menace to these guaranties.
4. Security and opportunity.

Slogans—Ballots not bullets. Visit the schools to-day.

Patriotism Day

Tuesday, November 20, 1923

1. The flag—the emblem of the Nation.
2. Help the immigrants and aliens to become Americans.
3. Take an active interest in governmental affairs.
4. Music influence upon a nation.

Slogans—Visit the schools to-day. America first.

School and Teacher Day

Wednesday, November 21, 1923

1. The necessity of schools.
2. The teacher as a nation builder.
3. The school influence on the coming generation.
4. The school as a productive institution.
5. School needs in the community.

Slogans—Visit the schools to-day. Better trained and better paid teachers, more adequate buildings.

Illiteracy Day

Thursday, November 22, 1923

1. Illiteracy—a menace to our Nation.
2. An American's duty toward the uneducated.
3. Let every citizen teach one illiterate.

Slogans—No illiteracy by 1927. It can be done. Visit the schools to-day.

Community Day

Friday, November 23, 1923

1. Equality of opportunity in education for every American boy and girl.
2. Rural schools—City schools—Colleges.
3. A public library for every community.
4. Children to-day—Citizens to-morrow.

Slogans—Visit the schools to-day. An equal chance for all children. A square deal for the country boy and girl.

Physical Education Day

Saturday, November 24, 1923

1. Playgrounds.
2. Physical education and hygiene.
3. The great out of doors.
4. The country's need in conservation and development of forests, soil, roads, and other resources.

Slogans—A sick body makes a sick mind. Playgrounds in every community—athletes all.

French and English Pupils Are Overworked

In response to a complaint from parents that their children are overworked, the French Parliament will consider a reduction of the number of hours a week to be spent in the classroom. To relieve the pressure on the children while waiting for action by the Parliament, the minister of education has decreed certain reductions. In the lower elementary grades the time has been reduced by two hours a week, so that the present schedule requires that 21 hours be spent in the classroom.

In England efforts have been made to lighten the pupils' work by regulating the amount of home work according to the ages of the children. Only half an hour of home work may be required of children between 12 and 13 years, an hour of children between 14 and 15, and an hour and a half of children between 15 and 16. In the lower classes the afternoons are devoted to preparation of the next day's lessons, with the help and supervision of the teacher.

The former military school at Joinville, France, has been converted into a national institution for the training of teachers of gymnastics for all stages of the subject.

Encourages Study in Foreign Countries

Lithuanian schools have almost doubled in number since 1918. When the German troops evacuated the country, fewer than 1,000 schools were in existence. Since then the number has been growing steadily, and in 1919 there were 1,170 schools, with 1,230 teachers and 45,000 pupils. In 1922 the number of schools reached 1,800, with 2,300 teachers and 120,000 pupils. To supply teachers for all these schools, seven teachers' seminaries have been established, and 864 students are enrolled in these seminaries. Ten 1-year courses for teachers have also been established, enrolling 270 students. All of the work in teacher preparation has been begun since 1918.

The Government is encouraging its young men and women to study at foreign universities and is granting them money for this purpose. It is also developing a university. Other educational institutions that have been established in Lithuania are four technical schools, a school of art, a music conservatory, a special school for illiterate soldiers, an agricultural college, and six farm schools.

Reduce Teaching Burdens with Declining Years

That the amount of work done by teachers should be varied according to their years of service, so that the greatest burden would be carried during the years of greatest physical strength, is the opinion of the secondary-school language teachers of Saxony, as reported in the Neue Bahnen. They hold that it is fair and just that a teacher in the years of his best resistance should give more hours to teaching than at other periods of his life. He should, for instance, teach 12 hours a week when beginning his career. This number of hours should gradually rise to 20, and then, as the teacher advances in years his hours should be gradually lessened to 18, 16, and 14. In the closing period of service the number of hours a week should be reduced to 12.

Women Are Gaining in Stature

College women during the past three decades have increased in size, according to the Journal of the American Medical Association. Studies of more than 21,000 women who entered Stanford University, Vassar College, and Smith College, show that college women have increased in average height 1.2 inches or more in the past 30 years. The waist measurement is also larger. Exercise and more hygienic clothing are suggested as the reasons for this increase.

Imperial Education Conference Meets Again

British Government Summons Educational Officials from All Parts of Empire. Imperial Bureau of Education Proposed

EDUCATIONAL officials from all parts of the British Empire met in London, June 25 to July 6, at the call of the Imperial Government to discuss school questions. On account of the great divergence in conditions in the various parts of the Empire, it was not expected that the discussions of this Imperial Education Conference would lead to common conclusions that could be applied to all parts of the Empire. According to the board of education's preliminary report, these discussions were descriptive rather than dialectic, and they emphasized the very different forms of expression which a common educational purpose has to find for itself in its concrete application to different geographical, racial, historical, political, and social conditions.

Clearing House of Educational Information.

Establishment of a bureau of imperial education was one of the most important suggestions. This bureau would collect from the various education departments throughout the Empire statistics, records of developments and experiments, and reports of progress in education, and from the material so collected would compile and publish an annual yearbook. It was urged that those charged with the administration of education in the outposts of the Empire must necessarily profit by a study of the experience of educators in Great Britain and in the dominions, colonies, and dependencies. This bureau would also facilitate the interchange of teachers.

Interchange of teachers throughout the Empire was the subject of much discussion on account of the difference of procedure in the various regions. The committee to which this matter was referred recommended that interchange be sought as far as practicable between teachers of similar qualifications and experience; that the home countries of the teachers exchanged should continue to pay their salaries; that leave with pay should be granted for the purpose of the voyage each way; and that service abroad should not involve any disability as to salary increase, seniority, superannuation, or other privilege.

Taking up medical inspection in the schools, the conference registered its conviction that an appropriate system of close and continuous supervision of the physical well-being of children and young persons is an essential factor in the development of educational efficiency and the avoidance of educational waste. Other subjects discussed by the conference were vocational training, motion pictures, the education of children who use a language other than English, and the teaching of history and geography. In connection with the conference, the London County Council organized an exhibit of the work of public education in London.

The first Imperial Education Conference called by the Government was held in 1911. A similar conference was convened by the League of Empire in 1907. It was planned then to hold these conferences every four years, but the war and its consequences prevented meetings in 1915 and 1919. More than 30 delegates from outside of Great Britain attended the 1923 meeting.

Thousand Delegates Will Discuss Recreation

The Tenth Recreation Congress is to be held in Springfield, Ill., October 8 to 12, 1923. The program of addresses, discussions, and demonstrations, dealing with the various phases of recreation, is now in process of preparation. It is expected that more than a thousand delegates will be present, representing physical education, parks, public recreation, and other related fields.

Mental values of the classical studies were discussed at the fourth annual meeting of the American Classical League, at Ann Arbor, Mich., in June. A partial report was presented by a committee which has been making a survey of the classical studies in educational institutions throughout the country. Dr. Andrew F. West, dean of the graduate school, Princeton University, is president of the league.

PRINCIPAL ARTICLES IN THIS NUMBER

Too Many Holidays a Serious Evil

Some New Hampshire Districts Lose Three Weeks by "No-School" Days. Superintendent Suggests Remedies

ELIMINATION of the waste caused by unnecessary "no-school days" is urged by the New Hampshire commissioner of education in a circular suggesting that district school boards adopt regulations reducing the number of scattered holidays and otherwise keeping school weeks unbroken. In a study of the number of days lost in different schools for different reasons, such as holidays, bad weather, and unsafe conditions in the school building, the State board found that the time lost during the school year 1921–22 was from 8 to 37 half days. In 15 districts the average time lost was 30 or more half days, so that more than 3 weeks were lost from the 36 weeks required by law. In 96 districts the loss was between two and three weeks, while in 7 other districts the loss was only from 6 to 9 half days. In the annual report for 1921–22 of the State board of education, reporting this loss of time, the statement is made that every no-school day means that the school plant is idle while the overhead expense runs on unchanged.

Scattered no-school days frequently occurring in the middle of a week refresh neither pupil nor teacher says the circular. They are not needed in school administration. Teachers know well that Monday is the poorest school day and often speak of the day following an irregular no-school day as a double Monday. If pupils become overtired with school work, shorter terms should be given, separated by vacations of one week. It is urged that schools should not be closed on such days as Memorial Day, Washington's Birthday, and Columbus Day, but that suitable school exercises should be held instead.

To avoid closing the schools for single days of bad weather, it is suggested that school boards arrange a calendar for school terms so as to avoid the weeks when the most severe weather is expected and when transportation is often impossible. A calendar arranged by the school board of one district is described in the circular. The schedule gives a series of short vacations, and leaves in school weeks but three of the nine holidays usually observed. The chief advantage of this plan is not that it saves four or five days for the school but that it eliminates four or five broken weeks.

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Parent-Teacher Association Number

SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION
Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

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Health Aspect of the World's Children

Future Civilization Depends Primarily Upon the Rearing of Its Children. Must Build Up Factors Favorable to Animal Growth and Moral Welfare. Health Education Must Go Forward with That of the Mind. Educators Have a Double Function

By RAY LYMAN WILBUR
President Stanford University, California

THE NEED of the world is a universal rise in the standards of human living with a more uniform distribution of the products of human energy. With such rising standards there must go increased consumption and increased ability to produce. The future civilization depends primarily upon the rearing of its children. These children will require more and more education to fit into this gradually enlarging scheme, but above all they will need health education so that they can gain personal comfort and release from suffering and have a longer period of productive life after the necessary prolonged period for adequate mental training.

Each country must study its own geography and other unchangeable conditions in order to guide human lives along the lines that will give them the greatest protection from their inevitable microscopic enemies, which may bring them disease, and to remove those factors leading to abnormal physical hardship or moral danger. Like a piece of steel, the human mind and the human body require some friction and some difficulty to bring out a cutting edge.

IT WOULD be exceedingly difficult to overestimate the important part that teachers take in the development of the life of the nation. They exercise their art not on the materials of this world, which pass away, but upon the human soul, where it will remain through all eternity. It is the teacher that makes the school, that sets its standard, and determines its success or failure . . . It is not too much to say that the need of civilization is the need of teachers. The contribution which they make to human welfare is beyond estimation.—*Calvin Coolidge.*

All plans for world harmony and for the development of that human cooperation requisite for the control of known and unknown forces must be forward looking and be worked out by brains now immature and dependent largely upon the state of the bodies carrying them about. The problem is largely a social one. It will take at least another generation before a majority of us in any land can even think biologically. We can not hope to control many eugenic factors so that our efforts must be largely directed to changing the environment of the human animal. We must build up those factors favorable to animal growth and moral welfare, and fight those malign influences known to harm the young. Simply to seek for great wealth and material prosperity as an end in itself would be folly, for human experience has shown that too great prosperity, like too great poverty, has the tendency to pull down the

An address before the National Education Association, San Francisco meeting.

(*Continued on page 36.*)

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New Order in Educational Cooperation

The School Formerly Occupied a Sphere Apart from Home and Community. First Promise of Better Things Came from Kindergarten. Slow Process to Arouse Public Consciousness to Necessity of Complete Cooperation. An Important Factor

By MARGARETTA WILLS REEVE
President National Congress of Mothers and Parent-Teacher Associations

TWENTY-FIVE years ago education, like medicine and law, was the business of specialists, and the only concern of the public was to pay the bill—if it could and would. The school was a sphere apart, related neither to the home whence its pupils came nor to the community into which they graduated. Its directors formed a close corporation, and the vote of the citizens was neither required nor desired in the administration of its affairs.

The occasional parent who, driven by necessity, approached this unknown territory was, by reason of his ignorance of its laws and law givers, immediately placed at a disadvantage, and, therefore, went fully armed with weapons of offense and defense when invasion was unavoidable. He seldom, however, penetrated beyond the outer citadel of the principal's office, save on the occasion of some festivity at which his place was prepared, his actions directed into the proper channels, and his exit as carefully timed as his entrance.

To the child, home was one place; school, totally unrelated to it in system, methods, and interests, was quite another; and life, that glorious, mysterious freedom from home control and school discipline, was the inducement to endure all these strange conflicting phases in order to attain eventual liberty and the pursuit of happiness.

To the paternal parent school was a necessity in accordance with his belief in the value of education. If ignorant himself, it was either an opportunity, if he had longed for instruction, or a tyranny if he wished his children to become wage earners before the law would permit. In either case it was something for which he was obliged to pay a tax, and it must therefore be amply supplied with funds.

To the maternal parent school represented the solution of the problems which had outgrown her comprehension. It stood for law and order, and into the hands of the unknown teacher, a being as far removed as the angels from the level of everyday existence, she thrust her small anxieties, confidently expecting that a miracle would be wrought upon them and they would be

returned to her in a new state of mind and body, prepared to become harmonious elements of the family group.

Perhaps the first faint promise of better things may be traced back to the days when the kindergarten teachers, those trained lovers of children, seeing the failures, the misfits, the physical handicaps among the preschool boys and girls, drew the mothers into circles to study the elements of the profession of parenthood and so to be made aware of their shortcomings. Then as time went on and the children were called from their garden into the great factory of the school, this awakened motherhood recognized the barrier of the closed door of the schoolhouse, and the new day dawned.

Development of the Whole Child

It has been a long, slow process, this arousing of the public consciousness to the necessary unity of education. The curriculum is considered hopelessly out of date which does not include physical and moral as well as mental training, the development of the whole child—body, brains, and character. This is the field of the professional educators, and zealously and skillfully are they cultivating it.

But there is another unity in education with which they alone can not deal—that inseparableness of the child and its heredity and environment; that relationship to the home and the community as well as to the school which makes up the total of its life.

The activity of the complete individual begins at birth, and at that point therefore should its training begin. There is a sound lesson in the story of the earnest parents, who, when he was 3 years old, took their boy to a great psychologist in order that he might give them a working plan for the child's best development.

"How old is your son?" asked the wise man.

"Three years," replied the parents, hopefully.

"I can do nothing for you," said the teacher. "You have come too late. You should have brought him to me three years ago."

Value of Correct Feeding is Recognized

The importance of establishing good physical habits in a baby is too well known to admit of discussion. But what are they but one phase of education? The great mistake of the majority of people lies in making this beginning of training so unevenly balanced. There has been a fairly general recognition of the value of regular and correct feeding, of regular and sufficient sleep, with abundance of fresh air and sunshine for the tiny human plant, and scientific principles of child hygiene are accepted and applied with increasing readiness and intelligence by women in all walks of life. But even here is found a gap which is only commencing to receive attention. The physical care of the baby and of the school child is in a fair way to become effectual, but we have still to solve the old problem which is akin to that of the frog who, in getting out of the well, slipped back two feet as he climbed up three.

If physical education in the schools is to be efficient, it must be based upon and supplemented by physical training in the home. No health program, however complete in itself, can produce results commensurate with the time, money, and effort involved, when it is obliged to take hold of a child more than 6 years of age and repair the damage wrought by five years of neglect and mismanagement, while at the same time it is endeavoring to erect a permanent structure of good health upon a foundation hopelessly unsound.

Undernourished Children are Expensive

The physically handicapped preschool child increases the cost of the school to the whole community. The pupil who comes to school undernourished, with faulty vision or hearing, with defective teeth or with a mental development unequal to the work of the first grade, brings with him a bill of expense to the taxpayers which would never be incurred had his parents been educated in the scientific principles underlying the care and feeding of children between 1 and 6 years of age, and had they put those principles into practice.

The system coming generally into use in the public schools is a good one, founded both on sound medical knowledge and an understanding of child psychology. All that is needed is to drive it back five years into the home and connect it with the excellent system of infant hygiene already in widespread operation. To do this no cumbersome machinery is required; it is only necessary to reach and inform the first section of the real unit of education—the home. "Prevention, not cure" is a slogan which should appeal to any parent worthy of the name. Cooperation is the keynote of the campaign, and in the parent-teacher association lies the opportunity to enlist the active interest of the women of the community in the establishment of preschool circles which are to the school health program as the kindergarten is to its plan of mental development.

Health Program Must Operate Continuously

To go a step further, no school health program can be said to be running on more than two cylinders when it tries to operate successfully for 25 hours in the week, and is worse than out of commission all the rest of the time.

In the parent-teacher association is found the only effectual means of securing an all-the-year-round health schedule, by which permanent health habits may be established through the recognition by parents and children that the standards of home and school are the same, and that this unified system is scientifically sound. This cooperation established in the earliest stages of childhood, carried through the grades to the high-school period and sent out with its graduates who form the next generation of home makers, should make it forever impossible to reproduce the disgraceful record made by the youth of America in the examination for the war draft in 1918.

So much for the first fraction of our larger unit in education. Let us consider next "the mind in the making."

Four Precious Years Largely Wasted

What are the foundations for instruction? All primary teachers who love their profession agree that observation, attention, a good vocabulary, and a trained hand and memory would transform a pupil from a problem into a welcome opportunity, and that such preschool education would lighten by half its load their burdens in the first trying months of each school year. Yet under the present conditions those four precious golden "memory years" are largely wasted, for as Dr. Arnold Gesell says, the most neglected child to-day is the child between 2 and 6. In many cases the new baby has ousted the runabout from his place of supreme importance, and the fact that he no longer demands constant supervision too often leads to his being ignored in the general scheme of things. He can run about, so he is encouraged to do so; he is no longer made alarmingly ill by variations in food or sleep, so his diet and rest are regulated more or less by the family convenience, while his mental growth is allowed to become choked with weeds which at the proper time the teacher will be expected to eradicate.

Abundant Standards of Comparison

There was a time, not so long ago, when we had no standards of comparison, and therefore the advantages and disadvantages of home training or home neglect could not be measured, but in this day of statistics it is necessary to close our eyes in order not to see the seriousness of this loss of time, this waste of opportunity. Small hands made skillful by simple home occupations, eyes which have been taught both to see and to perceive, ears sensitive to the rhythm of fine poetry and the quality of fine prose, and a memory stored with health rhymes, imaginative verse, and some of the wealth which the Bible holds for the youngest mind—all these may be the gifts of the mother teacher to the teacher mother with whom she must share her child.

Here again the parent-teacher association has its part to play. The mother who, left to her own initiative, would doubt her ability or her leisure to undertake this duty

(*Continued on page 46.*)

By the President of the United States of America

A Proclamation

From its earliest beginnings, America has been devoted to the cause of education. This country was founded on the ideal of ministering to the individual. It was realized that this must be done by the institutions of religion and government. In order that there might be a properly educated clergy and well trained civil magistrates, one of the first thoughts of the earliest settlers was to provide for a college of liberal culture, while for the general diffusion of knowledge, primary schools were established. This course was taken as the necessary requirement of enlightened society.

Such a policy, once adopted, has continued to grow in extent. With the adoption of the Federal Constitution and the establishment of free governments in the States of the Union, there was additional reason for broadening the opportunity for education. Our country adopted the principle of self-government by a free people. Those who were worthy of being free were worthy of being educated. Those who had the duty and responsibility of government must necessarily have the education with which to discharge the obligations of citizenship. The sovereign had to be educated. The sovereign had become the people. Schools and universities were provided by the various governments, and founded and fostered by private charity until their buildings dotted all the land.

The willingness of the people to bear the burdens of maintaining these institutions, and the patriotic devotion of an army of teachers who, in many cases, might have earned larger incomes in other pursuits, have made it possible to accomplish results with which we may well be gratified. But the task is not finished; it has only been begun.

We have observed the evidences of a broadening vision of the whole educational system. This has included a recognition that education must not end with the period of school attendance, but must be given every encouragement thereafter. To this end the night schools of the cities, the moonlight schools of the southern Appalachian countries, the extension work of the colleges and universities, the provision for teaching technical, agricultural, and mechanical arts have marked out the path to a broader and more widely diffused national culture. To insure the permanence and continuing improvement of such an educational policy, there must be the fullest public realization of its absolute necessity. Every American citizen is entitled to a liberal education. Without this there is no guarantee for the performance of free institutions, no hope of perpetuating self-government. Despotism finds its chief support in ignorance. Knowledge and freedom go hand in hand.

In order that the people of the Nation may think on these things, it is desirable that there should be an annual observance of Educational Week.

Now, therefore, I, Calvin Coolidge, President of the United States, do hereby proclaim that the week beginning on the eighteenth of November next as National Education Week, and urge its observance throughout the country. I recommend that the State and local authorities cooperate with the civic and religious bodies to secure its most general and helpful observance for the purpose of more liberally supporting and more effectively improving the educational facilities of our country.

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

Done, in the City of Washington, this twenty-sixth day of September, in the year of our Lord One thousand nine hundred and twenty-three, and of the Independence of the United States the One hundred and forty-eighth.

CALVIN COOLIDGE.

By the President:

CHARLES E. HUGHES,
Secretary of State.

An account of the progress that has been made in developing the city of Washington along lines of convenience, good order, and beauty, has been issued as a bulletin by the Fine Arts Commission. This bulletin contains more than 20 illustrations, including maps, photographs, and suggested designs for new projects.

The University of Tennessee has instituted affiliation with the Tennessee Parent-Teacher Association through the extension division.

A million dollars for fire prevention work is provided in the New York City school budget for 1924.

Teaching Safety on Public Highways

National Highway Education Board Offers Prizes to Teachers for Lessons and to Pupils for Essays

TRAINING children in habits of safety on the highways will be the subject of lessons written by elementary-school teachers for the 1923 contest held by the Highway Education Board. This contest and an essay contest for elementary-school pupils, like those of last year and the year before, are part of the board's national campaign for highway safety. About 500 National and State prizes are offered for the best essays and lessons. These prizes, which amount to $6,500, are the gift of the National Automobile Chamber of Commerce.

The subject of the pupils' essay will be "Highway Safety Habits I Should Learn." These essays must not exceed 500 words and must be illustrated by a drawing, a photograph, or a clipping. The first National prize is a trip to Washington, with all expense paid, and a gold watch, and the second and third national prizes are gold watches. The first prize in each State is a gold medal and a check for $15. Silver and bronze medals and smaller checks will be given as second and third prizes, and a number of third prizes will be given in each State. Pupils of the fifth to eighth grades, inclusive, who are not more than 14 years of age, are eligible.

First Prize is Trip to Washington

Each teacher taking part in the lesson contest will submit a lesson between 1,000 and 3,000 words in length, on training children in habits of safety. These lessons must be between 1,000 and 3,000 words in length. The first national prize is $500 and a trip to Washington with all expenses paid. The second national prize is $300, and the third $200. Teachers of any of the eight elementary grades may compete. Both contests close on December 4.

The contests will be conducted with the cooperation of State departments of education, women's clubs, civic organizations, safety councils, automobile clubs, and kindred organizations that may wish to assist. Complete details will be given upon application to the Highway Education Board, Willard Building, Washington, D. C.

First prize in last year's essay contest was won by Miss Theodora Poole, of the Pontiac (Mich.) Junior High School. Miss Poole, accompanied by her mother, will visit Washington this fall at the expense of the Highway Education Board. The second prize was won by Edwina Hull, of Frontier, Wyo., and the third prize by Lester E. Rolland, Thief River Falls, Minn.

University Recognizes Parent-Teacher Movement

Teachers College of Columbia University Offers Summer Course on Educational Aspect of Parent-Teacher Associations

A SIGNIFICANT development in connection with the parent-teacher movement is the emphasis placed upon its educational aspect. For a long time educators, as a rule, failed to recognize that there was any such aspect of the work done by parent-teacher groups in the United States. But the progressive and discerning leaders had for years realized the educational value for both parents and teachers of a real cooperation in connection with the schools. This recognition first expressed itself in a demand for authoritative information concerning the parent-teacher movement as a development within the field of education. In July, 1921, Columbia University presented three informational lectures on the aims and accomplishments of the National Congress of Mothers and Parent-Teacher Association. The person chosen to give these lectures was a woman who had been an instructor in Teachers College, Columbia University, for several years, who was a teacher of long experience, and who at that time had been for several years the executive secretary of the National Congress of Mothers and Parent-Teacher Associations in charge of their office in Washington, D. C.

Course Was Unexpectedly Popular

The reception of this course of lectures was so favorable that in the summer session of 1922 a three-weeks credit course was presented on the educational aspects of the parent-teacher movement. The same instructor conducted the course that year. The cordial response to the new plan resulted in the repetition of the course in the 1923 summer session. Opening on the 30th of July, it was found that 87 had registered for the work. In this group 23 States were represented, in addition to Canada and Nicaragua. New Jersey led with 7 registrants, while Maryland, Pennsylvania, Michigan, and Indiana tied for second place with 6 each, and Ohio and North Carolina were close rivals with 5 each.

Thirty-one members of the group had had no previous parent-teacher association experience, the others had all had some experience, and one had been associated with the work 12 years.

In the group were 7 grade teachers, 1 parent-teacher association worker, and 1 Teachers College student; the rest of the class were State supervisors of industrial education (2), superintendents of schools (6), normal-school training teachers (5), township school supervisors, grammar and elementary supervisors, county superintendents, rural school supervisors, principals of normal schools, high schools, junior high schools, grammar schools, and elementary schools, with several high-school teachers and critics.

During the course several of the National Parent-Teacher Association workers visited the sessions.

On the first day required readings were assigned from Gesell's "The Pre-School Child," Cope's "The Parent and the Child," Angelo Patri's "Child Training," and Evelyn Dewey's "New Schools for Old." One of the requirements for the successful completion of the course was a written report upon these readings.

On this first day the lecturer introduced the work by discussing the history of the parent-teacher movement in the United States and abroad.

On the second day the group was divided into seven sections and a topic was assigned for the extra-class deliberations of each group. Among the subjects to be considered were: (1) The organization of a local parent-teacher association; (2) A simple set of necessary parliamentary rules for the use of local associations; (3) Six vital problems in connection with the conduct of a rural parent-teacher association and how these differ from the problems of a city association; (4) Why preschool associations are valuable from a schoolman's viewpoint, and what parents and teachers should get from such group meetings; (5) Topics and programs for a grade-school parent-teacher association; (6) Topics and programs for a high-school parent-teacher association; (7) Topics and programs for fathers' associations. These groups were to have as many meetings as necessary to prepare careful reports on the work assigned. Dates were set for giving these reports to the whole group and for their discussion in the class.

Greatest Interest in Local Organization

It was reported that perhaps the greatest interest was aroused the day one group organized the class into a local parent-teacher association. Each step in connection with such organization was carefully taken or explained. Although the conditions were artificial, the enactment of all the initial steps of organization was reported to have been very enlightening and inspiring.

The report of the section to prepare a set of simple parliamentary rules for the conduct of a parent-teacher association's business session is said to have aroused much interest.

The report of the committee to prepare topics and programs for a fathers' association, together with the report on the value of preschool associations, was enthusiastically discussed.

Among the subjects considered by the instructor were grade-school associations and the differences in the conduct of rural and city associations; high-school associations and the peculiar problems of the adolescent which determine the way of conducting the work of these groups; preschool associations, their value and scope; fathers' associations, their value and possibilities; the organization and conduct of city and county councils, and their relation to the State group.

Each student also prepared papers on: (1) Five ways of arousing the interest of parents and teachers in the parent-teacher association; (2) five ways of maintaining interest in a parent-teacher association; (3) five vital subjects every association should consider.

The instructor had prepared an exhibit of various publications by the National and State organizations, and of leaflets and books dealing with various phases of the work. Each day many of the students consulted these periodicals and books. One superintendent is reported to have remarked, "I did not know such books as these had been written." Another said, "When I came into this class I questioned whether a parent-teacher association was a problem or a solution. I have become convinced that it is a solution."

Suggestions for Teaching the Constitution

In connection with the observance of Constitution Week, Sept. 16–22, in the schools of New Jersey, the State commissioner of education has issued a bulletin of suggestions regarding the teaching of the Constitution of the United States. By a law enacted at the last session of the State legislature, instruction in the Constitution is now compulsory in the schools. According to this bulletin, it was not the intention of the legislature to add anything to the curriculum of the public schools, for the Constitution is already a part of it, but to place new emphasis upon this most vital phase of history. In this bulletin the commissioner requests that the Constitution be taught, not by a formal outline, but in such a way that the pupils will desire to read it and to know more about the drafting of it. The chief purposes in teaching the Constitution, according to the suggestions, are to show the greatness of this document by emphasizing the marvelous foresight of those who framed it, to create a greater respect for law and authority, and to arouse patriotism.

Textbooks will be supplied free to pupils in the first eight grades in Oklahoma public schools after July 1, 1924. Under the present law the State textbook commission will decide this winter on school books for use during the next five years.

Jan Ligthart, the Dutch Pestalozzi

Great Teacher Who Has Exercised Powerful Influence in Holland is Practically Unknown in America. Believed in the Study of Things Rather Than of Words. His Readers Widely Used

By P. A. DIELS
Head Master in Amsterdam

JAN LIGTHART was not a man to be characterized in a few simple words, nor can we speak of a special Ligthart movement or party in the more technical part of the teaching in our elementary schools. His influence is not due to his didactic work, be it ever so genial, but to his personality. Say Herbart and you will have a vision of a doctrine; say Ligthart and you will see a man as human as yourself. I wrote of Ligthart as the Dutch Pestalozzi, but I am sure that he would have been the first to smile at the epitheton. He felt the humility of a true Christian and was averse of praise of any kind, yet I am not saying too much if I am classifying him with Pestalozzi in the same group of educators of importance, how much he would have disliked this classifying.

He was proud of his hate of all systems be they ever so scientific; his intuition served him as a safe guide and made him see as in a flash the path through the dark problems in education. Not the human intellect but the human heart was his leading star, and thus it was that he did not attach high value to the results of scientific pedagogic researches and used to deride gently those enthusiasts who tried to measure in sizes and numbers what in his opinion was measurable only by God.

Ethical Side of Education Most Important

At his death in 1916 many persons of high social and official standing gave proof in word and writing of their high esteem for him as man, as teacher, and as author. For in that order, I think, he would have liked to have his talents enumerated. "The ethical side of education is the most important side" was his maxim, and he would have suffered greatly had he been obliged to witness the confusion in morality which has followed the World War. It speaks for our educational circle that this problem is felt to be acute, and the influence of Ligthart's work in the reconstruction of education at large will certainly be of importance.

His was not a career of great emotional changes. He was born at Amsterdam in 1859 from parents of decent origin who had fallen into poverty. How well does he tell his boyhood in "Jeugdherinneringen" (Memoirs of my Youth), a remarkable book of high educational value. Especially to me, also Amsterdam born, it is a very precious work, sketching the life of an Amsterdam boy in the sixties and seventies, when the town still retained much of its antique character, which, unfortunately, threatens to disappear by the requirements of our modern times. At the age of 14 he became a pupil teacher, teaching in the daytime and receiving instruction for the preparation of the teacher's certificate in the evening. When he was 27 years old he was nominated head master of one of the elementary schools at the Hague. This position he held till his death. So far there is nothing remarkable in his outward circumstances.

Unselfishness the Secret of His Influence

How was it, then, that he had such a great influence in our country? He was one of those few hearing the call urging them to work for the benefit of others, and though we do not closely follow Jan Ligthart in all his precepts, we do not say too much in calling him one of the blessings in our world.

He wrote some methods of teaching for elementary schools, a large number of essays, first published in his own periodical, "School en Leven" (School and Life)—the title is an inspiration in itself—and some literary work. His writings were translated into several languages, and in Sweden especially he was widely read and studied. As far as I know, he is totally unknown in America, which I think a pity. He went to Sweden twice and lectured there upon his methods. Our Queen consulted him about the education of her daughter, our Princess Juliana, and one of his pupils was appointed to become the teacher of the royal child.

The principles of his teaching methods are fully explained in his work "Het Volle Leven" (The Full Life). As the title indicates, he aimed at placing the school in the midst of the active life of the people. The fatal separation of theory and things to which all schools tend was vigorously attacked. He emphasized again and again the necessity of showing the real things instead of giving the pupils the words for them. Such was the fundamental idea, and that is why people called him the Dutch Pestalozzi. He classified his teaching in the first grades of elementary schools around some centers—the tilling of the soil, the meadow, the building of a house. Those centers were the real sources of all object lessons and gave material for elementary geography, nature study, stories, and poetry. He also attached great value to manual training, and indicated how this should be part of the scheme.

Experts among the readers will detect familiar sounds in all this. No wonder! Jan Ligthart did not pretend to invent a new idea, but he made a great effort to put into practice what all great educators had been preaching for centuries. I can not do better than quote here somewhat freely one of his friends and coworkers, Mr. A. M. van Leeuwen, who succeeded him as headmaster of the now famous Jan Ligthart School at The Hague:

"Jan Ligthart has given knowledge for words and bread for stones. Words do not mean anything to a child. Those who try to content children with words kill the child's natural impulse to inquire and with it they kill his interest in what surrounds him. Against this Jan Ligthart fought all his life. Only a few understood him and it will perhaps be a century before the great pedagogue's principles will be accepted."

We all know the old adage: "What is not in the senses is not in the mind." It is not my purpose to start a philosophical discussion whether this is really true, but we may certainly ascribe a high value of this phrase to the teaching in elementary schools.

Readers Are Stories of Simple Life

In my opinion it is not with "The Full Life" that Jan Ligthart has most influenced our schools. This comes because it has a strong personal character, and I am inclined to think that this method could only properly be followed by those who were personally influenced by him. In most Dutch schools one sees at present his pictures representing the various scenes from the centers mentioned above. I have had an opportunity to visit schools in different parts of our country, but I have seldom found a teacher following Jan Ligthart's method completely. Most teachers use only his pictures. His other direct practical work are his readers. No words are adequate to praise them enough. They are stories of the simple life of common people's children and the daily occurrences, the visit of an aunt or a new suit of clothes was enough basis for him to build a story. He gave several series, and there is no school in Holland which does not use them. If Jan Ligthart had only written these books he would have done his task sufficiently.

The figures he sketched are popular among the children. They live in their hearts as if they had met them in reality.

The great popularity of Jan Ligthart in large circles in Holland apart from the teaching world is due to his essays on educational problems. They also bear the mark of his personality. Prof. R. Casimir, his best friend, wrote about Ligthart's ethical principles: "He thought love the foundation stone of morality. The other virtues are coordinate to it. The leading principle of his whole life was the true love of God." His essays are written in a clear style without that show of learning which most pedagogues love so dearly and which is such a big obstacle in the popularizing of what should be the most important part of all knowledge. I am certain that most of his essays would be very attractive to American readers, especially in our times when the teachers of the whole world are called upon to save the higher goods of culture.

Boyhood Incidents Told in Inimitable Style

Among his writings the one which I love most of all is his "Jeugdherinneringen," of which I have written. Almost every incident of his boyhood, told in an inimitable style, gave him an opportunity for an educational sermon.

"I think," says Dr. J. W. Gunning, one of the few Dutch pedagogues of real distinction, "that in future Jan Ligthart will be for me and many others the man of Jeugdherinneringen." I think so, too. No other man ever wrote a book of such high value in words so simple. "The book is a defense of the rights of the children against their parents and other educators," wrote Doctor Gunning, and that is why it has such a hybrid character, being partly the story of his youth and partly a passionate appeal for the children. As a little illustration of the nature of the book I give here a rather free translation of a passage which has become famous in our country under the name of "De Sinaasappelenmethod" (The orange method):

"I live in a back street. There are often boys and girls before our window. They look in and they call o t: 'Look here, they are dining. Do you see? Oranges! A plate full of them! Look at that one serving himself! Can you see what they are dining of?'

"Orange Method" in School Discipline

"It is troublesome. You are not free. And what are you going to do? You fly into a passion; you knock at the window and chase those street Arabs away, and with angry words, too. Do you not?

"There is a better method. I go to the window, draw the curtain away, and offer the children an orange. 'Will you have it?'

"They are on the point of running away. But I call them, hold them with my asking eyes, pull up the window, and give them each an orange. A whole!

"They accept it, blush, mutter 'thank you,' and go away without my having to ask it. At a little distance they stand still, look at the oranges with glad eyes, showing each other the glorious things.

"'A fine method,' says the true pedagogue deprecatingly. 'Give them oranges, to be sure! They will certainly come back; you may go on giving oranges to the end of your days. They will bring their comrades; you will have a whole tribe before your windows.'

"That true pedagogue is wrong. He has only thought of his own means of power and has not taken into account that wonderful feeling in the human soul—a mixture of thankfulness, generosity, and shamefulness, and that also lives in the souls of the ragged but which is punished and scolded to pieces by the true pedagogue. Those children do not return. I have followed this method for more than 25 years, so you can almost say I am a kind of pedagogue and am constantly experimenting on ragged children. Well, they have never shamed my trust. They never returned for oranges and did not even look through the windows. . . .

"Remember your own youth. Remember how your own soul reacted upon the actions of the adults. How often they stirred up the angel in you and how often the devil! And then . . . often, very often, do quite otherwise, as they did."

That is what he called his orange method in moral education. You may have noticed his sarcasm on the "true pedagogue" and his love for the children. Whether we agree with him in this orange method is of little importance; the main fact is that it leads one to think. The book is full of such pithy sketches and sayings and Doctor Gunning is quite right; it will always remain for many of us *the* book of Jan Ligthart.

When Ellen Key visited his school at The Hague she was so much struck by what she saw and heard that she said: "My dream has been realized!" Whereupon Ligthart answered: "Mine has not!"

Which saying typified and honored him.

Boston Conference on Secretarial Training

Objectives of secretarial training will be discussed at a conference held by the United States Bureau of Education in cooperation with Boston University at Boston, October 27. This conference will be attended by business men and women as well as by representatives of educational institutions where secretarial training is given, including colleges and universities, public and private high schools, and business schools. Three sessions will be held, the third session being an informal dinner conference.

New Elementary Curriculum for Nebraska

Pupils in Small Rural Schools to be Classified by Two-Year Groups Instead of by Yearly Grades

ATTENTION will be focused upon the child and his activities in the reorganized curriculum for Nebraska's elementary schools, which will go into effect in September, 1924, according to a preliminary report issued by John M. Matzen, State superintendent of public instruction. The basis of reorganization will not be subject matter alone, but also methods of procedure.

In accordance with the policy of placing emphasis on the child and his activities, it is proposed to organize the work of the school so that more time is given to directing the child's efforts and less to formal recitation. Many schools are overburdened with a large number of recitations each day, says the report, and this is one of the outstanding weaknesses of the one-teacher school. To reduce the number of recitations heard each day, which have been crowding out instruction, drill, and directed study, the new curriculum will present a plan of alternation, under which the eight grades of the elementary school will be reorganized into four "form groups" of two grades each. For example, the fifth and sixth grades will be united in one class, which will take up sixth-year work in the school year 1923–24, and fifth-year work will be omitted. In 1924–25 this group of pupils will take up fifth-year work, and sixth-year work will be omitted.

Longer Instruction Periods and Larger Classes

By this arrangement the number of classes in each subject will be diminished, the instruction periods lengthened, and greater interest gained through the increased size of classes. The teacher will have more time for actual instruction, for directing the children in study, and for giving individual help. The extent to which alternation should be carried on depends upon the size of the school and the size of the classes, according to the recommendations. If the school is small and the size of classes when combined does not exceed 8 or 10, the plan may be used to advantage. This kind of organization has been used in Nebraska to a limited extent for a number of years and has been found practical.

It is further proposed that the school subjects in the main be grouped in four quarter-day sessions as nearly as possible, the first devoted to arithmetic, the second to reading and history, the third to language and hygiene, and the fourth to geography and agriculture. Such grouping of subjects gives better opportunity for combination of classes, according to the report.

Mothers' Reading Circle Successfully Conducted

Special Interest in Children of Preschool Age. A Place of Loving Intercourse. Thirty Books Read Aloud and Discussed. Parents Learn Fundamental Principles of Child Training

By MRS. CHARLES H. TOLL
President Los Angeles (Calif.) Federation of Women's Clubs

ALL THE WORLD is full of mothers who give the most painstaking care to the child's physical wants. It is quite right that the food, the clothing, the play, the sleep of the child should be wisely ruled. Nearly all mothers, some in a wise and scientific, others in a bungling, spasmodic way, attempt to instill obedience, truthfulness, and perseverance in their children. But a child has a mental, and more, a spiritual nature that must be fed as truly as is his physical being if he is to evolve into a well-rounded, symmetrical character.

Many of our schools have adopted well-arranged courses of study in domestic science. It is well that this is so, for whatever may add to the efficiency, the attractiveness, the dignity of the home in these days when the beaten path leads away from the home instead of toward it, is a good thing. But modern education in our country has not progressed far enough. Few parents, except possibly those who have a teacher's preparatory training, understand fully how to deal with that most tender thing, the heart of a child. Many parents experiment, and experience teaches them, it is true, but in the process of educating the parent, the soul of the child sometimes receives scars that remain through life. This is the main reason for the reading circle and for its attempt to reach the prospective mothers and those with very young children especially.

Children Most Impressionable in Preschool Years

Parent-teacher work attracts, in the main, parents of children of school age. The very name implies this. The most impressionable years of the older children of a family are past before the mother comes into contact with this beneficent organization. Because this is so, many leaders have recognized that preschool groups must be formed which shall give attention to those seven golden years when the mind of the child is plastic and most impressionable; that the basis for all important lessons of life must be laid in those years, if at all. Practically all the lessons that come in later life are superficial unless the roots have been sunk deeply in those early years.

One of the activities found efficacious in attaining valuable results in these preschool groups is the reading circle. The writer has been asked to recapitulate briefly the main features that have distinguished the work of one of the successful circles.

Because of observations from different viewpoints, the writer became convinced that all but a negligible amount of the trouble with so-called "naughty, troublesome, incorrigible, and delinquent" children could have been avoided if the children had been subjected to wise management during those seven golden years referred to hitherto. She also concluded that a very large percentage of parents have had or have taken little opportunity to become acquainted with the fundamental principles of child training. But she also believed that a certain proportion will grasp eagerly at any opportunity to gain knowledge that will render their relations with their offspring more pleasant and more productive of desirable achievement.

Bureau of Education Courses Adopted

Accordingly she gathered mothers from the four quarters of a town of 5,000, a representative group of many interests and strata, at her home one morning in March, 1916. Some came but the one time, while several of the group have retained their strong interest throughout the intervening years. A distinctive name, a regular weekly day for meeting, a decision to adopt the Course of Reading for Parents issued by the Home Education Division of the Bureau of Education of the Department of the Interior, with the wise choice of Elizabeth Harrison's "A Study of Child Nature" as the first book to be read, and discussion regarding methods of procedure, were the things accomplished at this first meeting.

At the second meeting a routine of work was adopted. Many innovations have been introduced during the life of the circle, but the basic principles chosen during those early days have steadfastly been retained.

It was deemed best to meet at 11 and close at 2. This arrangement permitted the busy housewife to get her children off to school, to do her morning work, and to make the trip comfortably; and it enabled her to be at home on the arrival of the children from school. It has proven a wise policy to meet weekly, for thus the continuity of interest is retained.

In the meetings it has been the plan for one person to read aloud the entire text of one book, preparing the lesson beforehand by noting suggestive points for discussion, and leading off with a question which often opened long vistas of thought, interrogation, and interchange of experience. The relations of personal experiences in the home were held up to the scrutiny of eyes gradually becoming inured to seientific standards of judgment. It was no unusual thing for the leader to receive most distressing confidences from some of the older mothers, mourning over a grave mistake beyond recall, or perhaps from some younger mother worried over a home problem too serious for public mention. Again, great joy was often freely voiced in the circle when principles learned there had been applied and found efficacious.

Visitors Inspired to do Similar Work

During the first year the circle settled to a membership of approximately a hundred, with an average attendance of sixty or so, including each week visitors from various quarters of the globe, who were welcomed only on condition that if they felt the work to be of sufficient value they would return to their own localities, tell as much as they could of the circle and its work, and try to form or to assist in forming a similar circle in their own communities. News has been sent back repeatedly of eircles so formed.

The personnel of the membership has been interesting. Maiden ladies who were in contact with children in their homes, young married women, prospective mothers, childless married women of older life, mothers, and grandmothers formed the membership. Several babies, whom the circle proudly calls "circle babies" and whose birth has been invariably noticed by the presentation to the mother of one of the best books of the course, incribed with a suitable quotation signed by all members present, are gathered together once a year for inspection, to the gratification of the fond mothers. Several of the childless women have adopted babies, having learned of the joys and privileges of motherhood.

Friendly Spirit Dominates the Meetings

A correct roll of members has been kept from the first day, with a brief record of the meetings and lists of guests and their residences. One requisite for the success of all group meetings is a friendly and pleasant spirit to dominate their relations. One member was early designated to call by telephone or in person or to send a note to those who remained away for more than two consecutive meetings. This friendly interest was a bond that soon made the circle a place of loving intercourse, where each one's presence was necessary to the happiness of the others. It accounts, to a certain extent, for the regular attendance of many who became members early in the life of the group.

It was early recognized that many of the mothers needed a mental stimulus, for they were neglecting intellectual pursuits in the routine home duties. So it was unanimously agreed that each should respond to her name

called, by a brief memorized thought relating to the home or the children. Such a valuable store of these was accumulated that it was suggested that they be collected and bound. The name "Immortelles" was chosen for the little volume. As outsiders desired copies 1,000 were printed and very quickly sold. There are demands even now for copies of this first little book, so fine are the selections embodied in it.

The money realized from this book financed the circle in all its needs, procuring tea, sugar, and cream for the cup that invariably accompanies the luncheon brought from home. But because many wanted to feel that there was a certain prerequisite for membership, it was decided to require 25 cents as dues annually. The sum thus received enabled the circle to subscribe to local worthy calls. Another book and a calendar of quotations have been published with similar success.

As another mental stimulus, it was decided more recently to have at each meeting the review of a specially worthy educational article appearing in some current magazine. One very competent member became the "current educational trend" chairman, and it has been her duty to read and cull the best available articles for review.

Public Library Contributes Literature

The local public library, fortunate in having a librarian of vision, has added a large number of books on education, and she now assures us that these are in constant circulation. It is good to see this wakened interest on the part of mothers. It means much to the status of the home in the community.

Busy mothers and housewives, these women know full well the value of the minutes, and they utilize them. Replete stocking bags are emptied; garments are made as the busy fingers fly during these hours. The leader early made it a point that the listeners could concentrate the mind on the spoken word without interference because of busy fingers.

Altogether about 30 standard books in two parents' reading courses, dealing with all phases of home life and child training, have been read aloud, discussed fully and freely, and the principles therein advocated have been applied in many homes.

What has been the result of this work? The two leaders, who have served consecutively during the seven years of the circle's existence, have received many written and spoken testimonials of the practical value of this work to the members in the management of their homes and their children.

The superintendent of the public schools, who has been in charge throughout the life of the circle and has watched its operation in the town of 5,000 and in the city of 40,000 to which the town has grown in that time, and many of the teachers of the city have repeatedly spoken to the leaders and before audiences of the value in general of the work and of specific cases in which the effects of the study and the knowledge gained by earnest mothers have been made strikingly apparent in school relations.

The words with which each session is closed were formulated early in the life of the circle by the leader, who deemed them expressive of the earnest purpose of the group. Who shall say that the blessing promised by the Divine Leader when he said "Seek and ye shall find" is denied these women, who with earnest and prayerful voices repeat each week, "Seekers for truth and understanding and wisdom, may we help and bless all those with whose lives we come in contact."

Two Conferences on School Health Supervision

School health supervision will be discussed at two conferences which have been called by the United States Commissioner of Education. One will be held October 9, at Boston, in cooperation with the American Public Health Association and the other October 16, at Detroit, in cooperation with the American Child Health Association. At the Boston conference Dr. John Sundwall, director, department of hygiene and public health, University of Michigan, will speak on the training of the school health supervisor. A study of the nutrition of adolescent children in industry will be presented by Dr. Hugh Grant Rowell, of Teachers College, Columbia University.

Preschool health work and public health education will be the subject of an address by Dr. Arnold Gesell, professor of child hygiene, Yale University. Dr. Frances Sage Bradley, director, division of child hygiene, State department of health, Arkansas, will speak on some phases of the rural problem in school health work. The chairman at each of these conferences will be Miss Harriet Wedgwood, Acting Chief, Division of Physical Education and School Hygiene, United States Bureau of Education.

Maine Requires Daily Bible Reading

Maine has passed a law requiring reading of the Bible in the public schools, "daily, or at suitable intervals." It is provided that there shall be no denominational or sectarian comment or teaching and that each student shall give respectful attention, but shall be free in his own forms of worship. Six other States require that the Bible shall be read in public schools.

Students Paid While Attending School

Textile High School in New York City Operated on Cooperative Plan. Extraordinary Growth in Enrollment

STUDENTS in the New York Textile High School who are attending under the cooperative plan, spending alternate weeks in the school and at employment by commercial firms, are paid for both weeks. This is done to impress upon students the importance of the school instruction weeks. The pay for each of the weeks spent at commercial work is $12.50 and for each of the school weeks, $10.

The textile high school was founded more than three years ago to prepare boys and girls directly for the textile trade, and to give them a foundation of academic and technical work. Its registration has grown from 84 pupils to 1,150, the present number. Many pupils who were not succeeding in the academic high schools have entered this school and have been encouraged to remain to the end of the course. A large number of these pupils have been graduated and are now occupying responsible positions in the textile industry.

Evening courses are given for persons who are already at work in some branch of the textile industry, to supplement their practical training. The school offers 42 short unit courses, such as cotton converting, silk analysis and design, woolens and worsteds, retail selling, experimental dyeing, and tailoring. A student may take one or two courses related to his daily work, and an extensive course may be organized, covering three or four years. Instruction, textbooks, and apparatus are free in both evening school and day school.

College Freshmen Poorly Prepared in English

Carelessness in speaking and writing the English language is deplored by W. W. Campbell, president of the University of California, in a message to the teachers and parents in the State. He says that of 2,400 secondary-school graduates entering the university last year, one-half failed to pass the required examination in English. The cost of reteaching the secondary-school English was levied on the students who had failed.

Many State organizations of parent-teacher associations have indorsed six prominent welfare issues, the six P's, they call them. They are peace, prohibition, protection of children, physical education, protection of the home, and public schools.

Demands Intelligent Care In Preschool Period

Many Serious Deficiencies Can Be Remedied by Prompt Attention in Infancy. Better to Form than to Reform. Parents Learn Fundamental Principles of Child Training. Full Recognition of the Home.

By MRS. CLIFFORD W. WALKER
State Chairman Preschool Circles, Georgia Parent-Teacher Associations

AS A PARENT-TEACHER association in Georgia our first work centered upon the children of school age, but as we gradually found ourselves we saw that to accomplish what we wished we must go beyond that and begin with the children in arms. The statement is made that underneath every farm of present-day management lies another farm, if one will only dig deep enough to reach it; and underneath every town and city is another town and another city. Then certainly the preschool circle will make us realize that underneath every school is another school, brimful of possibilities, and the very essence of foresight and sane economy will find its best expression in plans for this department.

Physical examinations upon school entrance reveal the fact that many deficiencies could have been remedied by early attention and many more could have been entirely avoided by more intelligent care from birth to 6 years of age. And so for economy of time, of effort, of repairs, of pain, and economy of life itself, we must get back into the homes and there teach, study, and solve the problems of those earlier years. True economy lies not in much mending but in providing good material at first. As useful as reformation is, it is far better to form than to reform. As far advanced as is the reforming of the impaired body and brain, so much more advanced is the correct forming of the normal body from the beginning.

Preschool Circles Can Give Immeasurable Aid

If it is true that that which we would put into the mind of the Nation we must first put into the schools, the preschool circle can give immeasurable aid by sending into them well-formed bodies, energized with good health, enveloping normal brains and well-tuned souls ready for action and already turned toward the ultimate goal of an educated being—which is to serve intelligently and serve abundantly. It can readily be realized from these suggestions that with a preschool circle anticipating every school, the present efforts of the parent-teacher association toward redirection and reformation would be met in a few years with normal conditions of childhood and competent home environment that would cooperate in every way with modern educational ideas and ideals.

For genuine enthusiasm get a crowd of young mothers together for a study of child nature, child training, and the diet of the child under 6. In such a group can be created a dynamo of energy that will quickly begin to show results. Lead them to realize that every child who enters school under average conditions has been a heavy loser because of the usual lack of equipment in the grade rooms. Each mother loses for her child just that much by not becoming interested sooner and seeing that the school is fitted in every way for good work.

The preschool circle is pitted against the question of proper surroundings. Until our children are born we should think much upon heredity, but after they are once with us, our minds should be firmly fixed upon environment—heredity, a picture thereafter for their inspiration; but environment, the vital, virile force with which they must hourly contend.

Must Reach Indifferent and Ignorant Mothers

Every mother should ask herelf certain questions concerning the great business in which she is engaged. These should include inquiries as to what kind of child she is sending into the schools, to what kind of school she is sending her child, and what should be her part iu the preparation of each for their relationship to each other. The preschool circle is the one organization prepared to help us answer these vital questions. For years we have had a select few and some occasional groups who have studied child training and it is to be hoped that their number will be greatly increased. But we must hold ourselves to the inescapable fact that no great battle was ever won by the advance of a few while the great army lagged in the rear. *We must bring up the ranks!* The accomplishments of the intelligent mother are partially nullified by the lack on the part of the ignorant mother. Wherever they will not come to the circle the circle must go to them. They can usually be reached by the different health movements. The primary departments of the Sunday schools should work hand in hand, supplying names to each other and working toward the same end—the building of the child four-square, according to the highest physical, mental, moral, and social standards. This will bring each student mother squarely up before the fact that in order to build her child four-square she must be a four-square mother. And that gives us the enlarged vision and the great program planned by the preschool circle leaders.

The preschool circles are formed for the express purpose of a full recognition of the power of the home and its part in the preparation of the child for the school life, the life in the world, and the life beyond. It places the emphasis squarely upon the home—exactly where it belongs. The burden of blame has too long been put upon the schools, and the school has been looked to as the place for correction of faulty habits which should never have been allowed to form before the child came to school age. There are unlimited possibilities for those grades where the children are not handicapped by defects in health or in general habits but are ready to accept and absorb all that the teacher may present to their normal minds. We should see a vast improvement in the children turned out by the schools if the homes would do their part in intelligent preparation of the material given to the teachers for their further molding.

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Georgia Superintendent Making County Surveys

To collect information on educational conditions and needs in Georgia, the State superintendent of schools is directing surveys in a number of counties in different parts of the State. To gain the cooperation of county and city superintendents and members of boards of education and to give them information concerning the surveys, the State department held 14 regional meetings during September. At each of these meetings the State superintendent made an address outlining the policies and plans of the department, and other State educational officials discussed such topics as the measurement of the results of teaching, schoolhouses and equipment, finances, and high schools.

Texas County Contains Thirty-two Associations

Thirty-two rural parent-teacher associations are now in membership in the Harris County Council of the Texas branch of the National Congress of Mothers and Parent-Teacher Associations. The Texas branch is divided into eight districts which hold conferences. Men and women who possess constructive and practical ideas for the early training of boys and girls are brought together and plans are made to fit the local organizations for the furtherance of these ideas.

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IN THIS number of School Life special emphasis is placed upon the work of parent-teacher associations. This was made possible by the effective cooperation of Miss Ellen C. Lombard, Director of the Home Education Section of the Bureau of Education. Her assistance is acknowledged with cordial appreciation by the editors.

Our New President

CALVIN COOLIDGE, the thirtieth President of the United States and the twenty-ninth man to be called to the office of Chief Executive of the greatest Republic in the world, is the scholarly type of statesman. He was graduated at Amherst College in 1895 with the honor of *cum laude*. As a student in college he had already won a national intercollegiate prize for the best essay on the subject, "The principles for which the Revolution was fought." Although he entered the profession of law and through the law emerged into the wide forum of politics, Calvin Coolidge has always displayed, even in public office, the temperament, nature, and disposition of the contemplative, intellectual type. His career has been suggestive of the cloistered student, reading, absorbing information, and mastering history, rather than of the active politician performing dramatically in the public eye. He is essentially a man of scholarly instincts and has always been a great believer in education. He is still actively interested in his *alma mater* and retains his position as a member of the corporation of Amherst College. His public utterances strike one more as the workings of the mind of the philosopher, the educator, the literary man, than as the thoughts of the popular politician and publicist.

Among President Coolidge's utterances, his commencement address at American University in June, 1922, is typical. That address was a scholarly and philosophical presentation of the creative and redemptive power of education. The readers of School Life will be interested to turn back and read this address, which was published in School Life in October, 1922.

Jno. J. Tigert.

The Waning School Term of the Cities

IN CONSIDERABLY more than half the cities of the United States which are included in the statistical tables of the Commissioner of Education the public schools are open fewer than half the days of the year. To be more exact, 310 cities maintain school terms of fewer than 182½ days and in 259 cities the terms are longer than that. Only one city in the entire country, Cheyenne, Wyo., reported an average school term of more than 200 days in 1920; and in only one city of the first class, that is, with a population exceeding 100,000, namely, Pittsburgh, were the schools open the full ten months of 20 days each. Only 12 of the smaller cities have terms of that length, and it happens that 9 of them are in Pennsylvania.

Country people with their limited funds strive constantly and earnestly to give their children more months of school. The school term for the United States as a whole has grown steadily from 130.3 days in 1880 to 161.9 in 1920, and much of that increase has come as the result of great effort and sacrifice on the part of communities not blessed with an abundance of worldly goods.

For the great cities, however, a different story must be told. In them in the beginning of the public-school system the term covered practically the entire calendar year. In New York it was 49 weeks, in Chicago 48 weeks, in Cleveland 43 weeks, in Philadelphia 251½ days, in Boston 224 days, in Washington 238 days, in Detroit 259 days, and in the other cities of which there is record the school year was correspondingly long.

Gradually the summer vacation increased in length and holidays grew in number. In 50 years, that is, by about 1890, the usual school term in the cities was about 200 days, but in many of them it exceeded that number. The tendency toward the shorter term had set in, however, and it has continued to progress until now nine months is the accepted term in the majority of cities.

The change has come about so gradually that it has apparently escaped notice. An additional holiday of two, a little earlier closing day, or a later date for opening in the autumn seemed to mean little; but almost invariably the change has been in the same direction. In one of the principal eastern cities for example, the term was 224 days in 1840, 200 in 1890, 197 in 1900, 187 in 1910, 182 in 1920, and 180 in 1922. The loss has become a matter of serious importance.

In nearly all the cities, teachers, janitors, and school officers are paid on the yearly basis and in general the salaries are divided into 10 installments representing 10 months of service. The buildings and equipment stand always ready for use. Nothing whatever is saved by idleness. To continue the schools for the full 10 months in most of the cities would cost nothing additional, would involve no undue hardship for anybody, but it would avoid an important loss of time for the coming generation, and consequently would result in an important saving of money for the taxpayers of the present generation. An additional month every year gained by the increase from 180 days to 200, would enable the great majority of pupils to finish the elementary course in seven years instead of eight. An increase of 10 days a year would mean four months in the course and that would be enough to allow numbers of bright pupils to gain a year in reaching the high school.

Is it not worth the while of schoolmen to adjust the course of study, to restore the school term to the normal 10 months' basis, and to save a year, or as much of it as possible in the school life of the Nation's children?

None of the principal European nations is satisfied to keep its schools open for the short time that has seemed to be sufficient in America. Most of the English schools are open 42 weeks; Denmark requires a minimum of 246 school days per year; the German school term in normal times was 42 weeks of 6 days each; the Swedish year averages 210 days, and in France it is at least 200 days. It is a simple matter of arithmetic to explain the statement so often made by responsible observers that American schools require more years for similar work than representative European schools.

The School's Most Useful Auxiliary

WHEN the complete history of the American public school system is written the name of Mrs. Theodore W. Birney, of Georgia, will have a place in it with those who have contributed most notably to efficiency of the schools. It was she who originated the "Congress of Mothers," an organization in which cooperation with the public schools was emphasized so strongly as speedily to become its principal activity. In recognition of that fact the name of the organization was changed in 1908 to include "parent-teacher associations" and the inclination has arisen to

drop the original name and retain the added designation only, partly for the sake of brevity but also because the name "National Parent-Teacher Association," more correctly expresses the purpose of the organization.

Whatever the name may be, however, Mrs. Birney is recognized as the founder, for she it was whose efforts resulted in bringing together the group of women who met in Washington on February 17, 1897, and initiated the organization which now embraces 46 States of the Union, and counts in its membership more than a half million persons. Not only the declared aim of the parent-teacher organizations but their actual conduct is worthy of all praise, and justifies the phenomenal growth that they have enjoyed, especially in recent years.

The promotion of cordial cooperation and harmony between the school and the home is a purpose which should prompt every teacher to aid in the organization of such an association and should induce every parent to join it. And substantially that is what is happening in hundreds of communities.

In practice it is customary for the officers of the local associations to be divided between parents and teachers. A parent is usually chosen as president, a teacher as vice president, a parent as secretary, and a teacher as treasurer. The active work of the association is usually done by the parents with cordial assistance from the teachers.

The parent-teacher associations declare their purpose to work solely and unceasingly to procure the best that is possible for the children, without in any case attempting to dictate the policy of administration of the schools with which they are connected. That these are not empty words is the testimony of school officers all over the land.

President Proclaims Fire-Prevention Day

To aid in lessening the fire menace, President Coolidge particularly recommends educational effort through the schools and industrial establishments, and in the homes, in a proclamation designating Tuesday, October 9, as National Fire-Prevention Day. The importance of every possible measure to reduce the Nation's fire loss is so apparent, says the President, as to require no argument. Probably the greater part of this loss is due to human factors, such as carelessness and moral hazards. As a measure for correcting these conditions, the proclamation stresses the importance of education in fire prevention, and recommends that National Fire-Prevention Day be observed in a fitting manner.

Wichita, Kans., has 26 schools, and 24 of the schools have parent-teacher associations.

Excellent Lectures for London Teachers

London County Council Offers Courses by Distinguished Men and Awards Scholarships in Higher Institutions.

TO GIVE London teachers an opportunity of improving their knowledge of subjects which form part of the school curriculum, of widening their outlook, and of coming into touch with some of the most eminent authorities in various branches of learning, the London County Council offers courses of lectures and awards partial scholarships for institutions for higher education in the city. By these arrangements, a large number of teachers may take up cultural, professional, or practial subjects at a cost of no more than a shilling a lecture, these fees being sufficient to support the courses given directly by the council. Fifteen groups of subjects are offered, including art, home economics, English language and literature, pedagogy, physical education, economics and political science, history, geography, mathematics, music, science, phonetics, handicraft, and miscellaneous subjects. Each of these groups consists of a number of subjects, ranging from 2 to 12, so that more than 80 subjects altogether are offered by the council directly, beside those taken up under the scholarship plan.

Specially Strong Courses in English

The English language and literature group includes a course of 20 lectures on poetry from the beginnings to Shakespeare, by Prof. Sir Israel Gollancz, 10 studies in drama, by Mr. St. John Ervine, 4 lectures on modern poetry, by Mr. Alfred Noyes, 3 lectures on Shakespeare, by Sir Johnstone Forbes-Robertson, a single lecture on Robert Burns, by Sir Robert Blair, and 11 other courses.

The courses vary in length; two handicraft courses, one in metalwork and one in woodwork, each requires 30 class meetings, and in a few subjects single lectures are given, but most of the subjects are given in courses of 5 or 10 lectures. The usual fee of a shilling a lecture is proportionately reduced for the long courses. Fees paid by teachers from outside of the county of London are 50 per cent higher than those paid by London teachers.

By the scholarship plan, a certain number of teachers may attend evening courses at University College, King's College, and the London School of Economics and Political Science of the University of London, and at the Institut du Royaume Uni connected with the Universities of Lille and Paris. Tuition fees are reduced for scholarship holders, so that these university courses cost no more than the lectures directly sponsored by the council. Most of these courses are more than a year in length, and teachers who have been awarded scholarships may be granted a continuance of these awards, if their work for the first year is satisfactory. Scholarships are granted in English language and literature, in French language and literature, in economics and political science, in geography, history, and phonetics. The university courses in phonetics include studies of French, German, and Italian phonetics, as well as English.

Regulate Hours of High-School Students

That high-school students need eight hours' sleep is the opinion of the home-study section of the high-school parent-teachers association of Ann Arbor, Mich., which admits students, as well as parents and teachers, to its meetings. To keep students from staying up late, the section urges parents to limit the number of organizations to which their children belong; to insist that meetings, entertainments, etc., of these organizations should take place on Friday or Saturday nights, so as not to interfere with home study; and to provide a quiet place in the home for study. Teachers are urged to see that students use the regular study periods in school for preparation of lessons, so that a shorter time will be required for evening study. It is the opinion of the section that children should be taught to study before reaching the high-school grades.

Dayton Teachers Boost Their Profession

Teaching is a profession with a bright and promising future, says a bulletin published by the Dayton (Ohio) Teachers' Club, entitled, "Teaching as a vocation—What it has to offer." It is requiring higher standards, paying better salaries, and reaching a higher plane in public opinion, continues the bulletin, which was written to assist high-school graduates to make an intelligent choice among professions. Besides giving the requirements for entering the Dayton Normal School, the bulletin states the requirements and salaries in the various grades of the Dayton public schools and for various special positions in the schools.

Under the auspices of the British Board of Education many English teachers studied modern languages and other subjects on the Continent during the summer vacation. The board offered 38 courses, 7 in Switzerland, 3 in Austria, 6 in Germany, 4 in Italy, 2 in Spain, and the rest in France.

Health Aspect of the World's Children

(*Continued from page 25.*)

moral and physical plane both for the woman and her child. On the one hand, there is deterioration from luxury; on the other, degeneration from poverty.

We need the widest possible distribution of that happy mean where all work, where all have responsibility, and where the child grows up with gradually expanding powers and duties. Every effort must be made to have the human body developed to fit its special task in that particular part of the world in which it finds its habitat.

I see no way out of the present tangle in which the human race finds itself because of its inability to cooperate and its failure in mutual understanding, except through the education and physical care of the child The services of our fellow American, Herbert Hoover, in feeding millions of children in the war-torn part of Europe have done more to insure world peace and world safety than any other single factor in recent years. If we are to have a future world peace it must come through the efforts of the children of to-day when they are grown men. In so far as these children have had sufficient food and have had to go through abnormal experiences with disease or mental shock, it is inevitable that some lasting degeneration, both of body and mind, has been produced. The control of the places where human beings swarm is a problem of all nations. The children of a city debauched by war must pay a fearful price.

All Else Secondary to Damage to Children

The destruction of material objects produced by man, the destruction of the adults of both sexes is entirely a secondary matter in the long history of the world to the damage that has come to children through war's demoralizations and devastations.

If we are to have clear vision and salutary action by the statesmen of the world they must have back of them adult populations that have grown to maturity with sound minds and healthy bodies. With the changes that have come about in our methods of living the importance of physical education and physical training is preeminent. When the child obtained a part of his bodily development from work about the home and the farm, when physical coordination was early learned, and healthy habits developed by regular exercise, this problem was not so important. But now, with the long stretch of time required for adequate mental training, the natural training of the body in more primitive life has largely ceased and we must definitely make plans for the physical growth of the child at the same time that we are seeking for mental training and development. Proper food, adequate exercise, sufficient sleep, and a control in so far as it is possible of disease, are much more important for the child than the type of curriculum, subject matter of so-called courses, and the other elements that go to make up what we call an education. In fact, with all of the opportunities for education, we would find that a large part of our population would acquire it in one way or another if they had normal bodies and followed that natural human curiosity for the new and the unknown that is at the basis of all mental training. Our whole effort must be a twofold one. On the one hand, to eliminate graduallyas far as we can all of those elements in the environment that damage human beings, throwing them out as we would the weeds in the garden, and on the other hand, to build up the human body so that it can meet its responsibilities and resist the infections and the temptations that inevitably surround it.

World's Future Depends on Child Health

In the spread of the benefits of civilization over all parts of the world we can anticipate success only if we bring those benefits directly into the life of the child. The success of the medical missionary indicates that bodily relief and bodily comfort are requisites to moral and religious development. That the future of the world depends upon the average morality of the world child is evident. Experience shows us that this morality depends largely upon bodily health and that where we have the wholesome reactions of the growing period, where the boy seeks to become manly and girl womanly, a high general tone can be maintained.

If I had the problem of elevating the general moral and mental tone of a backward community I would seek the services of the public-health worker, the sanitarian, and the personal physician even before those of the teacher. Health education must go forward hand in hand with that of the mind. Fortunately, scientific medicine has advanced enough so that it can offer almost untold benefits to any group, nation, or race. In particular, it can make these benefits applicable from the prenatal period clear through to that of maturity. Diminishing death rates for the infants and increased volume of child health follow inevitably where we meet those biological conditions that science has demonstrated as a requisite for health. No program of world peace nor of world education can hope to succeed until we can fit the human being in any given part of the world into his environment and give him the opportunity for normal healthy bodily development there.

Status of Woman Measures World's Progress

The world's progress is indicated by the gradually expanding status of woman. Except perhaps in the most savage races, there has always been a deep sentiment for the mother and her child and a profound respect for the maternal instinct. Our forward advance in the future in the moral and in the political fields will inevitably depend upon this expanding power of women demonstrated in the field of child health, child protection, and child education.

Above all, as educators, we must keep in mind our double function and see that the education of the mind and the development of the body are given equal importance. More human sympathy and mutual human understanding can be brought about by a spread of the benefits of medical science in child health than by mere spread of the increased knowledge that has come to the human race. Throughout we must realize that while the child has no adequate method of demanding help or health, Mrs. Browning was right in her poetic statement "But the child's sob in the slums curses deeper than the strong man in his wrath."

Specialist in Rural Education Wanted

To fill a vacancy in the Bureau of Education, an open competitive examination for the position of assistant specialist in rural education is announced by the United States Civil Service Commission. The duties of the person appointed to this position will be to hold conferences of rural superintendents and supervisors, to give demonstrations in rural supervision, to prepare bulletins, circulars, letters, and other related material containing information concerning conditions in rural schools and progress in rural education; to address teachers and others interested in rural education, and in other ways to help in the collection and dissemination of data on matters concerned with rural schools or the general welfare of rural communities. Competitors will not be required to report for examination at any place, but will be rated on their education and experience, and on a thesis or publications to be filed with the application. The entrance salary for this position is $2,500 a year plus the increase of $20 a month. Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the Board of United States Civil Service Examiners at the post office or customhouse in any city.

Five hundred students from the United States are enrolled in institutions of higher education in the British Isles, most of them taking graduate courses, according to the London Times Educational Supplement. Of these students 130 attend London institutions. Nearly 200 students from the British Isles are registered in higher institutions in this country.

The Burden of Woman

Man's Welfare Wholly Dependent on Woman. Schools and Churches Depend Largely upon Her. Organizations of Women Striving to Compensate for Loss of Traditional American Home

By JNO. J. TIGERT
United States Commissioner of Education

FROM THE INCEPTION of human affairs man's welfare from the cradle to the grave has depended upon woman. True manhood, great and generous, has always acknowledged this fact There is scarcely a towering figure among great men of modern times who does not attribute his success to woman—either to mother, wife, sweetheart, or friend. Naturally the mother comes in for the lion's share of acknowledged credit. Abraham Lincoln and Robert E. Lee, the two transcendently great figures of our Civil War period, the former in civil affairs, the latter in military affairs, attributed their success to their mothers and acknowledged it, strangely enough, in almost identical phraseology. Said the wise statesman: "All that I am and all that I ever hope to be I owe to my sainted mother." "All that I am I owe to my mother," said the illustrious gray leader of the gray. The sentiments of Lincoln and of Lee are the sentiments of all truly great men wherever you may find them.

Woman's Responsibility Not Confined to Home

In our modern life we commonly recognize the home, the church, and the school as the most important factors in our social order and welfare. By nature, temperament, and every other condition woman has borne the major responsibility for making, preserving, and enriching the home. She has not always been able to control the size of the family, the place, or the resources which shall be available for home building, but nevertheless she has gone, usually without complaint, about her task to give, to protect, and to foster the life of her offspring. But woman's responsibility has not been discharged with the home, the most elemental of our social institutions. In America she has borne and bears more and more the major burden of responsibility for the church and the school.

It is a matter of common observation and comment, attested by clergymen and churchgoers everywhere, that women are keeping our churches alive. The dependence of the school upon woman is evidenced on the one hand by the character of our teaching personnel and on the other hand by the kind of cooperation which the school gets from the home. Of the 700,000 teachers in the public schools of America, five-sixths of the elementary-school teachers are women, and two-thirds of the secondary-school teachers are women.

Father's Interest in Children

As a usual thing, the mother is much more interested in the progress, condition, and results of the child's education than the father. All too often the father's information regarding his child's schooling consists in his knowledge that she or he is in the school. I know a man who grew very rich during the recent war, but who did not know what grade his daughter Mary was in nor what her teacher's name was. He knew all about the education, habits, and character of the chauffeur who drove his automobile, but all that he could tell about Mary's education was: "She is in the school."

To bear the major responsibility for the home, the church, and the school has been the burden which the American woman has been called upon to carry for many years. There is an explanation which to some extent relieves the father, the husband, or the grown son for the apparent shirking of duty in that they have quite naturally assumed that their great task lies in commercial, professional, or vocational pursuits whereby the sustenance of the home, the church, and the school is and must be provided. But even the consciousness of this necessary duty does not fully condone man's apparent indifference at times to the welfare of those great institutions upon which our society rests. Not infrequently absorbed in the exciting and stimulating game of making money, of excelling in the art of commerce, or pursuing the will-o'-the-wisp of public fame and public life, the father or the husband is untrue to the claims that the home, the church, the school, and other civil institutions legitimately have upon him.

In the past few years the problem of the home, the church, and the school has become much more difficult and complex. All of these institutions have been subjected to the necessity of readjustment amid changing and acute social conditions. A man of my age can remember a very different kind of home from that which is common in America to-day. In the old American home it was unusual when the family did not all sit down together at mealtime, and the absence of anyone was always keenly felt. In the evening, father, mother, and children gathered about the fireside, where much old-fashioned dogma was dispensed and children were generally anchored in the security of parental influence. To-day, in the average American home, it is seldom that a family of any size is found seated simultaneously either at the table or in the evening by the fireside. The glory of the great white way, the lights of the café, the lure of the motion picture, the speed of modern living have all conspired to disrupt this old-fashioned American home.

Sunday no Longer a "Day of Rest"

The church has also suffered in the changing social and economic order. The motion picture, in the large city especially, allied with the automobile have conspired to undermine attendance upon the church and have converted a day which was formerly quiet, meditative, and sometimes almost lonesome, to an occasion of great social activity and even noise and confusion.

Finally, the school finds itself facing serious problems in a rapidly changing society. It is true perhaps that the school has not suffered in the same proportion as the home and the church. During these past few years attendance upon the school has multiplied at a greater rate than in any similar period of our history, and we have been making wonderful strides in various directions. But at this very hour, all over America, the future of the school is seriously threatened because of the fundamental difficulty in financing it. The president of the Carnegie Foundation and others maintain that we have been spending too much money on schools and that the cost of education is becoming more than American wealth can sustain.

Avenues for Woman's Helpfulness

I wish to suggest, in a few particulars, how our American women can be helpful amid such trying conditions. I shall not undertake to consider the church problem or the home problem, but shall confine myself more particularly to the school. So far as the home is concerned, I have said before and repeat here, I do not believe that the old American home will ever come back. The world will not stand still. The automobile, the motion picture, and other evidences of progress will remain with us. In the readjustment, our problem of the future will be to make the community as safe as was the home. The world has shrunk so fast in the past few decades that now the community is a relatively smaller unit than was the home under the old order. By the formation of manifold civic organizations and clubs of women, men, boys, and girls we are going to make the community as

Extracts from an address before the Convention of Congress of Mothers and Parent-Teacher Associations, Louisville, Ky.

wholesome and safe as was the home in days gone by. Women's clubs, parent-teacher Associations, Rotary, Kiwanis, and other men's luncheon clubs, Boy Scouts, Girl Scouts, and many similar organizations are uniting in this vast program. Before leaving the matter of the home, may I recall that the Bureau of Education has tried to do its bit in helping to maintain and preserve the best in home life by offering its courses in home education. This work, inaugurated largely through the efforts of your great organization and now ably directed by Miss Ellen Lombard, is growing all the while and is no doubt familiar to you all. I shall not pause to dwell upon a thing so well known among you except to say that we receive many letters and other evidence from time to time of the growth and increasing appreciation with which this work is regarded.

Brightest Hope that Shines for Schools

Turning to the work of the schools, let me say that among all the agencies in America that are fostering the interest of education, and especially our public schools, there is none, not even our teachers' associations, which is accomplishing so much as the Congress of Mothers and Parent-Teacher Associations. There is no hope for our schools that shines brighter than the increasing and effective efforts of this great body of women, whose love, loyalty, and devotion to childhood will not permit its being sacrificed to the god of mammon. We Americans are a commercial people. Our prosperity is the miracle of the ages. Drunk with wealth and power we are sometimes prone to fall short in the necessities of soul, mind, and culture. While it is pleasant to contemplate the inexhaustible wealth of America—a wealth which, even before the war brought Europe to bankruptcy, was greater than the combined wealth of the three richest nations of Europe—yet it is not pleasant to recall that our industrial and commercial supremacy is in part the result of exploitation of millions of children who should have been enjoying the privileges of school, of mental emancipation, and bodily growth, rather than sweating and dwarfing themselves in mind and body as slaves to modern machinery and industry. Nor is it pleasant to recall that the motion picture, a powerful instrument for enlightenment, for culture, and moral betterment has often been prostituted and these finer possibilities dissipated for the sake of a stream of gold that was derived from salacious appeals to the public, thus dragging down rather than elevating our boys and girls. Nor is it pleasant to recall that in 1918, while American boys were shedding their blood on the fields of France and giving their youth that America might enjoy liberty and peace, that a hundred thousand school rooms were left vacant in America and countless boys and girls were without schools because the American people were unwilling to pay the army of teachers on the average more than $635 per year. Think of it! A hundred thousand empty school rooms in an era of unparalleled prosperity in the richest nation of the earth! America bears no deeper disgrace to-day and no deeper insult has ever been offered to any childhood anywhere.

Where shall we turn for the remedy and correction of these crimes against our children? The answer rests with the mothers of America, who have never failed their sons and daughters and who are daily gathering power and influence through the leadership of this mighty organization. I congratulate you and America upon your rapidly rising power. In two years you grew from a comparatively unorganized body of 189,000 to a host of a half million now completely organized in more than 40 States of the Union.

Under the leadership of Director Will H. Hays, the Motion Picture Producers and Distributors of America are undertaking to improve the educational and moral tone of the motion picture and, in cooperation with the National Education Association and the United States Bureau of Education, to work out the problem of producing pictures which are pedagogically, psychologically, and morally correct. This is a good work and deserves the support of all. The concentrated public opinion of the women of America and their influence upon their fathers, husbands, and sons for the production and showing of the right pictures will be worth more than all the censorships and all the committees, for it will develop and is developing a sentiment which will strike the unsound pictures through the box office.

Woman's Hand Now Holds Mighty Weapon

Not long since, woman received the most potent of all weapons that she wields for social and educational advancement. The ballot, mightier than sword or pen for reform and improvement, was placed in her hand. The schools of America, thank God, are not controlled as in the Old World by one man or by a system of bureaus, but by everyone who casts a ballot. I am glad that there is no minister of education or of public worship in America who, by a stroke of the pen, may determine what shall be taught in the school or church. In America the Government does not control the schools, and the Federal Commissioner of Education fortunately does not have the right to change a single book in a single school. Man worships God in accordance with the dictates of his own conscience. Our religion and our schools are just what we want them to be.

All over America there has been a persistent effort of late to spread a propaganda to the effect that our schools are costing so much that we shall have to retrench. This is ridiculous in the extreme. Our school system is still deplorably inadequate. Less than three-fourths of our children of school age are provided for and everywhere the schools are overcrowded. Nearly 11,000,000, or more than one-half of the children in the schools, are still in the 186,000 one-room schools which do not compare any more favorably with the modern school than the old stage coach, which was contemporaneous with that type of school, compares with the automobile or the modern train. We are still paying our teachers on the average less than $900 per year—less than any group or skilled or unskilled laborers.

The need of a more adequate school system is everywhere evident. The means to provide are abundant. America is right now spending a little over a billion dollars annually on schools and over twenty-two billion dollars, or about twenty times as much, on cigars, cigarettes, chewing gum, candy, soft drinks, paint, powder, cosmetics, and other luxuries, some of which are positively harmful rather than helpful. Under such circumstances the women of America will certainly cast their ballots when the opportunity affords for more taxes for better schools, more bond issues, more pay for teachers, more consolidated schools, more supervision, and more everything that means for better educational opportunity. In doing so they can do it without the slightest fear of bankrupting any of our great States or the American Republic.

Increased Costs a Matter of Course

Of course, education costs more. So does everything else. It takes nearly three dollars to-day to buy what one dollar bought 30 years ago. We are providing better chools, and more boys and girls are going to school. They are also going further. They are actually beginning to go to high school. Doctor Pritchett complained of the great increase in the cost of education since 1890. Certainly. Notice how greatly the population has increased since 1890 and notice that in 1890 we had 200,000 boys and girls in the secondary schools and now we have 2,000,000. Certainly it costs more. How could it be otherwise?

You are aware of the fact that the great need of education to-day in America is in the rural schools, and here this great organization of parents and teachers can render its most effective aid, and, I am informed, you are contemplating the provision in your budget for a full-time rural specialist to help promote the cause of rural education. No one thing could bring greater assistance to our schools for a similar expenditure of money.

It is indeed humiliating to a patriotic American when we contemplate the efforts that are made sometimes to throttle the schools and sell the birthrights of our boys and girls for a mere mess of pottage. This is characteristic of a commercial and materialistic age.

Etiquette of the National Emblem

Code Drafted by Representatives of Sixty-eight Organizations of National Scope Under Lead of American Legion. National Flag Represents a Living Country and is Itself Considered a Living Thing

On Flag Day, June 14, 1923, representatives of 68 organizations, including the Bureau of Education, met in Washington for a conference, called by and conducted under the auspices of the American Legion, to draft an authentic code of flag etiquette. President Harding opened the conference with an address, which was followed by addresses by Theodore Roosevelt, Assistant Secretary of the Navy, John J. Tigert, United States Commissioner of Education, and others.

The code drafted by that conference is presented here. Although those rules have no official Government sanction, they represent the authoritative opinion of the principal patriotic bodies of the United States and of Army and Navy experts, and are binding on all of the organizations which took part in the gathering. School officers and teachers will find the rules worth calling to the notice of school pupils and citizens generally.

These rules have been published in a booklet by the Service Star Legion, and is for sale by that organization. The cautions on the use of the flag have been published in poster form, suitable for displaying in classrooms. Further information may be had from Mrs. William T. Davies, chairman of national patriotic education, 117 North Fourth Street, Martins Ferry, Ohio.

Fundamental Rules of Heraldry Observed

There are certain fundamental rules of heraldry which, if understood generally, would indicate the proper method of displaying the flag. The matter becomes a very simple one if it is kept in mind that the national flag represents the living country and is itself considered as a living thing. The union of the flag is the honor point; the right arm is the sword arm, and therefore the point of danger and hence the place of honor.

1. The flag should be displayed only from sunrise to sunset, or between such hours as may be designated by proper authority. It should be displayed on National and State holidays and on historic and special occasion. The flag should always be hoisted briskly and lowered slowly and ceremoniously.

2. When carried in a procession with another flag or flags, the flag of the United States should be either on the marching right, i. e., the flag's own right, or when there is a line of other flags the flag of the United States may be in front of the center of that line.

3. When displayed with another flag against a wall from crossed staffs, the flag of the United States should be on the right, the flag's own right, and its staff should be in front of the staff of the other flag.

4. When a number of flags are grouped and displayed from staffs, the flag of the United States should be in the center or at the highest point of the group.

National Flag Above All Others

5. When flags of States or cities or pennants of societies are flown on the same halyard with the flag of the United States, the national flag should always be at the peak. When flown from adjacent staffs the flag of the United States should be hoisted first. No flag or pennant should be placed above or to the right of the flag of the United States.

6. When flags of two or more nations are displayed they should be flown from separate staffs of the same height and the flags should be of approximately equal size. International usage forbids the display of the flag of one nation above that of another nation in time of peace.

7. When the flag is displayed from a staff projecting horizontally or at an angle from the window sill, balcony, or front of building, the union of the flag should go clear to the head of the staff unless the flag is at half staff.

8. When the flag of the United States is displayed in a manner other than by being flown from a staff it should be displayed flat, whether indoors or out. When displayed either horizontally or vertically against a wall, the union should be uppermost and to the flag's own right, i. e., to the observer's left. When displayed in a window it should be displayed the same way, that is, with the union or blue field to the left of the observer in the street. When festoons, rosettes, or drapings of blue, white, and red are desired, bunting should be used, but never the flag.

Union to North or East

9. When displayed over the middle of the street, as between buildings, the flag of the United States should be suspended vertically with the union to the north in an east-and-west street or to the east in a north-and-south street.

10. When used on a speaker's platform, the flag should be displayed above and behind the speaker. It should never be used to cover the speaker's desk nor to drape over the front of the platform. If flown from a staff it should be on the speaker's right.

11. When used in unveiling a statue or monument, the flag should not be allowed to fall to the ground but should be carried aloft to wave out, forming a distinctive feature during the remainder of the ceremony.

12. When flown at halfstaff, the flag is first hoisted to the peak and then lowered to the half-staff position, but before lowering the flag for the day it is raised again to the peak. On Memorial Day, May 30, the flag is displayed at halfstaff from sunrise until noon and at full staff from noon until sunset, for the Nation lives and the flag is a symbol of the living Nation.

13. When used to cover a casket the flag should be placed so that the union is at the head and over the left shoulder. The flag should not be lowered into the grave nor allowed to touch the ground. The casket should be carried foot first.

14. When the flag is displayed in church it should be from a staff placed on the congregation's right as they face the clergyman. The service flag, the State flag, or other flags should be at the left of the congregation. If in the chancel, the flag of the United States should be placed on the clergyman's right as he faces the congregation and other flags on his left.

15. When the flag is in such a condition that it is no longer a fitting emblem for display it should not be cast aside or used in any way that might be viewed as disrespectful to the national colors, but should be destroyed as a whole, privately, preferably by burning or by some other method in harmony with the reverence and respect we owe to the emblem representing our country.

Cautions

1. Do not permit disrespect to be shown to the flag of the United States.

2. Do not dip the flag of the United States to any person or any thing. The regimental colors, State flag, organization or institutional flag will render this honor.

3. Do not display the flag of the United States with the union down except as a signal of distress.

4. Do not place any other flag or pennant above or to the right of the flag of the United States.

5. Do not let the flag of the United States touch the ground or trail in the water.

6. Do not place any object or emblem of any kind on or above the flag of the United States.

7. Do not use the flag as drapery in any form whatever. Use bunting of blue, white, and red.

8. Do not fasten the flag in such manner as will permit it to be easily torn.

9. Do not drape the flag over the hood, top, sides, or back of a vehicle, or of a railroad train or boat. When the flag is

displayed on a motor car, the staff should be affixed firmly to the chassis or clamped to the radiator cap.

10. Do not display the flag on a float in a parade except from a staff.

11. Do not use the flag as a covering for a ceiling.

12. Do not use the flag as a portion of a costume or of an athletic uniform. Do not embroider it upon cushions or handkerchiefs or print it on paper napkins or boxes.

13. Do not put lettering of any kind upon the flag.

14. Do not use the flag in any form of advertising nor fasten an advertising sign to a pole from which the flag of the United States is flying.

15. Do not display, use, or store the flag in such a manner as will permit it to be easily soiled or damaged.

Proper Use of Bunting

Bunting of the national colors should be used for covering a speaker's desk, draping over the front of a platform, and for decoration in general. Bunting should be arranged with the blue above, the white in the middle, and the red below.

Salute to the Flag

During the ceremony of hoisting or lowering the flag or when the flag is passing in a parade or in a review, all persons present should face the flag, stand at attention, and salute. Those present in uniform should render the right-hand salute. When not in uniform, men should remove the headdress with the right hand and hold it at the left shoulder. Women should salute by placing the right hand over the heart. The salute to the flag in the moving column is rendered at the moment the flag passes.

When the national anthem is played those present in uniform should salute at the first note of the anthem, retaining this position until the last note of the anthem. When not in uniform, men should remove the headdress and hold it as in the salute to the flag. Women should render the salute as to the flag. When there is no flag displayed, all should face toward the music.

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To study rural-school problems, such as types of buildings, the minimum enrollment to justify maintenance of a high school, the course of study for a rural high school, and other related subjects, Indiana's State department of public instruction has begun rural-school demonstrations in two counties. These demonstrations will cover a period of two years.

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A proposal to grant women full memberships and degrees at Cambridge University has been rejected by the British House of Commons.

Some Graduates of the Bureau of Education

Former Members of the Bureau's Staff Who Have Gone to Other Responsible Educational Positions.

Elmer Ellsworth Brown (Commissioner of Education, 1906–1911), Chancellor, New York University.

Philander P. Claxton (Commissioner of Education, 1911–1921), Superintendent of City Schools, Tulsa, Okla.

Kendric C. Babcock (Specialist in Higher Education, 1910–1913), Dean, College of Liberal Arts, University of Illinois.

Samuel P. Capen (Specialist in Higher Education, 1914–1919), Director, American Council of Education; Chancellor, University of Buffalo (N. Y.).

Harold W. Foght (Specialist in Rural Education, 1912–1919), President, Northern Normal and Industrial School, Aberdeen, S. Dak.

Arthur C. Monahan (Specialist in Rural Education, 1910–1918), Director, Bureau of Education, National Catholic Welfare Council; Editor, "Catholic School Interests," Washington, D. C.

Frank F. Bunker (Chief, City Schools Division, 1918–1921), Executive Secretary, Pan-Pacific Union, Honolulu.

Harlan Updegraff (Chief, Division of School Administration, 1907–1912), Professor, University of Pennsylvania; President, Cornell College, Mount Vernon, Iowa.

Milo B. Hillegas (Editor, 1910–1911), Commissioner of Education, Vermont; Professor of Education, Teachers College, Columbia University.

Henrietta W. Calvin (Specialist in Home Economics, 1915–1922), Director, Division of Home Economics, Philadelphia Public Schools.

Fletcher B. Dresslar (Specialist in School Hygiene and Sanitation, 1911–1912), Professor, Peabody College for Teachers, Nashville, Tenn.

W. Carson Ryan, Jr. (Editor, etc., 1913–1920), Educational Editor, New York Evening Post; Professor of Education, Swarthmore College (Pa.).

Arthur W. Dunn (Specialist in Civic Education, 1914–1921) National Director, Junior Red Cross.

Willard S. Small (Specialist in School Hygiene, 1918–1922) Dean, Department of Education, University of Maryland.

Julia Wade Abbot (Chief, Kindergarten Division, 1919–1923) Educational Department, American Child Health Association.

W. Dawson Johnston (Librarian, 1907–1909), Librarian, Columbia University, New York City; Librarian, American Library in Paris.

Floyd B. Jenks (Land-grant College Specialist, 1911–1923), Professor of Agricultural Education, University of Vermont.

Maud C. Newbury (Specialist in Rural Education, 1922–1923), County Supervisor, Currituck County, N. C.

John C. Muerman (Specialist in Rural Education, 1913–1923), Professor, Southeastern State Teachers College, Durant, Okla.

Jasper L. McBrien (Specialist in School Extension, 1913–1921), Head, Department of Rural Education, Indiana State Normal School, Terre Haute, Ind.

Harrie R. Bonner (Specialist in Educational Statistics, etc., 1917–1922), Educational Secretary, International Narcotic Education Association.

John L. Randall (Specialist in School and Home Gardens, 1915–1921), Professor, State Normal School, Fitchburg, Mass.

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Research Bureau for Township High School

As a consequence of a mental health survey of the children of the La Salle-Peru-Oglesby district of Illinois, in which 6,500 pupils were examined, the La Salle-Peru Township High School at La Salle will establish a bureau of educational counsel during the school year 1923–24. The object of the bureau will be to study the pupils of the school by group and individual tests so as to help in planning courses and selecting vocations. It will also study "difficult" pupils and plan for their ethical and social reconstruction, but it will avoid emphasizing abnormality and will stress purely educational aims.

From the children examined in the mental health survey certain pupils were selected for special medical, psychological, and social examination, and the bureau will follow up these cases by psychiatric social work. It will also perform the services of a mental hygiene clinic for the community. The work will be directed by a trained psychiatric social worker, who will have an assistant and a well-equipped office.

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To Bring Fathers and Sons Together

The parent-teacher association of the high school in Columbus, Miss., recently honored the fathers and sons with a banquet at which over one hundred and fifty of them were present. The speakers urged a closer comradeship between the fathers and their sons and pointed out that such relationship brings to the boys what they eagerly desire—a friend to understand them and on whose wisdom they can depend. There is a movement throughout the country to bring fathers and sons, and mothers and daughters together socially. This movement has been greatly augmented by the parent-teacher associations.

Study of Elementary Rural School Agriculture

An Outline of the Nature and General Content of a Course of Study in Prevocational Agriculture. Outline of General Procedure in Making an Occupational Survey of a County

By EUSTACE E. WINDES
Assistant in Rural Education, Bureau of Education

WIDE diversity of opinion exists as to the proper aims of rural education and of agriculture as contributing to the general aims of rural education. In the large, there are two schools of thinking. One school holds that rural education has for its primary purpose such a presentation of materials of instruction as will give the boy a bias toward the farm and fit him for effectiveness as a producer of farm commodities. A second school holds that rural elementary education is elementary education in a rural setting; that the child is to be given such training in the elementary school as will insure his integration with American society as a whole; that he should not be given a bias in any direction, except as the facts warrant; that agriculture is a means of education and not an end. The following quotations will present the two view points:

Two Viewpoints that Appear

"We must recognize that we can not redeem the farming interests of the country until we create a deep and abiding love in the old farm and a pride in it that makes the boy resolve to live there as his fathers have done before him."—*L. B. Evans.*

"Here they early learn to know that they are indigenous to the soil; that here they must live and die. Give us many such schools, and the farm youth is in no danger of leaving the farm.

"Give to rural education an increasing agricultural trend and we shall soon be in a fair way to solve the rural school problem. . . . Let, then, the rural school of to-day face its pupils toward the township and county high schools with their agricultural instruction, the eventual aim being to prepare them for entrance to the agricultural college or immediately for the practical tasks of the farm."—*H. W. Foght.*

"But let us hold our horses long enough to inquire as to the real influence of the centralized school upon rural children, its power to create rural ideals, to build rural inclinations, rural tendencies. . . . The centralized school is located in the largest town in the neighborhood. The children are transported, yes, from the country to the town. And their minds are transported no less than their bodies! Their most impressionable years are spent away from the country in absorbing the things that will fit them for life in the city, that will probably unfit them for happiness, content, and success in the country."—*Edward Hyatt, former State superintendent of California.*

The Second Viewpoint

"In a democracy, the utmost freedom in the choice of an occupation is the fundamental right of every child and must not be abridged. If the public schools of the city sought to make blacksmiths of the sons of a blacksmith and to train the sons of bank directors to follow in the footsteps of their fathers, the country would be shaken with protest, because the public school, the most powerful agency left with which to promote democracy, was being employed to break down democracy and to build up class aristocracy "—*H. J. Watters.*

"I know it is popular to say just now that the country school and agriculture are inseparably connected and that the welfare of the former depends on the extent to which we are able to introduce the agriculture note as the dominant one in the work of the country school At the risk of violating this fundamental tenet in the creed of many rural-school reformers, and speaking for rural elementary education, I must say that I believe we are radically wrong where we attempt to make any elementary school, whether in city, village, or country, the sponsor for any special trade or occupational education.

". . . What the people who live close to the country school most desire, and what they have a right to expect, is that it shall be a thoroughly common school. . . . From this aim rural elementary education can not be diverted without serious danger both to the educational welfare of the hundreds of thousands of children who must look to it for their school privileges, and to the welfare of the industry of agriculture itself."—*Payson Smith.*

I hold the last presented viewpoint. I do not subscribe to a program designed to limit the occupational opportunity of the farm boy. I refuse to subscribe to such a viewpoint, not only because of the inherent right of the individual to freedom of occupational choice, but also because I see the outcome of such a program as vicious for American agriculture as a whole and for the Nation as affected by agricultural well-being.

Freedom of occupational choice is an outstanding characteristic of our American civilization and a condition to be zealously safeguarded.

Occupational opportunity has peopled the United States from older countries where freedom of choice is in varying degrees denied and where returns for occupational effort are meager.

Individual migration in response to occupational opportunity has largely determined the ceaseless shifting of population in the United States.

The road from the farm to the White House is still open, as has been lately impressed upon us. Indeed, the road from a variety of callings have led there. So, too, is the road open from the farm to the ministry, to medicine, to business success, and conversely from a variety of callings back to the farm.

So long as we can maintain this open road, hope and stimulation to effort will not be lacking. Unrest and destructive revolution will not seriously menace, economic forces will balance vocational groups, and the need for government interference will not become acute.

Occupational Misfit a Danger to Society

It is because I realize that the occupational misfit is a danger to society; that an occupational misfit is relatively unproductive because the keen stimulation of working toward a self-chosen end is lacking; that an occupational misfit is a discontented man, ripe for propaganda inciting to violent acts against the established order; that an occupational misfit is unhappy as a man, and organized society is not justified in contributing to such a lot, that I protest against a program of public education designed to limit opportunity.

It is because I realize also that just to the extent that such a program of limitation is successful, just to that extent will education be responsible for intensifying rural-life problems through increasing competition within the ranks of producers of farm commodities, leading to lowered standards of living and making exploitation easier by organized interests who have not yet adopted the idea that individuals prosper as society as a whole prospers.

It is evident to any thinking man that holding larger numbers of producers on the farms to increase the volume of products,

An address delivered at Orangeburg, S. C., before teachers of agriculture and representatives of the State Department of Education.

without making adequate provision at the same time for increasing market demands means lowered prices, decreased profits, lower standards of living, loss of capital as a factor in production and a general intensifying of farm problems.

Such a program has been supported because men have seen the Nation's source of cheap food disappearing. They have professed alarm because population apparently is increasing faster than the food supply and have fondly imagined that the solution lies in stopping the drift to cities.

In Rural School Leaflet No. 11, March, 1923, Objectives in Elementary Rural School Agriculture, I showed that the decreasing percentage of the rural population to the total population is a natural result of the increasing effectiveness of agricultural labor made possible through labor-saving machinery, and of the discovery of processes through which more complete utilization of products is possible. Agricultural machinery is the biggest factor in the situation. Quaintance found that only 21 per cent of he man labor required to produce the nine principal crops of the United States in 1850 was required in 1904.

A farmer to-day can feed more people than ever before, and as he increases his effectiveness as a producer the ratio between producers and consumers of agricultural goods must continue to widen. Neither from the standpoint of individual rights nor from national well-being can we justify a program designed to keep boys on the farm, either through misrepresentation of opportunity or through limiting his training so that he is handicapped in other occupations.

The Need for a Study of Occupations

The occupational life of the United States has become very complex. The census of occupations for 1920 lists 678 occupations in the following classes: Agriculture, forestry, and animal husbandry; extraction of minerals; manufacturing and mechanical industries; transportation, trade, and public service; professional service; domestic and personal service; and clerical occupations. Every succeeding census shows that each new occupation brings in its wake numerous others. Some of these occupations are crowded, some are badly in need of workers. Anthracite miners to-day are too numerous for the demands of the industry. Part-time employment is enforced, and much of the coal difficulty is due to this congestion within the occupation. On the other hand, certain skilled workers in the building trades are receiving very high wages because the supply of skilled labor is inadequate.

During the war wheat growing as an occupation expanded enormously under propaganda and the stimulation of high prices. More than 14,000,000 acres were added to wheat acreage almost wholly by reducing the acreage devoted to other crops. With the end of the war and the loss of foreign markets many wheat growers on land poorly adapted to the enterprise find themselves facing bankruptcy because the market price will not pay the high cost of production. The whole occupation is suffering from a lack of balance engendered by abnormal economic conditions created by the war. Men must leave the occupation; normal acreage required to supply the domestic market must be established.

Different Aspects of Different Occupations

Some occupations offer splendid opportunities for advancement within the industry or serve as stepping stones to other occupations more desirable, while others offer no chance for advancement. Some occupations offer healthful working conditions, leisure time and desirable social status; others are injurious to health, demand all of a man's physical energy through hard labor and long hours and brand him as a social inferior.

The farm boy especially has little opportunity to know the real conditions within occupations other than those centering about his home. These are relatively few. He is forced to leave the farm or become a farm laborer in many cases. He knows the hard life and the meager returns to the agricultural laborer so he goes to the city to accept the first job offered and becomes a creature of circumstances. Surely he is entitled to some guidance.

Accordingly, I hold that we should provide through the study of agriculture in the elementary school an impartial survey of the conditions of getting a living through agriculture and should make such comparisons with other occupations that the boy will have a basis of intelligent choice.

Such a course of study will have for its major objectives:

Major Objectives of Agricultural Course

1. To introduce problems involving the essential life relations of farmers as dealing with nature, with the world of workers, with the general public, and as a producer of marketable commodities, to the end that the pupil may get such a survey of farming as an occupation and a mode of living that he may judge fairly whether he desires to enter upon the occupation.

2. To provide through construction and productive projects such a sampling of jobs met with in farming of various types that the pupil may judge his fitness for the types of tasks necessarily met with in farming of specific types. Since farming offers such diversity of tasks and requisite skills these samplings are further valuable as indicating ability in nonagricultural occupations of a considerable variety.

3. To provide training in the method of attack in solving problems, and knowledge of sources of material for the study and solution of problems in agriculture.

4. To motivate other subjects of the agricultural and general curricula through showing their relation to success in agriculture.

5. To furnish adequate guidance in the selection of vocational projects of the high school proper.

6. To acquaint the pupil with the various agencies of the county, State, and Nation dealing with agriculture and with the kind of service these agencies render, and to develop the habit of using these agencies.

The general content of such a course will be:

Relations of the Farmer to Nature

Division I.—Problems involving the relations of the farmer to nature.

(*a*) Relation to energy involving light and heat, electrical energy especially as applied in transportation and communication, power of streams, of machines, of steam, and of farm animals.

(*b*) Relation to minerals involving water in its various forms, air, nitrogen, phosphorus, potassium, and other essential minerals of plant and animal foods.

(*c*) Relation to plants, involving plants as crops, plants as pests, and plants as aids to the farmer, though not grown as crops.

(*d*) Relation to animals, involving farm animals and animal products, animals as pests, and wild animals as aids to the farmer.

(*e*) Relation to the soil.

(*f*) Relation to relief.

Division II.—Problems involving the relations of the farmer to the general public, involving the public as a market, as controlling agriculture, and as dependent upon agriculture.

Division III.—Problems involving the relation of the farmer to the world of workers, involving a comparative study of selected occupations and the direct relations of farmers to selected occupational workers, such as bankers, agricultural middlemen, workers in transportation service, agricultural experts, and organized labor unions.

Problems of Farmer as a Producer

Division IV.—Problems of the farmer as a producer involving selected problems and projects designed to acquaint the student with the characteristic tasks of specific productive enterprises, as corn growing, dairying, poultrying, etc.

Division I will serve not only to acquaint pupils with their natural environment from an agricultural approach, but will motivate natural science as related to agriculture in the high school proper.

Division II will serve not only to further the concept of the individual as a member of a social group through an agricultural approach, but will motivate social studies of the high school proper.

Division III will give an adequate basis for the intelligent selection of an occupation,

will develop a correct idea of the essential relationships between occupational groups, and will guide in the selection of vocational projects in agriculture for the high school.

Division IV will further through actual practice the ends of the first three groups and should parallel the studies of these groups.

Development of the Program in Detail

We accept without question these principles of education:

I. The ends of the educative process must be determined through an analysis of the present life of the pupil as a member of society.

II. The content of the curriculum must be selected by a determination of the lacks of pupils in the light of this analysis of their present life.

As a consequence the local survey is coming into general use as a means of determining curriculum materials. For the purpose of selecting the detail for the course in agriculture here proposed, it is proposed to make as complete a survey as is possible of the occupational life of a selected county. A suggested outline of procedure in this survey follows:

The Survey

The first task of the survey is the selection and organization of a survey committee. I assume that the State supervisor is to act as a general director of the survey. In addition, there should be a local director of field work who will serve as a coordinating agent to direct the local field work. The logical selection for local director would seem to be the county superintendent. In addition a corps of field workers is necessary to collect the facts wanted concerning the unit studied, which is to be the county. These local field workers probably should include all high-school principals, all teachers of agriculture in the county, and representatives of such other local organizations as are available and seem desirable. In addition, available subject-matter experts from the State college of agriculture should be selected to cooperate with the State supervisor in planning the details of data to be collected and to advise in the selection of the specific occupations to be studied. These men should then undertake the building of detailed outlines from the data collected to serve as guides for the study of the occupations selected. It then remains for the State department of education to build these outlines into a unified course which will serve as a guide to the local teachers in the presentation of elementary agriculture. The teacher will then assemble materials of instruction and adapt the course to the particular group of boys he has under instruction.

Collection of Data

In general these facts relative to occupations both agricultural and nonagricultural should be determined.

1. The local importance of the occupation as measured by the number of workers employed and by the value of products.
2. The national importance of the occupation as measured by the same factors.
3. The probable future of the occupation: Is it stable? Is it increasing in importance? Is it decreasing in importance?
4. The prevailing means of gaining entrance to the occupation.
5. The outstanding advantages of the occupation as measured by returns to workers and effect upon them.
6. The prevailing wages and hours of labor.
7. Nature of the characteristic tasks of the occupations grouped according to requirement of physical strength, of mechanical skill, of advanced technical training, of the ability to handle men, and of problem-solving ability.
8. The fundamental relations with the public of workers in the occupation.
9. The fundamental relations of workers to each other within the occupation.

The desirable facts relative to the boys of the county are:

A. For graduates of high schools and for those who have dropped out of school during the past 10 years.

Facts Desired Relating to Boys

1. Grade in which enrolled upon leaving school.
2. Age upon leaving school.
3. Test record as measured by the Otis group examination.
4. Date of leaving school.
5. Occupation of father.
6. Occupation entered upon leaving school.
7. How he got his job.
8. Different occupations followed since leaving school.
9. Years in each occupation.
10. Wages and hours of labor in each occupation.
11. Objections to present occupation.
12. Reasons for liking present occupation.
13. Occupation looked forward to ultimately.
14. What qualities he thinks one should have for success in the occupation.
15. What training he thinks would be helpful to one in school who plans to enter the occupation.

The desirable facts for boys in school are:

1. Grade enrolled in.
2. Age.
3. Otis test record.
4. Intention with reference to future training.
5. Occupation of father.
6. Occupation he expects to enter.
7. Occupation father wishes him to enter.
8. Additional data from boys who live on farms:

(1) Does his father own farm?
(2) Size of farm.
(3) Enterprises followed on the farm.
(4) Size of these enterprises.
(5) Does he own any property individually?
(6) Has he any land set aside for his own use?
(7) What use has he made of this land in the past?
(8) What work on the farm does he habitually do?

Interpretation of Data

The facts gathered by the field workers should be submitted to the director of the survey who will summarize results, select the occupations to be treated in the course, and submit the material to selected subject-matter experts, each of whom will determine for the occupation or occupations for which he is responsible the significant facts and will develop an outline to serve as a guide for the study of the occupation. These outlines will in turn be built into a unified course under the direction of the State department, designed to realize the general objectives here presented.

I believe such a program will go far toward solving the problems of rural life. I believe such a program will provide a much better background for the development of vocational agricultural education in any State. I believe such a program as is here outlined will set the pace for prevocational agriculture in the United States. I count myself fortunate in having the opportunity of working with the forces of agricultural education in the State in an effort to reduce to order the condition of disorder which is so widely prevalent in elementary agricultural education in the United States.

No emergency certificates for teachers were granted this school year by Nebraska's State superintendent of public instruction in view of the fact that nearly 700 qualified teachers were reported during the summer by county superintendents as unemployed in their own counties and available to fill vacancies in other counties. Surplus teachers were reported in 53 counties, more than half of the counties in the State.

More than 7,000 students were graduated from Pennsylvania's 47 accredited colleges and universities during the past school year. Of these 1,980 were preparing for the teaching profession. The normal schools of the State graduated 2,618 prospective teachers, bringing the total up to 4,598.

For the Prevention of Juvenile Delinquency

Parent-Teacher Associations Effective in Raising Standards of Home Life and of Child Care. National Committee Plans to Establish Network of Coordinated Activities for Child Protection

By FRANCES S. HAYES
Chairman Committee on Juvenile Delinquency, National Parent-Teacher Association

THE PARENT-TEACHER association is one of the best agencies to prevent the delinquency of children. All children have a right to intelligent and loving guidance in right doing and protection from wrong doing. The wise guidance of a child taxes the intelligence of the most capable and devoted parents. When children are unfortunate enough to have ignorant, neglectful, or incompetent parents, or parents who are habitually away from home from necessity or for pleasure, their natural instincts, uncontrolled and undirected, find expression in ways which interfere with the rights of others and the laws of society, and they are then called wayward, bad, neglected, or delinquent.

If all children were protected in their inalienable right to be well born in a good home with competent parents, adequate opportunity for intellectual, moral, and spiritual development, and intelligent direction in their work and play, there would be no problem of delinquency. But until we are wise enough to insure the environment and training necessary for the development of good citizens, there will be some children who, because of adult ignorance or neglect, will become "socially sick." Their need is for treatment and a restoration of their rights, not punishment.

Raise Standards of Home and Community

The parent-teacher association can do an important work in every community in raising the standards of home and community life and child care. They can aid in the prevention and cure of delinquency by helping to create an informed public opinion which stands unalterably for good laws, respected and enforced, skilled officials, and the best known standards and methods for the prevention of delinquency and the care of neglected and delinquent children.

A juvenile protection committee in each parent-teacher association is the aim of the National Committee on Juvenile Protection. With a State chairman in each State cooperating with local chairman, and enlisting the assistance of social experts, socially minded citizens, State officials, and all organizations which include child welfare in their program, a veritable network of coordinated activities and strong public sentiment demanding adequate protection of children can be established. Information about how it can be done and is done is available. The need is for a generally available medium for bringing the supply and demand together, and the parent-teacher association seems to be the most logical group.

Each juvenile protection committee includes some of the following activities in its plan of work:

Study Cause, Prevention, and Cure

1. Study of the cause, prevention, and cure of delinquency through reading, observation, and discussion as a basis for wise procedure.
2. To help any individual child who lacks care, protection, and guidance in the home.
3. To help parents who for economic or other reasons neglect their children.
4. To attend juvenile court hearings and assist the juvenile judge in individual cases.
5. Visit local news stands, motion picture theaters, parks and playgrounds, pool and dance halls, neighborhood stores where cigarettes are on sale and petty gambling machines in operation, and secure the elimination of all objectionable features.
6. Study national, State, and local laws for the protection of minors, and aid in their enforcement. Secure a digest of the laws most important for parents to know and distribute widely.
7. To make survey of the resources, conditions, and needs of the local community, and work to make it a good and safe place in which to raise children.
8. To know the social resources, agencies, and institutions, local and State, which are available for the care and protection of children.
9. To plan a juvenile protection week or month, with exhibits, parades, special program, public addresses, articles in the newspapers, displays of books for parents in libraries and bookstores, etc.
10. To make available a list of books and pamphlets on character training, which are concise, concrete, and nontechnical, and which will enlist the interest and attention of the rank and file of American parents.

A suggested outline of juvenile protection work may be obtained from national headquarters or from the national chairman, also detailed plans for conducting specific activities. By reporting methods and achievements of local associations to the national chairman, mutual help will be given through exchange of ideas.

Committees should secure the cooperation of teachers, attorneys, ministers, public-spirited citizens, and experts in social science, juvenile judges and other officials, who will welcome an opportunity to aid local groups in the development of plans for adequate protection of children.

No child will be neglected or delinquent when we learn how to be good neighbors, wise and faithful big brothers and sisters, and courageous and conscientious citizens, all deeply concerned about the welfare of the children in our midst.

Nutrition Class in Bloomington (Ill.) School

A carefully planned nutrition class was instituted by the parent-teacher association in the Emerson School in Bloomington, Ill. A physician who is a member of the board of education examined 17 children from the first three grades and each one was from 10 to 20 per cent under weight. A report of the condition was then sent to each home.

A volunteer trained nurse supervised the work of reconstruction and two mothers each week supervised the dispensing of milk and the half-hour morning rest in the special room provided for this work. Two local dairymen donated the necessary milk.

Each Friday afternoon the children of the class, their mothers, and the nurse assembled in the rest room to determine the gain each week. Records were kept on the wall chart. Credit was given also for rest periods at home and additional milk consumed. Credit was given the child for the attendance of the mother at weekly inspections and for physical defects discovered in the school examination which the parents have had corrected by the family physician.

Mothers, doctor, nurse, milk dealers, school supervisors, and parent-teacher association cooperated unselfishly and gave their services for a common purpose.

Ohio Ranks Third in Association Membership

It is reported that Ohio now ranks third in membership in parent-teacher associations. In five months this State advanced from fifth to third place and has increased from 22,000 to 29,000 members.

Two unusual types of parent-teacher associations have been formed in this State; one at the Ohio State University consists of mothers of students and several are in practice departments of the State normal schools.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BARNES, INA G. Rural school management. New York, The Macmillan company, 1923. xv, 303 p. plates. 12°. (Rural education series. General editor, Mabel Carney.)

This volume, which contributes one particular subject toward meeting the present demand for the specialization of books in rural education, is a comprehensive manual for use in preparation for teaching in rural schools. The work is based on the results of five years' experience in training rural teachers in West Virginia, supplemented by later experience in Delaware.

BONSER, FREDERICK G., *and* MOSSMAN, LOIS COFFEY. Industrial arts for elementary schools. New York, The Macmillan company, 1923. xi, 491 p. illus. 8°.

Part I of this book discusses the meaning and purposes, scope and organization, and psychology of industrial arts; also the relationship of industrial arts to fine arts and to other subjects. The principles evolved in this section are applied in Part II to the subjects of foods, clothing, shelter, utensils, records, and tools and machines, by means of suggested studies. The final chapter is a history of the use of materials in teaching in America.

BRIM, ORVILLE GILBERT. Rural education; a critical study of the objectives and needs of the rural elementary school. New York, The Macmillan company, 1923. xxi, 302 p. 12°. (Rural education series. General editor, Mabel Carney.)

There are among educators two schools of thought regarding the purpose of rural elementary education. One group would vocationalize the rural elementary school and limit its contacts and ideals to the rural community, while the second group holds that the rural child should be socialized in the largest possible sense and be given as broad an outlook upon life as that which the city child acquires. This study goes into a thorough evaluation of the various proposals made for rural education by first analyzing them in detail, and next establishing the general principles of the "good life" in its individual and social aspects. These principles are then applied to the rural environment and to rural educational needs.

COOPER, RICHARD WATSON, *and* COOPER, HERMANN. Negro school attendance in Delaware; a report to the State board of education of Delaware. Bureau of education, Service citizens of Delaware. Newark, Del., University of Delaware press, 1923. xxxii, 389 p. front., illus., tables, diagrs. 4°.

Although the non-attendance of colored children in Delaware schools and the reasons therefor are matters of local concern, the findings on these subjects as presented in this report are statistical facts of interest to educational administrators wherever located. This extensive study of negro school attendance was made possible by the cooperation of the teachers of the State, and is to be followed by a similar study for the white schools of Delaware.

HINES, HARLAN CAMERON. Measuring intelligence. Boston, New York [etc.] Houghton Mifflin company [1923] xii, 146 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

"The most important single movement in our current educational life" is the term applied to measurement in education by the editor of this series of monographs in the introduction to the present volume, which concisely states the aims, principles, problems, and progress of the measurement of intelligence. It gives in clear, nontechnical language an introduction for the layman to the study of measurement problems. The discussion takes a middle course between the enthusiasts for mental tests and those who reject the use of intellectual measurement. The difficulties in the way of intelligence testing and the inadequacy of present methods are frankly recognized, but to offset this numerous practical advantages accruing from mental tests are stated. The book also discusses the relation of the measurement of intelligence to the aims of education and to democracy in education.

HINES, HARLAN CAMERON, *and* JONES, ROBINSON G. Public school publicity New York, The Macmillan company, 1923. vii, 72 p. illus. 12°.

In view of the fact that it has recently become necessary for the schools to adopt some of the devices and agencies employed in the field of publicity by the industrial world, an attempt is here made to catalog for school administrators those publicity methods which may be used to advantage. The monograph has a general section on school and industrial publicity, discusses publicity through newspapers and through reports, and finally gives a summary and recommendations.

HOLLINGWORTH, LETA S. Special talents and defects; their significance for education. New York, The Macmillan company, 1923. xix, 216 p. illus. 8°. (Experimental education series, ed. by M. V. O'Shea.)

The importance in education of recognizing individual differences in the ability of pupils is here set forth. There is a preliminary discussion of the general nature of ability, followed by a review of the bases for differences among individuals in ability in respect to various intellectual traits or functions. Next comes a detailed presentation of what is known to-day regarding special talents and defects as revealed in the more important subjects taught in the elementary schools. The writer predicts that the principle of individual differences in ability will come in future to be recognized and applied in all public schools.

An introduction to reflective thinking, by Columbia associates in philosophy—Lawrence Buermeyer, W. F. Cooley, J. J. Coss, H. L. Friess, James Gutmann, Thomas Munro, Houston Peterson, J. H. Randall, Jr., H. W. Schneider. Boston, New York [etc.] Houghton Mifflin company [1923] vii, 351 p. 8°.

Much of the material treated by logic in a formal and abstract way is shown in this book in a concrete and real setting which enables the reader to assimilate it to his own thinking. The method followed is that of presenting contrasting solutions of a series of problems. An effort is made to describe the characteristics of effective thinking and to explain some of the methods of experimentation, investigation, and verification which are involved in the reflective consideration of various subjects in science and morals. The work aims to impart an acquaintance with the processes of scientific thought which will enable its readers to see man and the world in a clearer, fuller light.

LEONARD, FRED EUGENE. A guide to the history of physical education. Philadelphia and New York, Lea & Febiger, 1923. 361 p. front. (port.) illus. 8°. (The physical education series, ed. by R. Tait McKenzie.)

A comprehensive record of the development of physical education from the time of the Greeks and Romans to the present, both in Europe and America, such as is given in this book, was not previously accessible in the English language. The author, Dr. Leonard, who is professor of hygiene and physical education in Oberlin college, has collected material for his work on both sides of the Atlantic, and gives full attention to the significant movements and leading men in the course of the history of physical training.

MCCALL, WILLIAM A. How to experiment in education. New York, The Macmillan company, 1923. xiv, 281 p. tables. 8°. (Experimental education series, ed. by M. V. O'Shea.)

The experimental method is coming more and more to be applied to the evaluation of educational procedures. In order that this movement may attain to its full development, it is necessary for superintendents, principals, and teachers to be equipped to solve their own problems experimentally. This volume is designed to prepare intelligent teachers to engage profitably in research work in education, even if they are not technically trained in experimental methods. The editor of the series says this is the first book on educational experimentation to be published at home or abroad.

WHEAT, HARRY GROVE. The teaching of reading; a textbook of principles and methods. Boston, New York [etc.] Ginn and company [1923] ix, 346 p. diagrs. 12°.

The author presents a statement of what instruction in the various phases of reading the teacher should give, why it should be given, when to give it, and how much to give, with the purpose of helping the teacher of reading to get an idea, not merely a device. This plan is in harmony with the belief of the author that the methods and devices of teaching a given subject are, in the main, purely personal and are the effective application by the individual teacher of the ideas he has secured of the guiding principles upon which work in the subject is based.

WILLIAMSON, CHARLES C. Training for library service; a report prepared for the Carnegie corporation of New York. New York, 1923. 4 p. l., 165 p. front. (map) tables, diagr. 8°.

In preparing this study, all the professional library schools in the United States were visited and inspected, and an effort was made to locate the strong and weak points in the organization of these schools and in the training offered by them. Following the general discussion is a summary of findings and recommendations for the improvement of the service rendered by library schools. The report draws a sharp distinction between two types of library work, designated as "professional" and "clerical," and the preparation of candidates for each.

New Order in Educational Cooperation

(Continued from page 26.)

of home teaching will be encouraged by the magic of "together," and will carry from her preschool circle the inspiration to attempt what had seemed the impossible and to do her share in this new section of education. Carrying the idea of cooperation on into the grades and the high-school period, we are faced by the appalling lack of continuity in the lives of the average boy and girl of to-day. Home is a place in which to eat, sleep, and be clothed according to the differing parental theories. School is a place in which things must be learned, things selected according to the judgment of the department of public instruction, but which bear little or no relation to the home and whose practical future value in life as seen by the average pupil is negligible.

Closer Relationship Between Theory and Practice

The crying need in education to-day is a standardization of values, an application of scientific knowledge to the activities of the community, a closer relationship between the theory and the practice of living.

Manual training, domestic science, art, music, mathematics (expressed in terms of budgeting and accounts rather than in algebraic formulæ), chemistry, biology, physiology and hygiene, civics, and last but by no means least the understanding and ready use of the English language are foundation stones of good business, whether in the home or in the office. The home must become the experiment station of the school, and when the substance of school instruction has been demonstrated as a common factor in community welfare, then and then only will education be recognized universally as a vitally essential element in a successful career.

Practical Method of Cooperation

Through conferences of parents and teachers this ideal may be made a reality, and may be developed until it completely covers that "no man's land" which now lies between the average home and the average school. The questions of home study, proper food and sufficient sleep, social diversion and the use of leisure are all closely related to the efficiency of the school, but they are beyond its control or even its influence unless the school has taken its place in the new unit of education and has linked itself with the home. The parent-teacher association offers the only lastingly practical method by which this union may be effected, by presenting a neutral ground on which the educators in home and school may meet to discuss their common interest, the child who is also the pupil.

The intelligent parent who has been aroused to observe and study the evolution of education has recently been supplied with food for serious and none too pleasant thought. Within the past few years he has seen introduced into the curriculum a code of morals, the elements of citizenship, and the teaching of honesty, and he knows that new courses are not added to the already congested roster unless they meet a pressing need of a majority of the pupils.

Desperate Remedies are Required

The present irresponsibility and general looseness of conduct have called for desperate remedies, and the effect of mass teaching of morality by means of an appealing code is the subject of experiment in various localities.

The defiance of law and order, the indifference to the flag and to the gift of citizenship, have caused a nation-wide movement for the Americanization of Americans, a step which seemed to him of such importance that one of the last acts of our lamented Chief Executive was a public encouragement of the plan drawn up by some of the leading men of the country.

The apparent increase of lying, petty thievery, and cheating in lessons and examinations in the schools and colleges has influenced a group of prominent business men to set in motion the teaching of honesty, because they are discovering that dishonesty in school means dishonesty in business. Is it not a fair inference, then, that in order to eliminate dishonesty in the school, honesty should be taught in the home?

Character education which begins in the school begins six years too late. It was a wise teacher who said, "Give me a child until he is 7 years old and I care not who has him afterwards." But character education must go back beyond the child in the home. *It must begin with the parents.* If the home teachers differ radically from the school-teachers as to what constitutes honor, truth, justice and civic righteousness, what sort of ideals may we look for in the child who is trained by such a double standard?

The taxpayer in the home is throwing away his money when he cultivates defects for the school to remedy, if it can.

Must Reckon With Education of the Street

The children come to the school with a preliminary equipment of character built up by home training in the most impressionable years, and with this character modified by possibly 10 years of "education" they go out into the community, eventually to found homes in their turn and to carry into them whatever in their learning has related itself to life as they must live it. But children are not educated only by the home or by the school or even by both combined. Five hours of five days a week, for at most nine months of the year are allotted to the department of public instruction. As a liberal allowance, twelve or fourteen hours may be set aside as the share of the home. Even during the school year, this leaves five hours a day, exclusive of holidays, when we have in operation that third section of our unit, the community—the great school of the street. Here the child, of whatever age, meets the wider social forces—public opinion as represented by playmates or by gang, sports, organized or unorganized, the motion picture, and, later, the dance hall and the automobile. The educator in home or in school who fails to reckon with these forces fails utterly in the understanding of his or her duty and opportunity.

Environment Must be of Right Kind

The child develops through the scholar into the citizen, and the community is vitally concerned in the quality of citizenship which is produced for its service. Environment is now admittedly more potent than heredity in determining the character of the individual. It is, therefore, the duty of the community to see to it that the share of the environment of its developing members for which it is directly responsible is offering them the right kind of education. Sanitation, housing, law observance, recreation, entertainment, religious opportunity, and civic duty are matters in which through the force of example, every citizen is a teacher, and in which he requires the assistance of all the constructive elements of the social organization be it of the city or of the open country.

Only by means of the close association and agreement of parents, teachers, and citizens can the ideal community be created and maintained. Without a clear recognition of the need of a systematic combination of these three factors in education there is little reason to hope for an improvement in the present situation, but the results obtained where this combination has been effected through a well organized and wisely conducted parent-teacher association have given promise of a future wherein we shall not only see the development of the child as a mental, moral, and physical entity, but shall also behold his education carried on as a unit in home, school, and community.

State Leaders Meet for Conference

The New England Conference of the National Congress of Mothers and Parent-Teacher Associations is held each year by the regional group consisting of the New England States. Attendance is confined to officers of the conference and delegates from each State. This organization takes no action intended to affect the States, but its purpose is to bring leaders in each State together for conference, inspiration, and greater unity.

Kindergartens and Parent-Teacher Associations

Friendly Relations with Mothers Easily Established by Kindergartners. Parent-Teacher Agencies Should Combine with Kindergartens to Demonstrate to Young Girls Responsibilities of Motherhood

By LUCY WHEELOCK
Member State Board of Massachusetts Parent-Teacher Associations

THE KINDERGARTEN occupies today a most important place in our school system. As a beginning of the educational process it is more significant than any other stage. In "The Preschool Child" Prof. Arnold Gesell says of the kindergarten, "Its outer door opens into the homes of the people and its inner door into the elementary school, into which each year some 3,000,000 children are recruited."

Children of the kindergarten age are more at home, more closely connected with the mother and home life than the older children; hence the kindergartner can more easily know the home and become "a friendly visitor." She can and should know the family problems and the home environment. She should be a friend and adviser to the mother and the older sisters in the family. The need for parental instruction and preparental enlightenment may be best met by the kindergartner, as pointed out by Professor Gesell.

Can Present Ideals of Home Life

The Americanization of the foreign home can be better accomplished by the kindergartner than by any other teacher. Through her visits, through her mothers' clubs she can present the ideals of our home life which should be adopted by Italian, Polish, Russian, and all other families and be made community standards. The love of these mothers for their children is so strong that they are glad to know what to do and how to do it.

The kindergarten training schools and other teacher-training schools must prepare their graduates to function more wisely in community life. All that concerns the care of children of preschool age should become a part of their province. They should know that a sound mind in a sound body is necessary before a child can possess his right to "life, liberty, and the pursuit of happiness." Such a possession means a hygienic home environment as well as favorable school conditions. But the kindergarten teacher is young. Her knowledge must be reenforced by the wisdom of experience. Parent-teacher associations have a responsibility just here. Every kindergarten and every school should have the active cooperation and support of the wisest men and women of the neighborhood. If the wisest and most experienced mothers volunteer to help, not only with school lunches, but in the conduct of mothers' classes in hygiene and nutrition, in home visiting and instruction, each kindergarten and each school may become a social-service station.

Community Responsibility for Welfare of Children

The Merrill-Palmer School of Home Making might be duplicated in a measure in many communities where active parent-teacher associations cooperate with kindergartners in taking community responsibility for the welfare of children and for better homes. Through the medium of parent-teacher agencies in combination with the kindergarten demonstration young girls could learn something of the needs of childhood, of the duties and responsibilities of motherhood, and of the blessings and beauty of such child nurture. Nothing which concerns the welfare of a child or the welfare of the homes can be a matter of indifference to any right-minded person.

The program of every parent-teacher association should include an active campaign to understand and meet the needs of the school neighborhood and to establish life-saving stations in every school, that every child may enter into life sound in body and in mind as far as human aid and knowledge may secure such a happy condition.

That increase in the number of students continuing their education beyond the elementary school and widening of the range of school activities, combined with the rise in maintenance costs common to all forms of industry and public service, have brought about the present great cost of public education in Chicago, throughout the State of Illinois, and all over the United States, is the conclusion of a comprehensive study of public education costs made under the direction of a committee of the Chicago Association of Commerce.

The handbook for North Carolina entitled "The Parent-Teacher Association" by Harold D. Meyer, has been issued in a revised edition by the university extension division of the University of North Carolina.

To discuss problems of finance, business managers and treasurers of about 20 universities held a conference at the University of Chicago, August 15–31, at the invitation of the General Education Board.

State Appropriation for Employing Needy Students

To assist students in supporting themselves while going to college, the Missouri Legislature appropriates money to pay for student labor at several State educational institutions. For the next two years $76,000 was provided by the 1923 legislature for this purpose, the State university receiving $20,000, each of the five teachers' colleges $10,000, and the school of mines and metallurgy $6,000. A large number of students at the State university earn the greater part of their expenses, and many of them are employed by the university in the library, on the farm, in the mailing room, and in the various administrative offices of the university, according to the biennial report of the board of curators. Similar work is done by students at the school of mines and metallurgy and at the teachers' colleges.

Association Members Control Child Welfare Bureau

Parent-teacher associations in Colorado are responsible for the promotion of community organizations in every county in the State by the provisions of the law under which the child welfare bureau has been operated for the past five years. Selection of the board of control for this bureau is made from a list of names supplied by the executive committee of the State congress of mothers and parent-teacher associations. Three members of this board are appointed by the governor of the State and two by the State superintendent of public instruction. The purposes of this bureau, according to the law, are to gain wiser and better trained parenthood, to bring the home and the school into closer relation, to assist in Americanizing the homes of foreigners, and to cultivate such a healthy and happy childhood as shall insure the development of an ideal citizenship for the State.

Teachers' College Maintains Association Organizer

The extension division of the Iowa State Teachers' College maintains the services of a lecturer and organizer for parent-teacher associations, who works through county superintendents as far as possible. Local communities are expected to pay expenses. The extension division serves, first, communities interested in organizing parent-teacher associations; second, those in which the organizations have become dormant and need revising; third, those associations already well organized, which need speakers for special occasions.

Ideals of Parent-Teacher Associations.

Resolutions Adopted by National and State Conventions Show Great Diversity of Aims. Prohibition and Child Labor

PARENT-TEACHER associations all over the country are using their influence to promote the welfare of children. Beside doing active work in their respective communities, these associations are giving their support to certain proposed national and State legislation, the enactment of which they believe would benefit children, and they are also urging other organizations, parents, and school authorities to cooperate in gaining the best possible conditions for children in school, at home, and in the community.

Resolutions Show Wide Range of Interests

Study of the resolutions adopted by the National Congress of Mothers and Parent-Teacher Associations at their convention, and of those adopted by the various State branches shows a wide range of interests. Character education, thrift education, prohibition of the sale of obscene books to high-school students, promotion of the welfare of maternity and infancy in accordance with the Sheppard-Towner Act, and study of the kindergarten are favored by the national Congress, according to resolutions adopted at their 1923 convention. It was also resolved that all State superintendents of public instruction be requested to add establishment of a parent-teacher association to the requirements for a standard school.

Six movements which have had the support of the congress for some time were again indorsed. These are: Peace through international agreement, enforcement of laws prohibiting alcoholic liquors, amendment of the Constitution so as to allow a national child-labor law, Federal aid to the States for the promotion of physical education, increased Federal aid for vocational training in homemaking, and establishment of a Federal department of education. Many State branches have expressed approval of the resolutions adopted by the national congress.

Propose Bills Favoring Kindergartens and Libraries

Various bills proposed for enactment by State legislatures are supported by State parent-teachers associations. Several branches urge passage of laws which will provide kindergartens; among these are the Arizona, Illinois, and Missouri branches. Bills for the establishment of county libraries are favored by the associations in Illinois, Missouri, and Montana. Proposed laws enforcing school attendance, increasing the number of required school years, providing for crippled children and for mental defectives, and simplifying the school code are supported in various States.

Many of the resolutions do not concern legislation, but it is expected that public opinion will be influenced to a large extent by the ideas expressed in these resolutions and by the continued work that the members are doing to further their plans. Better motion pictures are sought by many branches, including Arizona, Kentucky, Oregon, New Jersey, Ohio, Texas, and Washington. Establishment of a student loan fund to help pupils to remain in school is urged in Michigan, Kentucky, and Indiana. Many other measures are supported by the various branches, such as movements for the teaching of the Constitution, of music, and of physical training, for removal of unpatriotic history textbooks from the schools, for consolidation of rural schools, for parent-teacher association courses in the State university, and for establishment of juvenile courts.

School Officers Favor Parent-Teacher Associations

Louisiana was the forty-fourth State to be organized into the National Congress of Mothers and Parent-Teacher Associations, with a membership of over 2,000 and about 40 local organizations.

State Superintendent Harris urged superintendents in every parish and the principals in all the schools to avail themselves of the opportunity of forming parent-teacher associations in their respective schools. The result of the support of the State superintendent is shown in the consummation of a State organization.

PRINCIPAL ARTICLES IN THIS NUMBER

How New Jersey Organizes County Associations

Five Local Associations May Have County Council. Teachers and Patrons Represented. Chairman Member of Board

By MRS. D. W. COOPER
President New Jersey Branch National Congress of Mothers and Parent-Teacher Associations

THE NEW JERSEY branch of the National Congress of Mothers and Parent-Teacher Associations was organized in counties in 1912. New Jersey has 21 counties, 20 of which have county councils of parent-teacher associations. These councils preserve the unity of the State organization and promote its growth. Members gather inspiration and vision to go forward in their own communities and in their own homes.

The New Jersey plan is as follows: When a county has five parent-teacher associations belonging to State and national organizations it is ready for a county council. The State board sends an invitation to these five associations, and also to any others in the county, to attend a meeting at some central point in the county. The State president presides over this meeting and explains the work of the State and national organizations pointing out the advantages of county councils. A vote to form a county council is taken. Only members of both State and national organizations can vote. A nominating committee is then proposed from the floor, one teacher and two parents, and the officers are duly elected. The chairman of the nominating committee is a voting member of the State board. County officers together with the president and secretary of each organization constitute the board of directors which meets not less than twice a year. At such times an open meeting is held.

The board of directors has power to fill all vacancies. Officers and directors are elected biennially. The success of the New Jersey organization is attributed to the maintenance of county units which tend to stabilize the work.

Study Class in Parent-Teacher Work

The Fort Wayne, Ind., Council of Parent-Teacher Associations maintains a study class in parent-teacher work. The purpose is to develop leaders for the work. Some of the subjects discussed are: "A demonstration of a model organization," "Developing the duties of officers," "Standing committees and members."

Boys at the Boston Trade School are taught safety along with their trades.

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American Education Week, November 18-24

SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. IX WASHINGTON, D. C., NOVEMBER, 1923 No. 3

Recent German Experiments in Folk Schools

Some Have Been Educational Adventures Rather Than Experiments. School at Hellerau Aims to Embody Best of All Countries. Hamburg Venture Removes All Disciplinary Restraints. No Time Schedules at Waldorf School

By PETER H. PEARSON
Specialist in Foreign Education

SCHOOL EXPERIMENTS in Germany were first limited to measurable factors mainly of a psychological character. Later the experiments sought statistics and other details with respect to parallelism in the development of the child's physique and intellect at different years, hence the right alternation between work and rest, handwork and brain work, the succession of subjects and the proper age at which each should be begun. When the findings pointed toward new departures in teaching, practice groups and classes were organized to meet the new ideas with respect to their practicable character. Such classes have usually been started as voluntary undertakings by individual institutions or communities. The membership in these groups has been small for the reason that in case of unfavorable results the experimental group could easily be absorbed by schools as usually conducted.

Several cities like Chemnitz, Freiberg, and Lobau have conducted experiments with the first three or four classes; others like Augsburg, Berlin, Dortmund, Dresden, Hamburg, Leipzig, Mannheim, and Munchen have conducted such schools under the formal sanction of the authorities and have, therefore, done their work within the entire framework of the organization.

The "Zentralinstitut fur Erziehung und Unterricht" in Berlin collected and elaborated the results and the findings. The attempt was made by this institution to gather the experimental details and to correlate them in a scientific synthesis. TheGerman Teachers' Association with its various affiliated branches has for years been engaged in similar endeavors. In the institutes for experimental physiology and pedagogics at Munchen and Leipzig special facilities have been available for this work. Berlin has, however, been the headquarters for the elaborators which were under the management of the German Teachers' Association. This organization has aimed to issue a report every five years stating what new teaching practices have made their way among the German folk schools and to what extent these practices may be regarded as established.

(*Continued on page 66.*)

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PROGRAM OF AMERICAN EDUCATION WEEK

NOVEMBER 18–24, 1923

Sunday - - For God and Country
Monday - American Constitution Day
Tuesday - - - Patriotism Day
Wednesday - School and Teacher Day
Thursday - - - Illiteracy Day
Friday - - - Community Day
Saturday - Physical Education Day

Honored Educational Aims Remain Unaltered

Function of University to Develop Mastery and Discriminating Judgment. Opportunity for Liberal Study Must Not be Denied to Persons Below the Intellectual Average. If Existing Institutions Are Not Sufficient, Others Must be Supplied

By CHARLES E. HUGHES
Secretary of State

WE COME to the university atmosphere with a sense of crowds, of pressure, of excitement, of the enormous difficulties created by the mass of things. In taking account of these conditions it should be remembered that there is nothing novel in dismal forebodings. The other day I came across this well-considered appraisal in which the distinguished jurist, Chancellor Kent, over 90 years ago passed judgment upon his own time. "We live," said he, speaking in 1836, "in a period of uncommon excitement. The spirit of the age is restless, presumptuous, and revolutionary. The rapidly increasing appetite for wealth, the inordinate taste for luxury which it engenders, the vehement spirit of speculation and the selfish emulation which it creates, the growing contempt for slow and moderate gains, the ardent thirst for pleasure and amusement, the diminishing reverence for the wisdom of the past, the disregard of the lessons of experience, the authority of magistracy, and the venerable institutions of ancestral policy, are so many bad symptoms of a diseased state of the public mind." Kent could see the forces of destruction, but with all his keenness and wisdom he utterly failed to take account of the conserving forces and the processes of a vigorous and sound development.

But because we do not yield to pessimism is no reason why we should ignore the unprecedented situation with which we have to deal. Our universities and colleges are giving much thought to the question how they can save the Nation, but their first duty is to consider how they can save themselves. We are flooded, disarranged, overwhelmed by the sheer force of numbers. Our ancient institutions are compelled to resort to processes of selection that they do not favor. Unable to accommodate all, they are creating extraordinary tests to discover those deemed to be best fitted for their privileges. I enter no objection to this course where there is plainly no alternative. But in some way America must continue to provide the opportunities of

Remarks at a dinner to President Angell of Yale University, held at Providence, R. I., in connection with the convocation at Brown University.

liberal education for the average man. We must train leaders, we must give of the best to the best, but democracy needs not simply a chosen few but the elevation of the standards of life and thought among the masses of the people to the fullest extent practicable.

We need not simply technical and professional schools, business and commercial schools, vocational training, but wide opportunities for liberal study for those who may not be intellectually the most promising. If our existing universities and colleges are compelled to restrict their numbers, others must be supplied. No one who desires and who is reasonably prepared to take advantage of higher education should be denied it in our great democracy because of lack of resources.

Delusive Facility in Acquiring Information

We find ourselves in the age of the motor, the "movie," and the radio, which with freedom of locomotion, novel and easy intimacies, and the ever-present and constantly expanding enterprise of the press give us a delusive facility in acquiring information. It is the day of the fleeting vision. Concentration, thoroughness, the quiet reflection that ripens the judgment are more difficult than ever.

Facility of communication is agreeable and useful, but it leads not only to making more numerous and importunate the demands of every calling, but to a vast waste of time by rendering easy countless intrusion upon serious work. A host of organizations spring up to give an artificial insistence to these demands. I think that it is the experience of public officers that it is not the proper work of the office that wears, but the unceasing requirements of those who have little to do with the public business and by their constant importunities for extra-official attention use up the nervous energy which should be devoted to public service. But so important is the maintenance of goodwill, so generous are our American expectations, that it may be said that a public officer gives about one-half his time in contacts which are really unnecessary in order that he may be in a position to serve the other one-half.

Aims: Mastery and Discriminating Judgment

Despite all changes in condition, the old educational aims remain unaltered—mastery and discriminating judgment. It is not the function of the university to develop mere mental agility, a craving for intellectual surprises, a dominant desire in the language of the day to be able to "sell" something, to "put something over." In the world of slight attention, of content with fleeting impressions, of inaccuracies, when the daily food consists largely of rumors and conjectures so treated as to be indistinguishable from facts, where the truth is almost always belated and is apt to appear after keen interest has been lost, it is far more necessary than ever that our institutions of learning should recognize that their chief function is to maintain the standards of sober and correct judgment and a fine disdain for those who make motion a substitute for thought. I believe in the freedom of learning, in the splendid liberty of instruction which was safeguarded by the memorable charter of Brown University, but the atmosphere of our universities and colleges should be such as to discountenance those teachers who are not content with the prizes of distinction which fall to the quiet, industrious, and exact searchers for truth, but seek notoriety by sensational methods and by purveying hasty generalizations and imperfectly considered observations upon matters believed to be of immediate public interest. There is no objection to the desire for vividness, and, of course, there can and should be no restraint upon eager interest. There is no objection to realism; on the contrary, we demand it if it will only be realism and show life whole.

Unifying Force of Common Sense

When we speak of education in democracy, we have in mind not simply the individual opportunity to acquire knowledge and to possess the agreeable resources of cultivation. We are thinking of the requirements of citizenship, and of the responsibility of the leaders of opinion in a vast population where sound administration is increasingly difficult. We are blessed with the unifying force of common sense, but a thousand questions demand the answers of experts; not theorizing, still less the clamor of mere partisans, or the twisted reasoning of the propagandists of the interests or prejudices of particular groups, but the close and impartial analysis of trained minds. We look out upon a world afflicted with distemper. Suspicion, distrust and hatred are rife and the seeds of strife have been lavishly sown. Still with all the unrest that exists there are the gratifying results of industry, the reassuring evidences in many countries of the play of recuperative forces. We can not change untoward conditions by preachments. In each case you might examine, you would find sincere convictions of national interest, a deep sense of grievances, age-long antipathies, historic ambitions, and rivalries. We have no right to feel superior. When our conceptions of national interest are involved we can develop as much intensity of feeling as any people. If democracy is to achieve its aims, if peace among the nations is to be assured, it will depend upon the supremacy of the disposition to be reasonable and just; that is, upon the influence of reasonable men.

No Substitute for Discipline of Life

You can not make the University a substitute for the discipline of life; and in all our educational schemes it must never be forgotten that you can not by the study of books obtain the equivalent of contact with men. But you can create an attitude that favors understanding and disseminate the knowledge of conditions that leads to an exact appreciation. As we observe the profusion of educational opportunity not only through varied courses of instruction, but in the multitude of books and periodicals, of dramatic portrayal by word and picture, we realize that what is needed is not more information but better judgment, not more bulletins but more accuracy of statement and a better assimilation. And as we consider the welter of controversies and the dangerous clashes of interest, we come to place our reliance not upon emotional appeal but upon the processes of reason and the dominance of those who have not lost emotional power but have been able to hold passion in check.

Must Yield Serenity and Reflection

To the extent that the University merely reproduces the rush, the hustle, and the rapid give and take of life, to the extent that it fails to yield serenity and reflection, it sacrifices its great capacity for service in a tumultuous world. The true victories of life go to the men of mastery and discriminating judgment. It is the business of our universities and colleges to produce them.

Influence of Music Upon a Nation

"Gymnastics for the body," says Plato, "and music for the soul." Music occupied an important place in the curriculum of the ancient Greeks, and it had a correspondingly great influence upon the lives of the people. Its spiritual influence is needed in the materialistic age in which we are living, and it should not be neglected in the schools. In the hour of song preceding the academic school work of the day, social solidarity is promoted and the effect of this socialization remains in spite of adverse influences. Similar results are attained through community singing by adults.

Technical instruction in music is excellent training for the mind in scientific accuracy and precision, for music is based on the relations of tones to each other, mathematically worked out, and mathematics is the bedrock of the art. The study of music inquires into the nature of concords and discords, and enables us to find out the proportion between them by numbers.

Many persons never acquire a technical knowledge of music, but everyone should have the opportunity to learn to appreciate it. The schools can do much to instill a taste for the best music in their pupils, and this effort by the schools will eventually elevate the taste of the public in general.—*H. R. Evans.*

American Education and the Kindergarten

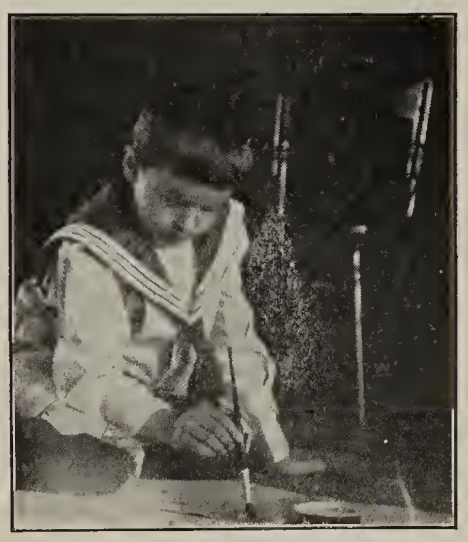
Appropriate Training at Most Opportune Time for the Duties of Citizenship and of Life. Respect for Rights of Others and Habits of Healthful Living. Attitude of Scientific Investigation

By MARY G. WAITE
Assistant Specialist in Kindergarten Education, Bureau of Education

AMERICAN education means *education for citizenship*. The kindergarten provides opportunities for the beginnings of this kind of education by teaching the children to respect the rights and belongings of their schoolmates and to obey the rules made for the comfort and safety of the whole group. It also provides opportunities for children to learn fair play,

to share their toys, tools, and work as well as their responsibilities and privileges.

American education means *education for healthful living*. The kindergarten provides opportunities for the beginnings of this kind



of education through the games, rhythmic exercises, and the use of simple play apparatus. It also helps by insisting upon personal cleanliness, upon neatness of work and arrangement of materials, and upon right habits at the kindergarten luncheon.

American education means *education for work*. The kindergarten provides opportunities for the beginnings of this kind of education by training for skill in the use of such tools and materials as scissors, crayons, paper, clay, blocks, boxes, hammers, hoes, and housekeeping and store toys. As children gain ability to handle materials and tools they are stimulated to plan a piece of work, to get the necessary information and skill to accomplish it, to finish the work, and to decide whether or not it is well done.

American education means *education for the right use of leisure*. The kindergarten provides opportunities for the beginnings of this kind of education by helping children to enjoy wholesome sports and games, to gain pleasure from good stories, music and pictures suitable for their age, and to find joy in the ever-changings aspects of nature.

American education means *education in the use of good English*. The kindergarten provides opportunities for the beginnings of this kind of education through stories, poems, conversations, and the cultivation

of correct speech habits. This work lays the foundation for reading, literature, and phonics in the grades.

American education means *education for intelligent living*. The kindergarten provides opportunities for the beginnings of this kind of education by encouraging children to investigate the materials with which they play and work, and to experiment with them; to ask questions about their play and work problems; and to exchange ideas with each other and the teachers. The children are also given sense training, so that they may be better able to recognize information when it comes to them.

American education means *education for spiritual living*. The kindergarten provides opportunities for the beginnings of this kind of education by helping children to understand that all—children, teachers, parents, and everyone—are subject to the same eternal laws of the universe. It also provides opportunities for children to watch and wonder at the unfolding life of seeds and bulbs and the changes wrought in the chrysalis.

Local Officers Reminded of Schoolhouse Defects

Wide variation in the condition of New Jersey school buildings is shown by the results of a survey made by the State department of public instruction during the past year. The scores in the different counties ranged from 47.5 per cent for Sussex County to 78.5 per cent for Union County. The ratings were made by means of a score card according to which a perfect score was assigned to any schoolhouse fully meeting the minimum requirements of the State building code as to the safety, health, and comfort of the children. These requirements take into consideration such things as lighting, ventilation, heating, fire hazards, and sanitary conditions. Information was asked on such features as playgrounds, gymnasiums, domestic science rooms, and lunchrooms, but no ratings were given on these.

The average score of all the school buildings in the State was 66.9 per cent of the minimum requirements. This low average is due to the fact that a majority of the school buildings now in use were built before the establishment of the present building code, says a report of the survey, and many of these old buildings do not meet the present requirements.

Records of the results have been placed on file in the offices of the county superintendents to assist administrators in directing school housing programs in the various districts. The survey aimed to stimulate interest in the condition of school plants by pointing out to local school authorities the defects of the buildings under their charge and by calling attention to the State minimum requirements for school buildings. It is expected that the records will provide accurate data for use in comparing conditions in different parts of the State.

Public Library for Island of Guam

As the beginning of a public library in the Island of Guam, the American Junior Red Cross has collected and sent to the governor of the island 400 books, the gifts of the Boston junior high schools and of a private donor. It is expected that several more installments, to complete a library of 1,000 books, will be sent. School children are virtually the only natives who can read English, so the chief need at present is for children's books. A few elementary technical books are also desired, and in the next installment the Junior Red Cross will endeavor to include books giving first lessons in carpentry, blacksmithing, plumbing, electricity, law, and civil government. The American Library Association has given advice in arranging the plans.

Making Progress in Education for Health

Long Neglected Because the Day Was too Short. Pupil now Understands He is His Brother's Keeper

By J. F. ROGERS
Specialist in School Hygiene, Bureau of Education

"HEALTH DAY" comes last in the celebration of American Education Week, but the best is usually reserved for the last of the feast, and everyone acknowledges, openly or tacitly, that health is our most valuable asset in life. Education for health has had, however, a hard time in gaining some recognition and it is not long since the school took little or no special account of the physical needs of the child.

There were voices crying in the wilderness of purely mental training for a long while back, and Rabelais, Locke, Rousseau, Pestalozzi, Spencer, and others had much to say about conserving and developing the health and physique of the child. They were listened to with respect and often with approval but the school day was too short and the curriculum too crowded to put such views to practical purpose; but we are making progress of late. Efforts are put forward to make the conditions of school life the best for health and for work. The child is having his hampering bodily defects removed or improved and his faulty habits of living corrected, both for his own sake and for the sake of economy in his daily progress in school work. An automobile that is out of order or is badly fueled can not behave as if it were in good repair and supplied with good gasoline. Why should we expect any more of the human machine?

Must Have Common-Sense Attention

Most of us do not appreciate that we are physico-chemical machines, controlled through marvelously sensitive batteries and that these machines must receive some common-sense observation and attention each day if we are to get the most work and play out of them. As the English medical service act reads: "The broad requirements of a healthy life are comparatively few and elementary but they are essential." It is these few essentials which the new education in health is extending to the child by methods which aim at habit formation.

Play is the result of abundant nutrition and its normal outflow in muscular activity, but there is need of time and place for such expression of energy. Between faulty home hygiene, lack of room, and curtailment of recess periods the child has been too much deprived of the health accompanying and health-giving privileges of play. Playgrounds are often cramped and the periods devoted to bodily recreation are still too brief but we are doing better along these lines.

Finally, the new education is giving the pupil some conception of the fact that besides looking after himself he should also be his brother's keeper in matters of health, and that he can and should take a hand in the prevention of communicable disease and in creating conditions which make for the healthier living of others.

Health Day may now be last, but some day the last may be first on the program for Education Week.

American Spelling Compared with British

List of 50 Words Most Frequently Misspelled in American College Entrance Examinations Dictated to English Pupils

BRITISH and American students misspell different words, according to the results of an inquiry made by the Teachers World of London. This inquiry was suggested by the results of a study by J. A. Lester, of the Hill School, Pottstown, Pa., published in the Journal of Educational Psychology. In this study a list was compiled of the 50 words most frequently misspelled in compositions written by 2,414 candidates for college entrance during seven years. It was suggested by F. B. Kirkman in the Teachers World that a similar list be compiled from the work of British pupils. As a preliminary inquiry an effort was made to find out to what extent the same words are misspelled by pupils in the United States and in Great Britain. Teachers in all parts of England, Scotland, and Wales dictated these 50 words to 1,254 elementary-school pupils and reported the results.

Words Presented to Different Age Groups

It was not intended to use the tests to compare the two groups of pupils with regard to spelling ability but to find out which words were easiest and which hardest for each group to spell. The American boys and girls whose spelling was studied were high-school graduates between the ages of 17 and 18, and the English boys and girls were elementary-school pupils of 10 to 13 years of age, so that no legitimate comparison could be made of their spelling ability. This difference in age seemed to have some effect on the character of the words misspelled, for the younger pupils apparently found the length of certain words a difficulty in itself. The 25 words in the list of 50 which were most frequently misspelled by the British elementary-school pupils contained altogether 229 letters, and the other 25 contained only 160. The length of the words apparently did not affect the spelling of the American high-school graduates for the long and short words were about equally divided in the distribution according to misspelling.

Of the 10 words most commonly misspelled by the British pupils only one, "committee," is also among the 10 most commonly misspelled by the American pupils. The word most frequently misspelled by the America pupils was "too," whereas this word was forty-third in order of frequency on the list of words misspelled by British pupils. "Together" was fourth on the American list and forty-ninth on the British. The Teachers World concludes that a special list should be made up for British pupils after careful investigation of their most common errors, and that the list should be divided into three sections according to the ages of the pupils. It also suggests that the general list be supplemented by local lists because in certain parts of the country special language difficulties are found.

Plans for "Appreciation and Good-Will Day"

To develop good will in home, school, and community, and to lead to a spirit of international good will that will prepare for a world federation in the future, the National Congress of Mothers and Parent-Teacher Associations will celebrate Appreciation and Good Will Day during American Education Week. One day of that week will be chosen by parent-teacher associations in many schools for holding brief informal programs on such subjects as the value of education, loyalty to the flag, conservation of physical, social, and moral health, and training for parenthood. At these meetings it will be emphasized that the public school is the greatest gift offered by democracy, and that the present cost of education is not too great. The value of education to the child will be stressed, and it will be urged that children should not leave school to go to work at the end of the compulsory period. The thanks of the community will be offered to the teachers for their work, and parents urged to cooperate with them. Efforts will be made to have fathers attend these celebrations, as well as mothers and teachers, and the programs will be given at a time when the fathers can attend.

Teacher Is President of Iowa Association

Iowa is the only State in which a teacher is the president of the State branch of the National Congress of Mothers and Parent-Teacher Associations. Miss Carolyn E. Forgrave, a teacher in Perry, Iowa, is the president of the Iowa Branch.

Educational Matters, Swedish and American

Impressions and Reflections from a Recent Study Tour in the United States. Effective Use of Assembly Rooms is Best Feature of American Instruction. Socialized Recitations Impressive

By PER SKANTZ
Senior Master, Mellerud, Sweden

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

WHEN THE EDITOR of SCHOOL LIFE asked me for an article I told him, "Gladly, provided I do not have to make it too scientific." Hence I have chosen the above caption that I may freely cull memory pictures both from my native country and from my vividly interesting sojourn among American schools and educators.

Upon arriving at an American school three factors ranged themselves within my view: The building, the child, and the teacher—the *institution*, the *object of the education*, and the *soul of the education*. Everywhere I found large, well lighted, and splendidly equipped institutions. They suffered, however, from the same handicap as our own institutions: they were overcrowded. This corroborates the well-known fact that spiritual culture finds difficulty in keeping pace with material advance. I therefore made the class room the particular object of my interest, especially the forum, the stage where this was included in the building plan. Here I found the golden fruit of the language work, and never did I enter a school of this kind without one thought uppermost: "This is the best feature in American instruction."

Swedes Neglect Oral Language Work

In my own country are, to be sure, assembly rooms at many schools, but no stage for dramatic representations. The oral part of the language work in our schools is a feature of our instruction that is greatly neglected. The new instruction plan of 1919, it is admitted, orders oral exercises in the folk schools, but viewing it as a whole such instruction exists yet only on paper. And there it will remain as long as exercises in oral presentation are not cast into an ordered system and as long as rational speech drill including dramatics is not a part of the instruction programs of our higher schools including teachers' training institutions. The result is that the average Swede who by nature harbors a certain dislike for public speaking will remain a poor speaker.

The flag surmounting the school building gladdened me, but it would have done this to a greater degree if more of the flags had been in good condition; so many of them were faded and sooty that I often had to make the deduction by way of anticipation and inference that it was the "Star Spangled Banner" that I saw. A former contributor to SCHOOL LIFE says that at Swedish schools you see for the most part only the flag pole. True, but if it is a defect we can console ourselves with the psychological tenet that what we continually have before our eyes we finally do not see at all.

Children Active in Classroom Work

With the heaving motion of a stormy ocean trip still in my system I entered one day class 5-B in a school of Washington, D. C. I had not been seated there long before my traditional conception of teaching practice also began to sway and waver. The children asked, answered, made observations and objections, gave reasons for their views, searched through handbooks and encyclopedias for proof. The teacher sat quietly at her desk except now and then when she answered a question to settle a troublesome point. And everything moved on with exemplary orderliness. Wide-awake interest, eagerness, and commendable boldness beamed in all eyes.

At the close of the recitation I had to see the "printing office!" I was directed to a corner of the school. A case of type and some cards cut into sizes on a table and the simplest possible printing press—this was the entire printing plant. But there they printed a paper with the delightful name "Thought and Things." No doubt the editor and contributors were the proudest and happiest in the United States. During my stay in the United States I saw and read many papers, but a copy of Thought and Things occupies the place of honor in my bookcase.

Americans Travel New Roads Unafraid

Later on I had similar experiences in other places, especially in Chicago. I became acquainted with different methods and systems, each focused on the solution of some chief education problem. Sometimes the book was made the center, sometimes the pupil, and sometimes the machine. Regarding the value of this or that system opinions unavoidably differ. One thing is sure: All give proof of boldness and the desire to travel new roads unafraid—experimentation, in fact—a commendable trait that has always characterized the American Nation. The ideas existed beforehand. They are for the most part Froebel's and Rousseau's. Their universal transmutation into practice appears to be America's great contribution to our culture.

One form of menace hangs over the American system of education, namely, that the factory gradually moves into the school or, if you please, the school moves into the factory. Scissor activities and the noise of machinery are equally objectionable in schools. It is a question of keeping the right balance between "manual training" and theoretical instruction, between the education of the hand and the brain, and between these and the heart. In my way of thinking the balance is at present dipping dangerously toward the former.

Business and Art Points of View

Buildings, methods, and systems are all very well but by no means everything. Personality is everything, particularly in matters of education. Whatever you reach by experimentation, the teacher will, after all, remain the soul of the school. And right here I take the liberty of placing my finger on a sensitive spot in the education both of the United States and of Europe.

It is an open fact that great care and cost is expended on the education of dogs and horses. In Sweden the chief of the royal stables holds one of the highest places in the scale of rank. This kind of educational work is intrusted only to persons of particularly excellent competence. Should not exceptional qualifications, theoretical and personal, be demanded all the more of those who are to teach and train human beings? And should they not be assigned proportionately high places in both the salary and the social scale? Unfortunately this is not the case. Why? Because one looks at the school and its work from the point of view of business.

School No Place for Factory Methods

Hence a calculation such as the factory manager makes: Such or such a number of teachers are needed and they cost so or so much; how can we get them at the least expense? This principle governs their appointment and discharge in the factory and on the farm. This reasoning applied to the schools is faulty because it has a faulty point of departure.

To instruct and to educate is not a business. It is the creating of spiritual values that can not be measured nor expressed in money equivalents. It is art. A real edu-

cator, by the grace of God, is an artist. His work must be judged not only as to its social values but from the artist's viewpoint—nay, more than that, from the viewpoint of eternity. Only the most ideally endowed individuals, gifted with the highest talent as educators and enriched by studies, men and women, should be permitted to have a part in the work of education.

Men Teachers Hard to Find

I pondered long on where America's men teachers were to be found. Except in the manual-training activities I found them mostly in colleges, especially in the South. In Chicago I saw one now and then in the high schools and in Boston in the intermediate classes. I thought, "Is instruction in the elementary stages looked upon as a less worthy and fitting occupation for a man?" But then I thought, surely this can not be. Here I see husky chaps selling lemon juices in a drug store, or measuring cloth in a shop, or writing figures in ledgers. Surely the great art of education can not be regarded as a less worthy pursuit than these and other occupations down, indeed, as far as to the street sweeps. But one day I got the explanation from the sole man teacher of a school I visited: "The salary is too low for a man," and he might have added "and the position too insecure for all teachers." These are the two darkest points in America's system of instruction, so it seems to me. If these points can not be eliminated, American education will never be what it could be, no matter how much one experiments with methods and systems.

We feel sorry for a family where the father has died. We judge that they have thereby sustained a loss both materially and morally. Why should we not in a similar way look upon the great family comprising the schools?

Women Teachers Competent but Lack Endurance

In saying this I am not saying that I have found women teachers unequal to their task. Quite the contrary. In the schools I visited, usually in the larger cities, I have found many that gave evidence of astonishing ability. I found them wide awake; they showed interest, energy, and tact in dealing with the pupils. But I have also found among them symptoms of overexertion, too heavy teaching loads, women teachers fagged and with nerves keyed up to the point of snapping. Your teachers, men and women, have no idea of "composure for work," much less do they know the siguificance of the blessed word "independence." They seem to be three-fold dependent—dependent with regard to the school authorities, to the parents, and, mirabile dictu, to the pupils. What an untroubled and secure position we Swedish teachers have in comparison with them.

Surely the great body of American teachers is worthy of the same advantages. On them rests the culture of their generation. They hold the Nation together as a unit. Give your teachers a thorough training, a generous salary, and secure tenure of position and they will do great things. If this does not happen, the United States has a long, long way to go in expanding and enriching its spiritual culture.

What I have written here is only a small part of my memory pictures and reflections from my study trip, but I can not include them all in a single article. Lastly, I wish to express my regards and my thanks to all the educators I met for the hospitality and kindness shown me. Many of the persons I met I number among the best people I have met in my whole course of life.

Notes of Education in Czechoslovakia

By EMANUEL V. LIPPERT
Comenius Institut of Pedagogy

Organizations desiring to establish evening centers for adult education must obtain permission from the ministry of education, according to regulations recently issued. All such centers must fulfill certain conditions designated by the ministry.

To study the needs of the schools with a view to instituting reforms, the ministry of education has organized a committee of 16 persons in intimate touch with the various types of schools. The committee will formulate plans for improving the schools and will consult with other educational experts to obtain their judgment on details. The secondary schools and the urban (grammar) schools will be specially studied.

Training of secondary-school teachers, moral education, and relation between the family and the school were discussed at an international congress of secondary-school teachers held at Prague during the last week in August. These discussions were based on the answers to questionnaires which had been previously issued. To stimulate public interest in the secondary schools an exhibition of the work of these schools was arranged by the Association of Czechoslovak Secondary-School Teachers and the Comenius Institut of Pedagogy and shown in connection with the congress. More than 8,000 persons visited the exhibition, which lasted two weeks.

Nineteen high schools of New York City have collaborated in preparing a book entitled "Our City—New York."

Universities Prepare Parent-Teacher Programs

Definiteness and Direction Given to Work of Associations Which Otherwise Might Appear Without Serious Purpose

By ELLEN C. LOMBARD
Director of Home Education, Bureau of Education

"MAKING IT GO," is the title under which the University of Oregon has laid out a comprehensive program for the use of the parent-teacher associations in Oregon. This service is much needed in all the States and already several State universities and State departments of education have recognized the need and have supported parent-teacher work by the preparation of programs.

One of the most serious problems in the parent-teacher associations is the development of its program. Here and there are organizations working along in a desultory fashion, with no objectives, merely following the lines of least resistance. Some of the organizations are paralyzed because of lack of proper leadership. In them meetings are held regularly without being vitalized by a definite working program, attendance is desultory, and often members attend only because of personal loyalty to the leader.

In addition to the University of Oregon, the Universities of North Carolina, Indiana; Iowa, and Wisconsin have issued valuable programs that are useful to leaders in planning their programs. State and National organizations of parent-teacher associations have also issued programs from time to time.

According to the suggestions of the University of Oregon, programs should include a discussion of: The parent-teacher association and its history; school building and equipment; school grounds; playgrounds and playground work; the preschool child; visual education; health and the schools; health in the community; the school child's lunch; adolescence and sex education; libraries and reading; children's reading; the teacher and the community; school consolidation; school legislation, recent and proposed; immigration and American citizenship; juvenile protection; recreation and social standards; country life, etc. These suggestions are accompanied by a wealth of informative material as well as references.

Program-making occupies an important place in courses in parent-teacher association work which have been recently inaugurated for leaders, school superintendents, and teachers by several of the State universities and normal schools and extension divisions of State departments of education.

Library Service to Rural Schools

Good Editions of Good Books Especially Necessary Where Habit of Reading is not Fully Developed. Personal Relationships Promote Understanding of Value of Books in Building Citizens

By GEORGIE C. McAFEE
Head of Extension Department, Evansville (Ind.) Public Library

WHAT IS the greatest lack in country children? Out of years of experience, a rural teacher replies, "Imagination. My children see only the obvious in books and in life." Fundamentally the country child is the same as any other, but he needs an equal chance with others. An inherited narrow outlook, born of physical isolation, hedges him about.

How shall we meet these limitations? The first answer is, of course, "With the best books in the best editions in schools and homes." Tact is needed in introducing these "best books." Some time ago, during a visit to a school, a big, awkward boy slouched up and looked over the shoulder of a lad who was iuterested in The Mutineers. After gazing at the book for a moment, he turned to the librarian and said, "Is he a famous author?" "Yes." "Then, if he is, I don't want the book; famous authors are no good." Some one had been trying to drive that boy into good reading, and he was filled with suspicion.

Give Country Children New Books

Good editions are of the greatest importance in the rural-school library. It is worse than a mistake to send to the country children books which have outlived their usefulness on the shelves of city libraries. Yet we know that this is done, in places where county and city taxes are not kept separate, and where so much "service" is sold to the county. The best books, in the freshest covers and the most inviting editions are none too good to help the country child to lay the foundations of the reading habit.

Nothing will so vitalize the books in a rural school as will stories, told informally, naturally, as the occasion and the children present themselves. To country children, who have little variety iu their lives, the telling of a story is an event. It sinks into their minds, quickens their appreciation, and adds to their happiness. Pictures have their place in this education by the library. Mounted pictures for decoration and for study, and stereoscopes with their colored pictures of birds and animals and foreign countries, are more than welcome to the teacher of a one-room school, unbelievably bare in its equipment. Even in modern, well-equipped buildings, there is an increasing demand for this sort of supplementary material.

How shall we bring to teachers an appreciation of children's books and of their place in the life of the child? Dean Bailey said, "A new race of country teachers needs to arise." I think a new race *is* arising. The old type of country teacher, narrow, satisfied, dogmatic, is fast giving way to the new type, alert, intelligent, ambitious. Are we, as librarians, rising to meet this new race of teachers? If we were wise enough in experience, and big enough in our understanding, and as acquainted with children's literature as we ought to be, we could give our country teachers what they have a right to expect—and one of the hardest problems of the rural child would have been solved.

Librarian Should Attend Teachers' Institute

Sincerity in personal relationships is essential, for the librarian, no matter how strong her sense of social service and her knowledge of books, can do very little without the teacher. A survey of the schools of a county, in cooperation with the county superintendent when school libraries are being organized, will give the work the right focus in the eyes of the teachers and provide a good working basis. The regular presence of the county librarian as one of the recognized officers at county institutes is of inestimable benefit. Books which correlate with the school outline of study may be on display and questions of library policy should be freely discussed. In this way many problems are adjusted which, if left, might grow into misunderstandings.

The more personal the relationship between the librarian and the teachers, the better will be the chance of winning them to an active partnership and to a real understanding of the value of books in the building of citizens. It is not too much to expect country teachers to keep accurate statistics, to make good use of books, and to stand in the place of interpreter, not only for the needs of the children, but also for the needs of the entire community.

Reference Books in All Classrooms

But if we expect 100 per cent cooperation, we must be ready to give 100 per cent service. Simple reference books, such as the World Book and the World Almanac, should be placed in grade schools of 20 or more children. Shelf books which have reference value, such as English and American literatures, collective biography, and poetry collections should be supplied. Teachers have a right to expect material on request, not one or two weeks later, when the subject has been left behind.

It is a good plan to invite the country teachers to come in to the library at certain times during the school year, when there are new books for distribution. In Evansville, we have found a library party at the beginning of the school year to be of great mutual benefit. Personal invitations are sent out, and the teachers are asked to come in on a certain day and select their books for the coming year. Several thousand books are arranged on tables, racks, and broad window ledges of the large lecture room in one of the branch libraries. Posters tell what class of books is to be found in each group. Flowers brighten the long room, and an iced drink is served to the teachers, many of whom come over miles of dusty roads. This conference gives an excellent opportunity for the teacher not only to realize that she is part of a large scheme, but also to exercise her individual choice in book selection. It gives us a chance to begin again with old friends and to make new ones. It starts the year with the right feeling of team work.

Standards of taste follow in the train of an awakened sense of appreciation. It is not for the librarian to sit in judgment when a child or his teacher asks for a book obviously beyond the pale and calls it "good." If only the best books are supplied, and if these are talked over together, without consciousness of superiority on the one side, or unwilling acceptance on the other, the reader will come in time to his own conclusions. Our part is constructive, not destructive. If we pour in the good generously enough, the poor, the mediocre, and the bad will eliminate themselves.

Can Not Evade Responsibility to Children

With more than 15,000,000 boys and girls between the ages of 7 and 20 living in the rural districts of our country we can not deny either the amazing proportions of the rural library problem nor evade our own responsibility for meeting it squarely. A large program means that we must look for large people, and that we must make greater investment of time, of money, and of effort. We need more efficient county librarians with wide vision, a knowledge of books, and a sympathetic understanding of child psychology and of rural life and problems.

We need definite records, definite information upon which to build. We need careful analysis of our own service. We are too prone to lump people and problems. We must learn to think in terms of the individual. We need to encourage the inclusion of a well-equipped library room in our new rural schools. We need the nucleus of a good library in every country school throughout our country with "a shelf of books for a one-room school" as a minimum.

Philippine Agricultural School is Successful

Secondary School Conducted by Philippine Government a Model for Schools in Eastern Colonies of Other Nations

By MERLE A. FOSTER
Associate Statistician, Bureau of Education

EIGHT HUNDRED boys, representing all the social classes and most of the tribes of the Philippine Islands, are enrolled in the four-year course of Central Luzon Agricultural School at Muñoz, Nueva Ecija. In a single class as many as 20 tribes have been represented, Moros, Christians, and Pagans. Some of the very best and most dependable students come from the "wild tribes."

Self-Government Aids School Administration

The school is essentially a self-governing town with its own council, president, judge, police and sanitary officers, elected or appointed from among the students themselves. In addition to giving the boys a very practical training in self-government this plan greatly reduces the disciplinary work of the teachers and school administrators. In most cases the boys seemed able to settle minor infractions of school rules about as well as the teachers, and with less friction; only the more serious cases were handled by the superintendent; all students had the right of appeal from the decision of the student court but this right was very seldom exercised.

The student body is divided into two groups. During the morning one group attends academic classes while the other group conducts the affairs of the student town. At noon the groups exchange places and the students of the morning become rice farmers, vegetable raisers, house builders, blacksmiths, auto repairmen, store clerks, or bankers, according to their assignment for industrial work. These assignments are changed from time to time to give each boy a variety of industrial experience; at least two years of his assignment must be practical farm work. The morning workers spend the afternoons in classes studying the theory of the work they have been doing.

The industrial work is intensely practical. Actual crops are raised and sold by the students, shop work is rated, and students are paid for their work on the basis of the market value of the product. Many of the boys pay their school expenses from money earned by work done on the school reservation.

Like to Eat? Then Work

Such a practical environment and atmosphere very quickly impresses the idea of "no work, no chow" upon the new student, and the result is usually a very marked improvement in his efficiency and a more serious effort to produce definite results.

Because of the large income to the students themselves, and the indirect returns to the school, the support from Government funds amounts to considerably less than half the total cost of operation, and there are some hopes that the institution will in time even approach entire self-support.

Graduates of previous years have gone to all parts of the Philippines, and such a large percentage of them have been successful that there is now a long waiting list of applicants for admission to the course. Students who enter and are unable or unwilling to do the hard work required are quickly replaced by more desirable boys, and the student who completes the full four years receives offers of a number of different opportunities, even before graduation, by the large plantations, implement firms, and the various Government bureaus which require men who have demonstrated their ability to work hard under difficulties.

Official representatives from other Governments have carried away ideas for the establishment of similar schools in their eastern colonies; Fiji went even further than this and employed the principal of the school to establish a similar school in that crown colony. Java is already considering the idea of half-time unit vocational schools and has sent a group of her high officials to make an investigation of "Mr. Moe's school." They reported very favorably upon what they found.

Students' Loan Fund Established by Association

To assist worthy students at the University of Tennessee, the Tennessee Congress of Mothers and Parent-Teachers' Association has placed a sum of money in the university treasury as the nucleus of a self-perpetuating scholarship loan fund. This fund will be administered according to the regulations for other loan funds of the university. The scholarship thus founded is known as the "Annie L. Crutcher Parent-Teacher Loan Scholarship."

"Mixers" Promote Solidarity Among School Patrons

A unique feature of parent-teacher associations, is the parent-teacher "mixer" which is held each year in Wenatchee, Wash. All circles in Wenatchee join in what is looked upon as the most important event of the year. Each circle provides one feature of the entertainment for which 20 minutes is allowed. These mixers are regarded as important factors in preserving the unity of the patrons of the parent-teacher associations.

School Credit for Home Reading

Good Reading an Integral Part of School Course. Pupils Read from One to Four Books a Month

TO AID children in acquiring ease in silent reading, the schools and the public library of Youngstown, Ohio, cooperate in encouraging the reading of good books at home. School credit is given for home reading, by a plan similar to that followed in Munhall, Pa. This plan is described in a bulletin recently issued by the Youngstown public library. Home reading is considered a regular school subject. A record of books read is entered on the pupils' monthly report cards, so that more importance is attached to reading under this plan than to ordinary unorganized reading. The books are the property of the school board, and the teachers keep the records of borrowers. The public library attends to the delivery of books to and from the schools and supervises the teachers' records. The children make their own selections from lists of books that have been carefully chosen and graded by committees of teachers. These books are discussed in class by teacher and pupils, and each pupil makes a brief written report of each book that he has read.

Each pupil reads at least one book a month but not more than one a week. At the end of the year the library gives a certificate to each pupil who has read 10 or more books and adds a gold seal to the certificate for each 5 books read beyond the required number. Credit is not given for more than 25 books. More than half the pupils usually win these certificates. The library issues a teacher's pamphlet for each grade, containing a list of books for the grade and a record sheet for each book on which to enter the names of pupils borrowing it. On each of these sheets is a 300-word description of the book.

Lack of ease in reading handicaps pupils not only in learning their lessons during their school years but also in getting further information and ideas throughout their lives, and the teachers find that the system of home reading overcomes this difficulty, says the bulletin. Tests in many cities have shown that pupils who do the greatest amount of outside reading generally have a higher rank in all their school work than pupils who do little outside reading, probably because they can read more rapidly and with better comprehension.

The teachers find that the practice of making oral reports on the books helps the children to think clearly and to give expression to their thoughts in a concise and logical way. The opportunity to read the books is a privilege that may be denied to pupils whose school work is very poor.

Educational Work of the Churches

Influence of the Church in Educational Affairs Was Predominant in Earlier Periods. Secularization of Education Began with Nineteenth Century. Statistics of Present-Day Church Work

By HENRY R. EVANS
Editorial Division, Bureau of Education

WITH the downfall of the Roman Empire, the church became the great conservator of education. When the barbarians overran the Empire and the Dark Ages set in, the lamp of learning was kept burning in the cathedral and monastic schools, feebly at first but greater as time advanced. In the dim scriptorium of the monastery ancient manuscripts were carefully preserved and copied. Gradually universities were founded, many of them under the auspices of the church. With the period of the Renaissance or the revival of learning, education became more generally diffused and less under ecclesiastical control, but it was not until the invention of printing and the Reformation that the church lost its almost complete monopoly of education. But even during the post-Reformation period the influence of the church in educational affairs was great.

The secularization of American education was a gradual process. Says Cubberley in his *A Brief History of Education:*

Earliest Schools Controlled by Church

"The church . . . was from the earliest colonial times in possession of the education of the young. Not only were the earliest schools controlled by the church and dominated by the religious motive, but the right of the church to dictate the teachings in the schools was clearly recognized by the State. Still more, the State looked to the church to provide the necessary education and assisted it in doing so by donations of land and money. The minister, as a town official, naturally examined the teachers and the instruction in the schools. . . . In colonial times, and for some decades into our national period, the warmest advocates of the establishment of schools were those who had in view the needs of the church. Then gradually the emphasis shifted to the needs of the State, and a new class of advocates of public education now arose. This change is known as the secularization of American education."

In the realm of higher education, Harvard University, in Puritan New England, and the College of William and Mary, in Anglican Virginia, were primarily established as training schools for clergymen.

At the present time, elementary education has become one of the great functions of the State, and secondary education is growing in importance as an integral part of the State common-school system. The establishment and maintenance of high schools by the State mark an epoch in the history of secular education in this country. The struggle of democracy to achieve its highest ideals of an intelligent citizenry also led to the creation of the State university—the "crowning head of the free public school system." The State university to-day is found in nearly every State, and the half dozen States which do not maintain universities do support higher education in other forms.

Ethics Taught in Public Schools

Instruction in religion is the particular province of the church, and the schools of the people have wisely refrained from all sectarian education. Instruction in ethics, however, is a part of the common-school curriculum and is developed in many ways.

The church has not abandoned the field of education, as the following statistics will show. According to the Biennial Survey of Education of the United States Bureau of Education, 1916–1918, the educational system controlled by the various religious denominations was estimated as follows: 195,276 Sunday schools, with 19,951,675 pupils; about 7,500 parochial schools, with 1,626,123 pupils (90 per cent Catholic); 1,586 high schools or academies, with 103,829 students (55 per cent Catholic); 41 junior colleges, 395 four-year colleges and universities, with a total attendance in 1916–17 of approximately 120,000 students, and 164 schools of theology.

Some Institutions Under Joint Control

In addition to these definite grades of instruction there were many miscellaneous institutions conducted in part by church boards of education and in part by mission boards. The activities of 10 denominations alone out of the Protestant group included 13 training schools; 11 seminaries (ungraded) for women; 107 orphanages, with grade-school instruction; 228 schools for Negroes; 3 for Indians; and a score of other miscellaneous institutions. To these should be added, also, the "mountain white" schools conducted by the churches and the night schools for immigrants under the Young Men's Christian Association.

Many of the denominations maintain chapels, church clubs, Bible chairs, and religious workers at the various State universities. "Movements," says the Biennial Survey, "are under way, also, to cooperate with the public-school system in the field of secondary education. The development of a graded system with teacher training in the Sabbath schools and particularly the framing by agreement among the denominations of satisfactory courses in the materials of religion have made possible the crediting of this work in the high-school curriculum. This plan in various forms has been tried with considerable success, especially in North Dakota, Colorado, and New York. A further attempt to correlate church and State education is the promotion of week-day religious instruction. The most interesting efforts of this sort to make church instruction somewhat more systematic than is possible in the Sabbath schools, adjusting the hours and program to the schedule of the public schools, are found in Malden, Mass., and Gary, Ind."

Alabama public schools are now required to display the flag of the United States every school day, according to a law recently passed. Forty other States also have laws providing for display of the flag.

THE AMERICAN'S CREED.

I believe in the United States of America, as a government of the people, by the people, for the people, whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign States; a perfect Union, one and inseparable, established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and their fortunes.

I therefore believe it is my duty to my country to love it, to support its Constitution, to obey its laws, to respect its flag, and to defend it against all enemies.—*William Tyler Page.*

PLEDGE TO THE FLAG.

I pledge allegiance to the flag of the United States and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all.—*American Legion's variation.*

ATTITUDE IN MAKING THE PLEDGE.

In pledging allegiance to the flag, come to attention facing the flag, place the right hand over the left breast and stand in that position while making the pledge.—*Garland W. Powell, National Director Americanism Commission, American Legion.*

· SCHOOL LIFE ·

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High School or Junior College—Which?

WHERE shall the dividing line be drawn between secondary education and higher education? But why attempt to draw it? It is as easy to draw the line between youth and manhood. The question has been answered differently in different countries and at different times in the same country. It is largely a matter of expediency.

In the memory of men who are still trying to reconcile themselves to approaching age, the colleges of the country taught in their lower classes the identical subjects which the best high schools now teach, and they did it as a matter of course and without sense of humiliation. The high schools have grown lustily since then not only in numbers but in the strength of the individuals, and they are jostling the colleges of liberal arts from below as the professional schools from above are demanding the reorganization of the traditional courses.

The colleges in raising their own standards have long been insisting upon higher standards of preparation. The high schools have responded so effectively that they have invaded the territory which the colleges once held as their own, and the colleges now find that much, if not most, of their Freshman curriculum is "secondary work"—principally because the high schools are doing it.

For example, a typical college requires for admission, let us say, 3 units of mathematics, 1 of science, 2 of a foreign language, and 3 of English, with 6 units of other approved subjects selected at the option of the student. The college inevitably offers courses in all those subjects which follow in due order the courses required to have been pursued by the student in the high school. But that high school offers inter alia 4 years of mathematics, 2 of chemistry, 2 of physics or biology, 4 of Latin, German, or French, and 4 of English. All the high schools of importance offer those subjects for the periods mentioned, and much more.

The boy whose curriculum was so planned has only enough units to enter college; yet he has already taken the studies which if taken in the college would have advanced him to the sophomore class. Granted that it does not often happen that a freshman studies in the college the same subjects that he had studied in the high school: If he does not, his preparatory course was probably not chosen with a definite view to his college work; if he does, the repetition involves distressing waste of time.

In a discussion of such matters it is the custom to extol the superiority of the college method and of college teaching; and none can deny the truth of the claim if only the stronger half of the whole number of accredited colleges be considered. But if the best high schools be compared with the weaker half of the accredited college list, the difference between the quality of instruction in the fourth class of the high school and the freshman class of the college practically disappears. It may even be in favor of the high school.

The purpose of all this? Simply this: The high schools in the principal cities of this country even now are doing much of the work of the junior college. Most of them have equipment and teaching force capable of handling two full years of the college course. More of both would be needed to care for the increased numbers, but surprisingly little change otherwise would be required.

The development is logical and it ought to be made. It has been made in a few cities. Little stretch of the imagination is required to picture the American city high school in the role of the French lycée or the German gymnasium, sending its graduates direct to the professional school. The tendency is all that way.

New York City's Seven-Year Course

NEW YORK CITY schools were formerly conducted with a seven-year elementary course of study, but about twenty years ago it was found necessary to add another year to that course.

Several letters recently received have reminded us of that fact in commenting upon the editorial in the September number of School Life in which attention was called to the successful experience of Kansas City with the seven-year course and to the investigations of Dr. C. A. Ives, of Louisiana, which were favorable to the course of that length.

Our correspondents are correct in stating that the course in the schools of Manhattan and Bronx Boroughs was lengthened from 7 to 8 years, but they are not correct in the implication that the fact has any bearing upon the question whether a course can be planned to include in seven years under normal conditions all the study required for satisfactory preparation for standard high-school work.

The change was made in 1902 after the creation of the greater city of New York. The Boroughs of Brooklyn, Queens, and Richmond had 8-year courses and the Boroughs of Manhattan and the Bronx had 7-year courses. It was necessary to smooth out the differences in the boroughs and bring them all under a common plan. The city superintendent had been superintendent in Brooklyn and his experience had been with the 8-year course. There were only three high schools in Manhattan and the Bronx and few, indeed, of the children received any education except what they had in the elementary schools. To change the course from 7 to 8 years under such circumstances was the natural and proper thing to do.

Observe Education Week Generally and Effectively!

EVERY American citizen is entitled to a liberal education. Without this there is no guarantee for the performance of free institutions, no hope of perpetuating self-government. . . . In order that the people of the Nation may think of these things, it it is desirable that there should be an annual observance of Educational Week.—*President Coolidge.*

Many of the Governors have issued proclamations in the same tone as that of the President, and many more have written that they expect to do so. Responses from every quarter of the country indicate that the observance of the week will be more general and more effective this year than in any previous year.

Two documents have been issued by the Bureau of Education to assist those who are making programs or preparing addresses and articles for the press. "Suggestions for the Observance of American Education Week" is a pamphlet of 20 pages, and contains plans for the general observance, subjects for essays and speeches, suggestions for pageants and parades, and references to helpful literature. This pamphlet will be sent without charge in limited numbers on application to the Commissioner of Education. If considerable quantities are desired, they may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at the cost of actual printing.

A clip-sheet, or "broadside," entitled "American Education Week" is also available for free distribution within reasonable limits, but if quantities are required which are greater than the Commissioner of Education is able to furnish, they may be obtained by arrangement with the Superintendent of Documents. Prompt action, however, is essential for this, for the time is very short. The broadside is intended to supply material, or suggestions for material, suitable for addresses and newspaper articles.

The National Education Association is prepared to supply a pamphlet of 56 pages entitled "Five Questions for American Education Week; Research Bulletin, Volume I, No. 4," and every school officer and every organization which proposes to take part in the observance should write for one of them, addressing the Research Division of the Association at 1201 Sixteenth Street NW., Washington, D. C. The five questions discussed are (1) What are the weak spots in our public school system? (2) What national defects result from the weak spots in our public school system? (3) How may our public school system be strengthened? (4) Can the Nation afford an adequate school system? (5) Do good schools pay?

The American Legion is one of the principal promoters of the undertaking and it is expected, of course, that the local posts will be active in the preparations that are made in each locality.

In the plans that are formulated, whatever they may be, it should be remembered always that the whole purpose of the annual observance of American Education Week is to stimulate the interest of the people, upon whom the schools in reality must depend, in order that they may be disposed to accord liberal and enthusiastic support and effectively to improve the educational facilities of our country.

Workers' College for Full-Time Students

A two-year course in labor problems, social economics, history, English, and labor journalism is given at Brookwood Workers' College, Katonah, N. Y., said to be the only workers' college in the United States where the entire course is taken in residence by full-time students. The college is in session for eight months a year, from October to May, and during the summer months the students return to their work in machine shops, garment factories, packing houses, etc. Several students from other workers' colleges, such as the New York Workers' University Classes, the Boston Labor College, and the Bryn Mawr Summer School, as well as many other men and women active in the labor movement, have joined the classes at Brookwood. Students from many parts of the United States are attending, and two have come from Denmark as exchange students. These two are workers who have been studying at the International People's College in Elsinore, Denmark. Every student at Brookwood is a bona fide worker. No candidate will be admitted to the courses unless he has spent at least a year as an industrial worker and is a member of a labor union.

A Victor Hugo chair will be founded by popular subscription at the University of Paris.

Norms of Achievement for City School Systems

Needs of Definite Standards Clearly Shown in Transfers from One City to Another. Textbooks, which Usually Determine Norms of Achievement, Vary Widely. Satisfactory Tests are Available

By FLORENCE C. FOX
Specialist in Educational Systems, Bureau of Education

TO TRANSFER a pupil from one city school system to another offers a series of problems in readjustment both to the teacher and the parent. To the child the change become an epoch. He finds himself an alien in a foreign land. He must fit into a new social system, must conform to new manners and customs, and must become familiar with strange apparatus and textbooks. Add to this fact that he is usually demoted and placed in a grade at least a year below his standard elsewhere, and the situation becomes to him one of bewilderment and discouragement. How to establish a norm of achievement for each of the grades, that a standard of transfer may be set for all schools in the United States, is the purpose of this paper.

In the examination of 25 city school systems in the United States, it was found that the textbooks usually determines the norm of achievement in a given grade. In the primary grades, especially, the text in reading sets the standard of ability. For fourth and fifth grade promotions both the reader and the arithmetic determine the children's rating for their respective grades. These texts vary widely as regards difficulty. Some are too advanced for the grade to which they are assigned by the supervisor who selects them, and some are too far below the grade ability to be used as a standard.

Textbook Progress Not Measure of Ability

Even if all the textbooks in any 25 representative city school curricula, imperfectly graded as they are, were examined and a mean difficulty for each grade be found, the child's ability, the determining factor in the equation, would still remain an unknown quantity. Why not ask the child himself what words he knows at the end of the second, third, fourth, fifth, or any grade? It has been found that 100 per cent of 2,000 children in the eighth grade, 99.3 per cent in the seventh grade, 98.4 per cent in the sixth grade, and 86.4 per cent in the fifth grade, knew the word "camel" in a test in visual vocabulary given in a number of localities in the United States. "Camel," then, is a word of approximately equal difficulty for children in the four upper grades.

Extend this inquiry, submitting other words to larger groups of children, and tabulate those words that have the highest per cent. In this way a norm of achievement in visual vocabulary, the basic principle in all reading, may be established, by which to measure a child's ability; a just and reasonable scale for use in any grade in any school in the United States.

Other tests presenting a series of standard paragraphs are used to test the child's mechanical ability in oral reading. The progress of many thousand pupils has been tabulated by means of these paragraphs and a grade standard fixed for use in the schools.

In silent reading, also, a measure for speed and understanding has been established. It is significant that all tests in silent reading disclose the fact that rate and understanding run in parallel lines, slow readers scoring low points in ability to understand, and rapid readers attaining high averages.

Tests Proved Satisfactory by Trial

These tests in reading were used with satisfactory results in the school survey of Cleveland, and the findings from that investigation have since been used in other school surveys as a basis of comparison. As a basis of transfer from one school system to another a test of this kind would be a fair and equitable standard.

Courtis has an established norm for achievement in arithmetic in each grade which is a truer standard than any textbook or school curriculum could devise because his research has been far-reaching and comprehensive. This is true, of course, in regard to any test which is based upon scientific data. Ayres has extended an investigation of spelling ability in the different grades through the examination of 1,400,000 spellings from 500,000 children and has established norms of spelling ability which could not well be determined by other means. Thorndike has become an authority on standards through his persistent and exhaustive study of the ability of many thousands of children in many subjects of study. Almost every branch of study in the grades and in the high school as well will soon be standardized and an equitable standard of comparison fixed between pupils of the same grade in any system of schools wherever located.

Pupils in the graduating classes of Milwaukee elementary schools receive instruction in library technique so that they will be able to use the library to advantage in their high-school work.

Does Education Pay?

Does education pay? What a question!

Does it pay to prepare the ground before sowing the seed?

Does it pay to polish the precious stone before putting it on the market?

Does it pay to plane and sandpaper the board before putting it into the piece of furniture?

Does it pay to sharpen the tools before working with them?

Does it pay to know things rather than live in ignorance?

Does it pay to have a mind rather than be a mere animal, and be directed by those who have minds?

Does it pay to think, and if so, to think with a trained mind rather than with an untrained one?

Does it pay to be a leader rather than a follower?

Does it pay to make the most of the faculties God has endowed one with, or to let them lie dormant?

Does it pay to be one of the capable of the human race or to be one of the inferior?

Does it pay to prepare one's self to do large things or to remain satisfied to do small things, and let others take the advanced positions?

Does it pay to take advantage of opportunity and make the most possible of one's self?

Does it pay to get an education? Only the lazy and the ignorant answer, "No."

Pay? Surely it pays—manyfold. There can be no better investment nor one anywhere near as good.

Let no youth be deceived. Ask those who are educated. Ask the wise of any generation. Be sensible. Get the education while you have the chance. Prepare to live a happy and a prosperous life.—*Ward H. Nye, Superintendent of Schools, Billings, Mont.*

School Governed on the Municipal Plan

As part of their study of civics, the pupils of the upper grades of a school in Amsterdam, N. Y., have founded a school city under the guidance of their principal. The whole group of "citizens" is divided into eight wards, after the plan of the city government of Amsterdam. Only pupils who have a school standing of 85 per cent or higher are eligible for election as mayor or alderman. Other offices are open to all pupils who have the right to vote. Pupils entering the school city from other schools or from lower grades must show certain qualifications before taking part in the "government."

Extending the Reach of the School

Enlarging the Districts and Strengthening the Schools Have Brought Important Social and Pedagogical Changes. Rural Community Life Favorably Influenced. Good Roads and Motor Transportation Essential Factors

By J. F. ABEL

Assistant in Rural Education, Bureau of Education

FOR MANY YEARS the aim in American education was, "a public school within walking distance of every child." The usual school district, about 2 miles square or even smaller, was something like this:

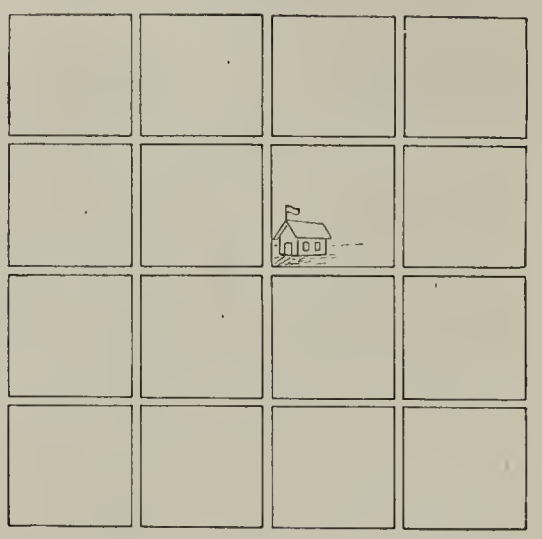
Schoolhouses were not more than 2 or 3 miles apart. The reach of the school was as far as the child could walk and little children, carrying their books and their cold lunches, trudged across the fields or along the muddy roads to a schoolhouse that looked like this:

New England Thrift Suggested Transportation

Perhaps the cheerless house with rough walls, narrow windows, no foundation, and the unkept school grounds were all the people of the little district could afford. No one thought it a public duty to do more than provide a school; the children must get to and from it as best they could. Transporting school children at public expense began as a kind of New England thrift, an economy that brought about a trade between the little district and the town or State. When the big cities sprang up in Massachusetts and rural folk moved to them, the little country schools lost many of their pupils. The towns often found it less expensive to pay for transporting to some other school the few children remaining in a community than to hire a teacher and maintain a school in the community itself. Greenfield, Mass., began transporting some children in 1869 and helped start the idea of having fewer schools, each one with greater reach.

Not Only Economical but Wise

What was begun in economy proved wise in education, and one after another all of the 48 States have passed laws allowing or compelling the use of public funds in transporting children to and from school. With horse-drawn vehicles that could take children from 5 to 7 miles in 45 to 60 minutes, many school districts were extended to look much like this:



Old Schoolhouses Abandoned Reluctantly

Occasionally they were more than 16 square miles in area, and as people learned that they could easily give their children something much better than the little cross-roads schools, whole townships or more united in one district and maintained one school. The folk of the little districts were reluctant to see the old schoolhouses abandoned or sold. The pleasures of their childhood were centered around the little school and it was natural for them to regret its passing. But sense was stronger than sentiment and the larger districts were formed. Then, of course, more children were brought

to the one place; the school building had to be larger; group pride was almost sure to make it finer; and many rural schools began to look much like this:

Auto Busses Reduce Terrors of Travel

Now that big comfortable auto busses are being used in school transportation, pupils can easily go from 10 to 18 miles to school in three-quarters of an hour or an hour. Cold and stormy weather, streams, hills, and railroads have lost their terrors for the children. School districts are extending to 25, 50, and even 100 square miles in size. The stronger ones are beginning to look much like this:

Such a district is strong enough to afford a good teacher for each of the eight grades in the elementary school and to offer a full four-year high school course. A real "school plant" is needed for the varied activities of the school. Again group pride is roused and the district meets this new demand. It may have a building much like this:

Changing a school from one that has a walking-child radius to one that has an auto-bus radius means a lot of things in education that are not apparent at first thought. The reach of the school is extended in much more than mere miles. The fleet of auto busses maintained by the good consolidated school does more than haul children between school and homes. It helps to concentrate the wealth and energy of a large area on one good educational plant. Many rural consolidated districts now have an assessed property valuation of $2\frac{1}{2}$ to 10 millions of dollars and can keep up a first-class school with a tax levy not too burdensome.

Accredited High Schools in Open Country

The schools are graded. They give accredited high-school courses and offer besides the usual studies, agriculture, home economics, manual training, music, and even auto-mechanics and animal husbandry. They maintain good laboratories for chemistry, physics, and agriculture, and have garden plots, small fields, and livestock. Many of them receive aid from the State to help erect better buildings and give more courses. Some are strong enough to qualify for Federal aid under the Smith-Hughes Act.

Better teachers are employed, longer terms are held, attendance is more regular, and the children are more healthy and happy. They have large playgrounds, equipped for track meets, baseball, basketball, and tennis. There are gymnasiums with shower baths and swimming pools. Auditoriums serve as meeting places for children and adults. A wider, keener, more active community life grows. The school has reached out to help more people, young and old, to bring to them new fields of knowledge, and to meet wider State and national interests.

Three States Spend $2,000,000 Each

This more powerful country school, with all the fine features of the highest type of city school and special adaptations for country life, comes from our knowing now that it is better to take children to good schools than to take poor schools to children. About 500,000 young people are being transported daily at a cost of not less than $17,500,000. Most of this is by auto, some is by trolley, and a small proportion by horse-

drawn haeks. Indiana, Iowa, and Ohio are each spending nearly or more than $2,000,000 annually in this way.

In counties where small school districts no longer exist and the educational work is under the control of one county board of education and a county superintendent it is not unusual for all the small schools to be abandoned and the children to be taught in a few plants located at the centers of the natural communities of the county. The county establishes as a part of its school system an organized system of transportation. It buys the busses, employs the drivers, establishes the routes, adopts rules and regulations, and provides the force of mechanies necessary to keep the busses in good running condition.

Experience Brings Successful Operation

Montgomery County, Ala., has been transporting school children in this way for five years. During the nine months ending May 19, 1922, it kept 20 busses that ran a total of 107,308 miles. They averaged 10.27 miles for each gallon of gasoline and 176 miles on a gallon of oil. In the same period privately owned trucks hired by the county traveled 22,330 miles. The per capita cost of transporting 846 children was 15 cents per child per day. This year the county is operating 34 trucks, two of which are privately owned. It employs 26 all-time men drivers and 6 school boys to drive the trucks. Complete daily, weekly, and monthly reports on such items as number of children hauled, miles traveled, gas and oil used, delays, and repairs, are required. Drivers are under contract, must give bond, and may be dismissed for incompetency, improper conduct, or inattention to duty.

So important and so distinctive is the large rural school with its regular daily transportation that normal schools, colleges, and universities are beginning to give special courses designed to train superintendents and teachers of consolidated schools. The courses are purposely planned to fit men for handling rural social life, for managing the large country school, and for buying, maintaining, and controlling the autos to transport large numbers of children. The already versatile school man is taking on a new knowledge and responsibility, that of transportation on a fairly large scale. Men who can not cope with such problems will soon be unacceptable as county and consolidated school superintendents.

So we are providing better education for village and country children in what we call the consolidated rural school. Later we shall leave out the word consolidated, shall say simply "country school," and these words will mean in education all and probably more than the finest type of consolidated school now affords. It's a matter of organization, cooperation, growth, and a willingness to try new things.

Responsibility for the Preschool Child

Philanthropic and Educational Institutions May Supplement the Home but They Can Not Supplant It.

By JULIA WADE ABBOT
American Child Health Association

SPECIAL emphasis is to be placed upon preschool study circles of the parent-teacher associations during the coming year. It is significant that these associations should join in the general movement for a study of the most neglected period in childhood, the period from two to six years. Physicians, welfare workers, educators, and parents have awakened to the significanee of this period in building up the health of the childhood of the Nation. In the past, attention has been centered upon infant welfare, and the health of the school child has also received attention, but the period between "being a baby" and "going to school" has been a period of negleet. In a recent book entitled "The Preschool Child," Dr. Arnold Gesell refers to this period of childhood as the "No Man's Land" in the field of social endeavor. Doctor Gesell emphasizes the importance of these years in a child's life. Of the significance of this period he writes:

Period of Rapid Mental Growth

"These years determine character, much as the foundation and frame determine a structure. The very laws of growth make these the most formative of all years. . . . The medical significance of the preschool period can scarcely be exaggerated. . . . Of all the deaths of the Nation, more than one-third oeeur before the age of six. . . . From the psychological and educational standpoint the conditions of the preschool period are interesting and challenging. . . . In a eertain sense the amount of mental growth which takes place in the first sexennium of life far exceeds anything which the child achieves in any subsequent period. . . . The character of this mental development is by no means purely or preeminently intellectual. Almost from the beginning it is social, emotional, moral, and denotes the organization of a personalty." Gesell emphasizes the fact that during this period the child is acquiring both healthful and unhealthful habits of activity. As he strikingly expresses it, "Though he may not learn to read in the preschool years, he is mastering the alphabet of life.

A survey of all the agencies throughout the country that touch the life of the child from 2 to 6 years of age is being conducted by a committee under the auspices of the American Child Health Association. One aspect of the survey is a listing of the courses that are being given in educational institutions for the purpose of training young women for parenthood. The fact that these institutions are giving such courses is a recognition of the need for making parenthood more intelligent. Philanthropic and educatienal institutions may supplement the home, but they can never supplant the home. It is an arresting fact, however, that the neglected period in childhood lies within those years when home care is not made more intelligent by help from outside ageneies. The baby clinic gives help and advice in infant care; the school doetor, the sehool nurse, and the teacher supervise the health of the school child; but the child who is neither a baby nor a school child is neglected. Mothers are waking up to the fact that the home has not lived up to its rcsponsibilities. Mothers must become more intelligent in the most important job in the world, the care and training of children.

It can readily be seen how significant and far-reaching will be the work of the preschool circles of the parent-teacher associations. Through studying the developmental needs of the young ehild, mothers will learn to deal intelligently with the problems of this important period. As a consequence, ehildren will be prepared to enter school in good physieal condition, and with a foundation of right physical and mental habits. The intelligent interest awakened in mothers in relation to the training and education of the child of preschool age will give them an added interest in the child's education when he begins school. Both mother and child will be benefited by this preparatory program. There will be no break in the child's experience, he will enter school easily and naturally. The mother will share with the school the responsibility of providing right eonditions for mental and physical development.

California Holds Radio Spelling Contest

To arouse the interest of high-sehool students in spelling and to call public attention to the good results that the schools are attaining, California's State superintendent of public instruction will hold a written spelling contest by radio for high-school seniors on November 22. A paragraph selected from Emerson's Essay on Compensation will be dictated by the superintendent, and any high school in the State which maintains a radio equipment may enter the contest. A medal will be awarded to the school which makes the highest rating.

To relieve the shortage of teachers in South Australia the department of education has engaged 70 teachers from England.

Argentine Practices in Conducting Promotion Examinations

Subject to be Developed by Each Student Determined by Chance Selection of Numbered Ball. Sections of Textbooks Numbered Correspondingly. Same Methods Used in University

By ERNESTO NELSON

WE HAVE no examination questions fixed by governmental authorities. Promotions from grade to grade are based sometimes on an examination, but the questions to be asked are left to the judgment of the examiners

In elementary schools children are promoted according to the value of the average monthly markings given the pupil by the teachers during the year. The marks run from 0 to 5.

In secondary schools we have no fixed rule. Each Secretary of Public Instruction is wont to introduce a new method of promotion. At present a written and an oral examination take place at the end of the year. The written examination consists of the development of a definite subject, a mathematical problem, a translation from a foreign language, etc. The choosing of the examination subject is left either to the principal, to the grade teacher, or to the examination jury.

On collecting the papers written by the pupils in the classroom, each juror (professor) marks each paper from 0 to 10, according to its merits, its final mark being the average of the marks given by the three jurors. If the final mark is below 8, the pupil has to pass an oral examination, but if the final mark assigned to it is above that figure, the oral examination is dispensed with, provided the average monthly marks on that subject are also above 8.

In written examination the choosing of the subject to be developed therein is governed by chance. To this end the course of study is laid down in numbered sections, each one covering about the contents that would be covered by a chapter in a good textbook. Upon being called upon to pass the oral examination before the jurors, the student extracts a ball from a number of them contained in a wooden globe. Each ball is numbered with reference to topics in the program, and the candidate for the promotion is expected to develop the questions indicated in that particular section of the program bearing the ball number.

The same method is followed at the university for the promotion of student. We have no entrance examination, in the North American sense. The high-school degree is the sole requirement for entrance. However, with the view of diminishing the rush towards the university, it has been decided of late to compel all candidates to pass an oral examination conducted on the same principles as above. But this examination is only complementary and covers subjects that have already been studied at the high school. It requires a practical knowledge of certain foreign languages and of some fundamental subjects, the knowledge of which is considered a prerequisite for each department of the university.

The examination is required, no matter what the high-school certificate tells as to the preparation of the candidate in those particular subjects.

From a letter addressed by Doctor Nelson to W. Henry Robertson, American Consul General at Buenos Aires, and used by him as the basis of an official report.

State College Students Gain a Half Year

To fill vacancies caused by mid-year graduations and by students dropping out of college for other reasons, 100 additional freshmen will be admitted to Pennsylvania State College at the beginning of the second half of the college year in January. It is expected that students entering in the mid-year class will be able to make up the lost term through summer session work and graduate with the regular class that entered in September. A number of students who entered New York University last January made up the lost term in the summer, and joined the regular sophomore class in the fall.

Nearly 75 per cent of the boys and 25 per cent of the girls in the four senior high schools of Rochester, N. Y., worked outside of school hours during the past school year and earned nearly $195,000. According to reports from their employers, the work done by these boys and girls was satisfactory to a high degree.

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A free dental dispensary has been provided for the destitute school children of Cienfuegos, Cuba, through the efforts of the rotary club of that place, and it is expected that a clinic will be set up with one or two operating dentists. A number of local dentists have offered their services free.

Inquiry into Character of History Teaching

Whether the college entrance requirements in history are working to the detriment of the general education of students who are not preparing for college is one of the problems which the American Historical Association hopes to solve by an inquiry into the content, organization, and tendencies of the teaching of history in the schools. This inquiry will be supervised by a committee of which Prof. W. E. Lingelbach, of the University of Pennsylvania, is chairman, and the work of collecting the information will be done by the Institute of Educational Research, under the direction of Prof. Edgar Dawson, of Hunter College.

A report on the information collected will be published early next year. In this report no effort will be made to argue the desirability of one course or method as compared with another. The report will simply state the facts as revealed by the inquiry. The association hopes to gain information that will help in answering such questions as whether American history is a requirement for graduation in most high schools, whether most graduates of the schools understand something of the development of the Constitution, and whether they have studied enough of European history to appreciate the relation between European and American affairs. Teachers and administrators are invited to send information, suggestions, or inquiries to Prof. Edgar Dawson, 425 West One hundred and twenty-third Street, New York City.

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Pennsylvania Provides Extension Classes for Miners

Coal miners in Pennsylvania who wish to qualify for better jobs as fire bosses, mine foremen, assistant mine foremen, and mine inspectors may study in night classes offered in different communities through the cooperation of the school of mines of the State college, the State department of mines, and the State department of public instruction. The college trains teachers for night classes and supplies the lesson material; the State department of mines conducts the examinations, and the State department of public instruction assists the local school board in the maintenance of the work when 20 or more miners of a community ask for the establishment of a class. Classes meet once or twice a week.

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One period a week is devoted to safety instruction in the schools of Wilmington, Del. These lessons are given in connection with the study of civics. Monthly safety meetings are held, attended by a number of pupils selected by principals of the schools.

Excessive Child Labor on Farms

Investigations by Children's Bureau Show That too Much Work is Often Required of Farm Children

By EDITH A. LATHROP
Specialist in Rural Education, Bureau of Education

NORTH DAKOTA farm children are still finding, like Hamlin Garland in the story of his own life in "A Son of the Middle Border," that " 'to plow all day like a hired hand . . . was not a chore, but it was a job' and a job means meager educational opportunities in the spring and autumn."

This is one of the comments that the Chief of the Children's Bureau makes, in her latest annual report, on a recent investigation of child labor on farms in six rural counties in North Dakota. The study was made by the Children's Bureau at the request of the North Dakota Children's Code Commission, and the commission is using the findings of the report in determining changes in legislation and administration necessary for the proper care and protection of the children of the State.

Children Perform Laborious Tasks

The investigation shows that the boys and girls included in the study appear to have done every variety of work performed on the farms of North Dakota; and that although the simpler and lighter tasks, such as raking hay, shocking grain, hoeing, and hauling of all kinds, were the most frequently reported, many heavy and more or less hazardous farm processes involving special physical strain, the handling of machinery or dangerous implements or the driving of four-horse or five-horse teams were commonly performed by children from the age of 10 years up.

It follows, naturally, that the school attendance of some of these children must have suffered because of excessive farm labor. More than one-half of the 845 children working on farms had missed 20 days or more of school. Nearly one-third had been absent 40 days or more, and about one-fifth 60 days or more. Nine per cent had missed half the school term. Absence because of farm work was the principal cause of nonattendance.

It has been known in a general way for a long time that excessive farm labor is a menace to the proper development of many children living in the open country. Previous annual reports of the Children's Bureau have repeatedly stated that more than a million country children were engaged in farm activities to their injury, and that according to the reports of the census rural areas in which child labor was greatest were those showing the greatest illiteracy. It is now gratifying to know that the Children's Bureau is able to make some specific investigations so that we may have definite facts concerning the status of child labor in agriculture.

In addition to the North Dakota study, the Children's Bureau has in preparation studies relating to child labor in agriculture in the sugar beet fields of Colorado and Michigan; in truck farms in Maryland, New Jersey, and Virginia; in two cotton growing counties in Texas; in tobacco fields of Kentucky, South Carolina, Virginia, Massachusetts, and Connecticut, and on farms in three rural counties in Illinois.

Usually Federal and State child-labor laws do not protect children engaged in agricultural pursuits. The compulsory school laws are the chief protection afforded these children and too often they are loosely enforced. "The practice of keeping children home from school to work in the fields is generally winked at by the authorities" is a statement made in a pamphlet on Farm Work and Schools in Kentucky. The country child will never have a square deal until he is protected from excessive farm labor which not only handicaps him physically but robs him of his educational opportunities.

Missouri Associations Successfully Conduct Block System

The "Block system" is carried out successfully by parent-teacher associations in many of the larger cities in Missouri. Under this plan the city is divided into "blocks." Leaders in these blocks are appointed by the president of each school parent-teacher association. This leader performs a variety of duties, such as distributing appropriate literature to expectant mothers and directing them to welfare centers, so that the children may be well born; enrolling all new babies on the block and urging the mothers to attend the parent-teacher association meetings; locating contagious diseases, cases of truancy and delinquency; finding homes where the children and the family need help to help themselves; and helping to bring about a closer understanding of the school and neighborhood needs.

In size of membership the Missouri Branch of the National Congress stands second. Over 200 circles have been added to the membership during the past year, two-thirds of which are in rural schools. Special efforts are being made this year to enlist the rural schools in this movement.

Two and a half million dollars will be spent by the State of Tamaulipas, Mexico, on a school building program consisting of 31 buildings.

Square Deal for the Country Child

In No State Do Country Children Have Opportunities for Education Equal to Those of City Children

By ALEX SUMMERS
Rural Education Division, Bureau of Education

IN the suggested program for Education Week, Friday, November 23, is designated as "Community Day," and the first subject for discussion is "Equality of opportunity for every American boy and girl." The two slogans for that day are "An equal chance for all children," and "A square deal for the country boy and girl."

Is there not in this suggestion more than a hint that America does not offer "Equality of opportunity for every boy and girl?" Is there not a broad implication that the country boy and girl do not get a square deal?

Few Americans will deny the doctrine that it is the duty of the State to guarantee to its children equality of opportunity in education. How many of our American States do actually guarantee equality of educational opportunity? Is there a single State in the Union in which the children of the country districts have equal chance for education with the children in the cities?

The average boy or girl in the country may have the chance of attending school for five or six months in the year, in a poorly equipped one-room schoolhouse, and of receiving instruction from an untrained and poorly paid teacher. In the same year the city child is attending school for nine months or more in a well-equipped modern school building and is receiving instruction from highly trained and reasonably well-paid teachers.

Is this a square deal for the country boy and girl?

City Standards Impossible Under Present System

Rural communities do not guarantee to their children education opportunities equal to those enjoyed by the children of the cities because they are not financially able. To maintain schools equal in every respect to the city schools would tax most rural communities to bankruptcy. The wealth of the cities can maintain good schools upon tax rates comparatively low. The cities in a certain State may have excellent schools by paying a school tax of 50 cents on $100 of taxable property while rural counties of the same State are actually paying a school tax of 100 cents on the $100 to maintain schools not half so good as the city schools.

The State can guarantee equality of opportunity in education only by levying a uniform school tax upon all country and city property sufficient to give to all the children of the State schools as good as now enjoyed by the children of the cities.

Public Speaking and College Entrance Credit

More than 100 Higher Institutions Allow Entrance Credit for Study of Public Speaking. Others Consider Work Not Yet Sufficiently Standardized. Opinions of a Few Representative Educators

By J. WALTER REEVES
Chairman Committee on College Entrance Credit, National Association of Teachers of Speech

MOST thinking people realize the practical value of public speaking. The kind that is clean cut, logical, clearly enunciated, and forceful is greatly needed in the pulpit, in the forum, and in the everyday business life. Unquestionably the man who has the power of speaking effectively is at great advantage over the man who is sloppy in his enunciation, ineffective in his delivery, and who is a bore to any audience that he attempts to address.

Public speaking has made vast strides in the past 15 years, and yet there are many educators who are still prejudiced against the subject. Many colleges still hold out against college entrance credit for training in public speaking in secondary schools. Fortunately many of the best colleges and universities do allow entrance credit for this subject, and yet as long as some hold out against granting credit the situation in secondary schools must be about the same as though no colleges at all allowed the credit, for a secondary school cannot force its students to go to certain colleges where entrance credit is allowed, and so students must be prepared to meet the requirements of all colleges. This situation hampers the work of public speaking in secondary schools very much. The work can not receive any considerable attention, for the time must be given to college entrance subjects. The teacher of public speaking will be fortunate if he is allowed more than one hour a week. This causes the students to look upon it as a side issue.

Colleges Might Fix Standards

Some college authorities say that the work is not sufficiently standardized in secondary schools to allow uniform entrance credit, but the most potent influence to bring about standardization is for the colleges to state what they are willing to accept as worthy of college entrance credit. This has been the procedure in many other subjects which were not standardized until the colleges set forth what the subjects should include. Obviously the colleges need only to state in their catalogs what they will accept, then the secondary schools which care to fulfill these requirements can arrange their courses accordingly. Naturally there should be a certain uniformity about their requirements, which might include some of the following courses: Theory and practice in extemporaneous speaking, interpretative reading, argumentation and debate, drama production, and parliamentary procedure. Examinations could be given in all of these courses.

That there is a strong feeling among many of the educators in secondary schools and colleges that this subject is worthy of college entrance is indicated by such letters as the following:

Wishes Colleges to Force Things

Alfred E. Stearns, principal of Phillips Academy:

"I have earnestly wished that our college relationship might be such as to force us, in the secondary schools, to carry courses in public speaking as a part of the college preparation plan. When properly handled these courses are of immense value in the training of boys and in fitting them for those high fields of service which are supposed to be the aim of every higher institution of learning."

Mather A. Abbott, headmaster of the Lawrenceville School:

"Hardly a father comes to Lawrenceville who does not ask me whether or not we have a department of public speaking, and if his boy will be taught how to get on his feet and make himself intelligible to his audience. These gentlemen have told me that this is one of the great necessities of all business to-day—the ability to express onesself clearly and convincingly when on one's feet. Surely a matter of so great importance should be recognized by the colleges as worthy of deep consideration in regard to the entrance requirements."

R. W. Swetland, headmaster of the Peddie School:

"The more I think about it the more I am impressed that it will be greatly to the advantage of American education if the colleges can be induced to take action allowing at least one unit of admission credit for a standardized course in public speaking. To my way of thinking, there is no part of a boy's preparation which is of more practical value to him than his training in that art."

Public Speaking a Most Useful Accomplishment

H. G. Buehler, headmaster of the Hotchkiss School:

"I am an enthusiastic supporter of making public speaking a part of college entrance requirements for both boys and girls in our secondary schools. I think that good solid work in that subject ought to be recognized by colleges for entrance credit. Power to speak effectively is certainly one of the most useful accomplishments that any school can give an American citizen."

Frederick C. Ferry, president of Hamilton College:

"Undoubtedly, the gaining of the knowledge of the fundamentals in public speaking in secondary schools would be of assistance in college."

Prof. John C. French, John Hopkins University:

"It would be very helpful in all of our college work to have satisfactory teaching of public speaking in the secondary schools."

John M. Thomas, president of Pennsylvania State College:

"Public-speaking work in secondary schools would not only result in better work in college in public speaking, but also in composition, literature, and such subjects as history, economics, philosophy, etc. The educational value of training in clear and forceful reading and speaking can not be over emphasized."

Adam L. Jones, director of admissions, Columbia University:

"I do believe that better and more profitable work in public speaking could be done in college if a knowledge of the fundamentals of the work was gained in secondary schools."

Many other letters were received of the same tenor. At least a hundred colleges and universities allow entrance credit, among which are such universities as Cornell, University of Pennsylvania, University of Michigan, University of Illinois, University of Wisconsin, and others of equal importance. This all goes to show that the matter is worthy of serious consideration by other colleges and universities that do not allow entrance credit for public speaking done in secondary schools.

Intelligent Buying and Efficient Money Spending

Plans for teaching children to plan their money matters efficiently, to buy intelligently, and to understand business methods will be studied by many teachers throughout the country, in an effort to win the 10 life memberships in the National Education Association which have been offered as prizes by Frederick B. Patterson, of Dayton, Ohio. These prizes have been offered for the best suggestions as to how special emphasis may be laid on these subjects in the curricula of the high and elementary schools. One of these life memberships will be awarded to the teacher in each of the 10 geographical divisions of the association who makes the best suggestion in that division. The offer was made at the Oakland meeting of the association in July.

To meet the need for trained teachers of dramatics in the secondary schools, the University of California held a school of the theater with its summer session.

Recent German Experiments in Folk Schools

(*Continued from page 49.*)

Since the war the number of new things brought forward and advocated by various social factions have led to bolder ventures in experimentation. These have not always been conducted on a plane prepared by educators or scientists nor have they imposed on themselves the restraints that ordered procedures would seem to make advisable. Some of them have, in fact, been educational adventures rather than experiments.

The Experiment at Hellerau

At Hellerau, Germany, a garden city near Dresden, is a school which before the war put some new ideas into practice. This school, says the Journal of Education and School World, was closed during the war, but has now been opened again with programs in every sense of a new, and it is assumed, progressive character.

Most German schools embodying new trends gather up in their programs the subjects and procedures that most directly foster nationalism; but the new school at Hellerau is decidedly cosmopolitan. It has an international division in charge of a British teacher, Mr. A. S. Neil, an author and pedagogue of some reputation. The prospectus of the school announces that it will encourage all that is recognized as best in different countries, such as English games and German music. Eurhythmics and handwork have been assigned a fundamental position in the courses. In its moral and religious aspect it comes with something like a challenge to the educational world.

In its training of the young the school turns aside from the doctrine that we were "by nature born in sin, and the children of wrath," and assumes the more comfortable belief "that a child is born good, and, given freedom to follow his inner urge, the child remains good." The school at Hellerau bases its teaching on this old doctrine of Rousseau with the hope that the time is now ripe for a more full actualization of what the doctrine implies. No matter how the weight of tradition and authority presses, the teachers at Hellerau will make no use of punishments and rewards; the child's discipline is to come from within; the child's character is not to be cast into a mold fashioned by adults of other generations. The school is coeducational.

The Community Schools of Hamburg

The community schools of Hamburg are independent of the State regulations applying to other schools. They are the result of the events of 1918: The "youth movement," an impulsive but chaotic trend among adolescents in all Germany, and the reaction on the part of independent teachers against a system which they felt was "choking the life out of the schools."

The one thing that all factions of the youth movement had in common was the removal of most disciplinary restraints. But thereby they injected utter confusion into the new schools, says the Schweizerische Lehrerzeitung, and insisted on doing as they pleased, addressing their teachers with the familiar "Du" and first names like Ludwig and Frederick. Eventually they tried to reduce the confusion to order. They elected a pupils' council and with the aid of parents and teachers drafted a working plan. This arrangement is now shaping itself into a working community of pupils and teachers in which, as it appears, the latter have by no means the leading rôle but adjust themselves to the wishes and the interests of the children. The central aim in the community schools lies not in the instruction but in the training of the young toward cooperation as members of society.

Only Strong Leaders Can Succeed

Even during the brief time of their existence the community schools can register the evolution of a significant moral principle. At first the teachers suffered much from the disregard and rudeness of the pupils, but gradually the ablest and most devoted teachers attained an unforced spiritual and moral ascendancy. The Hamburg adolescents were found to respect strong leaders on whom they could lean. Here incapable teachers had no chance whatever for success. One of the leaders told a chance visitor, "We shall not be able to reform the school until we ourselves are reformed." The Hamburg schools are, it may be said, growing into a school community. There is close contact between the home and the schools, the parents, and teachers; there are school visits and parents' unions, class organizations, and the direct aid of the fathers and mothers.

Doing instead of knowing is placed in the forefront. The senses are sharpened and trained; the active and constructive impulses of the children are permitted full scope. Formal instruction is given only incidentally and only in matters that interest the children. The schools and the teachers are not concerned about the formal knowledge or the special training the children have when they leave school.

A report on these schools by a Swiss teacher was given before the Teachers' Association at Basel. The general discussion following the report evinced little sympathy for the schools described; they were an innovation that did not appeal to the Swiss teachers.

The Waldorf School at Stuttgart

At this institution no time schedule apportions the work into fixed periods. The teacher continues the recitation until some sort of a finishing point is reached, when he leaves it for another branch. Religion, handwork, music, gymnastics, and eurhythmics may on technical grounds be assigned definite periods, but otherwise the class instructor decides how long any given period is to continue, according to an article in a recent number of *Folkeskolen*. The teacher has freedom of arrangement and initiative whereby it is believed he can make fuller use of each subject as an educational means. Whatever objections may be urged against the system it is claimed the results show that the children gain a better survey and closer contact with the several subjects than if the material were parceled out in two or three lessons a week.

History and Geography Distinctly Improved

The history instruction becomes plainer and clearer, tending to resolve itself into causes pointing out the impelling forces behind the world drama. Geography instruction keeps pace with the history. The children learn that countries change with respect to the surface of the earth and the boundaries between sea and land, and such parallelism as may exist between these changes and the political ones are explained. These methods are applied in the upper grades where the children are between 12 and 14; with younger children other procedures are employed.

Language instruction begins as early as the first year. Stress is laid on oral expression and the exercises are devised so that the language work is interwoven with the children's daily interests and games and in forms of living speech, poetry, and song.

At this stage it seems strange, indeed, to begin with two foreign languages, but the teachers point to the experience that a child growing up in a place where two languages are spoken acquires both without being aware of putting forth more energy than if he were learning just one.

Instruction from Child's Viewpoint

Tedious memorizing is banished. The subject matter is dealt with from the child's point of view. Greek and Latin are optional. Drawing and painting enter with the earliest instruction. Reading is taught by an easy phonetic method. Eurhythmics is made a part of the reading and the singing, for it is regarded as the life and character of sounds blending with the expressions of the vocal chords and helping to utter the ideas and sentiments of the entire human being. The vocal sounds in themselves are an outlet for a vague subjective feeling, but the inner life and spirit is helped to a full expression when the vocal sounds are accompanied by movements that follow strict physical laws.

The accounts at hand give a particularly full account of the educational value of eurhythmics as recognized at the Waldorf School, adding that the joy of the children

in all this proves that it is consistent with a constitutional trait in a child's development.

The Experimental Schools at Frankfurt

These institutions have, according to Zeitschrift fur Pädagogie und Psychologie, April, 1923, conducted their experiments in closer rapport with scientific procedures. Two schools, the folk school Roderberg and the folk school Schwarzburg, were established in the spring term of 1921 for the purpose of carrying out definite experiments. Both schools started out to test certain details urged in current reform movements and to show educators and laymen whatever palpable values they found in the reforms.

The outlines of the experiments were drafted in accordance with the conceptions of recognized educators. Every retarding check of former school programs and schedules was removed. Instruction assignment took the place of the official course outlines. The special aim of these institutions was to actualize the work-school ideas in accordance with processes of educational developments. The institution of Roderberg set up also the purpose of testing coeducation. The problems taken up were divided between the two schools in such a way that the school of Schwarzburg, without neglecting the manual side of the work-school endeavors, centered its attention chiefly on the intellectual phases of the work-school trend, while Roderberg laid greater stress on garden culture and shop-work instruction.

Readjustment Was Gradual

It was not regarded advisable to disarrange entire school systems for reform purposes, more especially as children who had been taught six or seven years in accordance with the question-and-answer methods could not easily be adjusted to the new methods. On the other hand it was not thought expedient to build the new structure on the foundation which the old school had laid, for this would make it difficult to judge the new school and would embarrass its work.

The experimental school of Roderberg began with two classes, grades one and two, both coeducational. The Schwarzburg school began with two first-grade classes, one for boys and one for girls. New classes will grow up from year to year so that in the course of six or seven years two new school organizations will exist. In both schools the children enrolled come in part from the laboring population and in part from the intellectual ranks of the middle classes. There is, however, the danger that the children from the middle ranks of society will enter the advanced schools after the first four years of their elementary schooling unless their parents are assured that the children will attain at least middle-school standing through successive classes built on the elementary division. If they leave the schools it will be necessary to supply their places by the enrollment of transferred pupils which would disturb the continuity of the experiment. In the Schwarzburg school, strangely enough, many boys are enrolled, but few girls. A considerable number of the girls received in 1921 were somewhat deficient in development both physically and mentally. Their parents were evidently influenced by the hope that the new school and its special methods would advance their children more easily and better. They have not been disappointed.

Children Chose Their Subjects Spontaneously

During the first year the teachers dovetailed the lessons with the character of the self-activity which the children had pursued prior to their enrollment. The self-instruction of the work-school methods were utilized to the fullest extent toward the ends of self-initiated activity. The children were placed in such relation to the school work that they chose their own projects spontaneously. The teacher simply saw to it that they had occasion to do this and that they followed certain obvious guiding lines. But in the help thus extended he avoided everything like crude compulsion. His aim and efforts were steadily directed toward encouraging the growth of the children's intellect through spontaneous functioning.

The teachers seek not simply expedient educational methods, they are impressed with the importance of causing a fundamental educational principle to operate, a principle observed in the lesson traditions. They avoid suppressing a child's dynamic impulses or cutting them short in the manner of traditional lessons and disciplines. The traditional lessons and disciplines compel a child to lead one mode of life in the school and another outside the school, a double existence damaging to the formation of its character. For such duality the experimenters prepare to substitute unity of a mode acceptable both outside and inside the school.

Learned to Read in a Year

In the beginning classes very little time was given to reading, writing, and numbers during the first half of the school year. All beginning classes took up the large alphabet; after mastering this the other alphabets were learned as play so that by the end of the first school year all children had acquired the usual readiness in reading and writing. Then followed numbers, pursued as far as 20. The children, however, did not stop there but went far beyond.

These pursuits went hand in hand with discoveries in the home environs. Details of the neighborhood and its concerns gave characteristics to the entire scope of the instruction.

In this spirit and on a foundation of this kind the schools have now entered on their third year. Parents who have entrusted their children to these institutions have expressed their satisfaction with the instruction and the new methods. The number of visitors from the vicinity of Frankfurt as well as all of Germany and from some foreign countries has been so great that special days for visitors had to be designated. The influence of the new ideas can already be traced both in Frankfurt and elsewhere.

Higher Education and National Life

By W. C. JOHN
Specialist in Rural and Technical Education, Bureau of Education

Some have said that highways are measures of civilization; that we can measure our standard of living by the way we transport ourselves. But if the United States holds in any sense and in any field a degree of world leadership, whether it be in science, commerce, law, or medicine, or in the growing power of its well-trained womanhood, it will be found that the greatest factors for this leadership rest in the vitalizing activities of our hundreds of colleges and our large public and privately supported universities and professional schools.

If the intellectual and spiritual vitality of this country is to last, it must be rejuvenated from permanent sources, from which truth of all kinds continually emanates. The American people should learn more and more to appreciate higher education because in doing so they will feel more and more inclined to give it unqualified financial as well as moral support, which is necessary in order that the great work that these institutions are doing may not be weakened.

American Education Week comes at an appropriate time when we think that approximately 250,000 of our young men and women are preparing themselves for better leadership and service through the opportunities offered them at the higher educational institutions throughout the country.

"Health Day" is observed in New York City schools on the first Thursday of each November. On this day all academic work is suspended until all the children have been tested as to vision and hearing and observed for evidences of malnutrition, mouth breathing, defective teeth, or other physical deficiencies. The examinations are made by the class teachers.

Health of Teachers and Health Workers

Value of Teacher Depends Largely Upon Vitality and Personality. Periodic Examinations Should be Required

By FLORENCE A. SHERMAN, M. D.
State Assistant Medical Inspector of Schools for New York

EVEN healthy children working under the best conditions may fall far short of the attainments expected of them, if they do not have a healthy cheerful teacher. The real value of the teacher depends largely upon bodily health which furnishes that buoyant vitality and forceful personality which are so infectious and so necessary to success with children, the most responsive beings in the world to personal touch. Whatever other qualifications the teacher may possess she will avail little without healthful functioning and cooperation of body and mind that makes possible the ideal teacher, sympathetic, understanding, vivacious, and hopeful. Many teachers and health workers are far from well. We are only just beginning in this country to pay attention to the health of workers in the schools. The time is not far distant when periodic health examinations will be required before anyone can qualify for school work. This is as it should be.

School Workers Need More Oxygen

The main aspects of a teacher's health group themselves into two parts—*physical* and *mental hygiene*. The many phases of physical hygiene may be reduced to two processes. First, furnishing the body with fuel (food) and oxygen which enables the body to use the fuel. Second, the elimination of waste, which poisons the body if retained. The teacher should study her food habits as to proper ingredients and proportion. School workers probably suffer more from lack of oxygen than from any other phase of their indoor life. The elimination of waste by the bowels, kidneys, and skin is of paramount importance. Drinking freely of pure water (eight glasses a day) will aid materially in this.

Mental hygiene consists of two main processes, the maintenance of poise and serenity, rest of mind by change of occupation and sleep. We also need to play, to laugh, and to cultivate the social graces, to mingle with people of other occupations in order to broaden our viewpoint and freshen our minds. One other important thing to my mind is the avoidance of worry, which is destructive to health of body and mind. It does not pay to be too sorry for oneself, to be unduly depressed by failure, or unduly elated by success if it comes. This will help materially in achieving serenity, which is so greatly to be desired. We must maintain high standards of health, cultivate a health conscience, have a keen desire and a determination to keep well. Train ourselves to think in terms of *health*, not in terms of *disease*. In this way minor ills are minimized and many tendencies to weakness improved.

The hygiene of the voice is something I wish to mention. We hear very little about it and yet it is most important. The irritating effect upon children of a harsh voice can not be overestimated.

Perhaps in all these matters the best advice we can give as to health attainments is the old maxim "Practice what we preach." Unless this is done no matter how earnestly and enthusiastically we seek to train pupils in health habits, our own personal observance of them will be the real lesson.

Naval Vessels Open to School Children

School children in more than 40 towns and cities on both the Atlantic and Pacific coasts went on board vessels of the United States Navy's scouting fleet on Navy Day, Saturday, October 27. The vessels were open to the public, and special hours were arranged by naval authorities for school children. Many classes of children were accompanied by teachers. The battleships *Arkansas*, *Utah*, *Florida*, and *Delaware* and many destroyers and other types of vessel were assigned to the various ports, remaining at least two days. In view of the part taken by the late President Roosevelt in making our modern Navy, his birthday was chosen for the celebration of Navy Day.

Compensation to Summer School Students

To prepare teachers for work in continuation schools, a new type of which has been recently instituted, the Swedish Government has established summer courses in various parts of the country, offering compensation to students who attend the courses. If the student lives at a distance from the school, he receives a maintenance allowance of 1 crown for every instruction hour, the total allowance not to exceed 210 crowns. Students living near by receive one-half crown for every recitation hour. Students taking up home economics receive a somewhat larger allowance.

What is the education of the generality of the world? Reading a parcel of books? No. Restraint of discipline, emulation, examples of virtue and justice, form the education of the world.—*Edmund Burke.*

"Children To-day—Citizens To-morrow"

Capacity to Think First Essential in Citizens of a Democracy. Entire Social Structure Constantly Changing

By EMORY M. FOSTER
Associate Statistician, Bureau of Education

BEFORE we can bring up the children of to-day so that they will be the right kind of citizens to-morrow, we must decide two things: First, what kind of citizens do we want? Second, how can we produce them? A survey of almost any field of life will soon show that what is most needed is the power, energy, and willingness to think—the open, free, and constantly growing mind. A democracy above all other forms of government needs a thinking citizenship. The civilized world is changing almost overnight, and the new problems that face us are constantly demanding new methods of treatment. Our carefully thought-out plans for one decade are out of date and useless almost before the next decade. Only a constantly growing mind can cope with and keep in rein an ever-changing world.

To think has ever been the hardest work of man since he emerged from the primeval forest. True thoughts are not based on nothing. The school system must provide as foundation of thought facts from the great mass of knowledge that man has gradually dug out of the unknown. But it is not enough to know facts. True thinking is also dependent upon insight into the meaning of facts. For this reason history, social and economic, as well as political, when rightly taught, is one of the most worth-while subjects in the curriculum, especially when accompanied by enough science to give one the scientific attitude and method.

To develop a plastic, thinking, adjustable citizenship, by constantly teaching the changeableness and evolutionary nature of our entire social structure, which can be met only by a newly thought-out solution, based upon true facts, appreciated in their true relations—this is the great responsibility of the teacher and the parent in their preparation of our future citizens.

Chinese students coming to the United States to finish their education occupied the entire first cabin of the United States Shipping Board steamer *President Jackson* on one of its trips during the past summer. Most of these students were graduates of Tsing Hua College. The expenses of many of them are paid by the aid of the Boxer indemnity fund, which was returned to China by the United States. One hundred and fifty students made the trip on the *President Jackson*.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

ANDREWS, BENJAMIN R. Economics of the household; its administration and finance. New York, The Macmillan company, 1923. viii, 623 p. 12°.

The author holds that the social values in American family life give it a messago for the world as the democratic movement changes the relations of men, women, and children in all lands, and that education for and about the homc will therefore have an increasingly important place everywhere. These social results of sound family life depend upon a sound economic basis of the household, which this book tells how to attain. The volume is a guide to an economic plan of life for the individual and for the family, which will interest men as well as women.

BENNETT, CHARLES ALPHEUS. Art training for life and for industry. Peoria, Ill., The Manual arts press [1923]. 61 p. 12°.

Part one of this book deals with art training for life, under the heads of the essence of art appreciation, a practical philosophy of the same, and the education of art appreciators. Part two on art training for industry treats the topics of more art in industry—America's opportunity and a proposed national school of industrial art. The work is designed to stimulate clearer thinking about art and the place of art in American home and community life, and especially art in American education.

BENNETT, HENRY EASTMAN. Psychology and self-development. Boston, New York [etc.], Ginn and company [1923]. viii, 296 p. illus. 12°.

The material for a course in elementary psychology is here presented in clear language as a project in the development of the student's own mind. The author aims at practical helpfulness in promoting straight thinking and accurate statement, on the ground that if this power is attained, the better will be the resulting knowledge of pure psychology. The book is intended for use in teacher-training, and to meet the needs for a first course in college psychology.

DU PONT DE NEMOURS, PIERRE SAMUEL. National education in the United States of America. Translated from the second French edition of 1812 and with an introduction by B. G. du Pont. Newark, Del., University of Delaware press, 1923. xxi, iv, 161 p. 8°.

M. du Pont was a friend of Thomas Jefferson, and composed this treatise in 1800 when Jefferson was vice-president of the United States. During the preparation of the book, the author consulted repeatedly with Jefferson, and consequently it probably contains the educational theories of both these men modified to form one carefully detailed plan. The system outlined in the volume comprises primary schools, secondary schools or colleges, and a national university to be located at Washington.

FLEXNER, ABRAHAM. A modern college and a modern school. Garden City, N. Y., Doubleday, Page & Company, 1923. xviii, 142 p. 12°.

In the first of these essays, the author comments on a certain aimlessness which now characterizes the undergraduate curriculum in American colleges and universities. Following the analogy of medicine, which has evolved a definite preprofessional course, he argues for a closer relation of the studies taken in college to the needs of the occupations which the students expect to follow in later life. In proposing this, he does not advocate that the college become a vocational school, but he recommends a liberal and modern intellectual treatment of the careers which college boys and girls ultimately choose. The second essay on a modern school has previously been published in separate form.

GATES, ARTHUR I. Psychology for students of education. New York, The Macmillan company, 1923. xvi, 489 p. illus., plate. 8°.

This textbook of educational psychology omits or reduces the space usually devoted to some of the experimental and descriptive studies of the sensory processes and perception and emphasizes the dynamics of human behavior and the more complex mental activities.

MIRICK, GEORGE A. Progressive education. Boston, New York [etc.] Houghton Mifflin company [1923]. xi, 314 p. diagrs. 12°.

The significance of the so-called "progressive movement" in education is explained in this book. The reasons for it and the key to its method are found in the modern sciences that deal with human life. The contributions of these sciences are presented, with their implications for education. Following that, the way is shown in which these educational implications may be worked out in school methods.

MONROE, WALTER SCOTT. An introduction to the theory of educational measurements. Boston, New York [etc.] Houghton Mifflin company [1923]. xxiii, 364 p. diagrs., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

An advanced textbook dealing with the fundamental theory lying back of the construction, use, and interpretation of educational tests is here presented, for the purpose of equipping students to make critical studies of educational tests and to form intelligent judgments with reference to their usefulness. Such a course is needed to prepare superintendents and others intelligently to select tests for use in their schools, and to lead the way for the further refinement of our measuring instruments.

MOORE, M. E. Parent, teacher, and school. New York, The Macmillan company, 1923. xix, 395 p. diagrs., tables. 12°.

Public school education has become so closely connected with the home as to make desirable a body of literature of common interest to both parent and teacher, and this book is intended as a step toward meeting this need. Regarding the work of the teacher, the author presents the point of view held by superintendents, boards of education, and the public—an estimate which usually has to be learned somewhat indirectly by the teacher. The book is designed to help parent-teacher associations in their efforts to promote cooperation between the home and school.

NEUMANN, HENRY. Education for moral growth. New York, D. Appleton and company [1923]. xii, 383 p. 12°.

According to the author of this book, the gravest problem for school, home, and community to-day is due to the common lack of a philosophy of life to point to higher levels of conduct for all of life's relationships. Seeing that the moral opportunities of our educational institutions are abundant, he gives specific treatment to these opportunities in this volume, which is addressed not merely to teachers, but also to parents and others outside the school who should cooperate in developing the idealism of the young. The author first fully examines the fundamental principles, and then considers details of ways and means for imparting moral instruction. The views offered are based especially on experience in the Ethical culture school of New York city.

PACK, CHARLES LATHROP. The school book of forestry. Washington, D. C., The American tree association [1923]. 159 p. front., plates. 8°.

The purpose of this book is to help toward familiarizing the youth o the country with the needs and rewards of an intelligent forestry policy. Another effective work by the same author, entitled Trees as good citizens, was also recently published by the American tree association, 1214 Sixteenth street, Washington, D. C.

TURKINGTON, GRACE A. Community civics. Life, liberty, and the pursuit of happiness in the United States. Boston, New York [etc.] Ginn and company [1923]. viii, 560, xxiii p. illus. 12°.

The plan of this book leads pupils first to analyze life in the United States into its fundamental activities; second, to discover for themselves that government is only an organization made and run by the people to fit these activities; third, to realize that in proportion as life is simple or complex, government must also be simple or complex; and fourth, that since changes in the manner of living are constantly taking place, changes in government must also be made constantly. It will accordingly be seen that a progressive and dynamic view of civics is here presented.

National Forests Contribute Substantial Sums

Schools in States containing national forests benefit by the resources of these forests in accordance with acts of Congress. About one-fourth of the receipts from these resources is paid to the forest States by the Federal Government for the school and road funds in counties whose boundaries include national forest land. The sum which will be paid to these States from receipts in the fiscal year ending June 30, 1923, amounts to $1,321,423, about one-fifth more than the average amount paid during the past five years. Additional sums of $48,750 and $1,378 will be turned over to the school funds of Arizona and New Mexico, respectively, because of special provisions made by Congress relating to school lands at the time these two States were admitted to the Union. The money is derived from sales of timber and from fees for permits to use the national forest land for livestock grazing, summer hotels and homes, and other uses.

More than 18,000 students are enrolled in Berlin institutions for higher education, and about two-thirds of these attend the University of Berlin. Fewer than 2,000 of the students are women.

Promote Liberal and Practical Education

Colleges Established Under Morrill Act Have Profoundly Influenced American Life. Primarily for Industrial Classes

By L. E. BLAUCH
Specialist in Charge of Land-Grant College Statistics, Bureau of Education

A DISTINCTIVE contribution to higher education theory and practice in America has been made through the "land-grant colleges." For the past 50 years these colleges, founded and maintained through the cooperation of the Federal Government and the various States, have had a pronounced influence on American life. That the 68 land-grant colleges have had a rapid growth is obvious from the fact that although in number they comprise only about one-tenth of the 670 higher institutions in the United States, they enroll one-fourth of all resident students of college grade, and from the further fact that the annual income of the land-grant colleges is more than one-third of the aggregate income of all the colleges in the country. More than $86,000,000 was received by land-grant colleges during the year ended June 30, 1921.

Conduct Research and Maintain Extension Activities

Beside instructing resident students, the land-grant colleges serve the people in two other ways: First, by carrying on research programs which are continually enlarging the field of knowledge in the practical affairs of life; second, by maintaining various extension activities, in the course of which they reach the most remote parts of their respective States and provide education for the needs of all the people.

This large provision for higher education by combined Federal and State effort came at a time when public support of both secondary and higher education was not universally accepted, and it gave a great impetus to the movement for public education. This wholesome effect has led many to believe in an extension of Federal aid for all grades of education.

The success of the land-grant colleges has brought agricultural and industrial education to its rightful place in the esteem of the American people. The influence of the colleges has helped to promote the ideal of a useful and practical education, an ideal which in higher education has grown concurrently with the evolution of the land-grant colleges.

Develop Leadership in Common Folk

Undoubtedly the land-grant colleges have been an important factor in the development of the American democracy. The original purpose of the colleges was "to promote the liberal and practical education of the industrial classes in the several pursuits and professions of life." These institutions were of the people and by the people. They had as their object to find and develop in the common folk the power and leadership to work out the destiny of a great people. The ideal was the work of master builders who rested their faith in the citizens of the Republic.

Specialization in Teacher-Training Courses

Three Types of Elementary School Work Have Developed Instead of Two—Training for Subjects Recently Introduced

By NINA C. VANDEWALKER
Specialist in Kindergarten Education, Bureau of Education

VARIED courses of study offered by the teacher-training institutions show that they are attempting to meet the needs of the modern school by preparing teachers capable of carrying on the several types of work that the school now calls for. At present many teachers need special training to enable them to teach subjects that have recently been added to the curriculum, such as health education, music, art, etc. This need the teacher-training institutions are meeting by extension courses or work at the summer session as well as by resident work in the regular session.

A more fundamental type of special training is needed, however, based upon the principle of adapting the work for a group of children to the needs of their stage of development. The failure to recognize these needs and interests has been one of the greatest weaknesses of the school. The high percentage of failures in the first grade in the country at large indicates that a different curriculum and special training on the part of teachers are needed for a successful beginning of the work of the school. The great number of children who leave school during the fifth and sixth grades show that this work also needs organization on a new basis and teachers specially trained for their task. The small proportion of children who continue in school and enter the high school has a like implication. Some attempts at improvement have been made. The adoption of the kindergarten is a step toward the strengthening beginnings; the introduction of music, art, and physical education has added interest to the curriculum, and the substitution of the junior high school for the work of the grammar grades has strengthened this phase of the work. The schools have recognized the vital necessity for differentiating the training for these different types of work, and the teacher-training institutions are reorganizing their courses to meet these new needs.

In the past practically all these institutions have had two main courses—one for the students who wished to teach the younger children and the other for those who preferred work with the older ones. These courses allowed little, if any, specialization. Modern psychology shows, however, that the work of the elementary school represents three distinct types instead of two, for each of which special training is needed. The first of these is the work of the kindergarten and the first two, or perhaps three, grades; the second that of the grades from the third to the sixth, inclusive; and the third, that of the junior high school. It is in recognition of these facts that the teacher-training institutions are reorganizing these courses; more than 80 of the State institutions have already done so, and now offer three courses of the kind described to make possible the specialization needed for better work.

Only a comment or two is possible as to the results of such special training. Nearly all school surveys show the work at the beginning to be very poor, and one of the means recommended for strengthening it is the introduction into the curriculum of such activities as those which the kindergarten employs. In many cases the primary teachers knew the value of these, and had they had training in their use one reason for the poor work might have been avoided. The organization of a kindergarten-primary course in which primary teachers are also trained to use these instrumentalities is a marked step in advance. The special training for the other group would doubtless show corresponding values.

Wisconsin Makes Military Drill Optional

Military training is now optional for students at the University of Wisconsin, under new regulations made in accordance with a law recently passed by the State legislature. Under the old rules which were in effect for many years all first and second year men were required to take three hours a week of military training and two hours a week of physical education. Now students may eliminate drill altogether, substituting four hours a week of physical education, or they may take three hours of drill and one hour of physical education or they may follow the former requirements. Men who take three hours of military training and two hours of physical education, as required by the old rules, will be granted an additional credit for this work, which may be substituted for a credit in an elective academic subject.

Unusual Progress by Maryland Schools

Improvement Shown in Every Essential Respect—Equalization Fund for Aiding Weak Counties—State Pays Part of Salaries of County Superintendents and Attendance Officers—New Bureau of Research

MARYLAND'S school efficiency rating increased by 50 per cent in four years, according to a report prepared for Governor Ritchie by State Superintendent of Schools Albert S. Cook. In 1918 its index number of efficiency by the Ayres scale was 43.2. In 1922 the index number had reached 65.1, and improvement has continued during the past year. Great progress has been made in every branch of the educational system, especially since 1920. Salaries have become more nearly adequate, teachers better trained, school attendance greater, high schools more numerous, buildings more modern and sanitary, vocational education more general, and educational facilities of every kind improved.

The State budget, which has been increased since 1921 by 26 per cent, now provides for an equalization fund that will assist 15 counties to carry on the State program of higher salaries and better-trained teachers and to maintain the schools adequately at the same time. It also provides for an increase of 50 per cent in State aid to existing high schools and for aid in establishing new high schools. A new minimum salary schedule has been adopted for county superintendents and supervisors, and two-thirds of the salaries of these officials is paid by the State. Salaries of attendance officers are paid by the State up to $1,200 a year. This action by the State has helped to bring about more effective enforcement of the compulsory attendance law, and the average school attendance has been increased by 17,700 since 1920.

Special Activity in Secondary Education

This increase in school attendance has been brought about partly by the greater interest that parents and children have taken in the improved schools. More high-school students are remaining to finish the course. Nearly one-half of the students who entered high school in September, 1918, remained to be graduated in 1922. More high schools have been built, and better results have been gained from them. In 1920 there were only 86 high schools in the State. Now there are 147, the number having increased by two-thirds in three years. The enrollment of students has been doubled in that time and the number of graduates nearly doubled.

High-school graduates of the best type have been attracted to the teaching profession by the increased salaries of superintendents, supervisors, and teachers, says the report. In 1923 more than five times as many prospective teachers were graduated from the normal schools as were graduated in 1920. More than one-fifth of the white graduates of high schools in 1922 entered the normal schools, and about the same proportion entered the normal schools this fall. New accommodations have been provided at the normal schools to care for the increased number of students.

To train teachers in service, free extension courses are provided for elementary-school teachers at 42 convenient centers. In two years 800 white teachers in 22 counties have attended these courses. For colored teachers 13 centers have been provided, and 276 teachers of 14 counties have attended them. Summer courses with free tuition are provided by the State department of education at State normal schools, at the University of Maryland, and, for colored teachers, at Morgan College. In three years more than 4,000 teachers have received professional training at these summer courses. During the past summer 1,000 Maryland teachers attended summer schools in the State, while 500 attended summer schools elsewhere.

A bureau of measurements has been established by the State department, and this bureau has made a continuous comparative study of the relative efficiency of the county school systems in promoting attendance, in eliminating retardation, in providing adequate financial support, in employing well-prepared and experienced teachers, and in improving the instruction in reading, arithmetic, spelling, etc. In the school year 1921–22 this bureau aided county superintendents and supervisors in testing 21,000 pupils, and in 1922–23, nearly twice as many. By these tests the needs of individual pupils in the fundamental school subjects were diagnosed, better classification of pupils was achieved, and the efficiency of teaching measured.

Colored children have been provided with increased facilities. A month has been added to the school year; salaries of all grades of teachers have been raised, and especially of experienced teachers. A course for colored students has been offered this fall equal to the full normal-school course, and 15 students are now attending it. Nine high schools are now provided for colored pupils.

The appropriation for vocational education has been tripled since 1920. Special emphasis has been laid on agricultural education, and 34 county high schools now have departments of vocational agriculture.

Use Motion Pictures to Teach Safety

To teach safety to children, the St. Louis Safety Council presented a series of motion picture programs at each of the 17 municipal playgrounds during July, August, and September. Each program consisted of a safety picture, another educational picture, a comedy, and a brief safety address. The safety films were obtained from the National Safety Council, the other educational films from the educational museum of the St. Louis public schools, and the comedy films from a local film exchange. The only expense for the use of these films was the charge for transportation. Each of the programs was presented at all of the playgrounds.

The entertainments were advertised through the cooperation of 1,800 boys who are members of the Junior Safety Cadets. These boys made efforts to bring the boys and girls of their acquaintance to the shows. Copies of the program of each entertainment were distributed in each of the 17 neighborhoods by a committee of five cadets living in the neighborhood.

Trade Dressmaking by High-School Girls

As a development of their work in trade dressmaking, girls of the technical high school of Buffalo, N. Y., operate a dressmaking shop on regular trade lines. The teacher is an experienced woman from the trade, and she gives the students instruction in shop management as well as in the technic of dressmaking. The girls receive patrons, plan garments, suggest suitable trimmings, select and buy materials, make out bills, attend to the banking, and take charge of the stock room. Graduates of this course enter the industrial field at a wage-earning level to which they otherwise could have attained only through a long period in ordinary workrooms. Several have established shops of their own.

Constantly Used for Community Meetings

School buildings and equipment in Jackson, Mich., are open to use by the public for community purposes, and the auditoriums and gymnasiums are in constant use in the evenings. Two of the intermediate schools are regularly used by six basket-ball teams for practice and match games. Twenty-two other organizations, including eight Boy Scout troops, hold their meetings in the gymnasiums of the elementary schools, while lectures, concerts, and other entertainments are frequently given in the auditorium.

Poverty or Indifference and Bad Management?

Problem of Rural School Improvement May be Solved by Use of Intelligence. Education a State Function

By KATHERINE M. COOK
Chief of Rural Education Division, Bureau of Education

WHAT is the matter with our rural schools? Why do we sit supinely and allow two distinct and separate school systems to continue side by side for American children, one modern, representing the best educational practice of which we know, for city children; the other antiquated, representing outworn ideals and abandoned practice, for rural children. Why are thoroughbred stock housed better in many farm communities than school children? Why do farmers support State normal schools and teachers' colleges to train teachers and then employ teachers who have only high-school education or less for their own children? Why should rural teachers distribute their time and effort among 8 grades while city teachers concentrate on one? Why are rural schools in session 7 or 8 months while city schools last 9 or 9½ months? Does any one believe that rural children can do in 7 months what city children require 9 months to do? Why do we talk about democracy in education, equality of opportunity, and universal education when the whole world knows we haven't any of them?

Difficulties Challenge Brains and Intelligence

Sometimes we sympathize with and excuse ourselves by saying we can not afford good schools for country children. Good schools are expensive, especially in the open country. The farmer's occupation is a handicap to economical school management but it is not an insurmountable difficulty. Rather it is a challenge to brains and intelligence. Use them, and the problem of rural education is by no means beyond solution. Plenty of rural communities have proved this. The one-teacher school is a cheap school but not an economical one. The cost of schools per child in the medium rural school in the State of New York is $10 more than in the medium city school with all its superior advantages. The maximum per capita cost in one-teacher schools is $762—far in excess of the maximum in villages or cities in the territory studied. Can we excuse such extravagance on the basis of economy or poverty? Farm communities can afford good schools if they establish an efficient organization for their administration.

It is true that cities can pool their resources for the education of their children more easily and naturally than farm communities, but difficulties do not preclude the possibility of achievement. The policy of taxing *all* the wealth of the State for the education of *all the children* of the State of equitable distribution of the money so secured for school support and of equitable distribution of tax burdens, administrative methods that insure so far as humanly possible professional administration of school systems—all contribute to the probability of having good schools for country children.

Assistance Required for Small Local Systems

Poverty causes poor schools when the small local district alone is responsible for their support. Small local systems are not necessary, but we have not used our best intelligence to devise systems that make efficiency possible. Many small local systems can not support good schools if they must be dependent on their own resources. To let these schools get along as best they can unassisted is inequitable and undemocratic. Education is a State, not a local responsibility. The State, as such, can and must furnish the administrative machinery and support necessary for good schools. There is no evidence to show that any State is too poor to do this. Not poverty but indifference and bad management are responsible for the conditions which deprive country children of a fair opportunity for education at public expense.

PRINCIPAL ARTICLES IN THIS NUMBER

Educational Problems of the Home

Formation of Character is Ultimate End of Education—Respect for Authority and Obedience Must Begin at Home

By HERBERT M. CARLE
Associate Statistician, Bureau of Education

AMERICAN Education Week will serve a most useful purpose if it does nothing more than focus the attention of educators and parents on the problem of education in the home. Parents often express regret because they can not help their children with their studies. But education is not confined to the textbook, the classroom, and the laboratory, and if we keep in mind that the ultimate end is character, a broad field appears where the home may aid and supplement the work of the school, even though the parents have been denied the wealth of practical and cultural training offered our boys and girls. For character in its broadest sense includes right living, practical service, and appreciation of the best in life.

Home Obedience Promotes Good Citizenship

Respect for authority and obedience to it must be begun in the home. That the discipline of the home is weaker now than a half century ago, is common knowledge. The stern training of the old Roman home was so reflected in the boys grown to manhood that their military leaders led them in victorious campaigns over three continents. The highly efficient German military machine of recent years was not built by German military leaders alone; a thorough foundation was laid for it by German parents who taught their children to respect and obey. America has no dream of world conquest by force of arms but she is fast realizing that respect for law and authority and obedience to them are just as essential to the citizen in civil life as they are to the soldier. There is no greater need for leaders than there is for loyal, faithful followers.

Must Sacrifice Self for Common Good

Further, the child who has not been taught some simple habits of industry in his home, is handicapped both in school and in later years. Here, in association with brother, sister, and parent, he may be taught the important social lesson that life is a matter of giving as well as taking, and that sometimes one must sacrifice for the common good.

Diversity of creed and belief necessarily limits the scope of religious teaching in the school. It can and should teach the highest principles of morality and the great fundamental religious principles upon which the civilized world largely agrees; it can go little further.

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SCHOOL LIFE

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Hold High the Torch of Liberal Education!

Higher Institutions of Learning Must Distinguish Between Education and Training. Standards Must Be Jealously Guarded. Some Features of Elementary and Secondary Education Persist Principally Because of Inertia

By WILLIAM MATHER LEWIS
President George Washington University

THIS IS THE century of education. America has passed through a pioneering century, through a century of political organization and adjustment, through a century of industrial and commercial expansion, and all have led inevitably to this. Since 1890 the population of the United States has increased 68 per cent, but in a similar period the high-school attendance has increased more than 500 per cent. There is a larger percentage of our youth attending colleges this year than attended high schools 30 years ago. In 1890, 13 per cent of our population above the age of 10 years was illiterate; in 1920 the total had been reduced to approximately 6 per cent. Our newspapers and magazines are filled with advertisements of correspondence schools and specialized institutions of this kind and that; our great steel plants and machine factories and print shops maintain their trade schools; the farmer who a decade ago laughed at the book farmer now listens respectfully as the county agent tells him how to put his barren acres into production.

The century of education follows naturally upon the century of industrial and commercial expansion, for therein was created the necessity for accurate knowledge in a hundred expanding fields of human endeavor. A few weeks ago the professor of mathematics in a middle western college died. He had overtaxed his strength in contributing as his share in the World War countless hours of mathematical training to young artillery officers, and many a shell that went home on the western front was given its direction by this quiet and peaceful man on the shores of the Great Lakes. The war was fought by exact mathematics and science, and the battle of complex and crowded civilization is fought to a successful issue not by those who guess but by those who know. It is the pressure of this civilization with its

THE TRUE END of education is to unfold and direct aright our whole nature. Its office is to call forth power of every kind—power of thought, affection, will, and outward action; power to observe, to reason, to judge, to contrive; power to adopt good ends firmly, and to pursue them efficiently; power to govern ourselves, and to influence others; power to gain and to spread happiness. Reading is but an instrument; education is to teach its best use. The intellect was created, not to receive passively a few words, dates, facts, but to be active for the acquisition of truth. Accordingly, education should labor to inspire a profound love of truth and to teach the processes of investigation.—W. E. Channing.

Portions of inaugural address, delivered in Memorial Continental Hall, Washington, D. C. November 7, 1923.

(*Continued on page 94.*)

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Systematic Attempts to Measure Mentality

Began in Psychological Experimentation of Alfred Binet. Early Test of Sensory Discrimination and Rapidity of Reaction by Cattell and Farrand. Advance Followed Construction of Group Tests. Types Commonly Utilized

By STEPHEN S. COLVIN
Professor of Education, Teachers College, Columbia University

DEFINITE and systematic attempts to measure mentality began 18 years ago, when Binet and Simon in 1905 published a collection of tests designed to determine the native intelligence of school children. These tests were framed for the purpose of segregating defective children in the schools of Paris from those of normal mentality with the aim of providing these unfortunate pupils with the instruction best suited to their limited intellectual capacities. Thus, like many other significant and far-reaching movements in psychology and education, mental testing began in an attempt to help the subnormal and defective, and has since spread until it finds its largest and most useful field in the realm of normal psychology.

The first mental tests were not merely the outcome of a happy guess or a flash of genius. Binet's many years of expert psychological observation and experimentation achieved their most significant results in the construction of these tests. The first tests were preliminary and tentative. He applied them to children of various ages and constructed a "scale" of tests arranged according to the ages at which the majority of children succeeded in them. This scale as revised by the author the year of his death, 1911, included tests for children of every age from 3 to 12 inclusive, one for children of 15 years, and one for adults.

Although the most extensive and significant work in mental testing has been done in America, the Binet tests were slow in making their appearance in this country. Goddard, then psychologist at the school for the feeble minded at Vineland, N. J., first learned of them in 1908 and in that year published a brief account of the tests of 1905. In 1910 Goddard published an abstract of the scale of 1908. He was at first extremely critical of the value of this scale. It seemed to him "impossible to grade intelligence in that way. It was

An abridgment of a paper which Doctor Colvin was preparing for the Bureau of Education at the time of his death. The full paper as he left it will appear as Education Bulletin, 1923, No. 57.

too easy, too simple." However, when the abstract of the scale was used he found that it "was a surprise and gratification." The classification of 400 feeble-minded children at Vineland by the Binet method during this year agreed with the institution's experience, and Goddard became an enthusiastic proponent of Binet's scale. He followed his survey of the children at Vineland by applying the tests to 2,000 normal children.

Important Revisions of Binet Scale

Since the introduction of the Binet scale to America several important revisions and adaptations have been made. In 1915 appeared the point scale by Yerkes, Bridges, and Hardwick, and a year later the Stanford revision by Terman. The Yerkes revision is particularly notable because of its method of scoring and the order of the presentation of the tests. Among other revisions are that by Kuhlmann and the recent emendations by Herring.

While the development of intelligence tests, based on the pioneer work of Binet, was going on, psychologists were employing various tests to discover how individuals differed in certain physical and mental capacities. The study of individual differences, begun by Galton in England, was made known in this country in the last decade of the nineteenth century, largely through the work of James McK. Cattell, then professor of psychology at the University of Pennsylvania and later of Columbia University. Cattell gave psychological test of the sensory and motor type to students at both universities. An article by Cattell and Farrand in the Psychological Review more than a quarter of a century ago gave an interesting statement of this work and the results achieved.

Early Sensory and Motor Tests

An examination of Cattell's tests shows that they are concerned largely with sensory discrimination and rapidity of reaction. Likewise immediate memory (memory span) is tested by finding the number of letters a subject remembers at one hearing. Ability to estimate differences in weight, space, and time is also measured. In a later article by Cattell and Farrand is a description of the further extension of the work of mental testing, including tests of handwriting, visual acuity and color vision, auditory acuity and perception of pitch, sensitivity of the skin, perception of weight, sensitivity to pain, accuracy and steadiness of movement, reaction time, cancellation of A's, perception of time and space, memory span, memory of length of a line previously drawn, after-images, and mental imagery.

These tests were given to individuals of normal mentality. At the same time other psychological tests of a somewhat different type were developed through efforts to train the feeble-minded. Here the work of Sequin can not be overlooked. In studying children of low-grade intelligence, Sequin developed a test known as the "form-board test." This test has passed through various adaptations, but its essential character has been kept. It consists in fitting wooden blocks of various shapes into forms cut out to receive them. The board may be very simple or it may be as complex as desired. A variation of this test is a puzzle in which various parts are fitted together, as in the Healy manikin puzzle.

Maze Tests Essentially Performance Tests

Another form of the performance test that is now frequently used is the "maze test." This test was used extensively 20 years ago, in the earlier days of animal psychology, when the intelligence of an animal such as a white rat was studied by finding out how easily and surely the animal could learn to go through the passages of a maze and get to the center where food was placed. The Porteus maze test for detecting feeble-mindedness is the best adaptation of this test. The maze test, the form-board test, and the picture-puzzle tests have been adapted so as to be solved with a paper and pencil, but they nevertheless retain their essential characteristics as performance tests.

These performance tests as well as the Binet tests and those used by Cattell were originally of the individual type. They required a great deal of time in the aggregate and they could not be satisfactorily given unless the person administering the test had adequate training and considerable practical experience. These tests had to be given to each child separately. In a room of 40 children this would require a total time for testing of about 20 hours. An attempt to measure the intelligence of the children of a whole school system would necessitate so much of time and such an expenditure of money that it would be prohibitive.

Group Testing Arose from Army Needs

The great advance in intelligence testing came when these tests were so constructed that they could be given to groups of individuals rather than to persons one at a time. By the group tests available to-day we can test the intelligence of all the children in our schools from the kindergarten through the high school and of mature students in colleges and professional schools. Group testing, although practiced to some extent before 1917, owes its chief impetus to the formulation of the so-called Army tests that were employed on an extensive scale after America had entered the World War.

At this time the various attempts at intelligence testing were brought to a head in the construction of the Army Alpha mental examinations for literates and the Army Beta examinations for illiterates. The Army tests were the first instances of paper and pencil tests applied to groups of individuals on an extensive scale. The Alpha tests trace their origin more or less directly to the various psychological tests employed to determine individual differences, and to the Binet tests and their various revisions.

The Beta tests were more closely allied to the performance tests previously mentioned, adapted to paper and pencil form. Like the Alpha tests, they were designed for measuring the mentality of persons tested in groups rather than through individual examinations.

The results of the Army tests were so satisfactory that on the conclusion of the armistice they were made public, and the Army Alpha was given widely in schools, colleges, and universities during the year 1919. Prior to this time, in the fall of 1918, the so-called Brown University test was given to the men in the Students' Army Training Corps and in the naval unit at Brown. It has since been continued with all entering classes at that institution, and is now in its fifth year of trial. This fact is mentioned because it would seem to be the first group intelligence test to be consistently and continuously used and standardized. It precedes somewhat, in point of time, the various group tests that have been devised and published during the past three years. In all these number nearly 40 separate tests.

Stunts Which Demand Exercise of Intelligence

The Binet tests as they exist in their most careful and comprehensive revision and extension are known as the Stanford-Binet tests and in their present form are the work of Lewis M. Terman. The Binet scale as perfected by its author is composed of 54 tests. The Stanford revision consists of 74 main tests and 16 alternates, 90 in all. This scale, like its prototype, has a series of tests arranged for various years. Terman speaks of them as "stunts, or problems, success in which demands the exercise of intelligence."

This description while fairly good is not entirely accurate, since many of the tests included clearly involve no problem in the generally accepted sense of the term, being based on recognition of familiar objects, simple associations, and acts of skill. Still others require concentrated attention and memory for immediate impressions. Fewer than half involve comparison, judgment, and reasoning.

In the Stanford-Binet tests there are six main tests for each year from 3 through 10, eight tests for the twelfth year and six for the fourteenth year. Tests for rating persons as of average adult level or of superior adult level are also included, each with six main tests.

The types of test arranged approximately in order of their frequency are:

(*Continued on page 84.*)

Christmas Offers a Valuable Opportunity

Informational Work May Be Associated With Christmas Customs. Fruitful Lessons in History Should Not Be Neglected. Familiarity with Great Christmas Poems Would Enrich the Memories of Pupils All Their Lives

By ANNIE REYNOLDS
Assistant Specialist in Rural Education, Bureau of Education

THE TIME of year is at hand when every normal child measures the lagging time by the coming of Christmas, and that teacher knows little of human nature who tries to have the regular work of the school go on as if there had never been "a carol sung or chimes set ringing." The regular informational work of the school in geography and history may be associated with Christmas customs: the source of supply for Christmas trees, their purchase and transportation; where Christmas trees come from; doll making; the making of glass and tinsel ornaments—these suggest a few of the materials for geography which will prove doubly attractive if taught in December.

Puritans Frowned on Christmas Merriment

There was a time when Christmas was not merry. Some incident of the Puritan nonobservance may be told. Perhaps the teacher will choose the story of the Puritan mother who did not feel happy as Christmas approached because her thoughts went back to the jolly Christmases of her English girlhood. She could not quite rejoice with the others that "On Christmas day never a wreath hung in a Puritan home." She was hardly a Puritan yet, and so she contrived that her little daughter, through gift and song, should know a little of what an English Christmas meant.

The brief reference in Samuel Adams' diary to his regret at seeing, on his walk to Boston on Christmas Day, idleness and jollification, and the contrasting pride with which he remembered that his son was at home splitting wood in the woodshed never fails to arouse worth-while comments from pupils. The incident illustrates how much public opinion had to change before the Christmas of the dominant group whose spokesman Adams so often was should become similar to the gladsome Virginia Christmas and finally culminate in 1856 in Massachusetts' making Christmas a legal holiday.

"Nor should it be forgotten that
On Christmas day in seventy-six
Our gallant troops with bayonets fixed,
To Trenton marched away."

Study of Yuletide Customs

The world of to-day furnishes much material through Yuletide customs in many lands and unique ones in certain portions of our own that may prove educative to pupils. They may see the children of the tenements through the eyes of Jacob Riis, or they may be told the story of Christmas as celebrated on Boston's Beacon Hill.

May Furnish Problems in Arithmetic

The practical side should have a fair share of time allotted to it. In plain view of all as they walk the streets are the banks' reminders of the joyful spending which the practice of thrift makes possible at Christmas time. Pupils hear much said about shopping early. A discussion of praiseworthy practices here may take place in the arithmetic class and furnish much of value in the way of problem solving. Can the upper-grade pupils make any comparisons which will help them to comprehend what it means that a year ago 190 million dollars were saved for Christmas spending? Perhaps each potential little gift maker will enjoy planning how 10 dollars of this might be spent. Pupils may be led to plan what they shall do 10 years hence when they have prepared themselves to earn good salaries and are earning them. If they are given a desire to really want to make Merry Christmas prove that all the world is kin, sooner or later this desire will bear fruit.

In their out-of-school hours children probably see many Christmas cards. A Christmas card exhibit at the school in which each pupil either makes or buys one which he thinks has artistic merit will appeal to all. A greeting may be composed for each card, and as the cards are judged by the class as a whole and pupils and teachers discuss the messages and the decorations there is an opportunity to help everyone to take one advance step in appreciation of a card which illustrates good design. Christmas cards and letters play a great part in adding to the good will of the Christmas season. There may be pupils in every schoolroom who come from homes in which it has not been found possible to save money for Christmas giving. These children need not feel in the least shut away from the bringing of Christmas joy, for in the language class every pupil may write a Christmas letter and realize the correspondence by sending it to some one, friend or relative, to whom its coming will be an occasion of happiness.

Perhaps the classes in which much of the preparation for a Christmas program may be most advantageously made are the reading and language classes. A considerable portion of the classic literature in the English language has either been inspired by the Christmas spirit or contains memorable references to it. Some of the great Christmas poems are truly a "source of joy in this not too happy world." It is regrettable that school programs occasionally fail to show acquaintance on the part of the teacher with this fact.

Christmas Poems of Highest Excellence

Almost every standard collection of poetry contains at least a few Christmas poems of the highest excellence. Language books, readers, song books, and occasionally current magazines, contain poems which are suitable. The best plan for the teacher is to examine the indexes of available language books, readers, and collections of poetry and stories for suitable Christmas material. There are a number of admirable collections made by competent compilers which illustrate how easily possible it is for a teacher to substitute really worthy verse for the rhymes and jingles usually offered. There is no doubt that some of the cheap, paper-bound collections often used are unworthy of more than the merest cursory reading.

The following list of books containing Christmas literature may be suggestive:

Golden Numbers—Wiggin and Smith.

Posy Ring—Wiggin and Smith.

Christmas Stories—Dickinson and Skinner.

Yuletide in Many Lands—Pringle and Uran.

Days and Deeds—Stevenson and Stevenson.

Pieces for Every Day the Schools Celebrate—Deming and Bemis.

A Christmas Anthology—Published by Crowell.

The last is a small book of 84 pages and is well designed for its purpose. It is the hope of the anonymous compiler that no reader will "ever grow old enough to read these fine old poems without a stirring of the heart born of Christmases of long ago."

Let Children Seek Appropriate Poems

If the teacher will first read aloud three or four beautiful Christmas poems and talk them over with the pupils, she will have done much to create the taste for the best in the minds of any children who may lack it. Then the suggestion may come, "I believe every one of the 30 pupils in this room would like to find a Christmas poem that all of us will enjoy reading. Just as soon as you find it go to the bulletin board and see if it is already posted there. If it is, you will want to find another, as we don't want duplicates. If it isn't and you are certain the poem you have found is the one that you would like to have represent you, copy it and post it in order that we may all read it." In order that

this plan may work out the teacher must first be certain that there is considerable material accessible so that pupils may have some choice in their selections.

List Five Favorites from Poems Chosen

After all of the pupils have had an opportunity to become acquainted with every posted poem either through reading the posted copy or through finding the poem in the collection from which the pupil compiler took it, the pupils may be asked to list their five favorites from the poems chosen. These poems may be given a place of honor and the five poems recited in the Christmas program may be these five. Another interesting departure is to ask each pupil to practice reading aloud the poem he has selected until he can please an audience with it. This audience may be either his own classmates, the pupils in another room, or the members of his home family.

Familiarity with a few of the great Christmas poems will enrich the minds of the pupils all their lives. Many pupils, impoverished by lack of memory of inspiring poetry in their childhood, have become teachers who are at a loss to select poems belonging to the literature of delight. Schools engaged in preparing teachers do well to see that their students become acquainted with several classical Christmas poems which have been enjoyed by children. Perhaps no teacher, whatever her former opportunities have been, can do better than to spend a Saturday morning in a near-by public library early in December (better in November) looking over the collection of Christmas books and talking with the librarian about what the library does for the children's benefit during the few weeks preceding Christmas. It may be as profitable a half day as any the teacher will know; certainly it will be a happy one.

Librarians Good Judges of Children's Preferences

Librarians know the preferences of children better than any other grown-ups, except possibly a few fortunate mothers of still more fortunate children who spend much time reading aloud to and with their children. As the librarian decides on the purchase of books for display during the weeks preceding Christmas she has the opinions of many children's librarians as to the books which have won the approval of thousands of children. It is through such displays that many pupils and teachers read at least once a year the Christmas chapter from Ruth McEnery Stuart's "Solomon Crow's Christmas Pockets," or have lovingly turned the pages of the exquisite "Child's Christ Tales" by Andrea Hofer Proudfoot.

Teachers who had access to many Christmas stories as children are better prepared to awaken the Christmas spirit if they read again, at the end of a happy quarter century after first reading it, Washington Gladden's story entitled "Santa Claus on a Lark." What ponies ever made a boy happier than those which went leisurely back to Smokopolis after Benoni Benaiah Benjamin had made one little boy enjoy a lark with Santa Claus? If she wants to thrill again with awe and pity, what story can a teacher ever hope to find better than the old Russian legend of Babouscka, who shut the door one Christmas Eve on "three old men standing outside with beards as white as snow and so long that they reached the ground," and thus made herself a lifelong wanderer looking for the lost opportunity?

A Few Excellent Christmas Poems

No list of a dozen Christmas poems could be compiled which would impress all readers as *the* first twelve. Nevertheless the following list is given with the hope that every reader will eliminate the poems for which he does not care and add the ones that should have been included. The poems in the list are found over and over in the best anthologies and they have given many children and their teachers so much enjoyment that it would be a mistake not to name them when the opportunity offers:

The Little Christmas Tree—Coolidge.

O, Little Town of Bethlehem—Brooks.

Everywhere, Everywhere, Christmas Tonight—Brooks.

While Shepherds Watched Their Flocks by Night—Tate.

"While Shepherds Watched Their Flocks by Night"—Deland.

The Night Before Christmas—Moore.

Why Do Bells for Christmas Ring?—Ward.

It Was the Silent Midnight Centuries Ago—Dommett.

A Christmas Carol—Lowell.

God Rest You, Merry Gentlemen—Muloch.

As Joseph Was A-Walking—Old English Ballad.

Christmas Carol—J. G. Holland.

Learn a Good Song Every Year

It is to be hoped that each year at least one of the beautiful songs which has not before been learned will be sung until it has become a part of the canon of song which the children love. The relearning of a song already partly familiar is a joy. A number of the poems studied may be known to the children also as songs, and some of them are available as phonograph records. These are good:

Silent Night.

It Came Upon a Midnight Clear.

Deck the Hall with Boughs of Holly.

Come All Ye Faithful.

The First Noel.

Kline's "Merry Christmas."

If the school does not own records, in many places the homes do, and mothers may be only too glad to lend them for the use of the pupils at Christmas time. The children enjoy singing with the record, and it is important that they should learn to listen to the music and appreciate such records as the "Messiah" and "Nazareth."

There are a few Christmas stories which should be "a universal alma mater." To mention only three: "The Birds' Christmas Carol," by Wiggin; "Why the Chimes Rang," by Alden; and "The Story of the Other Wise Man," by Van Dyke. Any of these stories told by the teacher or dramatized by the pupils at an evening program never fails to put new meaning into the Christmas festivities.

We can not go far with geography, history, or customs; with poetry, story, or song, without wanting to show and to see pictures. Who can ever forget his first glimpse of Mr. Fezziwig's ball in colors or of Mrs. Cratchit bearing aloft the plum pudding which her husband declared was the greatest success in all the years they had been married? Besides these delightful pictures which add so much to the subject matter presented, there are the copies of famous paintings which may well be kept permanently as a part of the school equipment and temporarily displayed for a short time each December. Müller, Corregio, Titian, Blashfield, Le Rolle, Plockhurst, and Hofman have done much to add to the joys of Christmas time.

Perhaps some day every Christmas celebration at school or at home will have in anticipation or in retrospect the beautiful view of a community Christmas tree with carolers and increased good will as accompaniments. Much can be done to pave the way for a fuller enjoyment of this happy time through the preparation made in geography, history, and current events; through cards and letters; through poetry, story, song, and picture.

Pupils assume responsibility in matters of behavior at the Gordon School, Cleveland. A "behavior council" consisting of a representative of each room in the school formulates whatever rules it considers necessary for safety and order. Guards elected by the pupils enforce these rules, and in cases of extreme misbehavior the teachers may be consulted.

Kentucky now has a State director of music. The creation of this office by the State superintendent of public instruction is the result of the action of the 1922 legislature, which passed a bill giving music a place in the course of study for all Kentucky schools.

Vocational schools in several Michigan cities have assisted the State organization of parent-teacher associations by printing without charge its monthly bulletin for distribution in their respective districts.

Reorganization on European Lines Appears Imminent

Junior College Seems Destined to Become Part of Secondary Education. History of Movement Begins with Renaissance. Chicago University Influential in American Development

By L. E. BLAUCH

Specialist in Charge of Land-Grant College Statistics, Bureau of Education

THE JUNIOR COLLEGE movement is another link in the chain of the rapid evolution of American education. It is a part of the general attempt to reorganize our educational provision on a sound basis which is in accord with the spirit of American educational ideals. Its success has demonstrated that the junior college has a place in our educational progress, but with further development the name will probably be dropped and the work the junior college is now doing will probably be definitely organized as a part of the system of secondary education, where it properly belongs.

Fundamental to an understanding of any current movement is a knowledge of the antecedents of these movements, of the aims, purposes, and forces which have been the controlling factors in bringing us to where we now find ourselves. Let us, therefore, recall some of the lines of direction from the past. These date back to the days of the revival of learning and the founding of the universities. These early universities consisted of four faculties—liberal arts, law, medicine, and theology. The course in the liberal arts was preparatory to the work given by the faculties of law, medicine, and theology, and was intended to lay a broad general foundation upon which later to build the superstructure.

Knowledge of Latin Required for Entrance

The Renaissance left a decidedly humanistic impression on the course in liberal arts which made it partly a course in training, leading also to direct participation in a large number of new activities of various sorts which were then developing. The preparation necessary to enter the universities consisted principally of the ability to read and to speak Latin, and the institution which afforded this preliminary training was the grammar or the Latin grammar school. At the same time there were also various and sundry schools which were more or less unrelated to the universities. Such in a general way was the scheme of organization of education leading to the highest reaches.

Out of the great religious upheaval of the sixteenth century a new type of university and a school system evolved with no intermediate institution. Schools which later became the gymnasia edged in between the old grammar school and the liberal arts course, overlapping in both directions. These schools for a long time in the transition period were not clearly defined. By and by the old liberal arts course was left almost entirely to the gymnasia, and the university proceeded to give the specialized training represented by the professional and the graduate schools. The course in liberal arts offered by the university was placed on an equal footing with the courses in law, medicine, etc., and it became specialized. Thus to-day the gymnasium leads directly into the specialized training of the university which the student enters at about the age of 19.

French Lycée Like German Gymnasium

While in France the evolution was irregular as compared to that in Germany, it has, nevertheless, produced a secondary-school organization which likewise prepares the student directly for the specialized training afforded by the university. The student completes the secondary school at about the age of 18 and receives the baccalaureate degree.

In England no such development occurred. While the liberal arts course there underwent a considerable change, it was retained, and it is to-day a most important feature of higher education. The colleges of the universities were strongly fortified by organization and tradition, and thus have been safe from the encroachments of secondary education. In fact, the great endowed public schools which sprang up were dominated by the universities and were in full sympathy with them. At the same time public secondary education developed very slowly. Thus the liberal arts course has survived in the English universities.

It was this arts course and the ideal of a liberal education which the early settlers of America had in mind when they established their colleges. Scarcely, however, had these institutions gotten well under way until they began to crowd down the elementary subjects into the lower schools, a process which has continued to this day. It was a movement which helped to develop the academy, an institution which edged in between the liberal arts colleges and the lower schools and overlapped in both directions. This, according to President Thwing, suggests the German gymnasium. It took over, he says, more and more of the work of the college in expanding and advancing its curriculum.

American Academy a Transition School

The academy as a well-organized institution was begun with the Franklin Academy in Philadelphia in 1751. While it had a prototype in the English academies, it was established and it flourished in America largely because of definite educational needs. The academy was a transition school. It was unstandardized and variable, and its development was very different in different communities. What has become of this transition school? Its ends were various. Many academies were taken over as public high schools. With the establishment of public high schools many others were closed. Many of the stronger academies developed into colleges or into normal schools. A few have survived as academies to this day.

The dominant influence in early American higher education was English. Following the American Revolution, French ideals and influence were very pronounced in molding the thought on higher education. It was the day of beginning for the American State university. The effect is clearly discernible in Jefferson's plans for the University of Virginia, in the establishment of the University of New York, and in the legislation in Michigan for the "cathlopistemiad" as well as in a number of other States.

Very soon, however, higher education was greatly stimulated and influenced by the developing German university. The influence was due in part to the increasing number of American students at the German universities. In 1852 President Tappan remodeled the University of Michigan in accordance with the German ideal, and that university thus became the pioneer and typical State university. The Johns Hopkins University, founded in 1876, on German lines, was the first American institution to make graduate instruction and research more important than the work of the undergraduate liberal arts course.

At the same time, closely related to the evolution of the American university and in large measure a part of it, there has been a phenomenal development of professional education. In the shifting and articulation which has occurred much of this professional work now requires a certain amount of college training as a prerequisite, sometimes one year, sometimes two years, and in some instances as much as four years.

Finally, and just as marked as the progress in higher education, has been the astonishing

Part of an address delivered at Bradford Academy, Mass.

increase and enlargement of secondary education, principally through the public high school. This institution is now fixed as a rung in the educational ladder which is definitely built upon the training of the elementary school. We are consequently committed to an effort which has never before been attempted on any such enormous scale, namely, to provide public secondary education for all comers. Just now we have a typical arrangement of eight years of elementary education, four years of secondary education, and four years of college, followed by advanced training. Just why no one seems to know. Many are far from willing to defend the arrangement, while others are positively antagonistic to it. We have just begun the experiment, and its progress will result in important educational reorganizations and in social consequences at present undreamed of.

Standardization of Educational Training

This evolution of higher and secondary education in America thus continues. Two results are pertinent. First, it has made necessary some form of standardization of the educational training which is preparatory to the more advanced reaches of education. It involves a careful scrutiny of the work of both the secondary school and the college, and it tends to assign to each type of institution more or less clearly defined functions. As a consequence there has been a remarkable flux, some institutions being elevated and others being depressed.

A second result of the evolution is the curious combination which we now find of the English liberal arts course and the German university. As a tentative arrangement we have divided the liberal arts curriculum so that now the first two years are principally "liberal[2]" or "general[2]" in nature, while the last two years are given over to various forms of more or less specialized training. The whole arrangement is making somewhat uncertain the place of the four-year liberal arts course.

Concern Over Increasing Age of Freshmen

The present status of affairs has not come about without criticism. It began in an important way with President Eliot's anxiety concerning the increasing age of Harvard freshmen and in certain adjustments which were consequently planned by the Harvard faculty to overcome the condition which had come into being. Its outstanding expression was the appointment and work of the famous Committee of Ten in 1893, headed by President Eliot.

At the same time in the Middle West the University of Chicago was established under the leadership of President Harper. He lost no time in proposing an organization of the college curriculum which would definitely distinguish between the first two years and the last two years of work, and he accordingly set up a plan of a junior and a senior college, the former to cover the work of the freshman and the sophomore years and the latter to include the work of the junior and senior years. In addition to this provision in his own institution he encouraged and promoted a plan whereby secondary schools were to add two years to their regular courses and whereby such secondary schools could become affiliated with the University of Chicago. The scheme was carried out by a number of schools in the Mississippi Valley.

Degree Proposed for Junior College Work

A third line of thought was given expression by President Butler, of Columbia University, when in his first annual report as president he expressed his preference to grant the bachelor's degree at the end of the sophomore year and the master's degree at the end of the senior year. This proposal seems not to have received any important consideration. There was, however, some agitation to shorten the college course to three years, and Clark College actually set up such a curriculum.

From the historical discussion we now turn to a consideration of the reorganization of secondary education. A fundamental question is, What is secondary education? Monroe states that notwithstanding the fact that the secondary school has been the most stable and the most enduring part of our educational system he found no consensus of opinion as to the scope or meaning of secondary education, either as between various countries or as between specialists in our own country. When Doctor Brown attempted a history of American secondary education, he used the term "middle schools," a term which has, however, never been much used. Professor Inglis in 1918 made the following significant and clear statement:

High Schools and Colleges Overlap

"The curriculum of the public high school has always transcended the requirements of subject matter set up by the colleges for admission and frequently has included subjects regularly included in the college curriculum. Likewise the college curriculum regularly includes subjects of study which are essentially of secondary grade. There has always been a certain amount of overlapping in the curricula of the secondary school and college. In the average high school it would not be at all difficult to map out a one or two year "postgraduate" course which would be quite comparable to possible freshman and sophomore courses in college."

For the purposes of this discussion it may be profitable to define secondary education on a psychological and functional basis. One of the most marked contributions to American educational thought was made by G. Stanley Hall through his study of adolescence. While educators no longer accept all of Hall's conclusions, the impress of his work is nevertheless profound. Hall called attention to the period of youth beginning at about 12 and continuing for about a dozen years as a distinct and most important epoch in the unfolding of a personality. This conception has entered deeply into our ideals of secondary education. We have come thus to divide the first 25 years of the individual's psychological and social development roughly into three periods—first, childhood; second, early adolescence; and, third, later adolescence, or the period of beginning maturity. The first of these periods extends to about 12, at which time the second period begins and continues to 18 or 20.

Education from Functional Viewpoint

Partly dependent on the consideration of this conception and partly dependent on social need and possibilities, we are coming to think of the periods of education from a functional point of view. On this basis three periods may be mapped out. First, there is the period of acquiring the tools of learning, such as reading and speaking the vernacular, writing, and skill in the fundamental operations of computation. These accomplishments, it now seems clear, can be, and usually are, acquired during the period above denominated as that of childhood; that is, by the time the boy or girl is 11 or 12 years old. Second, after these tools of learning have been sufficiently mastered there comes the period of acquiring many general skills and much general knowledge; in other words, the period of general training, which has as its major purpose the development of a well-rounded understanding of society and the individual's place in it and likewise the development of correct habits of action. While in a sense such general training is never fully completed, it should reach a fair degree of accomplishment by the age of about 18 or 20. Third, the general training is to be followed by a period of specialized training, such as that required for the professions and the various vocations of life. While the majority can perhaps never travel the whole way, such an arrangement seems to be the ideal one for those who are to receive the full measure of education. It is very similar to the arrangement which prevails in Germany and in France.

Reorganization Moves Slowly but Seems Inevitable

Fundamental considerations such as those above stated are bringing about a criticism of our educational plan and a reorganization of the whole scheme. True, it moves somewhat slowly and is therefore not forcefully and constantly brought to our attention, but nevertheless it seems inevitable. No subject is to-day more discussed in educational administration than is the junior high school, which is merely an attempt to begin the work of secondary education at the proper time. As has been intimated already the junior college is an extension of secondary

education upward to include the work of education which is really secondary in nature.

Amazing Economic and Social Development

From these considerations we pass on to others. The years since the Civil War have been marked by an amazing economic and social development, a development which need not be explained here because of its familiarity. For education it has profound significance. On the one hand the increasingly complex social and economic situation demands a higher degree of training than ever before, as well as a greater diffusion of such training. On the other hand the development brings a desire on the part of more people for more training. The consequence is that the great universities are flooded with students—good, poor, and indifferent—many of whom should never have attempted a university education. Under the present plan the college or the university is almost the only means whereby an education superior to that of the high school may be secured. The arrangement works out decidedly to the disadvantage of the university by compelling it to step aside from improving and expanding its advanced work to teach great masses of students. For the students the large university community likewise does not always afford the kind of provision and training which they need, a fact which is obvious from the high mortality in the first two years of the college and the university. The social and economic development, it may be observed in passing, has also resulted in great expansion of our city school systems.

High-School Work Repeated in College

A second consideration of the relation between secondary and higher education as now organized is the large amount of overlapping which occurs. Professor Koos, of the University of Minnesota, in a recent study of this matter, found that four-fifths of a year of high-school work is repeated by students in the first two years of college. From this and similar data he concludes "that the division between high-school and college work as now made is arbitrary and illogical, that our present line of division between schools cuts across a field of learning essentially inseparable," and he believes that the repetition is "certain to continue until all the work of a similar sort is brought into a single unit of the system."

A third consideration to be borne in mind in thinking of the junior college is the demand for training which is above the level of trade training but is not as far advanced as that for the professions. It may be called for convenience semitechnical or semiprofessional. Under such a heading would fall pharmacy, nursing, secretarial science, drafting, practical electricity, surveying, bookkeeping, library training, etc. Such training does not usually require four years. With a reorganization of secondary and higher education some of it will probably fall into the more advanced years of secondary education. In this way the long period of secondary education will make possible a certain amount of specialized training along with a general education for those who can not and who will not for sundry reasons pass on to what is in reality higher education.

Universities Encourage High-School Expansion

So much for the theory of the case. Just how is the expansion upward of secondary education occurring? Three ways may be stated. First, city school systems are adding two years to their high-school work to cover the work of the freshman and sophomore years of college. Frequently this is done under the direct encouragement and advice of the State university. Some States have enacted legislation definitely to encourage and support such advanced secondary work.

Second, many smaller and weaker colleges under private control have found it to their interest to reduce their curricula from four years to two years. Such colleges uually offer also work of preparatory grade of from two to four years. The junior college movement in Missouri is an outstanding example of this reorganization. In that State there are at present 16 junior colleges under private control, all of which are affiliated with the State university, which is enthusiastic in its support of the arrangement.

Third, a number of academies and private high schools have, like the public high schools, expanded their curricula upward to include one or two years of what is called college work. This tendency is showing itself in a number of widely scattered regions of our country. It is a tendency which is likely to become more evident with the further development of our educational facilities both public and pr'vate.

The junior-college movement has progressed to the point where a number of accrediting agencies have given it definite recognition. The latest bulletin on accredited higher institutions issued by the Bureau of Education gives standards for junior colleges from eight State universities (Bulletin, 1922, No. 30, "Accredited Higher Institutions," by George F. Zook), seven State departments of education, and two higher educational associations. There is also a national organization known as the American Association of Junior Colleges, which is engaged in setting up standards for junior colleges. The movement is thus well recognized and established.

Delinquency in studies decreased 60 per cent last year at Lawrence College. It is believed by the college authorities that the improvement was largely the result of freshman courses in how to study.

Service Citizens Conduct an Americanization Bureau

Delaware Organization Cooperates with State Officers and Courts in Aiding Immigrants. "Trouble Bureau" a Useful Adjunct

MORE THAN one-fourth of the foreign-born persons in Delaware have been prepared for citizenship through the efforts of the State department of immigrant education with the assistance of the State and local education authorities and of other agencies, says a report published by the Service Citizens of Delaware, telling of the work of its Americanization bureau. It is now more than four years since the State began to support immigrant education, and during this time it has gradually taken over the responsibility for financing and supervising virtually all of the educational and community activities for the foreign born.

The Americanization bureau of the Service Citizens still supports home classes for women, which are carried on under the supervision of the State, and operates a "trouble bureau" to assist foreign-born residents with all sorts of problems. More than 1,000 problems concerning naturalization were presented to the bureau during the past year by 746 applicants who needed help. These applicants represented 33 nationalities. The problems were of many kinds; the greatest number were questions of the bearing of draft classification upon eligibility for citizenship. Beside solving problems of naturalization the bureau assisted many foreign-born persons in many other difficulties such as those encountered on bringing relatives from Europe. During the past year the bureau assisted in obtaining passports for 160 persons coming to the United States from 22 European countries.

Establish Permanent Home and Employ Experts

Parents' associations throughout the city of New York joined in a common organization called the United Parents Associations of Greater New York (Inc.) have begun a campaign to raise $50,000. This money will be used to establish a permanent home for the association, to employ a staff of educational experts who will investigate local school conditions, and otherwise to promote the interests of public-school children. Organizations connected with 87 schools, public and private, are affiliated with the association,

Chinese educators have formed an organization called the National Association of Popular Education. Temporary headquarters have been set up at the offices of the Chinese National Association for the Advancement of Education.

"Only the Educated Shall Be Free"

Adult Education the Surpassing Need of Organized Labor. Collective Bargaining a Delusion Without Able Representatives

By SPENCER MILLER, JR.
Secretary Workers' Education Bureau of America

WHEN one begins to view your organization of labor as an educational institution it is possible to reconsider the policy and methods that thus far prevailed. It does not mean that one's organization becomes less effective or less stable because its aims are held clearly before one's eyes; it may mean and it does mean greater solidarity because of greater understanding.

Let us examine for a moment one or two of labor's policies in the light of this educational method.

(*a*) In a recent article in the International Labor Review, Prof. J. R. Commons, of the University of Wisconsin, has observed that the growing importance of trade agreements in the process of collective bargaining is an outstanding development of recent labor history. On more than one occasion labor has asserted its right to collective bargaining as inherent in a just settlement. But have the implications always been clear? It is far easier to achieve the form than the substance of political or trade union government. Collective bargaining does not exist, in fact, merely when an equal number of workingmen sit down with an equal number of employers to discuss problems of wages and hours. An equality in numbers is not a real equality. Unless there is an equality or parity of intelligence and understanding of all the financial and industrial problems involved in a particular industry, there is no parity, in fact. How seldom such is the case, and how needed it is to achieve the real substance as well as the form of a collective bargain.

It is a part of the promise of workers' education that men should be trained for negotiation and should know the structure of our modern industry and business and should thus have an "equality" when they sit down at the conference table.

(*b*) In every struggle of labor there is a force which weighs in the decision depending upon how it is informed. It is the force of public opinion. It is urged at times that labor is too busy with its struggle to bother with education, too busy to seek to win public opinion. Yet it must be evident that when labor wins public opinion, part of its struggle has been won. A struggle may not even be necessary to secure one's rights. How handicapped labor has been in the past because it either could not or did not state its case squarely and simply to the public. It is the promise of workers' education that to leadership and to the membership will be brought a capacity for expressing one's opinions in the press and on the platform.

(*c*) The history of labor tactics in America during the past 10 years has witnessed the change from the rule of force to the rule of reason. Power is a social privilege which has definite social responsibilities. The power of labor consists in its power to serve and not to dominate. The possession of power by any group is no guarantee of its social use. Indeed the history of power is a history of its abuse. It is not enough to link emotion to power; it may lead to fanaticism—or merely mind to power, it may lead to autocracy. When the mind and emotions are joined to power, it may become a mighty force for good. It is the realization of this fact which has persuaded an increasing number of the leaders of labor to the position that, while organization is necessary for collective aims, education is necessary to make organization responsible and effective. It is the fulfillment of this aim which again is the promise of workers' education.

Education Promotes Stability of Membership

(*d*) I have said that the labor movement could not live on wages and hours. For men who join an organization for these purposes leave when their aims have been accomplished or when they fail of accomplishment. By their nature these aims fluctuate, and the membership does likewise. To bring stability to membership is to enroll membership, not on standards which fluctuate, but on those which endure. Education is a constant standard; it is continuous and it parallels human life. To offer workers educational opportunities as one of the privileges of membership is to present an appeal which need not diminish, but grow with cultivation. The mind of man grows upon the things it feeds on. Workers' education, touching a fundamental problem of organization, promises stability and permanence of membership.

These illustrations may suffice to argue the thesis of this address. And I return to the main current of my appeal. There is to-day as never before a need before labor for adult workers' education. It concerns labor as members of their organizations, as citizens of this Republic, and as members of that larger fellowship of our world. One hundred years ago labor determined that free education should be; labor, with the other adult citizens, must determine what it shall become. The task is not complete; it has just begun. Free education in a democracy advances as the will of the people is informed and as it in turn impresses itself upon our social institutions. We have not yet in this country determined how far our standards of culture will withstand the public whims. Of this we are sure—unless democracy can become educated, its future is not secure.

"Only trained and widespread intelligence will save the American democratic experiment."

I charge you men of labor with your full share of responsibility in upholding this American democratic experiment, because you believe in education, because you care about democracy, and because you love America.

I submit, finally, that adult education is the surpassing need of democracy. It is not to be regarded as a privilege for a few, nor as the concern for a short period of early manhood, but it is an indispensable part of our democratic citizenship and should be universal and lifelong. For we have achieved the form of democracy before our prople have been educated for its wise operation. You remember the words of the ancient Greek philosopher, Epictetus, who said:

"The rulers of the state assert that only the free shall be educated, but God hath said that only the educated shall be free."

Repeatedly you have been urged to establish a great national university for the working people of this country where men and women without educational opportunities may pursue higher learning. I think this proposal arises out of a misconception of the nature of education and the nature of a university. * * *

I would not discourage those who seek to establish such a people's university, but I do assert that this federation, with its departments, its affiliated internationals, its State, city, central, and local bodies spread over this country, is potentially a university of labor. It remains for you who care about universal higher education to make your organization a great university of the people, with its local colleges in each industrial center where you have central labor bodies or other interested groups. * * *

Here is a dream big enough for the hearts and minds of 4,000,000 organized workers. It would give form to the prophecy of your president Gompers, who wrote recently:

"Whatever progress the labor movement makes rests upon an educational basis."

This is not a Utopian dream, nor a ready-made formula—it is the road of constructive progress.

Labor pledged to educational ideals is labor true to its highest purposes. We have hoped 20 years in America for this day to come when labor would embark on this high educational adventure. We may not, we shall not, have waited in vain, if labor now will unitedly give its wholehearted support to an ideal which it has always cherished:

Education for all the people, universal and lifelong.

Portion of an address before Forty-third Annual Convention of the American Federation of Labor, Portland, Oreg.

Favorable Pension System for British Teachers

Retiring Teacher After Long Service Receives Lump Sum One and a Half Times Salary and Also Pension Equal to Half of Salary. National Exchequer, Local Authorities, and Teachers Share Cost

By FRED TAIT

BEFORE 1918 the British elementary school teacher was miserably paid and had to look forward in many cases to the doleful prospect of retiring at 60 or 65 years of age on no pension at all or upon such a miserable one that he was unable to spend the remainder of his life in any semblance of comfort. Even to secure this pittance he had to contribute each month part of his salary, far too large a portion, considering the meager amounts subsequently received. It was with great joy, therefore, that British teachers hailed the school teachers' superannuation act of 1918, which assured to them on retiring at the age of 60 or 65 a pension equal as a maximum to one-half of their average salary over the preceding five years, together with a lump sum, based on years of service, amounting as a maximum to about one and a half times their average salary. In addition, teachers who died in the service were comforted to know that their dependents would receive a year's salary as a gratuity. Best of all, the teachers had not to contribute one penny toward the scheme.

Burnham Scales Improved Teachers' Condition

In the following years the Burnham committee was appointed to consider the question of teachers' salaries, and as a result of their report the British teacher, for the first time in his history, found himself receiving a salary as good at that time, but now better, than that of a skilled artisan. Nor was it before time, for the increased cost of living had made the old scales absolutely inadequate, and road sweepers and policemen in larger centers were actually receiving higher wages than the teachers.

Unfortunately, hardly had the teachers become used to their increased spending power when the Geddes committee suggested, in the name of economy, that the pension scheme should be made contributory, and that 5 per cent should be deducted annually from teachers' salaries for this purpose. The Government attempted in June, 1922, to pass a bill in Parliament legalizing this suggestion, but so great was the feeling that faith had been broken with the teachers that the bill was defeated. It was subsequently reintroduced and passed to stand for a period of two years, on the understanding that a departmental committee should be appointed to investigate and report on the whole question of teachers' pensions.

That committee has now reported and its recommendations generally follow the lines of the Geddes report. The cost of superannuation of teachers in the past few years is given and shows a great increase over prewar expenditure. It is as follows:

Expenditure on the superannuation of teachers in England and Wales

1913–14	£176,000
1918–19	259,386
1919–20	945,143
1920–21	1,245,392
1921–22	1,550,686
1922–23 (estimate)	1,860,000
1923–24 (estimate)	2,400,000

The committee point out that the charge to the Exchequer will continue to grow until 1968–69, when it will reach the figure of £9,600,000; that is, of course, assuming that salaries are not reduced before then.

Much of this cost at first will be due to "back service"; that is, paying superannuation to teachers who until the act came into force were not making any contribution at all to their pension. They get the benefit of all this service in some cases in calculating the amount of their pension, for the longer the service the more the retiring pension. On this point the committee recommend that no alteration be made, but that older teachers be treated exactly as the younger ones, because with regard to the conditions and payment of the older generation "there is much in the past to be atoned for."

Lump Sum Payments to be Continued

Nor do the committee recommend that the scale of benefits should be reduced nor that the "lump sum" payment on death or retirement be abolished. On the contrary, they urge that any teacher who withdraws from service before he is entitled to a pension should have his payments refunded together with 3 per cent compound interest. At present a lady teacher who retires on marriage, as she is forced to do in most cases, loses all her contributions.

The committee are of opinion that teachers should continue to contribute 5 per cent of their salary toward their pensions, and also that the county, city, or borough employing the teacher should make contribution of 2½ per cent of their salary bill toward the cost of pensions.

The cost of back service should be met by the State, and in addition it should either pay into the fund each year a contribution equal to that of the local authorities or meet one-quarter of the cost of future pensions.

State Should Guarantee Stability of Fund

These contributions should become the basis of a central superannuation fund to be under the management of the national debt commissioners.

In addition, the committee believe that the State should guarantee the stability of the fund and have power after the periodic valuations to vary the rates of contribution or the benefits for "future teachers," as Parliament might approve.

While the report does not do all that the teachers hoped, especially in not recommending that the scheme be noncontributory, the National Union of Teachers have already declared that it is "an able report," and with slight amendments it could be made the basis of a very just settlement of the vexed pension problem.

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Excellent New Building for Crippled Children

Cleveland School Board Provides Amply for Children Unable to Attend Regular Classes. Busses and Luncheons in Plan

SUNBEAM SCHOOL, Cleveland, where 168 crippled children are instructed, is now housed in a new one-story building which cost $470,000. This school cares for crippled children until their physical condition permits them to take their proper places in the regular schools. School busses transport the children to and from school without charge and free lunches are supplied at the school. The cost per pupil of the care and instruction provided for these children is nearly six times the cost of the instruction provided for normal children. Much of this money is paid by the State.

The work of helping the city's crippled children was begun more than 25 years ago when a group of 14 girls 8 to 10 years old, called the Sunbeam Circle, raised money through the sale of articles of handiwork to buy braces and other orthopedic supplies, toys, and books for crippled children. In 1900, through the efforts of the circle, a kindergarten was established at a community house, and a year later an elementary school was begun. The board of education took over the work in 1910 and provided a one-story frame building designed especially for this school. Sixty-three children attended the school that year, and this number was doubled between 1910 and 1922. During those years the members of the Sunbeam Circle continued their efforts and the new school was established partly through their influence. Only elementary-school work is done in this school.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN
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DECEMBER, 1923

Let Every Class Progress at Its Best Rate

AMERICAN courses of study are still tied too firmly to the calendar. Much has been done to relieve the rigidity of the hard and fast graded system of the past but still more remains before an ideal condition can be reached. Perhaps it will never be reached for all of school administration is a series of compromises in which advantages are balanced against disadvantages. It has never yet been possible to suggest any plan of organization or procedure against which some reasonable objection could not be urged.

Many a practice prevails, however, which goes on from pure inertia—because it has always been done thus, and nobody has thought of doing it in any other way. Of this class is the practice of confining each teacher to the work of a single grade. It is true that in many cities this is not the rule and in some of them it has never been; but in the majority of places each teacher as a matter of course begins every new class in September at a certain point in the course of study and continues to a certain other point in June. If she has a better class than usual and is able to complete the year's work two or three weeks ahead of the schedule, she "reviews" or marks time in some other way until the end of the term. If the class is a slow one, or if undue interruptions have occurred, she finds toward the last that she can not complete the year's work at the usual pace and she must "skim along" with less than her usual thoroughness.

In the one case precious time is wasted outright; in the other, the loss may not be so bad, for if the teacher is a good one she probably gives her pupils the essentials and they may go on with the next year's work with little loss. But it is a questionable practice nevertheless.

Every teacher ought to be encouraged to take her pupils over as much of the prescribed course as she can. If she is able to do ten months' work in nine, by all means let her continue into the work of the next grade. With proper teamwork on the part of teachers and principal, the following teacher will take up the class a month ahead of the schedule, and will probably gain another month for them, enabling her successor to begin two months ahead. It is not too much to expect that an average class in favored portions of any American city will be able to progress that much faster than an average class in those sections in which most of the pupils have not the benefit of cultured, English-speaking parents.

Every consideration demands that this be permitted, and if any class is able to complete the elementary course in a year or a half year less than the allotted time, no artificial barrier ought to be interposed.

Per contra, if any class with proper diligence and proper teaching can not finish the fixed amount of work within a year, they should not be deprived of instruction which they clearly need. No teacher should consider that she has failed in her duty if she frankly reports that her successor must do a part of the work assigned to her grade. And if that class requires an extra half year or even an additional year for the entire course, they have received at the end of it the best that the school can give them.

This does not consider any of the devices for expediting the progress of individuals, but it applies to any class whether it be bright, average, or dull. The rule should be always to carry every class steadily forward at the best rate which its ability and the skill of the teacher permit.

In accordance with custom, the class as a whole should remain with each teacher for a school year. If at the end of that time they consider it a "promotion" to be transferred to another room and another teacher, it is well, for there is a certain stimulation in it; but that promotion actually means no more than the promotions that occurred every week and every day throughout the year. It is an error to restrict the instruction in any room or by any teacher to a fixed part of the course.

The Wherefore of American Education Week

IT IS evident that the observance of American Education Week in 1923 has been at least as general and as enthusiastic as in any preceding year. Certainly there was more unanimity about it. In each of the past three years a few of the States had previously set "weeks" of their own and observed them separately; but this time ample notice was given to all and the same dates were observed throughout the Union.

Furthermore, the annual recurrence of Education Week is now accepted as a regular thing, and the preparations for it have become more systematic and effective. The President in his proclamation recognized the desirability of this periodicity and that view is reflected in many of the publications of State officers. We may expect therefore that a period of national educational freshening will occur soon after the beginning of every school year hereafter.

There is no doubt of the benefits. It is rarely possible to identify with certainty the results of any form of propaganda; but the whole Nation has been led systematically and repeatedly to reflect upon the advantages of education and upon the characteristic American ways of procuring it; if favorable developments occur which in the nature of things would scarcely have happened spontaneously, it is not only reasonable but inevitable to connect one set of events with the other. The campaigns of stimulation must have been a contributing factor in many successful movements in behalf of educational enterprises. They prepared the way by arousing and consolidating the sentiment of the American people.

Public Education Is Strong in Its Allies

BUSINESS men of this country may be trusted to place their money where it "pays," directly or indirectly. They learned long ago that broadened knowledge increases men's wants and makes them better customers, and therefore that education is good for business and a good investment on general principles. But it is only recently that organizations of business men have reached the conclusion that it is good for them to employ educational experts and investigate educational matters on their own account.

Excellent work has been done by the education service of the Chamber of Commerce of the United States in keeping local chambers of commerce throughout the country in touch with current educational matters. The two outstanding things which this organization has accomplished were first, a series of studies on school buildings and equipment, and, second, two reports of a special committee on participation of the Federal Government in education. All this was thoroughly and intelligently done.

Now comes the special high-school edition of Chicago Commerce, the weekly publication of the Chicago Association of Commerce. It is a handsomely illustrated pamphlet designed to inform the members of the association concerning the activities of the Chicago high schools, and to stimulate the interest of business men in "the crowning glory" of the city's public-school system. This association has shown special solicitude for the schools for several years past, and only recently published a comprehensive report on public-school costs in the United States to show the significance of increased costs in Illinois and in Chicago. These publications are representative of others that have been issued by commercial organizations, for many of them have active committees on education.

Associations of business and professional men like Rotary and Kiwanis Clubs have always been foremost in the support of schools, playgrounds, and general welfare work, and so accustomed have we become to their interest that we accept it as a matter of course.

Somewhat different from these in motive but like them in serving to keep education constantly before an important section of the American public is the work of the committee on education of the executive council of the American Federation of Labor. The leaders of the Federation consistently urge upon American workingmen the necessity for mental improvement, and they are now making systematic provision for adult education especially suited to the membership of the Federation. The rank and file of the workingmen are unquestionably in sympathy with this movement, for the astonishing recent growth of public high schools is due principally to the awakened appreciation of wage earners.

A phenomenon of the American educational scheme which is a source of constant wonder to Europeans is the number and strength of the "foundations" and the associations for promoting education in general or some particular branch or phase of it. Most of the foundations and some of the associations are well endowed and others depend upon contributions, but in the aggregate the good that they accomplish is beyond all calculation.

Finally, the parent-teacher associations with their half million members have already become a tower of strength for public education, and their potentialities for good seem to be without limit. They have been content with a position of helpfulness, depending upon the constituted authorities properly to conduct the technical and professional work of education. They are too close to the schools for any other policy to be safe. They are following the path of safety, however, and they are bringing popular interest to the support of the schools in a way that has never been possible before.

All these organizations and many others of which they are types are entirely apart from the actual school organization, but they are its declared allies and supporters. Their membership is so great and their ramifications are so extensive that they reach practically every home in the land in one way or another. The result is that no one is permitted to be long unmindful of education. Every normal and patriotic American is firmly convinced that education is the first necessity for the public welfare and for himself individually, and he never forgets it whether he intends it so or not. Thinking much of it, he is prepared to respond readily to appeals that come from within the schools or in their behalf. In that fact lies the greatest element of strength of the American school system.

Feeding Will Not Change Individual Characteristics

Averages for Height and Weight Must be Used With Discrimination. Malnutrition is a Serious Condition, but Light Weight Alone Is not Proof of Ill Health. Can not Make Racing Colt Into Percheron Horse

By J. F. ROGERS
Specialist in School Hygiene, Bureau of Education

MANY teachers, parents, and, we fear, more children, have been much perplexed, because the children, after following faithfully all the laws prescribed for the "nutrition game," have failed to measure or weigh up to the standard laid down in the tables and charts. Happily the teacher may have had her doubts as to possibilities of growth and not have made too much of the fact that the pupil is below the usual height for his age or is five, ten, or even a higher percentage below the "standard weight for his height."

Malnutrition is the most serious and most expensive condition with which we have to deal. It is the cause of the two most common of our diseases—rickets and carious teeth, and there is good evidence that it has very much to do with the production of adenoids and abnormal tonsils. Its influence in the causation of other diseases and deformities is probably more than we have yet imagined.

We should do everything we can to make the food and feeding of the child what it should be. However, after all is said and done, even from the child's earliest beginning, it is impossible that he will in every case weight and measure what the average child measures and weighs. You can not by any means make a Poland China pig out of a razorback nor change a thoroughbred colt into a Percheron horse. We do not recognize distinct breeds within a race of humans because the intermediate forms exist and one type shades off into another, but there are different types as distinct as a draft horse from a race horse, and no amount or variety of foods will change one type into the other. It would be sad if we could all be so standardized.

There is an average relationship between weight and height at different ages which holds very closely for all races, but it applies only to the average. Moreover, a child may be badly nourished because his food has not contained the proper materials, and yet his weights and measurements will correspond to the average.

Weight and height, then, are not, except in a rough way, indicators of whether a child is properly nourished, for he may be of average weight for his height and be unhealthy, and he may be much below the average and yet be healthy. It depends to a large extent on heredity and other unknown factors. The usual healthy child will measure with the average, but the uncommon healthy child may not.

The measuring rod and the scales are most powerful stimuli toward learning and obeying the laws of health, for they indicate at least progress in growth. They must be used judiciously, however, for growth is little understood and proceeds by fits and starts. The teacher or other health worker who is wisest will see that the child has no organic disease or correctable defect, has the right food and the right habits of feeding, and such conditions as rest, fresh air, and opportunity for exercise, without all of which nutrition can not reach its maximum. Having thus been put on the highway to health, the child's weight and height can be trusted to take care of themselves and to be what they should be, no matter how far they may vary from the average.

Dayton Schools Emphasize Physical Education

Physical education is on a par with other subjects in the curriculum of the Dayton (Ohio) schools. The physical education department of the school system has been enlarged so as to carry on a more complete and varied program than before. Physical directors cooperate with doctors and nurses in weighing and measuring children and in observing special cases. Children who are not able to do the regular work are given modified work. Every class in the six schools which have been organized on the platoon plan has three or four periods a week devoted to this work, and each school has a physical instructor assigned to it.

To study the effect of sunlight in treating tuberculous children, the London County Council last summer conducted an experiment in which 35 boys attended an open-air school wearing very little clothing, so as to allow their bodies to be browned by the sun. As a result of a few weeks of treatment, the boys appeared more alert, more energetic, and happier, according to the report of the head master of the school.

Travel by teachers is encouraged by the board of education of Tulsa, Okla. Every third summer any teacher who spends the vacation time in travel is paid full salary at the same rate per month as in the regular school term.

Systematic Attempts to Measure Mentality

(*Continued from page 74.*)

(*a*) Range-of-information tests, designed to measure the child's familiarity with objects of common experience, this knowledge to a considerable extent gained outside of specific school instructions. These tests include, roughly, one-quarter of the total number.

(*b*) Tests involving rational abilities, ranging from simple to complex. These include comparison of objects and words, noting of similarities and differences in these, ingenuity, and ability to generalize and to solve problems. In these tests are included the ability to form practical judgments and to comprehend and interpret physical relationships. In all, nearly a quarter of the tests are to be classified under this second head. These tests are predominantly verbal and abstract in their nature and closely related to schooling.

Fifth of Tests Memory-Span Type

(*c*) Memory-span tests and tests for immediate memory of ideas. Nearly a fifth of the tests are of the memory-span type and are not closely related to school progress.

(*d*) Tests primarily depending on verbal fluency and ingenuity. These included a free-associations test, a dissected-sentence test, sentence-construction test, a rhyming test, and several definitions tests. A considerable number of vocabulary tests (primarily classified as range of information tests) might also be included here. All the Binet tests are pronouncedly verbal in their nature, and in this particular are definitely dependent on schooling.

(*e*) Tests involving knowledge of numbers and their relationships. Here are included tests in counting, making change, etc., as well as the single test in arithmetical problem solving. These tests are largely dependent on the formation of habits of simple skill most commonly taught in the schools.

(*f*) Tests involving concrete visualization and eye imagery. These tests detect a rather special kind of ability that is not generally emphasized in school training.

Performance Tests Little Used by Binet

(*g*) Performance tests, in which the person tested is required to do something rather than to know something. These tests require manual dexterity, as in tying a bow knot or executing the form-board test. This type of test is seldom used in the Binet scale. A test closely allied to this type is the directions test, in which three commissions are executed.

(*h*) Other tests occurring but once are: Detecting parts in a mutilated picture, interpreting the meaning of a picture, writing two words according to a code previously studied, and detecting absurdities in a statement.

The dependence of the tests on the child's experience, and particularly on his schooling, is to be noted. It is quite clear that the validity of these tests is based on the assumption that children tested have all had a common experience, and hence that the differences are not due to differences in training but to differences in innate mentality. This point is essential in the whole theory of intelligence testing.

Rest on Basis of Acquired Experience

It is an important fact that the Stanford revision of the Binet scale includes many tests that are really the measure of abilities that have been acquired in the past rather than the measure of mentality in its immediate operation. A vocabulary test shows the product of previous learning, not learning in progress. The same is true of a counting test and of many other tests that appeal primarily to perceptions already formed. On the other hand, the memory-span tests, ingenuity tests, and the like involve activity and alertness of mind as well as building on experiences already acquired. Nevertheless, all of these tests rest on a definite basis of acquired experiences and only to a limited degree test experiences in the making. This is characteristic not only of tests of the Binet type but of all intelligence tests so far devised.

The contribution that the Army Alpha tests made to the development of mental testing was not in the originality of the tests themselves, but in the fact that a battery of tests was arranged and standardized that could be given to a large group of individuals at the same time, and of being rapidly and accurately scored by individuals who need have no knowledge of the tests themselves nor ability greater than that of reasonably intelligent and conscientious clerks. Further, these tests are notable because they were given to a very large group of individuals and because they demonstrated ultimately their intrinsic worth as an instrument for discovering the mental ability of the persons tested and for classifying these individuals in such a way as to be of practical service in the organization of the Army.

Beta Tests Avoid Use of Language

The Army Alpha tests were found to be applicable to only about 7 of every 10 men to be tested, for nearly 30 per cent of the draft army could not "read and understand newspapers and write letters home." For these illiterates as well as for foreign-born men who knew little English a new type of test was necessary. This was called the Army Beta. When perfected it consisted of seven tests corresponding with the Alpha tests, except that the use of language was not required.

The Army tests were tried out in the fall of 1917 on about 80,000 men in the United States Army. As a check on these results, about 7,000 students in colleges, high schools, and elementary schools were given the same examination. Then more than two months' study was given to the results.

Recently devised group tests include many of the elements used in the Binet tests and in the Army tests, but some of them include different elements. Among these is the sentence-completion test devised by Ebbinghaus in 1905 in connection with his investigation of fatigue among school children in Breslau, Germany. As used by its originator, this test consisted of a paragraph in which syllables were omitted. The child was required to supply the omitted syllables. Terman later used this test, omitting words instead of syllables. He did not, however, include it in his revision of the Binet tests. This test subsequently appeared in the form of a series of sentences in which the omissions became more and more difficult to supply. In this form it was standardized by Trabue as a language test and again worked over and restandardized by Kelley. In its present form it appears to be one of the best measures of intellectual ability so far devised. The Otis form of this test supplies three possible answers. This makes the scoring entirely objective, but materially changes the character of the test and greatly reduces its difficulty.

Reading Test is Complex

Another important test that has been added to recent group intelligence examinations is a reading test, taken directly from one of the school attainment tests. A paragraph of rather difficult prose is followed by a number of questions based on the paragraph. Although this is classed as a reading test it is at the same time a range-of-information test, a vocabulary test, and a directions test. However, reading is such a complex activity that it is difficult to measure it in any simple and direct way.

Among the tests which seek specifically to get at the element of thinking in response to a mental examination, an important place should be given to those which are relatively independent of specific past experience. Many tests that involve reasoning ability are so tied down to detailed knowledge that it is difficult to determine how much of the answer is actually due to acquisition of a definite sort and how much is due to the factors of analysis, selection, judgment, and so on.

Development in Past Ten Years

The greatest part of the development of mental testing has taken place within the last decade. Ten years ago there were no standardized tests except those of the Binet-Simon scale. These tests had been used but little, and chiefly for the detection and classification of the backward and the feeble-minded. To-day all is changed.

The programs of meetings of psychologists devote more space to the discussion of intelligence tests than to any other single topic; when educators meet, this question claims their attention and interest; and in schools throughout the country extensive "testing programs" are conducted and the results used for improvement in teaching and administrations.

The development and standardization of intelligence tests have resulted in four main types—two of which are for administration to individuals and two to groups. These are: The Binet tests and their revisions and additions; the performance tests for individual administration, including the various form-board tests, puzzle tests, picture tests, etc.; the group intelligence tests of the Army Alpha type—paper and pencil tests for the most part of a linguistic nature; the group intelligence tests of the Army Beta type, performance tests reduced to paper and pencil form, for use particularly, though not exclusively, in the examination of little children, illiterates, and non-English-speaking groups.

The fact should be emphasized that valid mental tests are not the outcome of individual opinion or clever guessing, but are the result of careful and painstaking study and statistical treatment. Only in this way has mental testing advanced to the position that it now holds, and only in this way can it hope to develop further and become a more perfect instrument for the guidance of teachers and school administrators.

Summer Session Attendance in Certain Universities

[NOTE.—These institutions are members of the Association of Summer Session Directors, and the statistics were supplied by PROF. C. H. WELLER, secretary of that association. The figures represent the total registration without duplicates.]

University.	1922	1923
Boston	964	992
California	9,698	8,133
Chicago	6,460	6,375
Colorado	3,138	2,757
Columbia	12,567	12,675
Cornell	2,148	1,934
George Washington	1,261	1,445
Harvard	2,380	2,292
Illinois	2,165	2,098
Indiana	1,858	1,697
Iowa	2,065	2,604
Iowa (State college)	1,487	1,478
Johns Hopkins	785	753
Kansas	1,643	1,531
Michigan	2,786	3,054
Minnesota	3,174	3,800
Missouri	1,224	1,163
Nebraska	2,400	2,569
New York	1,813	2,066
Northwestern	1,581	1,650
Ohio	1,870	2,404
Oklahoma	----------	2,154
Oregon	832	830
Pennsylvania	1,977	2,024
Syracuse	775	903
Texas	2,960	2,606
Toronto	194	114
Virginia	2,523	2,581
Washington	1,960	2,200
Wisconsin	4,724	4,710

American Federation of Labor Emphasizes Education

Convention Unanimously Adopts Committee Report Which Describes Definite Educational Program and Urges Upon Membership the Necessity for Mental Improvement. Recommends That State Federations Establish Permanent Educational Departments

From Report of COMMITTEE ON EDUCATION
Executive Council American Federation of Labor

IT IS THE deliberate opinion of your committee that one of the most important matters before this forty-third annual convention and before the American labor movement to-day is adult workers' education. It conditions in a most vital way the future character and direction of the labor movement. For the adult worker it is an indispensable aspect of democratic citizenship and should, therefore, be universal. It should enlist the united support of organized labor throughout the country.

The Workers' Education Bureau has developed certain well-defined educational services which it is prepared to place at the disposal of the working people of this country at a nominal service charge. It can and will assist local groups in the organization of study classes, in the preparation of courses of study, in the designation of proper and well-trained teachers, and in the selection of adequate textbooks and syllabi. A field secretary has been added to the staff to assist local groups in the organization of colleges and study classes. In addition, it is prepared to conduct correspondence courses for adult workers and place at their disposal a library loan service. An editorial committee has in active preparation a modern series of books written for adult workers in the social sciences, literature, and the natural sciences.

Your committee wishes to call especial attention to the fact that the principles of local autonomy and group responsibility and the voluntary nature of adult education are the principles upon which the American labor movement rests, and commend this adult workers' education movement particularly to the American worker. In view of the outstanding importance of this movement to the working people of our country, your committee recommends to this convention the following specific proposals:

1. That we recommend to the workers of this country, through the channels provided for them by the American Federation of Labor, the establishment of study classes for the free and impartial study of such problems as are of interest to them, and that they avail themselves of the educational advice of the Workers' Education Bureau in the organization and conduct of such classes.

2. That we recommend that each State federation of labor establish a permanent educational department and provide an educational director to cooperate actively with the Workers' Education Bureau in providing adequately for the educational needs of the organized workers in every State in the United States.

3. That we recommend that the national and international unions, city central bodies, and other affiliated organizations appoint permanent educational committees to cooperate fully in the development of this movement; and we further recommend that these organizations undertake active affiliation with the Workers' Education Bureau.

* * *

WM. GREEN,
Chairman.
PETER J. BRADY,
Secretary.

Academic Credit Offered for Foreign Travel

Trips abroad with college credit may be taken by students enrolled in the extension courses offered by the New York State Normal School at Buffalo. As a background for these trips a special course is offered in each of three subjects, European history, art appreciation, and English literature. Three European tours have been planned for next summer, They have been arranged so that a student may take the English literature tour alone or the European history and art tours combined or all three tours combined. Credit for this work is given by the University of Buffalo.

To overcome the school shortage in New York City, the board of education is now constructing 50 new buildings and additions. If these were built on adjoining blocks on Broadway, says William H. Gompert, architect of the board of education, the line of buildings would extend from the Battery to Twentieth Street, a distance of about 3 miles. Plans and specifications for 40 more buildings are in various stages of preparation, and if these were added to the 50 the line would reach to Forty-eighth Street, about 2 more miles. A number of buildings will be built in the next two or three years, and if these were added they would reach to about One hundred and thirty-fifth Street, the whole line of buildings extending more than 8 miles.

All Missouri Teachers Will Be Athletes

Students in Teacher-Training High Schools Must Hereafter Take Physical Training and Practice Games with Children

TO INTRODUCE physical education throughout the schools of Missouri, in accordance with a law requiring it, the State department of education has set up certain requirements for all students in teacher-training high schools. Every student who takes the teacher-training course will be given a careful physical examination and anyone whose condition does not reach a definite fixed standard will not be granted a certificate. Remediable defects must be attended to during the period of training.

Essentials of Required Course

Personal hygiene, home nursing and first aid, and nutrition will be taught, and students will be graded on their practical application of the principles of hygiene as well as on their knowledge of theory. Daily work in physical training must be taken by every student, mostly in the open air. This work may be taken with school children. Shower baths are to be provided by the schools as far as possible.

Games are emphasized in the new requirements, and students must learn to play playground baseball, volley ball, and dodge ball, and either to swim or to play soccer or basketball. To prepare for work with children of different ages, each student will learn at least two games for each grade of the elementary school and will practice these games with children on the school grounds.

A State letter in athletics will be granted as a special honor to students who reach a certain standard in various activities, such as baseball, basketball, boy or girl scout work, walking, etc. An important factor in the rating of students who earn this letter is their ability to pass the standard badge test of the Public School Athletic League and the Playground Association of America and to get better results in a second and a third trial of the test. Scholarship and sportmanship will be considered in choosing students for the State letter.

Must Employ Full-Time Director

Every teacher-training high school must provide a full-time physical director by September, 1924. This director must have had a course in a school or department of physical training approved by the State department.

The law requiring physical education in the schools was passed in 1921, but the first appropriation for carrying out its provisions was not made until this year.

Religious Education in the Norwegian Lutheran Church

The Norwegian Lutheran Church of America has ever since its early days laid great stress upon the religious instruction of the children. In the early days the Sunday school was not utilized as a means of religious instruction. Every congregation endeavored to give the children two or three months of religious instruction during each year. Of late years the Norwegian Lutheran Church carries on an extensive Sunday school course and at the same time maintains its summer schools of religion. Some congregations spend for summer schools in religion several hundred dollars each year.

The church has 3,173 congregations, and 1,239 of them have week-day schools and 1,376 have Sunday schools. In the week-day vacation and Saturday schools instruction has been given by 2,179 teachers to 17,597 pupils studying religion in Norwegian and 23,437 pupils studying religion in the English language.

In the Sunday schools 1,783 teachers have been teaching religion in the Norwegian language to 11,069 pupils, and 8,208 teachers have been teaching religion in the English language to 72,301 pupils for 31,526 Sunday school periods.—*N. J. Löhre, secretary.*

Modified Course for Backward Pupils

Backward pupils in New York City high schools will henceforth be required to take a simpler course than the other pupils. When the new term opens in February the boys and girls in the lowest fifth of the school group will take modified courses in which science and manual work will be substituted for the usual mathematics and modern languages. Programs will be arranged so that backward pupils will have either extra recitations or more time for supervised study and individual instruction. Elimination of mathematics and modern language will leave time for this extra work. Typewriting, shopwork, biology, and general science will be on the programs for the various modified courses, the administration of which will be at the discretion of the principals.

A commission of the Institute of Educational Research, Teachers College, Columbia University, has made a complete survey of the school system of Stamford, Conn. A report of this survey has been published in a bulletin of about 250 pages, containing more than 50 illustrations, including charts, diagrams, and photographs of school buildings, staircases, classrooms, etc. The survey was in charge of N. L. Engelhardt, assistant director of the institute.

School of Training in Retail Distribution

London County Council Cooperates in Training Employees for Great Department Stores. Course Is Comprehensive

TO PREPARE boys and girls for department-store positions with opportunities for advancement, the London County Council in cooperation with an association of merchants has established a school of training in retail distribution with a course lasting 12 months. The main work of the school is to give the students a thorough understanding of certain kinds of merchandise and to train them to acquire further knowledge for themselves. In this way the school prepares them not only for their first jobs but also for promotion. The students are introduced to textbooks, magazines, and trade journals, and are trained to find other sources of knowledge in museums, art galleries, trade exhibitions, and store displays. This training enables them to continue their education after they have left the school.

Curriculum Includes Academic Subjects

The study of merchandise as taken up in this school covers a wide range. For example, in the furnishing course, the work includes such topics as the properties of woods, the principles of furniture construction, styles and periods of furniture, and carpets and tapestries. Beside study of merchandise the curriculum includes courses in the technique of selling, in color and design, and in the history and geography of commerce. Most of the students are required also to take courses in English, physical training and hygiene, arithmetic and accounts, and business practice, but older students who have attained a recognized standard of education need not take the latter group of studies. The classes visit department stores from time to time, and merchants come to the school to address the students on business topics.

Students range in age from 14½ to 17 years. They are selected by representatives of the merchants' association and are required to pass an entrance examination. The course is free for residents of the County of London, and a fee of about $50 is charged outsiders. The school year begins in January and consists of three four-month terms. Students are admitted at the beginning of each term. The firms which are members of the merchants' association offer employment to the boys and girls who complete the course satisfactorily.

Washington, D. C., has been chosen for the summer meeting of the National Education Association. The meeting will be held June 29–July 5.

Illiteracy in the Southern Appalachians

People Are Largely of Scotch-Irish Stock. Lacking in Prosperity and Backward in Education Principally Because of Isolation. "Moonlight Schools,' an Important Factor in Marked Improvement of Past Ten Years

By WILLIAM R. HOOD
Specialist in School Legislation, Bureau of Education

A THEORY of John Fox, jr., was that the inhabitants of the Appalachian country are the decendants of pioneers of a century or so ago who, on their way westward, broke their wagon axles in the mountains and were too improvident to hew out new ones and proceed on the journey. This is hardly a tenable theory. The fact is these southern highlanders are for the most part of a distinct stock, have much of the Scotch-Irish blood in their veins, and their forebears went to the highland country largely of their own choice. When the Ulstermen began to come to America in great numbers in the first half of the eighteenth century, they found the lands along the Atlantic seaboard already taken. Being of an independent nature, they pushed on to what was then the "back country"—central and western Pennsylvania, the Valley of Virginia, and western Carolina. Thence they made their way into the valleys and "coves" of the mountains and set up their homes. To many of them the mountain region offered all the opportunity there was; the great transmontane areas now so well known to us were little known in their day.

Not Degenerate But Retarded

There is a misconception as to these mountain people, particularly those of the more remote parts. Once in a while one hears the word "degenerate" used in connection with them. They are not degenerate; they are merely retarded. Having got back into the recesses of the mountain country, they remained there in an "isolated and insulated" state, while the rest of the country progressed. The mountain people are retarded because of their isolation and want of educational opportunity; for when given the opportunity of an education, the mountain boy will show as good metal and take as keen edge as any boy from anywhere.

Still another misconception is one found in the minds of some people, such for example as "movie fans," who seem to think that moonshine whisky, long rifles, and unkempt beards predominate in the Appalachians. The fact is these make the exception and not the rule. There are prosperous valley farms, large sections that give evidence of energy and thrift, whole communities of enlightened people, in this part of our country. Roanoke, Asheville, Knoxville, Chattanooga, and Birmingham are in Appalachia. But when all this is said, there remains the very backward community, with its "just ordinary people" and its ramshackle schoolhouse—there are hundreds of these communities. First of all among the causes is poverty. Many communities are not able to support good schools, and many parents need, or think they need, their children to help with the work on the infertile farm. Unused to much education themselves, parents are often wanting in ambition or aspiration for their children. So the Appalachian country makes one of America's greatest educational problems.

Study Includes Mountains and Foothills

What is the present condition of education in the Appalachians? How are our southern highlanders getting along educationally? These are questions with which we should like to concern ourselves here. Unfortunately we do not have complete data for our purpose, but the census figures on illiteracy are available. These are used here for the counties in each of the eight Southern States having considerable territory in the mountain region. The classification of counties as Appalachian or non-Appalachian is the same as that made by Norman Frost in a bulletin of the United States Bureau of Education published in 1915, and entitled "A Statistical Study of the Public Schools of the Southern Appalachian Mountains." Generally speaking, the territory used is that encompassed by a line running around the foothills on either side from northern West Virginia to a point near the center of Alabama.

The method followed was to combine the counties classified as Appalachian in each State, obtain the total for these counties, and compute percentages as the Bureau of the Census computes for a given civil division. The results are shown in the accompanying table. Alabama, for example, is found to have had 16.2 per cent of illiteracy among its mountain population 10 years of age and over in 1910, 11.2 per cent among the corresponding population of 1920, and 6.7 per cent among those 16 to 20 years of age, inclusive, in the latter year.

Illiteracy figures are valuable only as showing the absence of education; they show little or nothing of the amount of learning possessed by those classed as literate. And yet it is reasonable to assume that where a high percentage of illiteracy is found a low standard of education prevails. And by like reasoning it may be assumed that educational conditions are improving where a reduction of illiteracy is shown by the census. On these assumptions a brief examination of the figures given in the table is made.

Illiteracy in the Southern Appalachians

State.	Persons 10 years of age and over.		Persons 16 to 20 years of age, inclusive. Per cent illiterate in 1920.
	Per cent illiterate in 1910.	Per cent illiterate in 1920.	
Alabama	16.2	11.2	6.7
Georgia	15.2	10.5	6.4
Kentucky	19.2	12.4	7.1
North Carolina	16.7	11.8	6.6
South Carolina	20.1	12.7	9.1
Tennessee	14.0	10.3	5.5
Virginia	14.3	10.4	6.8
West Virginia	10.4	8.1	4.4
Appalachian region	15.4	10.8	6.6

A comparison with other elements in our population will probably first occur to the reader. Such a comparison is given below. Except for the Appalachian region, the figures are for continental United States as a whole, and the percentages are of illiteracy among persons 10 years of age and over in 1920.

	Per cent.
Total, United States	6.0
Native white	2.0
Foreign-born white	13.1
Negro	22.9
Appalachian	10.8

The percentage of illiteracy in the Appalachian region is seen to be nearly twice as large as in the total population of the United States, and five times as large as among native white people in the country as a whole. Foreign-born persons and negroes, on the other hand, show higher percentages than the inhabitants of the Appalachian region. Here it should be noted that figures used for Appalachian illiteracy include negro population. In the greater part of this region, however, negro population is not very considerable, though it probably makes 10 per cent or more of the total in the Alabama and South Carolina counties.

Appreciable Reduction in Illiteracy

A noteworthy fact readily seen in our figures is that an appreciable reduction of illiteracy was effected in the Appalachian country between 1910 and 1920. Since these percentages were computed on different bases, it would not be correct to perform a simple subtraction of that of 1920 from the corresponding figure for 1910, but, roughly speaking, there was a reduction of somewhat less than one-third. This reduction has had two principal causes, namely, the passing away of older persons among whom the percentage is higher than among the youth, and the increased efficiency of the school systems which are enlarging the proportion of younger people who can read

and write. A third considerable cause has been the "moonlight school" movement and similar efforts to reduce illiteracy.

A reduction of illiteracy from 15.4 to 10.8 per cent is gratifying, but one wishes that the reduction might have been much greater. And when the percentage among youth 16 to 20 years of age is seen to be 6.6, the impression is still less favorable. This 6.6 per cent is a significant figure. In the first place, it shows that a considerable proportion of the Appalachian children have not been in school as they should. The principal causes of this have been inadequate and improperly enforced attendance laws, want of educational spirit, and inability of communities to support good schools. The last mentioned cause is probably the most potent, for much of the Appalachian country is poor.

A second significant phase of this 6.6 per cent of illiteracy among the Appalachian youth is that this element of the population is at the point of passing out of the period when the ability to read and write is acquired, and there is little likelihood that many of these young persons will ever acquire this ability. They will go through life without education and as they go along will make a sorry contribution to educational progress and high educational standards. This is the illiteracy percentage that needs most to be removed, for it is a very modern percentage, it represents the present rate of illiterate output.

A comparison of illiteracy figures for the Appalachian region with those for our foreign-born population should prove of interest to the proponents of Americanization. This comparison follows:

	Per cent.
1910:	
Appalachian	15.4
Foreign born	12.7
1920:	
Appalachian	10.8
Foreign born	13.1

When it is recalled that illiteracy among the foreign born amounted to only 12.9 per cent in 1900, it will be seen that for the first time in many years the people of the southern mountains were in 1920 shown to be more literate than our immigrant population.

One can not hazard a prediction or even a guess as to when we may expect all or practically all of our southern highlanders to be literate. If we considered only the rate of reduction shown by the census for the total population, we might reasonably expect a low percentage of illiteracy about a generation hence; but there is the unlettered youth that is now passing out of the schooling age, 66 in every thousand. Unless this number is reduced, soon a point will be reached where further general reduction in the total population will cease. One conclusion seems thoroughly valid: Still better educational facilities must be provided in the Appalachian region. Perhaps these need to be much better.

Service Bureau Established for Classical Teachers

To serve as a clearing house for the exchange of ideas on the teaching of Latin and Greek in secondary schools the American Classical League has established at Teachers College, Columbia University, a service bureau for classical teachers. This bureau will collect material that may be of value to classical teachers and to others interested and will arrange it in a form suitable for inspection and study. Some of this material will be lent to schools and teachers. The bureau will also conduct a correspondence department for exchange of ideas between teachers, principals, and all other persons interested in the work of the bureau. This department will be especially glad to answer young teachers' requests for help.

The material to be collected by the bureau may be classified under five heads: Professional information on such points as college entrance requirements, State requirements, tests and measurements, and courses of study; articles, pamphlets, and books, nonpedagogical in character, which add to the teacher's knowledge of the subject matter of secondary-school Latin and Greek; equipment such as books, pictures, slides, games, maps, etc.; miscellaneous material dealing with such subjects as classical clubs and publicity committees.

Michigan Teachers Officially Recognize Associations

Parent-teacher activities are now officially recognized by the Michigan State Teachers' Association. At each one of the six district annual meetings, which take the place of the former single annual meeting, a parent-teacher section was included. The programs for the parent-teacher sections were arranged by the Michigan branch of the National Congress of Mothers and Parent-Teacher Associations, which brought from Washington a representative of the United States Bureau of Education, Miss Ellen Lombard. Miss Lombard spoke at each meeting on the value of home reading around the evening lamp as a means of keeping the family in the home.

Broader interpretation of the responsibility of parent-teacher associations was urged at each of the meetings by Mrs. Edgar W. Kiefer, president of the Michigan Parent-Teacher Association. Mrs. Kiefer warned the associations against interfering with the administration of the schools and against permitting their organizations to be used for political purposes. More than 1,000 persons attended the meetings of the parent-teacher sections, including superintendents, principals, teachers, and parents. The State organization of parent-teacher associations now has 32,000 members.

Commercial Organization Issues High School Bulletin

Chicago Association of Commerce Has Long Been Interested in School Work. Introduced Civic Industrial Clubs

"MY SCHOOL, my job, my Chicago," is the slogan of a special high-school edition of the weekly bulletin published by the Chicago Association of Commerce. This special number was published to bring the business men of Chicago into closer relation with the high schools. Information about the schools is given for the benefit of the business men and information about business for the benefit of the students. The superintendent of schools, the president of the board of education, the principal of the Chicago Normal School, the president of Northwestern University, and other educators have written accounts of educational work in Chicago, and representative business and professional men in various lines, such as banking, law, and engineering, have written articles taking up some of the problems that will be encountered by students when they enter practical business and professional life.

The Association of Commerce has had a special interest in the high schools for the past 10 years, since the association in cooperation with the board of education introduced a system of civic industrial clubs into the high schools, says the bulletin. These clubs bring the students into contact with professions, manufacturing industries, and business in general, and help them to decide upon their life work. The club members visit factories, banks, and other business institutions and are addressed at the schools by business and professional men.

Trains Frenchmen in American Library Methods

To train European librarians in American library methods, the American Committee for Devastated France has given $50,000 to the American Library Association. Courses will be given at the American Library in Paris similar to the summer course given there last July and August. This gift will be sufficient to support summer and winter courses for two years beginning about June, 1924. The American Library in Paris is maintained by the American Library Association as an agency for promoting international understanding. For the benefit of this library a gift of $7,500 a year for two years has been received recently from the Carnegie Corporation of New York.

Organization of a new medical school at the University of Chicago has been begun.

A Representative British City School System

Birmingham, England, Comparable with Detroit, Whose Population is Somewhat Greater. Both Cities Offer Great Variety of Educational Facilities. Birmingham Makes Excellent Provision for Infants

By JOHN F. JEWELL
American Consul at Birmingham

IN THE various public elementary schools of Birmingham, England, there is accommodation for 152,680 pupils. The following table shows the average number of children on the registers of these schools for the five weeks ended September 28, 1923, as contrasted with the number for the same period of the preceding year; the average number in attendance during these periods; and the percentage of average attendance to the number on the registers:

Average number on registers.		Average number in attendance.		Percentage of average attendance to number on registers.	
1923	1922	1923	1922	1923	1922
141,393	146,070	129,660	133,723	91.7	91.5

System Includes Denominational Schools

The public elementary schools are under the control of the City of Birmingham Education Committee. Of these 112 are undenominational and are known as council schools; 52 are Church of England schools; 20 are Roman Catholic; 1 is Wesleyan, 1 Hebrew, and 2 others that can not be classified as either council or denominational schools. In addition there are the following council special schools: Two for the deaf; 8 for the mentally defective; 3 for the physically defective; 1 for the partially blind; and 2 open-air schools.

Many of the elementary public schools have four departments, there being infant departments, mixed departments for the younger pupils, and separate boys' and girls' departments for the older pupils. In general the principle of the separation of the sexes is followed in the education of all except the youngest children. There are in Birmingham 179 infants' departments, 106 mixed departments, 82 departments for boys and 83 for girls.

It should be observed that all the foregoing figures apply to public elementary schools. There are 115 private schools in Birmingham, a considerable number of which give elementary training. Others are chiefly concerned with secondary education and commercial training. While these private schools are largely independent of municipal or state control, they may, nevertheless, be inspected by the public education authorities, who are given the right to enter them at any time.

Classes in the elementary schools have on the average about 50 pupils, and according to regulations the number in a class may not exceed 60. While the entire accommodation is not used at present, crowded schools are, nevertheless, to be found in certain heavily populated districts of the city, and it is stated that in several instances more modern buildings and equipment are needed.

There are 9 so-called council secondary schools. There are in addition 10 other schools in Birmingham of a purely secondary type, some of which are council schools, as well as 36 institutions comprising colleges, art and technical schools, preparatory schools, special schools for the physically defective, and commercial schools. At all of the council secondary schools the average attendance in 1922 was 6,936. Figures concerning the other schools of this type are not available.

[The English definitions of "secondary education" and "higher education" do not coincide with the American understanding of those terms. See SCHOOL LIFE for November, 1922, page 54.—Ed.]

Compulsory Education

No specified amount of education is compulsory, but all children are required to attend school from the age of 5 until they have completed the term during which they attain the age of 14. By means of special examinations children are sometimes released from school when younger, but in general school attendance up to the required age is rigidly enforced.

Part-time educational facilities are still in their infancy in Birmingham. No compulsory part-time requirements are in force, nor is there any probability of their being provided for in the near future. Experiments have been made by the city of Birmingham Education Committee with what are known as day continuation schools. An attempt was made to operate these upon the principle of voluntary attendance, but the experiment was not wholly successful, and it has been discontinued.

Higher Education

First among the higher institutions of learning is the University of Birmingham. This is an up-to-date university of good standing among similar modern institutions in Great Britain. Some of the secondary schools mentioned previously, particularly those dealing with art and technical subjects, give training which extends considerably beyond the bounds of secondary education.

In addition various evening schools in Birmingham are concerned with both secondary and higher education. These are called "institutes," that name being considered more attractive to those recently freed from compulsory education. The whole system of evening classes has recently been reorganized and divided into three types, as follows: Junior, technical, and commercial institutes; adult and domestic institutes; and general institutions. The first are intended to afford young people under 16 years of age an opportunity of continuing their education after leaving the day schools. Graduated courses of instruction extending over two years are provided, leading up to the more advanced work of the technical schools and the municipal schools of commerce. The adult institutes are designed to provide (1) a course for students of 17 years of age and over who have not previously attended an evening school and are not prepared for the more advanced work of the senior institutions; (2) classes for adults in special subjects; (3) courses and classes in domestic subjects, including needlework, cookery, laundry work, health, and physical exercises. The general institutes which are situated in certain outlying districts where the difficulties in reaching other centers are at present insuperable cater to students of all ages and combine the features of junior and adult domestic institutes.

Day Teachers in Evening "Institutes"

Previously these institutes have been staffed by the teachers of the day schools. The schools have now been grouped geographically, and each group of two or three will be in charge of one head teacher, who will devote half his time to the work of the evening schools and the rest to a day school. It is claimed that this arrangement will give to such head teachers sufficient leisure to do better work.

At the municipal technical schools there is a comprehensive program of both day and evening classes. Facilities are available for instruction in plumbing, bakery and confectionery, applied science, pharmacy, metallurgy, engineering, and a variety of other subjects, including domestic training

Official report to Department of State, dated October 25, 1923.

and other courses for women. Instruction of a like nature is provided by two other similar institutions, the Handsworth and Aston technical schools.

The Birmingham Municipal Central School of Art provides courses in such subjects as architecture, jewelry craftsmanship, painting and decorating, modeling, confectionery designing and decoration, printing, etc. Many of these courses are designed to supplement the training received in the workshop.

Another important educational center in Birmingham is the Midland Institute, where the courses of study, while meeting to great extent the requirements of evening students seeking a bachelor of arts degree, are mainly intended to provide tuition in the subjects of a liberal education for these students who are unable to attend day courses at the university.

Trade Schools Taught by Craftsmen

As an example of the purely trade school there is to be noted the Birmingham Gun-Trade Technical School, which was established 21 years ago. A committee of gunmakers supervise this school, and the instructors are men employed in responsible positions by gunmaking firms. During the last session of the institution there were 40 students in attendance.

More or less related to these schools is the arrangement put into operation several years ago, according to which the University of Birmingham undertakes to provide for adult persons selected by the trade-unions two days' instruction in each week of a session or term, without charge. Thus far, owing to the strain upon the trade-unions caused by disturbed industrial conditions, the arrangement has not received the support which was anticipated. It will be continued, however, in the hope of gaining further support with the return to more normal conditions. The subjects taken up by trade-union students are modern history, economics and economic history, social philosophy, and English language and literature. In certain cases these students attend the ordinary university classes, and in other cases special instruction is provided.

Teachers, Training, and Salaries

For elementary teachers the usual minimum training required is two years in a teachers' training college. For teachers in secondary schools, university training is invariably required.

The salaries of teachers in the elementary public schools are based upon Standard Scale III, with certain departures therefrom authorized by the city council. [See School Life, October, 1921, page 25, for the principal features of this scale.—*Ed.*] The above scale is subject in each instance to a possible 5 per cent abatement.

Salaries of teachers in private, secondary, and other schools in Birmingham vary widely and do not appear to be subject to any definite standard.

Considerable discussion has recently arisen over the question of the employment of married women teachers. During the World War the shortage of teachers caused by the absence of men called into military service was to a considerable extent filled by married women. After the war, however, a surplus of teachers occurred, and toward the end of 1922 the engagements of married women in the council schools of Birmingham were nearly all terminated. In other schools there has been some opposition to this policy, and as a result a considerable number of married women are still employed, and it does not seem probable that an early agreement upon the subject will be reached.

School Medical Attendance

The school medical officers are associated more or less with the public health department of Birmingham. These officers give to each elementary pupil three very thorough medical examinations, one at the time of the pupil's entry into school, one when he is halfway through, and a third near the end of his elementary course. These examinations include such items as general appearance, physical measurements, clothing, cleanliness, condition of eyes and ears, teeth, tonsils, adenoids, lymphatic glands, heart, lungs, bones, paralysis, rickets, mental condition, speech, etc.

Assisting the chief school medical officer is a mobile staff consisting of 9 assistant medical officers and 23 women nurses. This staff, in addition to examinations, follows up cases which need further attention. Various treatment clinics are held in connection with this work.

A charge of 3 pence is made for the treatment of each tooth; 3 shillings is charged for spectacles and the necessary eye examination, and 5 shillings for surgical operations, including a night in the clinic. Other charges are of a similarly nominal nature. An endeavor is made to provide special open-air schools for delicate, tubercular, and anaemic children; several of these schools are now in operation.

Feeding of School Children

Another phase of school activity which is of considerable importance during the present period, when there are large numbers of unemployed, is the arrangement for giving dinners to school children whose home meals are insufficient. As a general rule, tickets for such meals are supplied to children on recommendation of the head teachers, the school medical officer, or the assistant school medical officer, but applications made through other persons are frequently considered. Free meals are usually granted only after careful investigation, and when the income of the family is such that it is impossible for the parent to provide sufficient suitable food. When granting free meals the whole of the family income from all sources is taken into consideration.

Two-Course Hot Dinner Served Daily

The meals served, which take the form of a two-course hot dinner, are supplied seven days a week throughout the whole year. They are provided at three types of feeding centers: (1) In kitchens which have been equipped and staffed by the education committee; (2) at contract centers where meals are provided by school caretakers and restaurant and eating-house keepers; (3) at special schools for defective children.

Meals are not provided for payment in any of the schools, though where they have been given as a result of incorrect information, the parents are required to pay for them when the error is discovered. There appears to be no intention to supply meals for payment in the future as the education authorities do not consider it necessary with the schools as conveniently located as they are in Birmingham.

Expenses of Women College Students

Survey of 114 Colleges and Universities. Average Woman Student Spends $646 a Year, Not Including Clothes and Travel

THAT THE rise in the cost of attending college is caused by increase in the fixed charges such as tuition, board, room, and fees rather than by increase in the amount spent by students for books and supplies, dues, contributions, recreation, and incidentals is the conclusion reached by the St. Louis branch of the American Association of University Women, which has made an investigation of the expenses of women college students at more than 100 representative colleges. This investigation was undertaken as an aid to prospective college students, to parents, to educational and vocational counselors, to administrators of scholarships and loan funds, and to others who need to budget as closely as possible the expense of college for women.

The committee which made the survey collected information from 114 colleges. They made a study of "catalogue expense," covering the fixed charges as set by the college authorities and of "extra-catalogue expense," covering all other expenses of the school year except clothing and railroad fare. These two important items were omitted from the tables because the cost of these depends upon the individual students and not upon conditions at the colleges. The average catalogue expense for the institutions studied was $486.04. The average extra-catalogue expense was $160.25.

How the Kindergarten Prepares Children for Primary Work

Progress from One School to Another Should Be Easy and Natural. Differences Between Kindergarten and Primary School Rapidly Disappearing. Much of Kindergarten Work Preliminary to Primary Subjects

By MARY G. WAITE
Assistant Specialist in Kindergarten Education, Bureau of Education

IT IS THE consensus of opinion among teachers that no break should occur in the education of children from the time they enter the kindergarten until they leave school from the highest grade possible for them to attend. Only as we understand the needs of the succeeding grades and the accomplishments of the preceding ones can we help to eradicate some of the breaks that come in school life, especially between the kindergarten and the first grade, between the elementary school and the high school, and between the high school and the college. The kindergarten and the primary grades have often been accused of working at cross purposes, but these differences are rapidly disappearing as we grow in an understanding of the real meaning of education and the place which both the kindergarten and primary ideals and skills have in the educative process.

There are many skills or habits that naturally form a definite part of the kindergarten work, but the children's attention is not directed primarily toward those skills which are of especial value in the formal elementary subjects, although where these habits enter the work incidentally, the children should be encouraged to use them. For instance, there are many signs in and about the building they need to know, as, Principal's Office, Girls, Boys, Entrance, Exit, Room 12, Car Stop, Main Street, Fire Department, U. S. Mail, etc.

Even though the skill side is not stressed the other two phases of the primary work do receive the conscious attention of the children. Ample opportunity is planned for them to increase their fund of information upon which these subjects are based and for them to develop interest in these subjects.

Reading

Let us take reading first. If by reading we mean the ability to interpret symbols so as to understand the thing signified by them, we may say that even very young children read. But this kind of reading is only a preliminary step in the work of learning to read from the printed page. As we said, children early learn to read both pictures and gestures; that is, they learn to tell the meaning of what they see. This ability to realize the meaning of observable facts Doctor Dewey tells us is what makes thinking possible. Binet says that without training children naturally develop this ability in relation to pictures at about 6 years of age and he therefore uses it as a test of 7-year-old intelligence. In the kindergarten children interpret both their own pictures and those of great artists.

Another phase of interpreting symbols is in the dramatic work and gesture plays. Gesture has always been a means of communication, and even to-day there are certain tribes who can communicate in no other way with those outside the tribe. These two means of communication are so naturally a part of the children's life that in the kindergarten, "Let's play it" is a common response to a story or new experience.

Develops Feeling for Sequence of Events

We divide the kinds of reading into two types, reading for information and reading for pleasure. With little children the latter takes the form of stories. The love of stories is fostered in the kindergarten and forms a part of the everyday experiences of the children. Not only do they hear many stories, each told many times, but they tell and retell the stories, and invent new ones to suit the occasion or the mood of the moment. In this way they acquire a richer vocabulary and a feeling for the sequence of events which is necessary for the interpretation of what they read.

Not only in stories does the kindergarten stress the sequence of ideas and the vocabulary but consciously develops them through conversation. Perhaps the kindergarten conversations are the part of the work most misunderstood by primary teachers. By conversation is not meant the mere talking for the sake of sociability, although that has a legitimate place under certain conditions, but real conversation for the sake of influencing our own and other people's opinions upon the topic under discussion. Through conversations the children piece out their information with information given by other children and by the teacher and organize all into a new and broader opinion. This is the one means by which children can find out whether or not their ideas about word symbols are correct.

Although the interpretation of sound symbols with its concomitant, the correct use of English, is most important in conversation, such phases as enunciation and phonic plays are not neglected. There are many kindergarten games designed especially for these purposes. These plays may almost be considered as direct training in the skill of reading, although they are not consciously used as a tool.

Another skill which is used in many ways in the kindergarten and is useful in reading is learning to see as much as possible at a glance. While psychologists and physiologists tell us that we can not increase our ability to see, they also tell us that probably none of us uses all the ability we have. In the kindergarten there are observation games which have for their definite end increase in the rate of recognizing objects and groups of objects. This ability may be built upon in the primary grades and used in relation to developing a greater eye span and a more rapid movement of the eye in reading.

Arithmetic

Probably the number work more readily shows itself as a basis for the school arts than the other activities in the kindergarten. Even little children need to understand the use of number combinations. The little 3-year old child who said, "I want 2 and 2 and 2 cookies for Tom and Bobby and me," knew the value of 3 times 2 even if he did not have a word to express it. Number relationships are easily demonstrated wherever materials are used.

Two essential factors in number work are to see things in groups and to be able to count serially both forward and backward. The kindergarten children have many opportunities to see things in groups. They make designs for baskets, necklaces, towels, napkins, or costumes for their festivals, or they plant seeds and bulbs in groups or rows in their gardens. When they are playing certain games two, three, five, eight children are necessary for that particular game and often the leader says, "Now it is time for the next three to play."

Counting is also a necessary part of much of the children's work. They must know how many chairs, papers, scissors, or other pieces of material are needed. Plain counting readily goes over to rhythmic counting in groups of two, three, and sometimes even of four or five, especially if the materials have been arranged in groups. This is illustrated by the use of beads, chains, table decorations, block fences, and many other designs.

Learn Basis of Number Combinations

As addition and multiplication are only abbreviated forms of serial counting in the ascending order, the children in the kindergarten do learn the basal facts upon which these number combinations are built. Grouping objects is the basis for multiplication and, as illustrated in the work for

rhythmic counting, we found that children have many experiences of this kind. They also need to count to find out how many of anything is needed for two groups, for three groups. They also need to know the opposite forms, which is division in its simplest mode. How many paste cups are necessary if two children use one cup, or how many are necessary to supply half the children, is a practical problem in relation to their everyday life.

Number work is not looked upon as a lesson, for it comes as an accessory to the problem or game of the moment. While all this is incidental to the work, it is not accidental. The wise teacher uses every opportunity that arises for growth in this field of knowledge, as well as in other fields, and definitely plans that these shall come in with the other work. So while the children are carrying out their projects they are proving the number combinations by counting until they know some of the simpler combinations as well as how to add and subtract by ones; that is, counting forward and backward.

Writing

Before people wrote by using conventional symbols they had records which they could interpret to the stranger, and they could communicate with those who did not understand their language. So it is with children. Before they begin to make conventional marks to represent their ideas they must communicate through the use of other kinds of symbols.

The earliest means of communication beside the cry is gesture. The baby turns his head away when he does not care for more food. Later he may wave his hands in the air to tell you he wants a shovel to play with in the sand, and few of us grow old enough to describe a spiral stairway without the help of our hands.

By the time the children come to the kindergarten they have learned many things but they are still in the stage where the gesture often means more than the word. They must express many ideas and most of their emotions through bodily action.

In this way stories and conversations, dramatic games, and pantomime are as important for the prewriting stage of communication as is that form of expression which is more nearly like writing, drawing. Children usually draw for the sake of communicating ideas. The little child who told a story about a man and a kitty simply by changing the relative positions of a large circle representing the man and a small circle representing the kitty had gone a long way in the use of visual symbols for the sake of communication.

While the expression of an idea is the paramount reason for drawing in the kindergarten, certain skills are necessary for the correct production of these ideas. Lines going across the bottom of the page look flatter and, more than the up-and-down lines, suggest ground, while slanting lines in the picture may suggest rain. When the children need skill in making the kind of line that best expresses the idea many devices for obtaining free movement with these lines will suggest themselves. Montessori uses stencils as one of the earliest devices. With these movement is limited only by the space in which the pencil moves. Children in kindergarten use the same movements without the stencil's limitations. These lines may be for the sake of decorating a basket with large and small unit forms made with either the up-and-down, the right-and-left, or the circular movement. Various forms with a picture element may be made in the same manner.

These exercises all involve the same movements as are used in writing, and psychologists tell us that we may hope to have a habit carry over when there is identity of content or of method of procedure in the two situations. So it seems as if skill used in producing the free mass drawings in the kindergarten might form the basis of technique of writing in the grades.

Geography

All teachers of geography agree that the study of this subject should begin in the nature work and in the geography of the children's own environment. This kind of geography is strongly emphasized in the kindergarten. Of course we do not expect the children to learn to read maps nor to tell direction by sun, stars, or compass, but we do find that they have their interest broadened and knowledge of certain facts materially increased by the organization of individual and group geographical experiences.

As an illustration we find that under the topic of "Direction" certain facts are learned in answer to the needs of the children and are organized by such suggestions as the following: "How do you come to school?" "How shall we go to the grocery store?" "Where do you go to mail mother's letters?" "How long does it take you to come to school?" "Does it take father as long to go to work?" "Do you go the same way when you go to grandmother's as when you go to the park?"

Other facts of which the children become conscious include the way rain runs off the roofs, off the school lawn, down the street; that a hard rain carries away much dirt and flotsam and leaves a track where it has gone; that we receive much of our food, clothing, and shelter materials from other places and that these things are not always like the things we obtain from our immediate neighborhood; that the people who send them to us need some of the things we have in exchange, and that these things are transported by train, auto, carts, boats, and airplanes.

The seasonal changes mean a great deal to little children and form much of the basis for the kindergarten curriculum. Where fuel comes from and how it is produced is always interesting to children. Where the birds have been all winter, why mother preserves food in the autumn, where the materials for warm clothing come from, how the man makes glass for our windows, where the baker gets so much flour for our bread are questions that are constantly arising in the children's minds and are answered in part through the excursions, conversations, stories, constructive activities, and the nature work of the kindergarten.

Along with the increase in geographical information the kindergarten teacher fosters the natural interest in how the people live who send us things we do not have and in what we can do in exchange for what we receive. Among other geographical things children learn the value of good roads. It is much easier to come to school over paved streets than through the mud.

But the most important of all things the children get in relation to geography is the feeling of wonder about the unfamiliar as well as about people and things that are near us. The wise teacher, whether she is in the kindergarten or in the grades, makes the most of this and tries to develop it into an active desire to find out more about these strange and marvelous things.

Conclusion

Children in kindergarten do not need the primary tools as much as they need the experience which will give them basal information for the tool subjects and which will stimulate an interest in them; therefore through furnishing many vital experiences and helping the children to organize them and relate them to their fundamental interests and previously established ideas, the kindergarten provides much of the preliminary material necessary for the teaching of the primary school arts.

State departments of education are more and more taking up the practice of issuing a monthly or semimonthly bulletin containing information on educational matters. Georgia's State department has recently begun publication of a semimonthly bulletin entitled "Georgia State School Items." Its first number appeared November 1.

Nearly 150 educational trips out of town were taken by London school children during the past year. The cost of these trips is defrayed by contributions from parents and by funds raised by the school organizations. The London County Council, which formerly contributed some of the money for these trips, no longer does so.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

CLEMENT, JOHN ADDISON. Curriculum making in secondary schools. New York, H. Holt and company, 1923. 534 p. tables, diagrs. 12°.

The author says that curriculum making in our secondary schools at present is a complicated project in the midst of the complexity of problems arising out of the current changing social order. It therefore seems proper to outline some of the outstanding principles and problems on which school people should agree relative to curriculum construction. The work makes a detailed survey of the program of secondary studies as a whole. The fundamental thesis is that the core of secondary school curricula should be primarily social, which means that social studies and social objectives should constitute a considerable part of a pupil's curriculum throughout each year of the six years, at least, of secondary education.

DANSDILL, THERESA. Health training in schools; a handbook for teachers and health workers. Prepared for the National tuberculosis association. . . . in consultation with C. M. De Forest. New York, National tuberculosis association, 370 Seventh avenue, 1923. xiii, 405 p. illus. 8°.

Presents a complete course of health lessons, based upon information, specifie acts, corrective exercises, projects, stories, poems, and games. Outlines for lessons throughout the year are provided for every grade below the high school, also actual material for each lesson.

FREEMAN, FRANK N., *and* DOUGHERTY, MARY L. How to teach handwriting; a teacher's manual. Boston, New York [etc.] Houghton Mifflin company [1923] vi, 305 p. 8°.

The aim of this manual is to enable the teacher of handwriting to get the pedagogical equipment needed, and to furnish the detailed exercises for her use, together with such explanation as will prepare her to use them intelligently. The author says that writing can be adequately taught by the grade teacher when she has the necessary equipment, both pedagogical and technical, for the work.

GATES, C. RAY. The management of smaller schools. Boston, New York [etc.] Houghton Mifflin company [1923] ix, 174 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

The administration of the smaller systems of schools in towns and villages has been largely overlooked by the scientific students of education, and little has been published for the guidance of those who are charged with the direction of these schools, where the careers of superintendents usually begin. The writer offers this book as a pioneer attempt to bring to those in the smaller schools some of the results of a rather extensive study of educational literature as well as a considerable experience as teacher, principal, and superintendent in small-school systems.

GUNNING, J. W. L. *and* VAN DE WAL, MARIE GUNNING. Jan Ligthart, sa vie et son oeuvre. Groningen, Holland, J. B. Wolters, 1923.

This book is a presentation of the life and labors of Jan Ligthart, who has been described as "the Dutch Pestalozzi." It is the first work containing a complete analysis of his writings. Speaking of the book, in a communication to SCHOOL LIFE, P. A. Diels, headmaster at Amsterdam, says:

"The author is a Dutchman who studied at the University of Geneva and obtained by this treatise his degree as doctor of pedagogy. It is written in French, so that those interested in Ligthart may get a fair idea of his life and work. I think that especially those who admire Dr. John Dewey's work will be gratified to make the acquaintance of a kindred soul. At the present time much discussion and a good deal of investigation is carried on about the 'Arbeitsschule' idea, which in American educational terms may be called the socializing idea of the school. It is of the greatest importance that this world-wide movement should be studied internationally. Your American experiments are closely followed in our country and we may safely say that the Old World will benefit by their results in some future time. On the other hand, I heard that in many American educational circles keen interest is shown in European investigations. One of European importance is the work of our Ligthart."

GRUENBERG, BENJAMIN C. Parents and sex education. I. For parents of children under school age. New York, The American social hygiene association [1923] vi, 100 p. 12°.

While this book has been written primarily to aid parents, it is also intended to be of service to teachers of children or young people, in imparting sex training.

HANDSCHIN, CHARLES H. Methods of teaching modern languages. Yonkers-on-Hudson, N. Y., World book company, 1923. v, 479 p. 8°.

Foreign language study in the schools of the United States is not receiving its due share of attention, and Americans consequently rank low as linguists when compared with European peoples. This book presents numerous reasons why the study of French, Spanish, and German, as well as of the other modern languages, is of prime importance, both from a cultural and from a business standpoint. It undertakes to place at the disposal of the teacher the principles so far established by the best practice and by experimentation, as well as the best devices, an exposition of which is given.

HIGH, STANLEY. The revolt of youth. New York, Cincinnati, The Abingdon press [1923] 222 p. front., plates. 12°.

Over against the pessimistic tone of most of the current literature regarding world affairs, this volume presents the other side of the picture, giving reasons for a hopeful view regarding the future. The author says that certain great constructive forces are at work, even in Europe. Among these forces perhaps the most significant is the spirit of the world's youth, who are carrying on, in school and out, toward a better day in which youth still believes. A description is given of what the young men are accomplishing in England, in central and eastern Europe, in Latin America, in China, and in Japan, and a universal league of youth is proposed.

KILPATRICK, WILLIAM HEARD. Source book in the philosophy of education. New York, The Macmillan company, 1923. viii, 365 p. 8°. (Textbook series, ed. by P. Monroe.)

Material for supplementary reading in connection with a course in the philosophy of education is here presented, especially with the design of rendering many short and inaccessible references easy of access. The references given in this source book are classified under 22 chapter headings. Care has been taken to state all sorts of opposed views and positions, so that the student may be forced to think before he accepts.

MCNAIR, GEORGE HASTINGS. Methods of teaching modern-day arithmetic. Boston, R. G. Badger [1923] xviii, 9–419 p. 8°.

Designed to give concrete aid to teachers of arithmetic, this book is an outgrowth of many years of class work of varied observation in model and elementary schools, and of lecture courses given to teachers.

MARTZ, CHARLES E., *and* KINNEMAN, JOHN A. Social science for teachers. Boston, New York [etc.], Houghton Mifflin company [1923] xii, 340 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

Recognizing that teachers in our schools can not be expected to give to their pupils sound training for life in a democratic and rapidly changing society when they do not possess fundamental conceptions themselves, the authors have prepared for the information of teachers this book, giving the results of several years of experimentation in social training at the West Chester (Pa.) State normal school. It is an elementary treatise on the life of people in organized society, presenting in simple form some of the more important present-day social problems, describing briefly the great governmental and social institutions of such society, and pointing out the relation of all these to the problem of education for citizenship in a democracy.

PINTNER, RUDOLF. Intelligence testing; methods and results. New York, H. Holt and company [1923] vii, 406 p. 12°.

This book tells what is meant by intelligence testing, what means are employed to test general intelligence, and what results have been achieved. It first presents a history of the gradual evolution of the intelligence test and discusses some of the basic assumptions underlying the work. The various tests, individual and group, that are at present available are then described. Finally the author collects and analyzes the main results of intelligence testing which have previously been scattered in numerous publications. Bibliographical references for further study follow each chapter. Although much has been accomplished in intelligence testing during the past 15 years, the author asserts that the work is only at its beginning and that the future will see a great development and extension in the use of tests.

Sanderson of Oundle. London, Chatto & Windus, 1923. vii, 366 p. front., plates. 8°.

A series of articles by H. G. Wells appeared in the New Republic, beginning in the issue for October 17, 1923, and entitled The great discovery: Sanderson and the new spirit in education. The career and personality of F. W. Sanderson and his contributions to educational method, as headmaster of Oundle school in England, are described more fully in this book, which is the composite work of a number of persons who knew the subject intimately in life.

Hold High the Torch of Liberal Education

(*Continued from page 73.*)

intricate machinery and teeming centers where millions live dependent upon each other that is forcing upon all classes of society the realization that the trained mind is an essential in the struggle for existence.

Vocational and Cultural can not be Separated

It is this realization, too, which makes the problem of educational standards and educational methods a different thing than in former centuries. Then the highly educated man, the scholar, lived in great measure a cloistered life. To-day we are forced to have the scholar in electrical engineering, in banking, in commerce, in foreign service—yes, and in ditch digging as well. Place over against the architectural monstrosities of the eighties throughout America the fine things that are being done in building to-day and the relation of cultural education to mechanical processes becomes more clear. There has been a natural shifting of emphasis in the evolution of curricula. In our early days, before the century of industrial and commercial expansion, our institutions of higher learning were called upon to produce lawyers and doctors and clergymen. For these professions Greek and Latin were not only cultural subjects; they were distinctly and emphatically vocational subjects as well. The vocational and the cultural were not and can not be separated by water-tight compartments—they mingle in the life of the well trained individual. When we learn to equip more of our youth who go into foreign trade with a broad cultural background which will enable them to meet European and South American business men on their own ground, to approach business transactions through stages of social contact, our foreign relations will be strengthened immeasurably.

Distinguish Between Education and Training

The higher institution of learning in America will be unfaithful to its trust if it does not hold high the torch of liberal education—if it does not clearly distinguish between education and training. Just as truly will that institution fail to serve its generation if it does not adjust itself to supply the needs of the times—if, while holding to high standards, it does not have the courage to depart from conventional and time-honored policies when in so doing it may aid in the progress of mankind.

This is the century of education—and therein lies a problem of stupendous difficulty for institution and for individual. Because of the universally awakened appreciation of the value of education there are flocking to the doors of the universities countless thousands, many with the capacity and the preparation to take advantage of what the university offers, but many others without the mental equipment or the stamina to achieve results in fields of study which they wish to enter.

Must not Yield to Craze for Numbers

The university, in fairness to itself and to the youth who comes to its doors, must ascertain the impulse which prompted the desire for membership in the academic body; must weigh the capacity of the individual; must not yield to the craze for numbers and, through lowering of essential standards and the creation of multitudinous courses, become, in fact, an intellectual 5 and 10 cent store. That institution which does not create and jealously guard high educational standards is poor, indeed, no matter what its equipment may be. It is detrimental to the integrity of the institution and unkind to the student to open side doors of easy admission, or, by a too liberal attitude, allow the student to believe that he has achieved where he has not. This administration is unalterably committed to the policy of maintaining the high standards already prevailing in George Washington University; is committed with equal earnestness to the promotion of all feasible plans for the creation of still higher standards.

This policy involves a careful investigation of existing requirements sanctioned by the academic world. It is high time that universities, and in fact all educational institutions, should scrutinize with more intelligent vision than heretofore our system of standards and requirements for admission. There is growing a well-founded suspicion that much time is lost by our youth in elementary and secondary school work; that our colleges are hampered by the necessity of doing much which should have been mastered before the student entered their halls. There are few to-day who have the temerity to justify either our arbitrary eight years of elementary school work and four years of secondary school work or the content of those years. Many of the accepted standards persist because of inertia. Through sheer educational carelessness we are allowing eighteenth century rulings to be applied to twentieth century needs.

America has Enough Higher Institutions

It is clear that there is a dangerous tendency for our institutions of higher education to spread themselves unduly in an attempt to meet multitudinous demands. Fortunate, indeed, is an institution with clearly defined policy in a well-bounded field. America has perhaps enough institutions of higher learning. She does not have enough kinds of institutions. Many an institution of the small college type has ceased to fill any educational need by sacrificing its unique characteristics in order to ape university organization and method. Many a struggling institution kept alive by local pride and alumni loyalty and the record of a worthy past could serve a real purpose in the field of education if those in control of its policies had the vision and the courage to seek the thing which could there be done supremely well and to do that thing regardless of what has spelled success for institutions of a different type and serving a different constituency.

Mission of College Variously Defined

The college of liberal arts in all of our universities is a unit under close scrutiny, and there is an increasing tendency variously to define its mission. There is also a tendency to load it down with elements rightly belonging to the secondary school on the one side and to the graduate school on the other. What is the danger in our age of intense specialization? Is it not that the individual may be swallowed up by his task; that in making a living he will sacrifice living a life? Emerson in his essay on the American Scholar tells us that "the planter, who is a *man* sent out into the field to gather food, is seldom cheered by any idea of the true dignity of his ministry. He sees his bushel and his cart, and nothing beyond, and sinks into the farmer instead of man on the farm. The tradesman scarcely ever gives an ideal worth to his work, but is ridden by the routine of his craft, and the soul is subject to dollars; the priest becomes a form; the attorney a statute book; the mechanic a machine; the sailor a rope of a ship."

Orientation of Courses a Prime Consideration

What our civilization needs is the man on the farm and the man in the counting house; yes, and the man in the professor's chair. For these, civilization must look to the college of liberal arts. And if the search is not to be in vain, we must have certain clear-cut ideals. The student is to gain his impression of how to contribute his share to society, how to enjoy the life more abundant through a knowledge of the processes of nature and the achievements of mankind by obtaining a broad view of the steps which have led the universe to the period in which he lives. This is the background for balanced thinking. This is the foundation upon which he can build a well-ordered life. And this foundation will not be secure if it is made of disconnected units. That teacher who instructs as if those in his class were all to be Greek scholars or chemists or poets, as the case may be, fails to recognize the mission of liberal culture. He who unduly magnifies his own courses and expresses to the student intolerance for or scorn of other subjects in the curriculum is guilty of an act subversive of cultural development. The orientation of courses is a subject second to

none for the consideration of the faculties in our liberal colleges.

It is a task challenging the best thought in the American college to present to the youth in the department of liberal arts a well-balanced course of study which will enable him to sense intelligently the development of the race, its struggles, its defeats, its accomplishments, its esthetic yearnings, its religious expression. It is a perplexing problem to select from the mighty record of the ages only such material as can be comprehended in the short four years of the college course, and this fact would seem to call into question the wisdom of devoting much time in the formative period of the student's first college years to extensive consideration of untested social and economic theories. The encroachment of propaganda in the field of liberal culture is to be deplored by all who love true scholarship. It is the duty of the college of liberal arts to give the youth a background of sound learning against which he will project the ideas which pass into his life from every source. It is the duty of the college to show the student "how to think rather than what to think" and in his instruction constantly to remember that one must learn to creep before one learns to run.

Still, Small Voice of Sound Scholarship

If we give right values to the elements of education, if we first present the great truths in which there is universal agreement, and lead from those by scholarly method and by natural development to those problems which call for the use of a well-trained and well-poised intellect, the student will learn to weigh evidence and make sound judgments, and the question of so-called academic freedom will not trouble us much. Does that statement convict of being unprogressive in education? That may be a matter of terminology—and we are slaves to terms. We cringe from being classed as conservatives. We spend our lives like the Athenians of Paul's invective, either hearing or telling some new thing. From rostrum and pulpit and soap box the clamor arises. History, away with it! Logic, it mustn't hamper us. Ethics, it is superfluous. But above the clamor now and then arises the still, small voice of sound scholarship. Now and again there steps from the crowd the man the world needs, the man with the trained mind, with a hold on eternal truths, and before him the vocal and the unprepared sink into ineffectiveness.

Thinking Made Effective by Sound Learning

May there never come the day when at George Washington University freedom of thought is not enthusiastically encouraged and the search for the truth is not given every emphasis. But may the day never come when the gate is closed to the rich fields of sound learning and opened to the wilderness of emotional surmise. May the university ever develop independent thinking, independent thinking made logical and effective by sound learning.

If Emerson is correct in placing man above his activities, if it be true that law and medicine and other learned professions are passing ever more rapidly through a process of socialization, then it is indisputable that our professional schools should draw their students from that group which has had broad cultural training.

Religion the Corner Stone of the Structure

In the foundation of liberal culture upon which the student is to rear the structure of his life the corner stone of religion must find its place. Here, as in social and economic fields, the teaching should be constructive, should deal with the broad facts of Christianity as enunciated by the Galillean. It is well to point out to the student that there is a point beyond which the finite mind can not penetrate; that there is a point at which intellectual processes pause and faith must carry on. A world shaken to its axis by the cataclysm through which it is passing will never be steadied and saved by the cynic. Its hope lies in men and women of trained minds and the indomitable courage which comes from spiritual sources.

We believe that the university should furnish the opportunity to every student to worship and to develop religious ideals. And to that end the place of the chapel service in the university life is emphasized, and much thought is given to making it inspiring and attractive in the highest degree.

Not the least important element in the work of the university is that of physical education. No less eminent an authority than President Eliot has said, "Universal physical training is the most important and urgent improvement in American education." National health is the foundation of national efficiency. The conservation of health is a great economic problem challenging the best thought. With the high tension of present-day activities, with the development of the telephone and the automobile and other time and labor saving devices, wholesome physical exercise in connection with the day's work is greatly restricted. Increasing demands are being made upon the vitality of the race. The university which gives sharp attention to the physical well-being of every student is adding tremendously to his chances of success.

System of Specialized Athletics

In the pioneer days students came to our universities with muscles hardened by swinging the ax. They kept those muscles hard with necessary physical work which they were called upon to do during the academic term. They found in the quiet life of the campus little to deplete the stores of health. Then with the change of conditions there developed a simple type of games in which the students participated quite informally. From these games came the organized teams, came the desire for intercollegiate competition, and from the realization of that desire grew the great system of specialized athletics with highly trained athletes and scores of thousands of spectators in attendance on the games. And as the culminating development we have the peculiar and deplorable phenomenon of institutions seeking out youth of athletic prowess and offering inducements to them to enter the university.

Close to Commercialized Entertainment

Sport which was in its beginnings a recreation from the serious business of education has become one of the greatest problems in university life—a problem to be faced courageously and at once if we are not to lose the sense of values, if the college is not to become an athletic club instead of an institution of learning. The financial transactions and the elaborate equipment are forcing college athletics close to the line of commercialized entertainment. It is our duty to lead back to sport for sport's sake. Yes, more than that, to sport for health's sake, for education's sake; for without that true spirit of sportmanship that leaves justice and fair play no man can really play the game of life with success. Our pride must be in the number of students participating in wholesome outdoor sport, not in the number of victories won by highly trained athletes. We will labor earnestly, as friends of recreation and of physical efficiency, to realize the place and the possibility of physical efficiency, to realize the place and the possibility of physical education and to make sport the willing and helpful servant, not the dominating master of academic activity.

Simple Living Will Strengthen Moral Fiber

No matter what wealth time may bring to George Washington University, we will fail in the high purpose of education, we will dishonor the great name we bear if in any way we introduce or encourage an atmosphere of soft and luxurious existence. We will build in stone and brick, and we trust in character, a tradition of simple living which will strengthen the moral fiber of those whom the university is to mold.

The ideal which we seek is a university with national character and influence, a university taking full advantage of the great resources of the Federal City for inspiration and for research, a university sending into every corner of the land an ever-increasing company of men and women with physical stamina, intellectual strength, and spiritual power, a university true to the name of George Washington and pledged to the upbuilding of our America. To this we dedicate ourselves with the prayer that with clear vision and unfaltering courage we may serve the Nation which we love.

Books in Big Print for Children

All Public Libraries Should Have Goodly Supply of Special Books for Children Whose Eyes Are Defective

By MAY G. QUIGLEY
Chief Children's Department, Grand Rapids Public Library

"PLEASE give me a book with big letters," or, "I can't read it, the print is too small." These are familiar sayings of many boys and girls who come to the children's room in search of something to read. Just as often as the request comes, the feeling arises within us that something ought to be done to help this group of readers.

Limited to Books Below Their Grades

Many children are unable to read books suited to their grade because of the inability to read ordinary print. Children will read, even if they can not see very well. In order to satisfy their demands, we found we were limited to books below their grades, as those were in large type, or they would ask for stories they had read and with the vocabulary of which they were already familiar.

To help them out of their difficulty, we began to take stock of our own collection, which revealed to us the small number of books available for this class of readers. We found, however, that we were well supplied with books suitable for the lower grades and for those who are unable to read any but 24-point type. On the other hand, the number of books we possessed of 18-point type was distressingly small.

There are now in the public and parochial schools sight-saving classes for children with defective vision, whose eyes can not be brought up to normal with glasses. It is for these children that the large type is especially needed. Books to be of value to teachers of these classes and for ordinary use by the teachers of these pupils should be printed in clear, well-spaced type, with good width of printed line, broad margins, and comfortable breaks in the printed page.

Card Catalogue of Big-Type Books

We made a list of such books contained in our library which was printed in our regular monthly bulletin for August, 1919. Additions are made frequently. These are filed in the card catalogue; thus we endeavor to keep as complete as possible our collection of books done in 18 or 24 point type. We are always on the lookout for lists and publications which will increase this class of books.

While the matter of clear type and easy reading for adults does not usually come within the province of the children's department, there is a strong feeling that the value of the library would be greatly increased by catalogues of books suited to tired, failing, or aged eyes.

The general movement for the protection of sight seems to be extending to publishers as well as readers. The matter has been taken up seriously by publishers in convention. It is to be hoped that the day of the small-type book has passed.

Committee Recommends "Cardiac Classes" be Abolished

Elimination of the special classes for children with weak hearts in New York City public schools is recommended by a committee of the Association for the Prevention and Relief of Heart Disease, which recently completed an investigation begun 7 years ago at the request of the superintendent of schools. The committee believes that although segregation in small groups is an ideal method of caring for tubercular, crippled, and mentally defective children, it is not only expensive but unnecessary for nine-tenths of the children with heart defects. The report recommends that the money now spent on these classes be used to provide a more intensive system of diagnosis, reporting, and follow up of heart disease cases by doctors and nurses.

In presenting this report to the board of education William L. Ettinger, superintendent of schools, reminded the board that if these special classes are discontinued the children must be distributed among other classes throughout the schools, necessitating increased registers and additional teachers, so that only a part of the present cost will be saved.

PRINCIPAL ARTICLES IN THIS NUMBER

Schools Leave Children Little Time

Danish Schools Open 246 Days a Year. Graduating Classes Attend 34 or 36 Hours Every Week

By MARION LETCHER
United States Consul General, Copenhagen, Denmark

THE NUMBER of grades in the schools of Denmark which provide for final examination and graduation varies considerably (especially so in the private schools), but generally there are five primary grades. In the municipal schools of Copenhagen, there are eight grades, and in the same class of schools in the provincial cities there are seven grades; 3,136 of the 11,604 common-school classes in the country were of two grades and 4,911 of four grades, while the three and six grade systems had each 1,000 classes. In the private lower schools the grade system varies, but in the country the two-grade system is most common.

The hourly attendance per week in the graduating classes is usually between 34 or 36 hours, while in the other classes it is usually 28 or 30 hours. Some of the other classes, however, have still less hourly attendance. Most of the schools are open 246 days a year, but this varies considerably, particularly in the country.

Attendance records in the common municipal schools show that in 1921, every child in these schools was absent on an average, 11.5 days—8.2 of these days on sickness. In 1920, the respective figures were 14.2 and 10.0.

Extract from an official report dated October 24, 1923.

Cuban President Moved by School Shortage

More than half of the children of school age in Cuba do not receive any education at all, according to a message from the President of the Republic to the Congress. It is estimated that more than 12,000 new classrooms are needed to provide places for these children. Many owners of buildings have offered free classroom space to boards of education, and additional classes will be installed as soon as possible. By the provisions of a law passed in July, 1923, it is now possible to remedy in part the great shortage of teachers which has been one of the greatest problems in Cuban education.

The United States Bureau of Education has moved from the Pension Office Building to the main building of the Department of the Interior.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1923

Health Education Number

SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. IX WASHINGTON, D. C., JANUARY, 1924 No. 5

Physical Education and School Health

Early Systems of Physical Education Devised Before Modern Science of Hygiene Was Developed. Dual Administration of Physical Welfare Activities Wasteful and Ineffective. New Type of Supervisor Indispensable

By JOHN SUNDWALL, M. D.
Director Division Hygiene and Public Health, University of Michigan

DURING the first era of physical education in the United States, centering around 1830, four systems of physical training sprang forth. These were (1) military drill and discipline as introduced by Capt. Allen Partridge into the military academies; (2) the introduction of the German or Jahn system by university trained German refugees, Beck, Follen, and Lieber, and the building of the first school, college, and public gymnasia in the United States, all of them outdoor ones and of the early Jahn type; (3) the attempt to provide manual labor as a system of exercise in educational institutions; (4) the introduction of "calisthenics" for girls and women by Miss Beecher in her schools at Hartford and Cincinnati. None of these systems at this early date met with more than temporary and local interest or success.

Home-Made Apparatus Suffices in the Absence of Better.

The second era, centering around 1860, saw the introduction and promotion of "new gymnastics" for men and women and children by Dio Lewis, an unusually able and enthusiastic personality, who established his Normal Institute for Physical Education in Boston in 1861. His contagious enthusiasm created a wave of popular interest that spread to all parts of the country. But, as is so often the case, interest in the system began to wane with the death of its originator.

The third era, including the years 1880–1890, saw the introduction of the Swedish or Ling system into the United States by

Part of an address before the Conference on School Health Supervision, called by the Commissioner of Education, Boston, Mass., Oct. 9, 1923.

(*Continued on page 115.*)

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University's Service is Essential

Dividends Enormously Valuable but Often Intangible. Every Home Benefited by Improved Training of Professional Men. With University Education One Should Live More Serviceably, Enjoy More Intensely, Die More Contentedly

By STRATTON D. BROOKS
President University of Missouri

IT IS WELL for us who are familiar with the university and its work to appreciate that in order to obtain the continuing confidence and support of our citizens the university shall not only render a satisfactory service but that the character and quality of that service shall be known.

It is far less difficult to make a university efficient than it is to prove that efficiency to the public, because its product can not be expressed in measurable units. The annual report of a factory manager will show in dollars and cents the exact cost of operating and the exact value of the product, and a comparison of the one with the other will enable the least informed stockholder to determine the efficiency of the management. Even more readily does he render judgment by considering the size of the dividends declared. In such a case both cost and product can be measured by the same standard.

But for a university there are no such easily made comparisons. Though it is constantly judged by men whose daily thought is concerned with cost and product expressed in terms of dollars, only one-half its work is reducible to such terms. It is a business institution only on the side of cost. The total expense or the per capita cost may be figured in dollars, but when the citizen attempts to evaluate the product in terms of declared dividends no such standard applies.

Address delivered by Doctor Brooks at his inauguration as president of the University of Missouri, at Columbia, October 16, 1923.

The dividends of the university, though enormously valuable, are indefinite, intangible, indirect, and often deferred, and a man accustomed to commercial comparisons becomes confused, hesitant, or even frankly doubtful. To be sure, it can readily be shown that a university education pays the individual who takes it. Everybody understands that a lawyer, a doctor, or an engineer will earn more money than he would have earned without a professional education. In so far as he is individually concerned he can reckon his cost in time and expense and find them both well invested. In this sense the university pays high dividends in material prosperity, personal influence, and social opportunity.

Render Service Necessary to Community

The justification for its public support lies not in the increased material prosperity of its graduates but rather in the fact that they render a service that is necessary to the community in which they live and that the quality of that service is better than would be obtainable without a system of free public education. It is necessary that we have physicians, lawyers, engineers, teachers, and a hundred other specialized professions and businesses, and the protection of the individual citizen as well as the prosperity of the State demands that the service rendered by each of these be of the best quality obtainable.

Let us take for illustration the medical profession of to-day. In my time we have progressed from juniper bitters, boneset tea, and patent medicines, to a point where it is confidently announced that the average span of life has been lengthened from 10 to 15 years. Yellow fever, smallpox, typhoid, diphtheria, and a dozen other dread diseases are either extinct or have been brought under control.

Can Not Know Ability of Physician

The homes of Missouri have need to share these blessings of mankind. The humblest citizen in the remotest rural district should feel assured that the physician he summons to save his loved ones from death knows what has been done in all the best medical laboratories of the world. But this humblest citizen has no way of knowing whether the physician he summons has such knowledge, or having it knows how to apply it. Our graveyards are filled with victims of vicious quacks with plausible personalities who have graduated from inferior schools or who masquerade as doctors under the protection of purchased diplomas.

It is the business of the university to send forth physicians who have been taught the best and latest in medical science, men trained in the skillful application of their knowledge and imbued with the ability and desire to keep abreast of medical progress, who by their standards shall create a condition wherein none of lesser ability shall be allowed to practice. Through such men the university will declare a dividend to the State of happiness, health, and life for its citizens that is not measurable in dollars.

Must Develop Lawyers of Recognized Ability

In the field of legal education also the university may render needed service. Most peaceful men believe that there are too many lawyers; but those men who have found their property threatened or their rights infringed have discovered that able lawyers are scarce. To-day you may have no need of an attorney; to-morrow your success and happiness may depend upon receiving proper legal advice. The greater the number of lawyers whose lack of technical knowledge and sound practical judgment of business affairs is such as to render their advice worse than useless the more important it is that the community protect itself by preparing for the practice of law men of accurate legal knowledge and sound practical judgment. It is the business of the university to send out young men whose preliminary training is so thorough that under the conditions of active practice they will soon develop into lawyers of recognized ability. There is no justification in maintaining a law school to turn out more lawyers. There is every justification for a law school to turn out more able lawyers—lawyers who elevate the standards of the profession by being in it, whose services, whether as private individuals or in public office as prosecutors, legislators, Congressmen, or judges, shall be a potent influence in securing justice for individuals and perpetuating our democracy. Thus may the university add to its list of dividends some contributions to the cause of justice and freedom.

Assistance and Inspiration for Every School

The greatest single public business is the education of the children of the State. For this work there is devised a great system of public schools, elementary, secondary, and higher. A greater proportion of the public revenue is devoted to its maintenance and support than to any other division of public business. Of this system the university is the head—head not in the sense that it is more important or that it has a larger student body, but in the sense that from the other institutions elementary, high, and college, the sons and daughters of Missouri come to it for the completion of their preparation in whatever may be their chosen line of service. Likewise through its school of education it should furnish real assistance and inspirational guidance for every school in the State. In its psychological and educational laboratories it should make scientific investigation of the complex and perplexing problems of education. New methods and new theories should be tested and perfected or rejected so that the children of the State may be subjected only to those proved to be advantageous.

Teach Best in Educational Thought

Sporadic and unskillful experimentation by untrained teachers, however enthusiastic, is likely to be highly detrimental to the children upon whom the experiment is tried. It is the business of the school of education to know what has been and is being done wherever educational investigation is carried on; to contribute its own share of intelligent and scientific experimentation along educational lines; to teach its own students all that is best in educational thought and, above all, to train prospective teachers in methods of study and investigation that will enable them after graduation to keep pace with every advance in educational theory and practice; to point out definitely the applicability of the results of educational experimentation to the actual conditions existing in our school; to see that men and women trained in the expert application of these methods are sent into the schools of our State, each to become a germinating center of inspiration and influence that shall eventually mean the great improvement of our schools.

Through its school of education, and particularly through its research and graduate work in education, the university can be a source of information and inspiration to every teacher in the State. Boards of education, county and city superintendents, principals of high and elementary schools can secure advice and assistance in problems of school organization and management and in the application of tried and tested principles to the practices of the school room.

Dividends in Service for Children

There is no community and but few homes that do not share in this dividend of the university paid in service for the children.

In agriculture the services of the university are more readily understood because they result in benefits that are more easily realized in cash. If there is a farmer in Missouri who has not directly profited from the work of the college of agriculture it is because he will not avail himself of the information and assistance that the college offers. The mere enumeration of the scores of experiments looking

(*Continued on page 108.*)

Concerning the School Health Program

Formation of Health Habits Is the Prime Purpose. Knowledge of Physiology of Little Account in Itself

By HARRIET WEDGWOOD
Junior Specialist in School Hygiene, Bureau of Education

SUCH a program may well emphasize the following points:

(1) Weighing scales in every school.

(2) Monthly weighing of children, and weight records sent home on the monthly report cards.

(3) Every child should be helped to form health habits rather than merely receive instruction in hygiene.

(4) A hot school lunch available for every child.

The following principles should be kept in mind:

First: Emphasize health always as a *positive* rather than as a negative thing. Present health to children in terms of beauty, strength, and joy. Never mention illness or disease to children if it is possible to avoid it. Too much so-called health education is mainly information about disease.

Second: Concentrate on the *formation of health habits* in the child, rather than on his

acquisition of information about physiology and hygiene. It is fundamentally important for a child to acquire a taste for the right kind of food, to go to bed early, to form the habit of a thorough daily bowel movement. Unless health teaching functions in these practical ways in the child's life, the teaching is in vain.

Third: The child's weight, and especially his regular gain in weight, are significant indices of the child's physical condition.

Very important is the regular monthly *gaining in weight.* The Bureau of Education issues a class-room weight record as a help in keeping the record of the monthly gain or loss in weight.

Fourth. Capture the interest and imagination of the child and help him to express his new enthusiasm originally and creatively. No ready-made posters or plays compare in value with those originated by the child himself. Help the child to originate and create so as to express his interest in health and growth.

Fifth: The nutrition problem is more than the teaching of foods and bringing up to normal weight specific groups of undernourished children. It is definitely an educational problem. Proper health education for all children will help greatly in preventing malnutrition from becoming a definite difficulty.

Sixth: In developing the best adaptation of the child, remember that as food is building up the tissues, correct habits with regard to food are helping to organize sound personality. And the same principle applies to other bodily functions. Special sensibility and inability to face the exactions of the school régime should be modified and overcome and not allowed to become fixed. So with other nervous symptoms and emotional instability in social adjustment of the child.

Seventh. Do not attempt everything at once. Decide on a few objectives and work for these with might and main. But realize, at the same time, that these few objectives are not all there is in health work for children. To make one health habit function effectively is more useful to the child than to learn a great deal which is not put into effect. To get scales into the schools and establish the monthly weighing of children is only a beginning. But it is a beginning. It will probably show conclusively *why* the school needs *a hot lunch for every school child.* There are many steps in the program. Map out definitely how many steps you will take this year, and limit yourself to these. And of these, take one step at a time.

Eighth. There are two principal ways of beginning health work. Each has some particular advantages and disadvantages. One way is to take the small group who are most in need of remedial work and concentrate upon these. The other method is to decide upon a few points in the health program and see that these are taught effectively to every child. The small group of underweights may become a nutrition class. This limits the work to a small group, but permits intensive work. The group may be those needing dental or other work. This is a common method of beginning health work. There is no doubt that such work is needed in nearly every school. The results are more dramatic than the results of health teaching to all, but the group that profits is a limited one.

Probably a school health program should combine both types of work, remedial work for those who, because of their deficiencies, are unable to make satisfactory progress; and health teaching for all pupils.

Ninth. A comprehensive and attractive health program, correlating with the school curriculum from kindergarten through high school, will eventually lessen the necessity for nutrition classes and other remedial work. The health program in our schools should be a means of *incorporating health* into the life of every child.

Essay Wins Full Course at College

A four-year college scholarship worth about $1,000 a year has been won by Dorothy L. Roberts, of Harlan, Ky., for an essay on "The Influence of Highway Transport on the Religious Life of my Community," written for a contest conducted by the Highway Education Board. More than 150,000 high-school students submitted essays to the board. The scholarship will cover the cost of tuition, board, and all other fees for four years at any college selected by the winner.

Students in London who travel by street car to and from school or college have the advantage of a reduced fare which is in force outside of the rush hours from Monday to Friday. The street-car service is operated by the London County Council.

Children of Labrador Know Little of Pleasure

Their Lot is of Hard Work, Insufficient Diet, Little Schooling, Unwholesome Surroundings. System of Denominational Schools Often Results in No School. Work of Doctor Grenfell's Staff

By EVELYN C. SCHMIDT

NORTHERN Newfoundland and the Labrador have few of the things to offer their children which we consider indispensable to ours. The coast is a prodigious heap of barren, jagged rocks, rising precipitously from the sea, and snuggling in the sheltered coves are tiny fishing villages of small houses with microscopic windows, securely nailed. So the "down North" children get too little fresh air. The houses are small and the families are large, and the lack of a water supply means too little water inside and much too little outside. The houses have no drainage and few have closets outside, much less inside. So the little ones have unhealthful surroundings.

Large families mean that everyone must do his share of work, and more. At an early age young lads help father with fishing and hunting, and they manage a boat and handle a gun with remarkable self-reliance and dexterity. The little girls help mother with carding, spinning, and knitting underwear, or with hooking mats. But getting up at the break of dawn to haul heavy, water-soaked nets, or to "jig" for fish, and sitting up late at night to finish a new heel in a pair of socks are not conducive to sparkling eyes and rosy cheeks. So the little ones get too little rest and too much work.

Better Diet in Winter Than in Summer

Moreover, the native diet is decidedly deficient. In the summer it consists principally of white bread, molasses, and unbelievably strong tea, with a few berries, an occasional sea gull, or a bit of fish—the contempt which familiarity breeds for other things applies also to fish and cod-liver oil. It does not seem to matter how much a child may eat, he is always hungry and ready for another "mug-up." In winter the children live better, for added to the white bread, molasses, and tea they have seal, beaver, caribou, rabbit, and bear meat. It is impossible to have a cow or goats, except in a few instances, for they are expensive to buy and to feed. Moreover, every family must have five or six dogs for hauling and for winter traveling. These "huskies" are very slightly removed from wolves, and like them, wander in packs attacking cattle. Without milk, without vegetables, without fruit, without cereals, one can easily understand why when "sounding" the children we found many suffering from diet deficiency diseases—scurvy, beri-beri, and rickets. And so much tuberculosis! There is, of course, no such thing as physical examinations, except those given by Doctor Grenfell's summer workers, nor is there any health education.

Eskimos Better Taught Than White Children

In fact, education is one of the most serious problems along the coast, owing to the denominational system of schools. In a small settlement there may be families with children of school age belonging to two or three different churches—Methodist, Anglican, Roman Catholic, and Salvation Army—each faction trying to maintain a school of its own, or, if that is financially impossible, and it usually is, having no school at all. The inevitable result is that the white population of the coast is very largely illiterate. As a mother of 12 children said to me, "We aint got much larnin' but we got hard heads." The Moravian missionaries have taught the Eskimo almost without exception how to write, and Doctor Grenfell has added to his medical staff summer workers who teach to eager children the simple rules of school, of health, and of life.

So we find the little tots living in isolated, segregated, insanitary communities, having impaired nutrition and no medical supervision, with no educational advantages, growing into manhood and womanhood. Is it to be wondered at that they have little imagination and little of the spirit of play? Smothered and stifled they are, as I can best illustrate by little Gladys, to whom I offered a health picture and a box of crayons providing she would color the picture and then tell the other children in the village the health story which I had told to her. Her eyes could not help telling her joy, but her timorous voice answered in reply to my query as to whether she would like these, "I don't mind if you don't care."

Though these children miss much, one must admire the simple virtues of their people—their loyalty one to another, their faith in God and in their brethren, their hospitality, their courage, their truthfulness, their resourcefulness, their strength.

Conference of Instructors of Foreign Service Subjects

Methods of preparing college students for commercial and other work in foreign countries were discussed at the second annual conference of collegiate instructors of foreign-service training subjects held at Washington, D. C., December 26. This conference was called by the advisory council and committee of 15 on educational preparation for foreign service, appointed by the United States Commissioner of Education. The two sessions were open to the public and were attended by many business men interested in foreign trade. Speakers representing chambers of commerce, the United States Bureau of Foreign and Domestic Commerce, the Diplomatic and Consular Service, and private business told of the promotion of foreign trade, with special emphasis upon opportunities for placement in this work.

Offers Graduate Fellowships for Belgian Universities

Six American graduate students, men or women, will have the opportunity of studying in Belgian universities next year, through fellowships established by the Commission for Relief in Belgium Educational Foundation. Students applying for these fellowships must have definite plans for their proposed study in Belgium, and must have a thorough reading and speaking knowledge of French. Preference will be given to applicants who intend to take up teaching or research as a profession. Each fellowship carries a stipend of 15,000 francs as well as tuition fees and traveling expenses. Application blanks and further information may be obtained by addressing the Fellowship Committee, Commission for Relief in Belgium Educational Foundation (Inc.), 42 Broadway, New York City.

Would Establish Division of Library Service

To supply current information on the activities of the Federal Government to libraries throughout the country, establishment of a division of library service in the United States Bureau of Education is proposed in a bill introduced in both the Senate and the House of Representatives. Under the provisions of the bill, this division will collect and organize information concerning Government publications, offer suggestions for their use, and make digests of them, so that the material prepared by the Government may be available quickly to all the people through local public libraries.

American Education Week Successful

Wider Recognition of Value and Better Organization of Effort. Superintendents Indefatigable in Arousing Public Interest. Million Sermons and Addresses Delivered. Expressions from State and Local Officers

UNPRECEDENTED success marked the observance of American Education Week of 1923. Reports have come, and are still coming, to the Bureau of Education literally by thousands, from every quarter of the country, describing the enthusiasm with which people of all classes responded to the appeals made to them in behalf of the schools. None can doubt that public sentiment, that most potent of all forces, is supporting without reserve the cause of education in America.

Stimulated by a proclamation of unusual strength from the President of the United States and fostered by the greatest patriotic organization in the country, by the greatest association of teachers in the world, and by the only agency of the Government of the United States which is devoted wholly to education, the project lacked nothing of influential official support.

Governors' Proclamations Followed Tone of President's

State officers were waiting and ready to do their part. Nearly all the governors issued proclamations in the same tone of conviction as that of the President, and the State superintendents of education entered heartily into the work of preparing plans and issuing circulars of information and instruction.

In their turn local superintendents, city, county, and districts, cheerfully undertook the appointment of committees and the direction of the thousand details of preparation which inevitably fall upon them in the end, and upon the teachers under them.

The newspapers and the periodical press generally contributed liberally of their space in publishing the presidential and gubernatorial proclamations and the local arrangements for carrying them out. All these things were matters of such popular interest that they could not be overlooked, even without regard to that public spirit of which American editors have their full share. Many of them went a great deal further than the mere news value of the occasion demanded and in some instances entire editions of papers were given up wholly to educational discussions, conducted either directly by school officers and teachers or in accordance with their suggestions.

Civic organizations and clubs are accustomed usually to consider that the community's schools are their especial protégées, and they rarely require more than a hint to interest themselves in any worthy effort in behalf of public education. Practically every report concerning education week, mentions with appreciation the cordial cooperation of Rotary, Kiwanis and Lions Clubs and of similar organization of local character.

Parent-Teacher Associations Participated Actively

The contribution of the pulpit to the success of the week was more than usually important. In many communities every sermon preached on Sunday, November 18, had education as its central theme. The devotion of the parent-teacher associations to the public schools has been so often proved that their hearty cooperation was anticipated as a matter of course. It was given as freely as it was expected, and more. Their help was invaluable, and it was acknowledged without stint. No program or plan was made which did not consider them as an essential element.

Many of the reports mention with satisfaction the cooperation of motion-picture exhibitors. The plan usually adopted was for the school officers to prepare brief statements about the schools which were placed upon slides and exhibited as parts of the regular programs. Good results were generally reported.

It is estimated that more than a million sermons and addresses were delivered upon the subject of education during the week of November 18–24. That this is no exaggeration will be evident to one who reads the statements following which describe the activity of the campaign in typical localities. One State superintendent, Mrs. Bradford, of Colorado, herself delivered 30 addresses in 20 school districts during the week. Perhaps no other individual reached such a number, but the activity of many of these superintendents could be equalled only in the vigor of a heated political campaign.

The most striking feature of the observance as shown by the superintendents' reports was the thoroughness of the preparations made in many localities. Definite suggestions published by the Bureau of Education and by State education officers were generally utilized, and the materials issued for the purpose by the Bureau of Education and the National Education Association were widely reprinted with excellent effect. Many local superintendents, however, took these merely as a starting point. Brief mention is made of some of the plans in the following paragraphs. In some of these and in other places as widely separated as Concordia, Kans., Portsmouth, Va., and Newton, Mass., substantially similar methods were used, and campaigns were instituted six weeks or more before November 18, which for completeness of detail would have sufficed as preparation for a battle.

Each succeeding year finds a more ready acceptance of American Education Week, for its value is more and more recognized. With experience, a better technique is developing; earlier beginning, closer organization, and more complete preparation are evident every year, and the results are correspondingly better.

The following extracts from letters received recently are typical of hundreds of others whose extent is far beyond the limits of this paper. It is expected that the best ideas in them will be utilized in a publication to be issued in time for use in the campaign of next year, but their character may be judged from the few which it is possible now to present.

Response in Colorado Well-nigh Universal

The response to the proclamation of the President and of the governor was prompt and well-nigh universal, and only a few of the 63 counties in the State failed to have educational community meetings in the county seats; and, in addition, at least two-thirds of the school districts of the State observed the entire week with local, State, and out-of-State speakers, special patriotic observances, community school visiting, illiteracy conferences, and a rededication of schools and the community to the Constitution.

I spent the week in Weld County and spoke each day on the topic of that particular day in whatever school and community I was in on the several dates. Interest was widespread and intense wherever I went. Reports that have come to me through the press and letters have been equally encouraging about the observance in other parts of the Commonwealth. No formal program was sent out from this office. It seemed better this year to leave the definite form of the observance to the counties and the several

school districts, and splendidly did they respond to this patriotic challenge.—*Mary C. C. Bradford, State Superintendent of Public Instruction.*

Parents' Days and Community Dinners in Iowa

Suggestions for American Education Week were sent the superintendents of the consolidated schools and the county superintendents of schools. These, as well as local announcements of the week, received considerable publicity in the newspapers of the State.

Our observation has been that the week was observed by many of the schools of the State. Reports from the consolidated schools indicate that many of them held a parents' day and community dinner. In one county, all of the members of the school boards and superintendents of the consolidated schools were entertained at a banquet served by the home economics department of the one school; following which they, with the county superintendent, discussed their problems. I was present at this latter dinner, as well as one or two of the community dinners, and I was pleased to note that they were not merely social gatherings. The spirit of the week was carried out in them.—*May E. Francis, Superintendent of Public Instruction.*

Evening Sessions a Feature of Maine Observance

A bulletin containing suggestions for American Education Week was distributed by this department. The week was very successfully carried out in Maine. A large number of our schools changed their program, giving the session which would come during a part of the day in the evening, so that patrons could visit without neglecting their work. This proved very successful in many places.

Practically all communities had some exercises during the week and many of them every day.—*Augustus O. Thomas, Commissioner of Education.*

Visits of Parents and General Cooperation Features in Massachusetts

A suggestive program and a circular letter were sent to the superintendents of schools. This publication was prepared by a committee of superintendents appointed for the purpose of making suggestions as to the observance of the week in Massachusetts.

The reports which we have received and the accounts of programs which have been published in the press indicate that in practically every town in the State the week was observed to some extent. In some of the smaller towns more than 50 per cent of the parents visited the local schools, and in some of the larger communities as high as 40 per cent visited schools either in the day or evening sessions.

The press, the clergy, chambers of commerce and fraternal organizations all united with the American Legion in assisting school officials in making the week a success.—*A. B. Lord, Agent, State Department of Education.*

Radio Addresses by Minnesota State Officers

The department of education cooperated with the American Legion and the National Education Association in directing attention to the work of this week in the schools throughout the State. Several members of the department broadcasted addresses on educational subjects during the week. Other than this, the schools throughout the State observed the week in their own way.—*J. M. McConnell, Commissioner of Education.*

More Successfully Observed in Montana than Ever Before

Without question American Education Week was far more successfully observed in Montana this year than in any year in the past. Mimeographed materials were sent from this office covering essential points of information regarding the manner in which the week should be observed. A letter of Mr. Fee, superintendent of schools of Missoula, covering the various ways in which plans were worked out, was distributed over the State, and practically every community in the State carried out quite as complete and fine a program as did Missoula.—*May Trumper, State Superintendent.*

Observance Was General in Nebraska

We feel sure that the observance of American Education Week in Nebraska was much more effective this year than ever before.

The governor issued a proclamation calling upon the people of the State and all religious, civic, and educational institutions to cooperate in the proper observance of this week.

This department sent out 7,000 of the "broadside" from your department. We also sent a mimeographed copy of the President's proclamation and a circular letter from this department calling the attention of the school people of the State to the importance of the proper observance of Education Week. The observance was very much more general this year than ever before.—*John Speedie, Deputy State Superintendent.*

Enthusiasm and Widespread Participation in Vermont

Education Week was observed universally throughout Vermont and with a good deal of enthusiasm and widespread participation. The most earnest efforts were made by school officials and teachers throughout the State to interest patrons and the public in education and good schools. These efforts met with very hearty cooperation, both in rural communities and in larger towns and cities. The visitation of schools was strongly stressed, special school programs were given, public meetings of various types were held, and generous treatment was accorded by the press. I believe the week gave a strong impetus to the movement for better schools.

A State bulletin on Education Week was distributed to every superintendent in Vermont.—*Clarence H. Dempsey, Commissioner of Education.*

West Virginia Reports Fine Programs and Great Enthusiasm

So far as we can learn the program distributed by the State Department of Education was enthusiastically carried out and several districts in the State reported the very finest programs and great enthusiasm in school work.

Very many districts in the State secured speakers, judges, ministers, Rotary, Kiwanis, and other club members, professional and business men and women, to assist with these programs.

In many places school parades were held, special drives for books were carried out, and hot lunches were served. Altogether it was a great week in West Virginia. The department of education in addition to furnishing the program to schools, furnished a large poster for the rural schools of the State.—*George M. Ford, State Superintendent.*

Wisconsin Newspapers Cooperate in General Observance

The week was very generally observed throughout the State. The initiative was left largely with the city and county superintendents and a great variety of pertinent subjects were discussed in various portions of the State.

An appropriate article was prepared especially for this occasion and a circular was sent through this office to all the newspapers of the State requesting its publication. The newspapers responded very generously and the article had wide publicity.—*John Callahan, State Superintendent.*

Comprehensive Arrangements in Denver, Colo.

A committee consisting of some of the school people, representatives of the American Legion and of the Ministerial Alliance, and the business interests of the city, planned the activities for the week. They were as follows:

By the American Legion: A parade on November 17 composed of floats designed

to call attention to the topic of each day. Electric and cloth signs in the downtown district carrying the words, "American Education Week." A speakers' bureau of Legion men who addressed many of the schools upon educational topics.

By the Ministerial Alliance: The president of the Ministerial Alliance presented the matter to his organization and many ministers spoke briefly from their pulpits on November 18 about the topics to be stressed during the week.

By the Retail Merchants' Association: The secretary of that association requested his members to place show cards in the various store windows bearing the words, "American Education Week." He further requested that they decorate their windows with merchandise appropriate for the week.

By the business men's clubs: One of the members of the committee arranged to have a speaker at every important business men's club which met during that week, such as the Rotary Club, the Lions Club, Optimist, Civic, and Commercial Associations.

The Parent-Teacher Association: The president of the county Parent-Teacher Association had as many of the local associations as possibly could meet during American Education Week and stress some of the main objectives of this year's program.

In the schools, in addition to talks by outside speakers, Thursday was designated as Visitors' School Day. Children wrote and took home invitations to their parents to visit the schools on Thursday. On this day only regular work was done. Each principal was urged to stress in some way the topic of each day in his school.—*R. A. Puffer, Director of Vocational Guidance.*

Twenty-five Thousand Visit Indianapolis (Ind.) Schools

The results of American Education Week were gratifying in every way, but more especially in the number of people who visited the schools during the week. Special programs were put on in some rooms and regular work in others so that patrons were able to see the school life in all its phases. The principals' reports show that we had, approximately, a total of 25,000 visitors during the week.—*D. T. Weir, Assistant Superintendent.*

Extremely Successful in Erwin, Tenn.

Education Week was observed in all the schools of Erwin in keeping with the suggestions from the Bureau of Education. I feel that Education Week has been extremely successful in Erwin, and much good has been accomplished in its observance.—*D. M. Laws, Superintendent.*

An Outstanding Success in Portsmouth, Va.

American Education Week in the opinion of everybody, was an outstanding success and I am sure its beneficial effects will be felt for a long time to come.—*H. A. Hunt, Superintendent of Schools.*

American Legion Post Furnishes Speakers at Raleigh, N. C.

We planned a very complete program for each one of the elementary schools and the two high schools. Speakers were furnished by the local American Legion post. In addition to this, all of the schools laid special emphasis on the spirit of the occasion and had effective programs arranged.—*H. F. Srygley, Superintendent.*

Parents' Visits and Illustrated News Articles Mark Rochester (N. Y.) Observance

During American Education Week 37,289 adults visited the Rochester public schools. In nearly every school there was an evening session for regular day-school work, in order to give parents, especially fathers, an opportunity to see the school in session. Each of the four daily newspapers assigned a special reporter, together with the official photographer, as correspondents for the week. In this way about every aspect of school work was placed before the community. Each of the papers had something different each day with appropriate pictures of various school activities.—*Joseph P. O'Hern, Assistant Superintendent.*

Written Invitation to Every Parent in Superior, Wis.

Every pupil in our schools wrote an invitation to his parents or guardian to visit the school sometime during the week. In some schools special days were stated, in others the day was left open. In the larger schools special days were stated for different grades so as to avoid congestion. Parents came and saw the regular routine of school work and thereby I trust they were enabled to know just what is done in our schools. In addition to this, junior high-school pupils gave four minute talks on the value of education and kindred topics. Our local papers published articles having a bearing on American education. Some of the pastors of our churches preached sermons along the same line.—*Grace Geary, Superintendent.*

Cooperation of Every Agency Enlisted in Tulsa, Okla.

All ministers were requested to preach a sermon on education on Sunday; all civic, social, and dinner clubs were asked to give an hour to discuss education during the week; newspapers wrote editorials on education. At the schools a few minutes were given each day of the week to some phase of the value of education, following in large measure the topics outlined by the Bureau of Education, National Education Association, and the American Legion.

On Wednesday night a public meeting of citizens in each of the grade schools was held at which there was community singing and addresses on civic and economic values of education. On Friday afternoon there was a demonstration of physical education at all the grade schools, after which there were meetings of citizens in the auditoriums for community singing and addresses. Friday night in the Central High School there was a meeting of citizens with community singing, a one-act play by pupils of the high school, and addresses on the relation of education to democracy.—*P. P. Claxton, Superintendent.*

Civic Clubs Take Prominent Part in Wheeling, W. Va.

Education Week was observed in Wheeling by the public and private schools, the Rotary, Kiwanis, and Lions Clubs, and the churches. Prominent citizens and others delivered addresses suitable to the occasion and the children of the public schools contributed by song, recitation, and patriotic posters.—*C. E. Githens, Superintendent.*

First Observance but Great Success in Winnetka, Ill.

Education Week committee organized plans and directed the activities of the week. They were carried on substantially as planned. The week was a great success in every way. This is the first year that we have definitely observed Education Week.—*C. W. Washburne, Superintendent.*

Evening Meetings at Every School in Douglas County, Wis.

We have been more successful this year in putting on a program for Education Week than ever before. Each school took the opening exercise period to have talks given to bring out the idea given on the program sent out for the day. Every school was thrown open and the parents urged to visit school. Every school had one evening meeting to which the community was invited.

Douglas County has 64 rural schools; 22 State graded.

Number of parents visiting school during Education Week	368
Number of evening meetings	86
Number of people attending	973

—*Vera C. Rehnstrand, County Superintendent.*

Otter Tail County (Minn.) Ungraded Schools Present Programs

American Education Week was observed in the ungraded elementary schools of this county. Notices were given through

our little school paper, "The Educational Helper," and the program was printed so that all would have an opportunity to take up at least some phase of the work suggested.—*Antoinette Henderson, County Superintendent.*

Impetus to Cause of Education in St. Louis County, Minn.

American Education Week was observed generally throughout St. Louis County, in Duluth, in the cities and towns of the Iron Range, and in the rural communities. Public meetings and schools exhibits were held, and the week was made an occasion for general visitation of the schools by parents and friends of the school.

The several topics listed for discussion were taken up by the teachers, children, civic, and women's clubs, as well as the pulpit, and were treated editorially by the press. The American Legion played an important part. On the whole much good was accomplished and an impetus was given to the cause of education that is bound to show results.—*C. H. Barnes, County Superintendent.*

Prize of Candy for Best Attendance by Parents in Spokane County, Wash.

The Spokane Chamber of Commerce gave a 5-pound box of candy to the county school having the highest per cent of visitation of parents and guardians during American Education Week. This percentage was found by dividing the number of bona fide parents or guardians of children in regular attendance visiting school during school hours of Education Week by the average daily attendance for the month of November. Only one visit was counted for each parent or guardian during the week.—*A. J. Simpich, County Superintendent.*

People of Community Show Interest in Farmington (W. Va.) High School

We were exceptionally well pleased with the interest shown by the residents of this community in the observance of American Education Week this year.

Typewritten invitations were sent out to all the patrons with the request that they visit the schools. An especially urgent appeal was made to the mothers to visit the schools on Thursday afternoon for the purpose of inspecting our class work. There was no "cut and dried" program on that day, but they saw the regular class work. At the close of the school period the girls of the home economics department served tea to the visitors.

Included in the invitations were also requests that all the patrons and friends of the school come to the high-school auditorium on Friday night of that week. Our auditorium was packed with people. —*K. H. Gordon, Principal.*

Teachers Should Make Simple Physical Tests

Not Adequate Substitute for Inspection by Physicians, but a Step in That Direction. Relatively Little Training Required

By FRANCES SAGE BRADLEY, M. D.
Director Division of Child Hygiene, Arkansas State Department of Health

IN MOST rural regions doctors and nurses are few, and responsibility for the children's health rests largely upon the teacher as the only leader of the community. For this reason, rural teachers should be trained to inspect their pupils physically so that they can point out to the parents such defects as poor vision, impaired hearing, decayed teeth, abnormal tonsils, and malnutrition. These defects are common causes of retardation of children's scholarship, and the conditions react upon the mental, physical, and financial standing of our rural schools.

Any person capable of holding a teacher's license can be taught in a short time to test vision and hearing, to know of the presence of decayed teeth, to judge whether the tonsils are normal or diseased, and to recognize the general indications of malnutrition. It is no more difficult to rate children on their physical condition than on their knowledge of arithmetic and geography. To prepare teachers for this work, normal schools, teachers institutes, and other teacher-training institutions should provide practical instruction, given by doctors. In training teachers to recognize pupils' defects, demonstrations with living pupils are more effective than lectures and textbook assignments.

It is easier and more practicable to train teachers than mothers, many of whom are ignorant. The teacher realizes as the parent does not that a child handicapped physically is an unsatisfactory pupil. Teachers are not only willing but eager to undertake training that will help them recognize the nature of children's physical handicaps, as the first step toward having them removed. They are enthusiastic after seeing demonstrations of inspection, and many have stated emphatically that never again would they admit a child to their classes without first examining him physically and if necessary urging the parent to take him to the family physician for treatment.

At first glance it might appear that physical inspection places upon the teacher an added burden, but the reverse is true. Anything that tends to raise the dullards, defectives, and repeaters to the level of normal children facilitates the work of the teacher and raises its standard. The practice of inspecting the child at school and having the parents take him to the family physician for treatment protects the child, makes the parents more observing, and saves the community the expense of attempting vainly to teach children who are physically unable to learn until their defects are remedied.

Inspection by a teacher is not an adequate substitute for inspection by a doctor, but it is a step toward attaining regular medical inspection. The teacher's work may aid in convincing communities of the need for a school doctor.

Adolescents Not Injured by Proper Work

Public-school health authorities supervise the health of boys and girls who work in the mills of New Bedford, Mass., and attend a continuation school one-half day a week. These children receive health instruction at the continuation school and are weighed once a month. A group of these children were compared with an elementary-school group of similar age and educational qualifications, and it was found that as a rule the working child was less likely to be underweight than the school child. About 35 per cent of the school children were underweight and about 26 per cent of the working children.

The working children had gained considerable weight during the short time they had been at their jobs, especially those who had been underweight. The fact that the working children had passed a careful physical examination for fitness to work at their particular jobs may have had some bearing on their good condition, because any children who could not pass such an examination were excluded from the group. The weight gained by the girls varied with the work they were doing, but the type of work did not seem to affect the boys' rate of gain.

From this study Dr. Hugh Grant Rowell, lecturer in physical education at Teachers College, Columbia University, concludes that the average child of 14 or 15 years may work at carefully selected types of jobs without harm, if the examining physicians perform their duties adequately and if the public-school health authorities cooperate with the continuation school in studying the children's physical condition and physical possibilities.

Schools of New York State will cooperate with the State Historical Association in celebrating the one hundred and fiftieth anniversary of the American Revolution. The eight-year anniversary period begins in 1925 and will close in 1933. Pageants, plays, and other celebrations will be carried out by the schools.

Exhibit of Approved First-Grade Methods

Feature of Education Week in Worcester Was Exhibition Illustrated by Living Children. Organized by Club Devoted to Study of Psychology and Pedagogy of Little Children. Comments by Dr. G. Stanley Hall

By FLORENCE C. FOX
Specialist in Education Systems, Bureau of Education

AS FAR BACK as 1883 the movement to improve the teaching methods in the first grade was emphasized in the training school at Chicago under the direction of Colonel Parker. The subjects of study were not the three R's, but were nature study, geography, civics, history, and literature, and through a study of these the child learned to read, to write, to spell, and to work his problems in number. From that time on to the present, primary methods have been made a special study by our most progressive primary teachers. All summer schools, teachers' institutes, and the best State normals have included this study in their daily programs, while departments of education in leading universities provide for a teacher-training course in primary education.

A circus procession in paper.

During Education Week especial attention was given to methods of teaching little children the beginnings of reading, writing, spelling, and arithmetic. In Worcester, Mass., under the direction of Miss Alice Harris, the assistant superintendent, the First Grade Club exhibit attracted city-wide attention. In the magazine section of the Worcester Sunday Telegram an entire page was devoted to a history of the movement and to the exhibit which was presented in Horticultural Hall.

Supt. Walter S. Young says of it:

"Perhaps the most distinctive advance in our observance of Education Week consists in the exhibit of the First Grade Club, an organization unique in its conception and execution of plan. The First Grade Club was organized two years ago for the purpose of professional study of the psychology and pedagogy of the first grade. From the first the club has prospered. It has developed a keen spirit among first-grade teachers in their study of their particular problem and has tended to emphasize among teachers in general the great importance of first-grade work. It has not always been recognized that the elementary grades are of supreme importance in the life of a child and that the opportunity of teaching in the elementary grades is an opportunity for peculiar service. The old idea that the higher the grade the greater the promotion has been slow in its passing. It may be as great a promotion to be assigned to the first grade as to the eighth grade, for promotion should always be a recognition of special ability.

Building words and completing sentences.

"I am most anxious to commend heartily the present plan of the First Grade Club to hold an exhibition of its work. I am sure that the greater part of our misunderstandings are done away with when information regarding the subject under consideration is complete.

"Surely this exhibition will help to bring to public notice the most approved methods in elementary education which have recently been perfected in the public schools, and I venture the prediction that citizens who attend will appreciate as never before the devotion of the elementary teachers to the peculiar problems of their grades."

Dr. G. Stanley Hall expressed his interest in this movement in the following words:

"I am glad you are calling attention to the peculiar needs of the first-grade child.

"To capture this little animal from the home or street and shut it up with comparative immobility for hours each day marks a crisis not only in his mental but in his physical life, and the effect upon health, habits, and mental content is not without dangers. If the child has attended kindergarten, it is sometimes even yet harder to break into school routine, because the former habituates to so much more freedom and activity.

"Every child on entering school should of course have a careful medical survey, with practical suggestions not only to teachers but to parents. Mental tests too, would prove helpful, as would any kind of inventory of the contents of the child's mind. In the latter we often find amazing vacuities, especially in city children, regarding natural phenomena, such as plants, insects, animals, heavenly bodies, what is inside them; ignorance of plays, games, and toys that every child should know, rhythm, keeping step, etc.; and incipient defects galore.

A spelling lesson.

"Mental and bodily health should be the first consideration which should dominate everything else. I would, too, have a far greater use made than is common of school apparatus, of which there is now such a wealth for this grade in the Clark Museum. I would have almost no writing, for the fine muscles are too uncontrollable, and prematurity here always tends to make bad writers. Almost everything can be taught play-wise, as Johnson long ago showed."

· SCHOOL LIFE ·

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What is Physical Education?

A ROSE by any other name would be as sweet, possibly, but a name for a flower that carried with it the idea of only a stamen, a petal, or some other constituent part would certainly not convey the impression of the whole and would be confusing and misleading.

There is much misunderstanding of the names applied to certain practices which have for their object the development and preservation of the child on the bodily side. In particular, there is much mistaken use of the expression "physical education." To many it means gymnastic training; to others athletics; to others the teaching of physiology and hygiene; to others the term stands for training in health habits; while for others it stands for the medical inspection of school children and the correction of physical defects.

On its face physical education is a more comprehensive term and includes all the other activities as means to its end.

Moreover, such a herculean task has been laid at its door that even with all the means suggested by the lesser words combined it will have its hands full. It is expected, in many quarters, to do nothing less than produce an ideal human being, or at least a 100 per cent draft-perfect manhood. This certainly can not be done by athletics nor by gymnastics (they have both been tried before), and physiology has been found wanting in the past. Nor can the teaching of health habits in schools or the establishment of nutrition classes do it all; they may help mightily, but they have their hindrances in the home and usually begin their work some six or more years too late for best results.

Physical education, if it is to accomplish very much, means the employment of all the forces at our command for developing and keeping the body at its best. To accomplish most it should, of course, have begun with our ancestors, but practically it can and should begin with the first day of our personal evolution and be well on its way when we are born. Prenatal care is fundamental. Preschool care and training come next. When we arrive at school age medical inspection should stand first in point of time, but the very words signify that we are dealing with imperfect or already damaged human machines. Much, however, can be done to put these machines in better working condition. The teaching (with help in the home) of the few essential habits which are necessary for health comes late, but is far better late than never. Muscular exercise, which is but one of the health habits, has its place, and an important one, but muscular exercise alone is not deserving of the name physical education.

Physical education again is only part and parcel of all education. There is no mental action without a physical change. Modern psychology is little more than a chapter in physiology, and it is for this reason that the physical side of education is of so much importance and why we should make the most of it for education's sake and not merely for the end of preparing a more successful number of candidates for cannon fodder.

There can be no clear thinking without clear definition of terms, and it is high time that on a subject which is acknowledged in theory to be the most important in education we should not confuse the whole with one of its constituents, or misname or mistake a part for the whole.

J. F. Rogers.

The Danish Invasion

A GROUP of young men and women from Denmark, under the direction of Herr Bukh, recently visited this country and gave some fine exhibitions of their ability to perform exercises of a varied nature, and, incidently, of the methods in physical training which have recently found favor in their native land.

For more than a hundred years Scandinavia has been a source of inspiration in physical education. In the first part of the nineteenth century Denmark led the other countries of Europe in such work and was the first to introduce the practice of gymnastics into the public schools. In the latter part of that century it came under the influence of Sweden and the Swedish system was adopted in 1899.

The Swedish system of physical training has shown evidence that it is very much alive by undergoing transformation from time to time. In recent years Fröken Falk and Fröken Bjorkstin have broken away from the very formal and stereotyped "position drills" of the earlier teachers for they have recognized that not nearly so much physiological and anatomical change can be brought about by such gymnastics as was once supposed. While clinging to a high standard of perfection in their execution, the movements are much more free and unstrained. Folk dance has been drawn upon and folk songs also introduced to a considerable extent. An atmosphere of "joy and gladness" is also considered essential, whereas the gymnastic lesson of the earlier Swedes was a very serious business indeed.

The Swedish system has borne the stamp of many strong personalities and the "system" of one has differed very markedly from that of another. Bukh has had a marked influence upon physical training in his native country and may be said to have developed a system of his own. Especially does this seem to be evidenced in his methods with the training of women.

In our own country, having no national system, we have tried all of them. We have cut loose to a larger extent from the old methods of drill in formal gymnastics and have leaned more to the recreational side. Children have always looked upon the gymnastic lesson as a dose of medicine, though play has always been a pleasure. While medicine may be sometimes necessary, it is well to follow this hint from nature, and we have done so by giving larger doses of games, dancing, and athletics, and smaller ones of arm stretchings, knee bendings, etc.

J. F. Rogers.

ONE TRUTH to be kept steadily in view in all the processes of teaching and in the preparation of all its instruments, viz, that though much may be done by others to aid yet the effective labor must be performed by the learner himself. Knowledge can not be poured into a child's mind like fluid from one vessel into another. The pupil may do something by intuition, but generally there must be a conscious effort on his part. He is not a passive recipient but an active voluntary agent. He must do more than admit or welcome; he must reach out and grasp and bring home.—*Horace Mann.*

Folk Dancing a Moderate and Healthful Form of Exercise

Rhythm an Educational Asset. A Delightful Experience to Children to be Allowed Such Freedom of Movement With a Minimum of Direction. Muscular Control Becomes Highly Educational. On Programs of Many American Schools

FOLK DANCING is a part of the physical education work in Cleveland, Ohio, from the third grade up. The syllabus of physical education for elementary education in that city (for 1922) says of singing games and folk dances:

"Children are peculiarly responsive to the appeal made by the rhythm. Not to make use of this natural and wholesome form of expression at the formative period of the child's life is to lose a valuable educational asset. In these simple rhythms we have a moderate and healthful form of exercise and a most usable means of instilling ideals of social conduct so necessary in the child's relations with his fellow beings."

Miss Olive G. Whitworth, supervisor of physical training, writes:

"Folk dancing has decided educational value for the child. It furnishes a valuable impetus to physical development, for children delight in rhythm; it offers a wholesome vent, in pleasurable activity, to the emotions which play a large part in a child's life. It is learning by doing, rather than being told how to do. It is group activity satisfying to the older person yet not beyond the power of the small child to perform. There are few things in which the small child may be the equal of the grown-up, and the grown-up need not feel belittled by partieipating with the child. In a group of folk dancers, of different ages, even the little child belongs to the group, as an essential part of it, and at the same time feels the value of his individual contribution. * * *.

"It is a delightful experience to a child to be allowed this freedom of movement while being led to develop skills of balance and carriage, to do these things with a group of his own kind where inhibition is necessary only so far as it contributes to a creditable performance and the welfare of the whole.

"The body is made the servant of the spirit. Muscular control becomes a highly emotional and intellectual thing. So posture comes as a natural response to ideals of quality of performance. Poise is developed gradually in the child through a growing sense of "timing" and controlling his movements. He becomes conscious of individual power, and, what is more important even than that, he becomes conscious of group harmony. * * * Rhythm is truly 'an attribute of life' and should be given serious consideration in the educative program."

To train natives of Alaska to be seamen, the United States Bureau of Education will use the power schooner *Boxer* as a school ship. Navigation and wireless telegraph operation will be among the subjeets of study. The *Boxer* is now used to carry teachers and supplies for the bureau's schools, reindeer stations, and hospitals in Alaska and to ship reindeer meat from Alaska to Seattle.

To celebrate the hundredth year of teacher training in the United States, a centennial conference on normal schools and teachers' colleges was held at Terre Haute, Ind., December 6–7, under the auspices of the Indiana Normal School. Several of the papers presented at this conference and furnished through the courtesy of Dr. L. N. Hines, will be printed in SCHOOL LIFE in the near future.

Armenians Appreciate Health Education Literature

The publications which were sent to me concerning health education in the schools have arrived safely, and part of the literature is now being translated into Armenian. We are planning great things for the coming spring, when our campaign is going to be launched.

One of the sets which you sent me has been passed on to the director of physical education, and we are now dyeing cotton cloth to make costumes for a health play, which we are going to produce together. Another of the sets of pamphlets was sent to our post hospital, for the native nurses who are about to graduate from the Near East Relief Training School. They have no reading matter at all, and I knew that they would be interested in public health as it is taught in the American schools. A complete translation of these booklets will be made and placed in the teachers' library for the use of the teachers. I think no one package ever contained so many possibilities.—*A letter from Pauline Jordan, Superintendent of Education, Severski Barracks, Alexandropol, Armenia.*

Parent-Teacher Associations Celebrate Anniversary

To commemorate the founding of the National Congress of Mothers and Parent-Teachers' Associations, February 17 will be observed as Child Welfare Day by parent-teacher associations all over the country. Many local associations will contribute money through their State organizations as birthday gifts to the national congress. Last year, when Child Welfare Day marked the quarter centennial of the founding of the national congress, more than $4,500 was contributed. Most of this money was used during the past year to pay the expenses of field secretaries in organizing associations in six States whieh previously had no State branches. Branches have now been organized in 45 States and in the District of Columbia.—*Ellen C. Lombard.*

As part of a plan to advance the study of designing and utilizing the commercial airplane, New York University's college of engineering has established courses in aeronautical engineering and industrial aviation.

To promote better understanding between Filipino and American students a club has been organized by Filipino students at the University of Oregon, called Varsity Philippinenses.

University's Service is Essential

(Continued from page 98:)

toward the reduction of the cost of production or the increasing of the quantity or the quality of the farmers' products that have been carried to successful conclusion would extend beyond the limits of your patience. These experiments would be impossible for the individual farmer, but from the college bulletins and the university extension agents he may learn their results without cost to himself. As a result of years of such service the farmers of Missouri raise more hay on fewer acres, more hogs with less danger of cholera, more hens that lay more eggs, more cows that give more milk, more trees that bear more fruit. In short, each year the increased profit due directly and indirectly to the work of the college of agriculture will undoubtedly amount to many times the cost of the whole university. Nor should the university be credited only with dividends in cash, for whatever leads to better conditions on the farm and to improvement in rural communities is giving stability and permanency to the most important industry in our State, and thereby aiding in the perfecting of our State and National life.

Journalists Engaged in Work of Education

This is an age of information, and before the newspapers of our land lies a great opportunity to bring to the people everywhere that which they should know and a great obligation to see that what is presented is true and worth while. The journalist and the teacher are both engaged in the work of education, and it is important that both should have high standards and patriotic purposes. Through the school of journalism the university aims to prepare men and women whose services as journalists shall be to the advantage of their communities in the formation of clear ideas on questions of public interest, and in the upbuilding of all those moral and civic virtues that make a town or county worth living in. If the university can train a generation of journalists who will print what the people want to read (for otherwise they will not read it) but at the same time print only that which they should read for the improvement of themselves and their community, then will it be entitled to some additional credit in the column of dividends.

For each of the other schools and colleges of the university like justification can be made. I desire instead to call attention to a type of university service that though less valuable to the individual may be more valuable to the State and Nation than the lines of professional preparation already discussed. It is by research that man discovers new truth, and it is by the application of new truth, combined with old that he makes progress in civilization. In these days we are inclined to evaluate university training in terms of its practical application. With this idea the university should be in full sympathy, provided it is allowed to remind its students and the public that a subject may be no less valuable because its practical application may follow less immediately upon its acquisition.

Applied Science Based on Abstract Research

When judged by the standard of immediate use, much of the work of a university seems of doubtful practicability, but let us not forget that back of every practical application lies a general theory. The applied sciences find their bases in pure sciences, and the day and the way in which some purely abstract law or isolated fact may come into relation with some other law and some other fact with an application of enormous benefit to mankind can not be foretold. Back of the marvels of Edison and Marconi and Bell were years of patient discovery of general principles of electrical action. Back of the chemical processes on which our great industries are built lie years of careful experimentation by impractical professors. Back of the announcement of some permanent cure of a hitherto unconquerable disease lie hundreds of apparently useless experiments in biological science. There is scarcely a thing that we eat or wear or use that has not been improved or made or brought to us because some genius has made practical application of the results of apparently impractical research.

Back of all our institutions and forms of government lies serious study of the history and progress of mankind. In fact, when the history of mankind is read aright it will be found that the greatest service to its progress has been rendered not by the men who did the most but by the men who thought the best. The university, therefore can not be forgetful of its function to provide a place for high thinking quite apart from possible immediate vocational application. However practical it may be in some of its endeavors, it must be apparently theoretical in others. In the busy mart where men struggle for success, there is little time for the calm deliberation and the lifelong experimentation that is often the price of great progress.

University Investigators Seek Untrammeled Truth

Fortunately the great industries maintain experimental and research investigators, but their aim is an immediate result and their product is for the most part patentable for the benefit of themselves or their employees. To the university professor and his like must be left the search for truth untrammeled by thought of its application to the particular business that pays his salary. Within the university walls where there is peace, there is always hope that experimentation and deliberation may somehow, somewhere, bear a golden fruitage to be used some time for the happiness and prosperity of mankind.

Trains Graduates as Citizens of Free Democracy

With the increasing complexity of civilization we have ever greater need for men qualified to perform special service. To whatever degree organized society finds use for specialized ability, to that degree the university may wisely go in offering specialized training. It must, however, bear always in mind that its graduates are not merely specialists. They are not merely journalists, teachers, lawyers, farmers, doctors, engineers, business men, ministers, artists, artisans, authors, scientists, historians. They are also citizens of a free democracy. They have not only their special service to perform and their individual living to make but they have always the duty and obligation to protect and defend the institutions of democracy against the direct assault of destructive ideas and the insidious devastations of wheedling demagogues.

While in one sense they must be extreme individualists devoting their time and thought to a minute though valuable portion of the world's work, they must not be unmindful of their relation to the organization that makes it possible for them so to specialize. A surgeon who thinks of his profession only as an opportunity for personal success as measured by an increasing reputation and correspondingly higher fees has failed in half his duty. There is a vast difference between the lawyer who views his clients only as a source of revenue and one who feels that he has a chance to forward the growth of the spirit of justice. A journalist whose standard is the distributing of news, the stench of which will attract readers and therefore more advertisers, renders quite a different service to mankind than does the one who recognizes his great opportunity as a purveyor of truth to educate the people.

Must Retain Sympathy in Humanity Itself

It behooves the university graduate, therefore, that he be not overwhelmed by the tide of efficient service so specialized in one line of human endeavor as to shrivel his interest and sympathy in humanity itself. It is in this broader view of a man's relation to the State and Nation and to civilization as a whole that the university must give some attention, to

the end that not even the least of its graduates shall fail to pay in full his obligation to society.

A democracy needs leadership, and if the educated do not furnish it, rest assured there are others who desire to though you and I may not approve of the direction in which it leads. In these days when liberal education is overwhelmed by the interesting and absorbing demands of professional preparation it is highly important that every professional man shall be able to use his ability of scientific inquiry and clear thinking in helping to solve the problems of public service and mutual cooperation.

Work to Prepare for Harder Work

The university aims to give every student a dominant interest in life; to make him feel that he must work hard now in order to prepare for still harder work to come; to emphasize for every one that his university course should prepare him to excel in some useful service, and to help him to choose that field in which he has the greatest interest and the greatest possibilities of success. But however great the emphasis upon professional training may be, the university can not forget its duty to make a man broader than his business; to give him a wider human sympathy; to show him a glimpse of the great thoughts of humanity and thus make him a better citizen.

To establish ideals of conduct; to create an appreciation of community responsibility; to develop the power and the desire to think wisely about the complex problems of State and Nation; and to cultivate the ability to express ideas effectively for the forwarding of his own business and the improvement of community conditions—all these elements are no less the business of the university than is the perfecting of a man in the arts of his business or profession. An analytical mind, a discriminating judgment, the power to distinguish truth from error, not only in one's own business but outside of it, are qualities that the graduates of the university should have in greater measure because of the influence of the university.

Improve Both Labor and Leisure

There is, however, a still broader definition of education that the university must keep in mind; namely, that the purpose of education is to improve both the labor and the leisure of mankind. After a man has done all that he needs to do or desires to do for himself and for his fellow man, there is still time that he may call his own—the idle hours of life that may be devoted to that inalienable right of man—the pursuit of happiness. In these idle hours the university finds vast fields of influence. The result of a university education should be that through increased capacity to labor the leisure hours come sooner and more often and are more abundantly filled with the pleasures that mankind considers highest and best. To give a man more leisure but leave that leisure vacant would profit him but little. The university is obligated to improve man's pleasure; to give him a taste for and an appreciation of all that is best and noblest; to teach him to love music and art and literature and life in all their various manifestations; to enjoy contemplation, to appreciate activity, and ever in peace and contentment to take great pleasure in the pursuit of truth and beauty. Thus may a man, because of his university education, live more serviceably, enjoy more intensely, die more contentedly.

And when all these things have been well done the university may feel that in some small degree it has fulfilled its mis sion.

Good music at nominal prices is offered to students by New York University's recently established department of music, which is holding a series of concerts. These include an oratorio, a recital by a string quartet, and other vocal and instrumental concerts.

Chicago has spent $30,000,000 for playgrounds and community centers.

HAVING in mind that education is peculiarly a local problem, and that it should always be pursued with the largest freedom of choice by students and parents, nevertheless, the Federal Government might well give the benefit of its counsel and encouragement more freely in this direction. If any one doubts the need of concerted action by the States of the Nation for this purpose, it is only necessary to consider the appalling figures of illiteracy representing a condition which does not vary much in all parts of the Union. I do not favor the making of appropriations from the National Treasury to be expended directly on local education, but I do consider it a fundamental requirement of national activity which, accompanied by allied subjects of welfare, is worthy of a separate department and a place in the Cabinet. The humanitarian side of government should not be repressed, but should be cultivated. — *President Coolidge, in his annual message to the Congress.*

Essays on Promoting World Friendship

American School Citizenship League Offers Cash Prizes to Stimulate Interest of Students in International Questions

STUDENTS all over the world will compete in the 1923–24 essay contest which the American School Citizenship League is conducting in accordance with its custom for several years. This annual world essay contest, which is intended to promote international good will, is open to students of all countries in normal schools or teachers' colleges and in the senior year of secondary schools. Students in teacher-training institutions will write on methods of promoting world friendship through education and secondary-school students will write on the organization of the world for the prevention of war. Writers of the three best essays in each group will receive prizes of $75, $50, and $25, respectively. These prizes are known as the Seabury prizes. Last year the first and third prizes in the secondary-school group were won by European students.

Each country participating in the contest other than the United States may send to the league three essays selected by judges in that country, and these essays must be translated into English before they are submitted to the league. All essays must be received by the league not later than June 1. Further information on the contest may be obtained from the secretary of the league, Mrs. Fannie Fern Andrews, 405 Marlborough Street, Boston 17, Mass.

"Normal" Children Are Few in This District

Fewer than one-sixth of the pupils of the 38 rural schools of Mannington, W. Va., are physically normal, according to a report by the district medical inspector. Of 777 children examined, 664 had marked defects of vision, hearing, nutrition, teeth, etc. More than two-fifths of the children were seven or more pounds under weight, and more than one-third had defects of teeth serious enough to be noted by a general physician without examination by a dentist. About one-fourth had defective vision not corrected by glasses and showed evidence of eye strain. Nearly one-third had notable enlargement of the thyroid gland, constituting actual or beginning goitre. The parents of all children with serious defects were notified by the health department and advised as to rules of diet, necessity for glasses, and for other remedies.

Health Means Fitness for Service

Vigorous Campaign to Arouse Interest of Pupils and Their Parents in Health Conditions. Forty Per Cent of Children Found Underweight and Unfit for School. Entire Curriculum Correlated with Health

By ROSANNE AMBERSON

ON THE WALLS of Public School No. 9, Hoboken, N. J., in every copy book, on every poster, stands the slogan, "Fitness for service." It reminds one of war banners and posters, of training camps and front lines. It is the motto of a new kind of training camp, the battle cry of a new campaign. Over each slogan are two words which are less conspicuous. Add them to the motto and see:

Health Means
FITNESS FOR SERVICE

A group of boys and girls representing every nation of Europe makes up this training camp. The maneuvers and the tactics that must be employed to reach that front line, "Fitness for service," form their daily lesson. The posters, the copy books, the decorations, a well-planned exhibit are part of a strategic move to win the interest of every mother and father in Hoboken to the cause of health.

Court scene. Stern young judge banishes coffee.

But to begin at the very beginning of the story. The idea of a health program in School No. 9 developed with a realization that 40 per cent of the children were underweight and unfit for school work. A physical examination of all the children was the first plan and this gradually developed until it included a full-fledged health program. The program had three objectives: To reach into every home, to enlist the interest of every child in the cause of health, and to demonstrate to each family group, through the children, the method of achieving health.

Contact with the home, the first objective, was made through the children and developed as the other aims of the program were achieved. Personal letters and invitations to each mother, as well as visits from school representatives, further built up a sympathetic and cooperative relationship.

The most important step was to interest the children and through that interest to show the road to healthland. Health was dramatized, health was spelled and drawn and written and sung. The whole course of study was reorganized and built around the idea of health. Each grade was assigned one particular topic, such as sleep, food, cleanliness, and every health rule as it was learned was put into practice. Posters, stories, exercise books, and songs patterned after American Child Health Association material were worked out for such grade topic. All the subjects in the school curriculum were correlated with health. English classes wrote accounts of "The Land of Health." Arithmetic classes computed how many cakes of soap to wash hands and faces could be bought for 25 cents. History classes considered a possible government for the land of health. Geography classes colored the map of New Jersey to illustrate the raising of health products.

Physical examinations telling a story of underweight and subsequent backwardness in school brought about the formation of a health council. The duty of the council was to consider the problems of each underweight child, to select children for special classes and to do necessary follow-up work in the home. Other work of the school with backward children had demonstrated that improved health conditions enabled them to reach their proper grade gradually. It was upon such past experiments that the health council developed its plans.

To connect all three objectives of the campaign and actually to bring mothers and fathers into the school, a health exhibit was arranged. All the work of health interest done by the children was gathered together and displayed in the assembly hall. One afternoon was given over to an entertainment consisting of songs, drills, and plays. Some 350 parents came to the exercise and watched a stern young judge banish coffee from the court and award a favorable verdict to milk, the "King of foods."

All the projects undertaken by Public School No. 9 aim through health to reach the final goal, "Fitness for service," to the school, to the community, to the country. Such a goal would be far beyond reach, were it not for the spirit of the school. Watch the children's faces as they act out their plays and games or as they sing their health songs if you would see the driving force of the whole campaign. A small army of young citizens able to give worth-while service to the future is fast developing in Hoboken. Not only No. 9 but schools all over the country are striving through health teaching to add their quota to the list of those fit for service.

Cleanliness drill.

To enable every school child in Virginia to be weighed regularly, the State department of education, the State department of health, and the Virginia Tuberculosis Association are making efforts to have scales placed in every school in the State. The Cooperative Education Association of Virginia has provided many scales as a step in meeting this need.

A national conference on illiteracy will be held at Washington, January 11–14, through the cooperation of the United States Bureau of Education, the National Education Association, the General Federation of Women's Clubs, and the American Legion.

Present Viewpoint of Education in America

Schools Must Contribute to Stability of Home and to Needs of Occupational Life. Girls Must Learn First Duty is to Perpetuate Race. Occupational Misfits a Menace

By EUSTACE E. WINDES
Associate Specialist in Rural Education, Bureau of Education

THE PEOPLE of the United States have parted company with the rest of the world in education. We are definitely committed to a program of universal education—education of all children of all racial, social, economic, or occupational groups, of all types of ability, in all the essentials which will help them to realize their life purposes. Education is no longer for the select few of high ability who look forward to professional service.

This new conception of education is a natural outgrowth of our democracy. We see that the surest guarantee of equality of life opportunity comes through equality of educational opportunity. We see that the best safeguard of our democracy lies in the proper education of the individual citizens of the democracy.

Educational Ends Stated in Terms of Life

This conception of education and the consequent statement of educational ends in terms of life purposes rather than in terms of subject matter, is the outstanding contribution to educational thought of the present decade. This conception of education is particularly fortunate for the colored race in the United States. With its acceptance, all men whose opinion count—North, South, East, or West, to-day, are agreed that the proper education of the Negro can not be neglected without danger to our social order. All men are agreed, too, that the proper ends of education for the Negro child, as for the white child, must be sought through a determination of the actual life demands of to-day upon the individual, of the present lacks of the individual in view of these life demands, and of the conditioning of the learning process that is inherent with the individual to be educated. In seeking to realize the ends set up, subject matter and a method of presentation adapted to the particular group under instruction, must be carefully selected.

With these general statements as a point of departure, I wish to examine two important groups of life needs of to-day, to which the school must contribute a solution. These needs exist for both the white and the black race. I consider them to be of basic importance in our present day educational program. The first of these groups of needs I state as the need for education for home life. The home life of the colored race in the United States has never been stable. The home life of the white race is becoming less stable. The unstable home life of the colored race and the present evident disintegration of the white man's home are not solely due to such an abstraction as morality. It is rather a specific influence of our industrial social order. Primarily the colored man's home has been easily broken up because the colored wife has always had a large measure of economic independence of the husband and father. She has always worked outside the home, contributing to the support of the family to a greater extent than has the white wife. She has always known that she could gain a living through her own work about as easily independent of her husband as with him. Consequently, she has not felt the necessity for casting her lot for life with one man, as has the white wife. The family has been easily broken up and many of the values of the fixed home life for children have never been realized.

Home Life Decidedly Less Stable

The women of the white race to-day are fast becoming economically independent of the men. Modern industry has made a place in the world of work which she can fill. She is showing that she prefers this economic independence in the world of work to comparative dependence as a home maker. She is becoming more and more unwilling to accept the responsibility for children or to cast her lot for life with one man. She breaks up the home sometimes for trivial reasons. The white man's home is decidedly less stable than it used to be.

Those of us who know the values of the right kind of home life for the child look upon the situation with considerable alarm. We believe the school should correct the tendency and give to all the stable home life that has been so largely responsible for past progress in civilization.

How can the school do this?

First, by teaching girls that they exist primarily that the race may be perpetuated. A woman's first duty is to reproduce her kind. Girls should be taught that they have not justified their own existence until they have borne children and done what they could to bring them into worthy manhood or womanhood.

Second, the school can teach the proper care of children. Too many of your children die in infancy. Too many acquire preventable physical defects. Girls who are to become mothers of children should be taught how to protect them from disease, how to feed them properly, how to clothe them sensibly, how to nurse them in illness, and how to teach them habits of personal hygiene.

Home-Making More Valuable Than Outside Earnings

Third, the school can teach girls who are to become home makers how to make a real contribution to the family income through intelligent home management. The selection and preparation of the right kind of foods, proper budgeting of household expenses, proper care of the home so as to make it comfortable, attractive, and conducive to good health, is worth more from the standpoint of the economic well-being of the family than small earnings outside the home, which invariably mean additional expense within the home and home neglect. Good home management that makes the father and wage earner comfortable, gives him a joy in his home, keeps him in good physical condition, and insures the proper development of the children of the home, is worth more from the standpoint of the economic well-being of the family than the earnings of the wife outside the home in many cases, and is the best cure available for many of the social evils that are apparent to-day.

The second group of needs to which education to-day must contribute I state as needs arising because of occupational life. One's occupation colors his whole life. It fixes his leisure time, determines the social group with which he will spend his leisure time, relates intimately to health, determines the stock of knowledge that is found useful, and determines largely his relations to government and other civic matters. A sane program in education will secure for all men equality of occupational opportunity.

Freedom of occupational choice is an outstanding characteristic of our Ameri-

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Address delivered at the dedication of the 2,000th Rosenwald School, at Brunswick, Shelby County, Tenn November 26, 1923.

can civilization and a condition to be zealously safeguarded. Occupational opportunity has peopled the United States from older countries where freedom of choice is in varying degree denied and where returns for occupational effort are meager. Individual migration in response to occupational opportunity has largely determined the ceaseless shifting of population in the United States. So long as we can keep the road to free occupational choice open hope and stimulation to effort will not be lacking, unrest and destructive revolution will not seriously menace, economic forces will balance vocational groups, and the need for government interference will not become acute.

School's Concern is Education for Occupation

One who realizes that the occupational misfit is a danger to society; that an occupational misfit is relatively unproductive because the keen stimulation of working toward a self-chosen end is lacking; that an occupational misfit is a discontented man, ripe for propaganda inciting to violent acts against the established order; that an occupational misfit is an unhappy man, and organized society is not justified in contributing to such a lot, will insist that the school concern itself largely with eduction for occupation.

We have been the victims of a conception of education such that proper education for occupation has been neglected in the past. Originally our schools sought only to fit a few for the learned professions or to give what was termed general culture. Education proceeded through pure mathematics, Latin, Greek, and the English language. Even to-day I find all over the country boys and girls struggling hopelessly with such things as Latin grammar and the theory of quadratics in algebra. Parents insist that children shall give their time to these things. Some school men still insist that only such things offer a worth while education. Yet it is undoubtedly true that the majority of children can never benefit by such an education. This applies to children of all racial groups.

Guide Children Into Suitable Occupations

Happily, the majority of school men to-day see that where all children are to be educated many of them are best served through studies directly related to such occupations as agriculture, carpentry, machine-shop work, business and clerical occupations, and engineering. Such men insist that the school must offer a survey of the world at work wherein children are acquainted with the characteristics of various occupations, and that a careful study of the abilities and interests of the child must be made by the teacher to the end that the child may be guided into the occupation that most surely promises success.

In addition, educators to-day are insisting that children study the world about them as it will affect them as members of specific occupational groups. The relation of the farmer to physical nature is quite different from the relation of the miner to physical nature. Similarly, the relations of members of the farm group to the world of workers, to the general public, and to other members of the farm group are quite different from the relations of the merchant to these same factors. Moreover, the farm-bred child studies these relationships more easily from the standpoint of their influence upon his own group than from any other standpoint.

Vocational Groups Influence Governmental Action

It is especially true that the school must deal with human interrelations from the viewpoint of a particular occupational or vocational group. Government concerns itself more and more with vocational group relationships. Governmental control is turning away from major political party control to control by organized vocational groups. Unfortunately, vocational groups are now organized largely in order to compete with other vocational groups rather than for purposes of cooperation. The most serious problems confronting the Nation to-day grow out of this fact of vocational group organization. Unless the young are taught the proper relationship of group to group in our national life, we are surely riding to a fall. Unless the young can be taught to act from the viewpoint of cooperation rather than from the viewpoint of competition, both as regards relationship within their own group and relationship of their own group with other organized groups, we shall fritter away our national energy, be perpetually engaged with internal strife that retards progress, and finally disintegrate as a Nation. So long, too, as competition is the order of the day, the weaker groups will be continually exploited. Large numbers will be forced to live at low levels. Unrest will continue.

Thousands of public-school children of St. Joseph, Mo., joined in preparing a pageant under the direction of their teachers. In this pageant more than 20 floats, representing various episodes in the educational history of the United States, paraded the streets of the city.

Lantern slides on health subjects are lent to schools and other organizations in Montana by the State department of health. Among the subjects of slides are conservation of vision, good teeth, care of the baby, and school hygiene.

Fifty Scholarships Offered in Health Education

American Child Health Association Seeks to Raise Health Standards by Stimulating Teachers. Actual Work the Basis

TO TEACHERS of elementary schools the American Child Health Association is offering 50 scholarships for study during the school year 1924–25. Fifty teachers will receive $500 each for study of health education problems.

This set of scholarships, the second of its sort issued by the association, has a threefold purpose: To create an interest in health education, to raise the health standards of every child and every family in the United States, and to find and train teacher leaders. Throughout the country there are teachers working over health education problems who need stimulation and encouragement.

Excellence in health education will determine the scholarship awards. The work of each teacher is to be measured through her plans, her children's work, and her children's health. As health education in its ideal form must carry over into everyday life the proper health habits, this last measuring rod for each contestant is the most important. All the posters and plays and exercise books done by the boys and girls themselves, all the methods and devices employed by the teacher, will be considered.

A number of conditions control the awards. In the first place the offer is made to teachers in cities having a population of 50,000 or more. Exception is made of States having no cities of such population. A satisfactory number of applicants in each city must agree to form a local competing group. Only teachers of the first nine grades are eligible for scholarships, which will be awarded on the basis of several consecutive months' work, ending not later than May 15, 1924. Scholarships may be used for summer school courses at accredited teacher-training centers in the summer of 1924 or for work in accredited colleges, universities, and normal schools during the school year 1924–25.

A local committee on awards will choose from the local group of competing teachers the three contestants who in the opinion of the committee have done the best work. These three names will be submitted to the committee on awards of the American Child Health Association as a basis for final choice. In each of the thirty or more competing cities contest work has already begun and scholarship applicants are enthusiastically drawing up their best plans.

Turn Good Intentions into Channels of Objective Achievement

Daydreams Merely Means of Gratifying Wishes for Which No Technique Exists. Education Ought to Give Technique for Harnessing Wish to Reality. Examples Illustrate Application of Method

By JESSIE TAFT,
Director Department of Child Study, Children's Aid Society of Pennsylvania

IN AT LEAST one respect the child is the equal of the man—he "wishes" as hard at 5 as he does at 50. It is this capacity for wishing without the power or means to work out the fulfillment of the wish objectively by one's own direct efforts which makes most of the maladjustment in the world of human beings.

The wish of the child outruns his capacity for realization in terms of reality. In very truth he reaches for the moon, and his technique, crying or extending the arms, proves to have no relation to the world of fact. This failure in technique does not lessen the intensity and reality of his wish to bring into subjection the content of his environment. The wish remains and pushes the organism on into some kind of action appropriate or inappropriate. If no suitable methods, no appropriate tools are at hand, then the wish impels the use of substitutes. It is a moving, seeking, restless force which is always impatient for fulfillment and ready to use any short cut to satisfaction, the less effort and time required the better. The child wants the bottle but will use his thumb in the meantime if that is the best he can do for himself. It is not a fulfillment in terms of objective fact, it is in part an imaginary, self-deceiving fulfillment, but it gives pleasure and satisfies the pressure of the inner craving for some kind of relieving action.

Discrepancy Between Desire and Realization

It is this tendency to separation between the wish and the external world, this discrepancy between desire and ability to realize it in terms of fact, which makes life a problem both to children and grown-ups. Our wishes are not always accompanied by commensurate ability to manipulate all the reality involved in their satisfaction. Because of this inequality and the persistent pressure of the wish undeterred by our inadequacy we human beings from infancy on spend infinite time and energy in supplying sops and substitutes which can be obtained without complete regard for the facts of a real world.

The baby is so completely without equipment for dealing with reality first hand that he has to depend upon indirect influence almost entirely. He gets very bad habits, too; and some of us spend our lives trying to escape the patterns infancy sets up. The baby's crying obtains gratification for his wishes as long as his parents respond. He will tend to hold on to this subjective method, because it is easier than learning to talk or make specific motions, as long as he gets what he wants.

Leaps to Achievement in Phantasy

As his wishes evolve and crying no longer serves he is forced to learn techniques that have more relation to the facts—that is, more objective methods. Still, his parents do much of the work and he will impose and enjoy his power just as long as reality allows him to. He has such a well-developed wishing equipment and such a meager equipment for handling things and situations that he can not wait to be successful and powerful until he actually possesses the techniques. While we are trying to develop his contacts with a real world he leaps to glory and achievement in phantasy. He can not endure the pain of his own feeble state, the strangeness and terror of a world over which he has no control. In his dreams he conquers the earth. The fairy story is the child gaining power and control in a world of his own making. In daily life he identifies himself with the policeman, the driver, the conductor, the engineer, the soldier, and all those who seem to him to be running things.

Not only daydreams, night dreams, and phantasy are used to gratify wishes for which no real techniques exist, but all sorts of inappropriate behavior reactions which make other people obey us and do for us, the use of all sorts of subjective weapons such as tantrums, illness, physical symptoms—these gratify the desire to experience a feeling of power and control and also obtain definite pleasures. Delinquent behavior, obstinacy, all sorts of responses have to do with the failure of the child to gain expression of his wishes and needs in accordance with the real world.

You can see how this opens up the entire problem of education. What is education? At least, what ought education to be if not an attempt to give the child techniques for his wishes? to harness the wish to reality? to substitute objective methods and interests for subjective ones? We have to teach our children so skillfully that they can get satisfactions and a feeling of power and adequacy out of the control they have acquired over real materials. A boy who has learned a technique for transforming raw material into something he wants, in any field, has a weapon, a real defense, and a legitimate basis for a feeling of confidence and superiority. In time he will prefer the thrill of actual conquest of reality to the thrill of dream victory. We prefer dreams only because we can not face our own inadequacies and the perils of real achievement.

This Type Avoids Danger of Conflict

Sammy is a beautiful child of 10, whose detachment from the world he lives in is at times startling. His desires are intense, his capacity to put them over in a social world is comparatively undeveloped. His method is to try to be entirely individualistic, never to compete or want what others have. If desire bids fair to be defeated, he withdraws desire. All of his methods are evasive. He is most charming to everyone, particularly adults; but if there is any danger of conflict, he merely goes away, saving himself if necessary by righteous indignation which is too proud to fight or by a sudden preference for another activity alluringly described to those he is deserting. Punishments he turns into opportunities and delightful pastimes. In many ways Sammy is not a coward. He can perform daring feats, but he always tends to evade any new experience in which he anticipates failure or competition. He adores tools, but does not want to be taught to use them. Teaching implies a standard which he may fail to meet.

Boastful Romancing Compensates for Inability

He often talked about his experiences at the seashore and gave dramatic rehearsals of his skill as a swimmer, illustrated by use of the tub bath. In the spring he was entered in a swimming class. At the first session he was there without a bathing suit, and, of course, could not go in. The next time he explained that his mother didn't want him to go in until his cold was better. The third time he wasn't there. Investigation and actual testing showed that Sammy had a resistance to the water, had not learned to swim, and had been compensating by this boastful romancing. The teacher went to work on the problem and Sammy is by now a real swimmer. In other lines the slow development from subjective satisfactions

to objective accomplishment is, we believe, gradually taking place.

Jane is a child of 11 who possesses unusual physical strength and skill and many lovable qualities, but is below average in intelligence. She is, in truth, a dull child and often finds herself unable to hold up her end with a group of children of her age. If physical strength does not suffice she will go away or will use ridicule or obstinacy and often succeeds in arousing the group to unavailing fury while she, enjoying the sweets of power, dances about tantalizingly on the outskirts, too fleet to capture. Another outlet—a good one—is found in her care of younger children with whom she can feel adequate. She also makes the most of her physical skills, not naturally but because intelligent schooling has developed all of her abilities to the utmost.

Direct Factual Attack on Environment

Arthur, a boy of 10, illustrates a direct factual attack on the environment. He is an able child, robust but decidedly undersized and not up to children of his age in motor coordinations. He can not catch a ball very well; he doesn't run as well as his friends; he can't wrestle as successfully. His attitude toward his physical inferiority is perfectly straightforward. He admits it to himself and to others; he is never blinded to the weak points in his performance, although he is often unhappy about them. He is able enough to compensate in intellectual achievement, but no indication of such compensation is seen, although he does good work. His method is shown in his handling of his intense desire to stand on his head as well as the little girl next door. When he first had this desire, the expression of it was entirely beyond his ability. Instead of resenting the fact that he had been beaten by a girl, belittling her accomplishment or directing his ambition elsewhere, he expressed loud admiration and asked for pointers. He watched her feats with an analytic eye, accepted all her explanations and instruction, and at bedtime he practiced on the bed before being tucked in. Sometimes he expressed disgust or gave up in despair, but kept at it with a dogged persistence over a period of several months, analyzing his failures, criticizing and altering his methods until success crowned his efforts. Then, instead of using his achievement to prove his equality with his original rival, he settled down to a real enjoyment of his newly acquired control. It was prized for itself, quite apart from its competitive value.

Childish Faults Cured by Actual School Treatment

Other forms of compensatory use of energy are more in evidence among dependent and delinquent children, although they are by no means confined to such groups. I refer to the very childish pleasure-giving activities which are used in a perfectly blind fashion, such as bed wetting, thumb sucking, excessive candy eating, absorption in excreta, and masturbation. These often seem to have no relation to thwarted impulses, but they tend to disappear when the environmental conditions are made stimulating and conducive to the development of more active, aggressive, and objective behavior, particularly when a satisfying home background or active school treatment is provided.

Increased Field of Wish at Adolescence

At adolescence the separation between wish and reality is greatly heightened. There is a tremendous increase in field of wish. A new urge becomes prominent, and there are no techniques developed equal to the rush of desire for social approval and sex success. You see how naturally there comes a burst of religious interest, interest in art, in theory, in ethics, in systems. Youth has to get something to control reality in the interest of this burst of energy, this blossoming of desire.

Here our educational responsibility is great. We must not allow the separation between wish and reality to go unbridged or to be filled by mere words or theory. We need more than ever to try to supply definite weapons and techniques for actual achievement. There was an instinct for reality in those primitive races who, in the initiation ceremonies of puberty, taught their young men and women definite methods for charming the mate and for making good in the sexual relationship. Love, marriage, children, work, social relationships, all are realities which can not be met in terms of wish only; dreams are a poor substitute for objective method.

Task of the Social Worker

To come down to the present, to our own field, and the social worker. What is our task to-day in social work? Is it not harnessing the wish to a definite, scientific method—a real technique, even though that technique be still in the making? The student who feels a call to social work, the volunteer, the board member, all of these in the beginning are too frequently motivated by the "wish" only, and it may be an urge which has its basis in needs of their own quite apart from any knowledge of social work or what it really involves. They want to do good, to save, to help, to sublimate, to fill their lives because death or failure has left them barren, or it is the cry of adolescent youth, eager to save the world, its hands empty save for dreams and desires to do some vague indefinite good to an equally vague and indefinite humanity.

How many of us have drifted into social work on the urge of our own subjective needs and the lack of any equipment which would fit us for definite work in other fields? Saving, helping others is a great consolation, a bolster to a fainting spirit. There is power and superiority in the idea. Many a social worker feels comfortable and at home for the first time in her life in the relationship which she takes to her clients. She is clearly the superior, she deals with those less able than herself, more unadjusted. We must recognize that in social work we attract the seeking ardent souls who have not found the harnessing of their wishes to reality an easy task. The job of the training school and of us as a professional group is to turn the good intentions, the subjective needs, the adolescent urge into the channels of objective achievement and into an actual comprehension of the facts and techniques for dealing with them. Without the harness of technique the wish becomes the instrument of ignorance and phantasy and separates us from the world of reality.

Many Cities Provide Playgrounds for Children

Since the beginning of the movement to rescue and restore the fast disappearing playground, and to give the growing child something more of earth than 6 feet thereof, there has been rapid progress.

Whereas in 1900 only 10 cities in the country were known to have public playgrounds, answers to a questionnaire recently sent out by the United States Bureau of Education show that about 75 per cent of cities of more than 10,000 population now furnish their children with space to play, and nearly as many are providing playgrounds for all new school buildings. Doubtless many of these school grounds are not so large as they should be, for some school superintendents consider from 10 to 30 square feet adequate space per child. A few, however, have larger views on the subject and think 200 or even 300 square feet none too much.

There is also an increasing use of school grounds, with supervision by special or regular teachers, after school hours. Where the regular teachers remain for such work they are paid from 75 cents to $1.25 per hour.

Ever since the founding of the Irish Free State, teachers in Ireland have been voluntarily learning and teaching the Gaelic language in addition to the regular curriculum.

Physical Education and School Health

(*Continued from page 97.*)

Nissen, Baron Posse, Enebuske, Bolin, and others.

Time will not permit a discussion here of the rise and fall of the various systems. So far as the public schools and colleges were concerned, the greatest rivalry centered on the comparative values of the German-Jahn, or heavy gymnastics. and the Swedish-Ling, or light gymnastics. Naturally, the Jahn system flourished in the schools of German-American cities, such as Cincinnati, Milwaukee, and St. Louis. The turnverein contributed much to its popularity. The Swedish-Ling system became more widely used in the New England States, and through its well-established physical education training schools gained much influence in the West.

Gymnasia Dedicated to Students' Health

So far as we can discover, the various systems of physical training had their origin as health measures. In fact, the two national systems—German and Swedish—were nourished in the atmosphere of war and preparation for war. When gymnasia were built at our educational institutions—the first at Yale, Harvard, and Amherst, 1860—they were dedicated to the health of the students. It was assumed at that time that physical training was practically the only known approach to health and strength. It was regarded by its enthusiasts as the catholicon of disease prevention and cure. They claimed that if one would but indulge daily in prescribed gymnastics and calisthenics the perfection of health and strength would be realized and maintained. Even to-day some of our much-advertised physical culturists, through the media of their colorful magazines, would have us believe that physical exercise is the one approach to health.

No Single Approach to Physical Perfection

We must bear in mind, however, that the early systems of physical education were devised before the sciences now making up modern hygiene and public health had been developed. With the introduction and growth of physiology, biochemistry, bacteriology, pathology. and closely allied medical sbujects, we began to realize more and more that there is no single approach to health and physical perfection. Indeed, we have learned that there are many factors which are of even greater importance in the maintenance of health than daily exercise. Malnutrition, focal and other infections, impaired elimination of the body's waste matter, insufficient rest and sleep, faulty habits of living, nervous instability—any of these may contribute far more to a "breakdown" than does neglect of exercise. Again, we have learned that there is little in the usual physical education that will greatly help subnormals, although some physical educators place great emphasis on this particular objective.

Rise of School Health Movement

Physical education failed to keep up with and to utilize the important contributions to health promotion and disease prevention made by the rapidly developing medical sciences. Of necessity, the school health movement had its inception. With a view of controlling communicable diseases, Boston in 1894, Philadelphia in 1896, and New York in 1897 began inspection of school children when epidemics threatened. Physicians came to the schools in these three cities to inspect pupils suspected of having contagious diseases. Pupils found to be infected were taken out of the schools and isolated or quarantined. These beginning adventures in school medical inspection proved to be of inestimable value. Not only did they show the futility of closing schools to prevent or block epidemics, but they disclosed the necessity of enlarging the school health activities to include concern for other approaches to health, normal growth, and physical development of school children.

Interest in school health began to spread. School inspections brought to light an alarming number of physical defects, such as malnutrition, caries of teeth, enlarged and infected tonsils and adenoids, defective hearing and vision, cardiac and pulmonary disorders, etc. In fact, physical examinations of school children indicate that 70 per cent have actual or potential physical defects.

It is interesting to note that the interest in personnel and the organization and administration of the school health activities came to be largely outside of physical education. To state it more forcibly, nine-tenths, or even more, of those interests and activities concerned with the health, normal growth, and the sound development of school children were included in the school hygicne movement which was quite apart from physical education.

Play Movement and Dzcline of Physical Education

It is a rather sad commentary on physical education that, although created as a health measure, it failed to keep up with and apply the important contributions of the medical sciences, and thus failed to serve adequately the health needs of our schools. It got off on the wrong track. It became largely concerned with the methods and technique of exercise. The disciples of Jahn had endless controversies with the followers of Ling as to the relative merits of the two systems. Again new method and technique cults sprouted forth, each proclaiming the superiority of its particular method. Time and effort devoted to the technique controversy was largely wasted, for, after all, systems of exercise are not the important thing.

The old systems of physical training suffered a severe blow with the rise of the play movement in this country, which centers about the year 1900 and has had a rapid and widespread growth. The new psychology with its recognition of the tremendous rôle that the instincts and emotions play in the activities, growth, and education of the child; the development of biology and the application of the theory of evolution to educational processes; and the new social order—all contributed to the widespread interest in the play movement. "Let us utilize and direct the play instincts of children for our physical education and abandon all formal gymnastic and calisthenic drills" was the challenge of the new play enthusiast.

Play Has Become Largely Educational

Naturally, as play is healthful, instructive, and popular, it began to dominate physical education. One serious difficulty, however, with the play movement is that it has become largely emotional, and when emotions dominate any movement there are dangers ahead. Mankind is born with certain fundamental instincts which run to physical competition, emulation, rivalry, and desire for mastery. Furthermore, one can indulge and gratify these fundamental and impelling interests not only by actual participation in competitive sports and games but by looking on. Hence, the rapid rise and domination of athletics—professional, intercollegiate, and interscholastic, and the building of bleachers and stadia for seating many thousand spectators. In our colleges and even in our high schools play became specialized. By specialized play I mean that the main emphasis is placed on the special training of a comparatively small number of students for competitive performances. This in itself has contributed little that is worth while to the physical welfare of our schools. The play movement may be regarded as the fourth era in the history of physical education in our country.

Physical Education to the Front Again

The appalling revelations of the draft examinations, wherein it was found that more than one-third of the Nation's youth were unable to pass the ordinary

tests for normal physical fitness, and the findings of physical examinations in our schools have been directly responsible for a renewal of interest in physical education. The term "physical education" is regarded by people in general as fundamentally a health measure. Somehow or other, our citizens have come to accept the term "physical training or education" as an activity wholly concerned with health. Because of this conception, twenty-five or more States, since 1915 have enacted laws whereby physical education and health teaching and supervision are made compulsory in their public schools.

Thus, physical education has come to the front again—established firmly in the schools of many States by statute. The prime object of this legislation was to improve the physical condition of school children—to achieve positive health and physical efficiency.

Physical Education Depends on Intelligent Interpretation

With the establishment of physical education by State legislation we note the fifth era in its development and progress in the United States. Whether it will stand the test of the times will depend upon an intelligent interpretation and application of its genuine objectives and functions.

Physical educators in recent years have been doing all in their power to meet the new demands, but they find that in many quarters the school health movement has taken over and incorporated in its interests and activities most of the approaches to health promotion—positive health and physical efficiency. Furthermore, the school health agencies now control the machineries of communicable-disease prevention and control. In other words, the school health service, including its staff of physicians, dentists, and nurses, is best prepared to handle most of the positive health and physical efficiency program of the school. While physical education was concerning itself chiefly with technique, methods, and devices for gymnastics, calisthenics, games, plays, and athletics, important approaches to health and physical efficiency brought forward by rapidly-developing biological, hygienic, and medical sciences had been appreciated and applied by other school health agencies.

Physical Education Combined with School Health

In its attempt to assert itself and to convince itself and the public of its value, finding its traditional field fairly well covered by the school health movement and wishing more or less independence of the school health agency, physical education began to cast about for other objectives outside of those concerned with the body. It found them in a large measure in certain mental, moral, and social values, that physical education claims are the invariable products, particularly of games, sports, and athletics. As a result, in at least one State there is a State director of physical education and a State director of school health. The objectives found are named as follows: Obedience, subordination, self-sacrifice, cooperation, friendliness, loyalty, capacity for leadership, fair play, sportsmanship, self-confidence, self-control, mental and moral poise, good spirits, alertness, resourcefulness, decision, perseverance, courage, aggressiveness, initiative.

"Back-to-the-Body" Movement Wanted

Leading educators who have given serious thought to these mental, moral, and social objectives claimed for physical education by physical educators do not feel that physical education can stand on these pretensions. Professor Snedden, among others, has said: "It will serve no useful purpose for the supporters of physical education to urge as primary or even as important secondary objectives of their proposed program objectives of social, civic, or moral education." Again these schoolmen feel that the numerous virtues enumerated above are to be reached far more effectively through other channels than that offered by physical education. In fact, these attributes, in reality, are among the sought-after objectives in all education. Therefore, schoolmen want to see a back-to-the-body movement on the part of physical education. This is certain, that no system of physical education in our public school system will survive and flourish unless it has the closest cooperation of schoolmen and unless its objectives meet with the full approval of the general educator. Physical education must be a part of the school system.

Physical education, in order to survive, must have an important and particular job to do—and this job, one that is not covered by some other interest and activity in the school. According to schoolmen, seeing to it that every child is not only given an opportunity but is required to develop and maintain a sound, vigorous, and harmoniously developed body is the big job of physical education. But, as has already been stated, there are many approaches to health and physical efficiency, some of these are already in charge of and can be handled best by health agencies other than that which has been known as physical education. Hence, proper relationships between physical education and. these agencies must be established.

School's Health Service and Physical Education

In meetings of public health workers and school hygienists it is frequently my duty to defend physical education as something more than a health problem, that it is interested in the promotion of health and normal growth through proper exercise, etc., but that it includes other objectives as well. While at meetings of physical educators it is frequently my duty to emphasize the health side of the physical education program.

Let us assume that both the school health service and physical education are fundamentally interested in the positive health and physical efficiency of school children. If this is true, there is no reason why separate administration should be maintained. Independent supervision leads to duplication, friction, misunderstanding, economic waste, and, worst of all, to poor results. Some phases of the work may be overemphasized, others slighted.

To combine them under one general supervision is the logical thing to do. But before doing so a new type of supervisor of school health and physical education must be trained.

Not Prepared to Supervise Health Service

Although physical education may have important objectives which are only remotely related to health, such as harmonious development, neuro-muscular control and precision, recreation, guidance of fundamental instincts in play, developing certain desirable social and moral qualities, etc., it also controls one of the important approaches to positive health and physical efficiency—proper physical exercise. On the other hand, the traditional training in physical education does not prepare one, in any way, to supervise other phases of the school's health service. And yet, to repeat, the interest and activities of the health service and of physical education center on the human body in attaining and maintaining health and physical efficiency. Both are interested in physical examinations, in follow-up procedures, in physical efficiency tests. In many phases of the work there is an overlapping of interests and activities.

Now, the public is not willing to support, in our school system, two separate agencies which are concerned primarily with the sound, vigorous, and harmonious development of the body. Nor do our school administrators want this arrangement. To reiterate, too much misunderstanding, lack of sympathy, friction, duplication and academic and economic loss are the invariable results of a dual administration of the school's physical welfare activities.

In conclusion permit me to state that in presenting this discussion, I am not unmindful of the places where physical education and school health have been efficiently correlated.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education.

BAKER, S. JOSEPHINE. The growing child. Boston, Little, Brown and company, 1923. ix, 230 p. front., plates. 12°.

The author of this book is director of the Bureau of child hygiene, Department of health, New York city. The volume deals with the health problems of the younger children, from two to six years of age. Because during this age period the child is particularly susceptible to many contagious diseases and to many of the more common infectious diseases, large space is devoted to a discussion of methods of controlling these diseases and caring for them at home. The importance of prevention of disease and methods whereby children may be kept well are also emphasized. Information and guidance are afforded for teacher, mother, and nurse.

BOLTON, FREDERICK ELMER. Everyday psychology for teachers. New York, Chicago [etc.] C. Scribner's sons [1923]. 443 p. fold. diagr. 8°.

A new text in educational psychology, for the shaping of which the author acknowledges his par ticular indebtedness to the influence of three great Americans—G. Stanley Hall, William James, and John Dewey.

DOWNEY, JUNE E. The will-temperament and its testing. Yonkers-on-Hudson, N. Y., World book company, 1923 v, 339 p. diagrs. 12°.

This study deals with the relatively permanent human quality which the author terms will-temperament. She believes temperament to be determined (1) by the amount of nerve energy possessed by the individual and (2) by the tendeney for such energy to express itself immediately in motor reaction. In order to measure this quality, the Downey will-temperament tests have been devised. The investigations and experiments presented in this book indicate that the results of the will-temperament tests may be used to judge an individual's innate force, self-confidence, adaptability, power of restraint, patience in detailed work, and other qualities most important for success in life.

GRIZZELL, EMIT DUNCAN. Origin and development of the high school in New England before 1865. [New York, The Macmillan company, 1923] xvii, 428 p. front., plates, tables. 12°.

Thesis in education (Ph. D.)—University of Pennsylvania, Philadelphia, 1922.

According to Prof. Arthur J. Jones in the introduction, this study is a distinct contribution to the history of education. The author conclusively shows that the public high school, in New England at least, is distinctively American both in organization and purpose. He not only demonstrates the indigenous character of the high school, but also points out some of the most important political, economic, and social influences that have caused its phenomenal growth. The work is based on the results of investigation of the original sources of information throughout the New England States.

MCMILLAN, MARGARET. Education through the imagination. [2d ed.] London, G. Allen & Unwin, ltd. [1923] 208 p. illus., plates. 12°.

A rewritten and enlarged edition of this book, with a preface by J. L. Paton, who writes that the hardest task of all in education is to keep alive amidst the actual the vision of the ideal. This work is both practical and mystic—practical because it is begotten of experience aud mystic because it has vision for the future. The creative energy of children is such an important factor in their lives that it should be carefully developed, and the author, after defining what creative energy is, endeavors to indicate the various forms in which it finds its manifestation at the earlier periods of life, and to determine its place and function in primary education.

MANSBRIDGE, ALBERT. The older universities of England, Oxford and Cambridge. London, Bombay [etc.] Longmans, Green & co., 1923. xxiv, 296 p. plates. 8°.

This account of the Universities of Oxford and Cambridge is written from the standpoint of one who has not studied in these institutions, but who has given much attention to the "extra-mural" work, designed to extend their advantages to the many working men and women who possess an interest in, and a capacity for, scholarship and advanced thought. Mr. Mansbridge was a member of the Royal commission of 1919-22 on the Universities of Oxford and Cambridge, and is nominated in a bill before Parliament as a statutory commissioner on the University of Oxford. The book is based upon a course of lectures delivered on the foundation of the Lowell institute, Boston, Mass., in March, 1922, and presents the history, constitution, mind, and spirit of both Oxford and Cambridge.

MEIKLEJOHN, ALEXANDER. Freedom and the college. New York and London, The Century co. [1923] xiv, 231 p. 12°.

A collection of papers which express the author's views on various phases of educational policy are given in this book. With reference to the college faculty, he discusses the question, To whom are we responsible? Other questions discussed are, Is our world Christian? and What are college games for? The career is presented of Elisha Benjamin Andrews, a leader in freedom, and Pawtucket, R. I., "the machine city," is described. In the field of college administration, papers are included dealing with the theory of the liberal college, and the unity and reorganization of the curriculum.

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES. Addresses and proceedings of the sixty-first annual meeting, held at Oakland-San Francisco, California, July 1–6, 1923. Vol. LXI. Washington, D. C., National education association, 1923. xii, 1068 p. illus. 8°.

This volume contains the addresses and proceedings at the general sessions of the association, and at the meetings of the National council and of the various departments. The addresses and resolutions made at the World conference on education, held in San Francisco June 28 to July 6, under the auspices of the National education association, are published in a separate pamphlet.

ROBINSON, JAMES HARVEY. The humanizing of knowledge. New York, G. H. Doran company [1923] 119 p. 12°.

According to the author of this book, specialization places science in danger of losing touch with the ordinary man and woman. After commenting on mankind's general indifference and even hostility to scientific truth, he pleads for the democratization of scientific knowledge and urges scientists to express their discoveries and conclusions in a form which will appeal to the great mass of readers. Books on scientific subjects should be prepared in a way which, first, will enlist the reader's attention; second, will present the facts and information in terms and in an order which will be understood by the reader; and, third, will wisely suggest the significance of the information in its bearing on the reader's thought and conduct and his judgment of others. A handy volume midway between a scientific treatise and a periodical article will do best, it is suggested.

RUSK, ROGERS D. How to teach physics. Philadelphia, Chicago [etc.] J. B. Lippincott company [1923] x, 186 p. illus. 12°. (Lippincott's school project series, ed. by W. F. Russell.)

For some time there has been a growing demand that physics be taught in a manner better suited to the needs of high-school students and in a manner that would more closely relate it to life. This book aims to give the teacher or student a working knowledge of the teaching of physics by defining the aims and methods of the subject, by practical suggestions as to the subject matter, and by particular reference to the development method of presenting the material. It emphasizes the application of modern pedagogical methods to physics as a special subject, the development of suitable teaching projects, and the grouping of such projects about a few fundamental principles. The book also contains a survey of the development of physics and physics teaching, and briefly considers the meaning of physics and scientific method.

SMITH, DAVID EUGENE. The progress of arithmetic in the last quarter of a century. Boston, New York [etc.], Ginn and company [1923] 93 p. illus. 8°.

The progress during the past 25 years and the present status of the science of elementary arithmetic are here described. This includes the basic principles in the making of arthimetic textbooks and the development of these principles during the first quarter of the twentieth century.

Health Habits Taught Through School Essays

As an aid to the teaching of health habits to school children the county nurse and the teachers of Jefferson County, Colo., held an essay contest on seven subjects: Eyes, ears, teeth, food, bathing, fresh air, and exercise. These essays were part of the regular school work, and were graded on penmanship, spelling, composition, neatness, artistic arrangement, and illustrations, as well as on subject matter. The illustrations were either original drawings or pictures clipped from magazines. Two hundred and fifty essays were written and illustrated. From these the first and second prize winners were selected. The prizes were pictures for the classroom, and they were awarded to the classes to which the winning students belonged, instead of to the individuals.

Cooperation Between Teacher and School Nurse

Teacher Should Inspect Her Pupils Every Day, Without Their Knowledge. Improper Food Habits Fruitful Cause of Physical Defects. Township a Convenient Unit of Health Activities

By MARY CHAYER
Supervisor of School Nurses, Saginaw, Mich.

THERE are many things the teacher can do in preparation for the visit of the nurse. First, let us go over the main objectives that the nurse has in mind and how she goes about to accomplish her ends. The work of the nurse falls into four main divisions:

1. Detection and control of communicable diseases.
2. Detection and correction of physical defects.
3. Sanitary inspection of buildings.
4. Health education program.

The nurse can do little along any of these lines unless her teachers are ready and eager to help her.

Detection and Control of Communicable Diseases

State departments of health usually have a little folder containing a list of the common diseases, together with their symptoms. Get this pamphlet and study it carefully. Each morning, the very first hour, every teacher should make an inspection of all of her pupils. This takes only a few minutes, and can readily be done without the knowledge of the pupils. Some of the things she may observe are: (1) Whether children are reasonably clean; (2) whether heads are infested; (3) whether all sores are covered; (4) whether any throats are wrapped up, as if sore; (5) whether all children appear well and happy.

Care should be taken not to let the children know you are inspecting for anything except cleanliness. If a child is ill, he should be sent home with a note to the parent stating clearly why you are sending the child home, and advising the parent to call a physician if you think the child is quite ill, to keep the child from other children in case of sore throat or rash, and to notify the township health officers of any suspicious contagious disease.

Reproaches Often Defeat Purpose

A class inspection should be made a pleasant thing. Do not try to catch the child with dirty hands; pay attention to the children with clean hands. Soon those with habitually dirty hands will want some of the attention, too, and will surprise you with clean ones. Be careful not to be sarcastic about these things, or your purpose is defeated. One teacher said to a child one day, "Why, Rose, I did not know you could be so clean." As a result, Rose never was clean from that day on.

But why make such a fuss over clean hands? Because cleanliness of hands and finger nails and teeth, especially before meals, has a great effect on the control of communicable diseases. If children keep fingers and pencils and other things out of their mouths, wash their hands thoroughly, clean their finger nails, and keep their teeth free from decay, they are much less likely to contract communicable diseases.

The common defects found in children are defective teeth, enlarged tonsils, defective vision, underweight, poor posture.

Detection and Correction of Physical Defects

Four if not all five of these defects can be traced to improper food habits either of the child during some part of his life or improper diet of the mother or both. Many of the defects mentioned the teacher can readily detect. Among these are defective vision and underweight. We consider a child who is 10 per cent below the normal weight for his height and age as sufficiently underweight to need individual attention. If these children can be made to gain in weight about one-half pound a month steadily, they usually need not concern us further, if they seem well in other ways. But every child should make a steady gain if he is well.

Children usually have poor posture because of improper food habits. The correction of one often leads to the other. It does little good to put the child through vigorous physical exercises for poor posture, if his nutrition is at fault. Each teacher can test the eyes of her pupils for poor vision. The use of a Snellen eye chart is a simple matter, not requiring medical attention but requiring good judgment. One can often conjecture that a child has some difficulty in his nose or throat by the way he talks. Children often have aching teeth, which usually means abscessed teeth. After weighing and measuring the child and testing his eyes, the teacher should make a list of all children who are under 10 per cent or more underweight, all who have defective vision, and any other who have a defect of any kind. These the nurse will see on her first visit and can advise the teacher as to what should be done. Together they can work out some way of getting these defects corrected.

Sanitary Inspection of Buildings

Every teacher knows that a school room should be well ventilated. She should, then, work out her own system of ventilating so that as to insure the maximum of fresh air every hour of the day, remembering that the best temperature is 68, never over 70. Each room should have a thermometer, so there may be no guesswork. Some child may be made responsible for the hourly reading and can call the attention of the teacher to ventilation. The matter of pure fresh drinking water in clean covered receptacles and individual drinking cups is essential. Some provision should be made for children to wash their hands and use individual towels, especially those who remain at school for lunch.

Health Education Program.

By far the biggest piece of work the teacher can do is to work out an adequate health education program, which will be made so interesting as to function in the lives of the children.

In the first three grades emphasis should be placed on the actual daily performance of the essential health habits. This should be continued through the next three grades, with additional reasons for these performances. In the seventh to ninth grades the functions of the organs, or applied physiology, should be taught. So far as we are able to do so, we should strive to teach, from kindergarten through high school the proper methods of taking care of our bodies, the proper food, rest, air, exercise, clothing, cleanliness, posture, etc. Nurses furnish the subject matter on health education, but it is the problem of the teachers to work out and to use their own teaching ability, to get the thing to the children. Teachers will wonder how they are to find time for all this, together with all their other work, but the secret lies in that last phrase, "together with all their other work," in other words, correlation. I know this word is as much overworked as the "project method." Speaking of the project method, you have doubtless used the store as a project for teaching currency and other problems in arithmetic. Did you ever have a grocery store or a restaurant that sold only health foods and gave the proper value to milk and the best foods by advertising and posters? If you should try this project I advise you to study up on food values, for the children will ask you all sorts of questions.

Provision for Tuberculous Children

Minneapolis Public School is Well Equipped for Care of Pupils Excluded from Regular Schools Because of Tuberculosis. Hospital Ward for Those Who Require it. Children Maintain Class Standing

LYMANHURST School and Hospital for Tuberculous Children is maintained as a regular part of the school system of the city of Minneapolis. The course of study includes the grades above kindergarten and below the high school, but high-school grades will be added if needed. Children maintain their standing with other grades of the city, and can enter or leave Lymanhurst without detriment to their standing.

Lymanhurst School.

Admittance to the school is made upon a definite diagnosis of active tuberculosis. Children of school age who show symptoms suspicious of tuberculosis are taken to the out-patient clinic of the Lymanhurst School. A diagnosis of tuberculosis excludes the child from the regular schools, and if he is able to travel to and from school in the street cars, he is obliged under the compulsory education law, to attend Lymanhurst.

Once admitted to Lymanhurst as a student, a routine physical examination is made both to check up on the previous examination and for further study. With full consent of the parents, specialists make a research study of the child and makes reports from time to time. The child is under constant supervision. If his condition seems to indicate it, or if closer observation is required, he is placed in the ward for a limited period under the care of the physician and nurses, and remains for the entire 24 hours. If the child becomes a candidate for sanitorium treatment, application is made to the County Sanitorium at Glen Lake and the child is transferred.

Rest room.

"Sun lamp treatment" is given to all children in the school in a room equipped

A classroom.

with two Hanovia quartz lamps. Six children can be treated at one time. Shower baths are given twice a week.

School begins at 8.45. The children come on street cars and transportation is furnished by the board of education. On arriving at the school a light meal of cereal or gruel and milk is given them. In cold weather hot milk or cocoa is added.

From 9 to 11 children attend classes in the open air rooms, which are kept at 45°; they wear Eskimo suits. From 11 to 11.30 is a recess period, during which another light meal is given them. From 11.30 to 12.30 they remain in the classroom.

The regular sun-lamp treatments are given between 9 a. m. and 12.30, an entire class being excused at one time for this treatment and for weighing. Temperatures are taken in the last 45-minute period of each day.

At 12.30 the children pass through the toilet and wash rooms, and into the dining room, where a full meal is served. It usually consists of soup, meat, vegetables, a properly selected green salad, bread and butter, milk, and dessert. No tea or coffee is served.

From the dining room children go directly to their cots, where they sleep till 2.30. From 2.30 to 3.15 they attend class, and at 3.15 they go home.

Hospital ward.

This school is under the supervision of Dr. F. E. Harrington, Minneapolis commissioner of public health and director of hygiene in the Minneapolis public schools.

Convenient Provision for Hot Lunches

Rural-school children in Ramsey County, Minn., have hot lunches without the disadvantages of cooking in school by use of the "pint jar method." Each child brings some one food, such as soup, macaroni, cocoa, creamed eggs, etc., in a pint jar, sealed with a rubber band, and with his initials on the cover. These jars are placed in a rack set in a clothes boiler partly full of water. A two-burner oil stove is used to heat them. The stove is lighted at recess time and by noon the jars are hot. Newspapers are spread on the desks and one of the older children passes the jars. Each child brings a dessert spoon with which to eat from the jar, as an ordinary spoon is too short.

The equipment required is: A two-burner oil stove, a clothes boiler, a rack, a lifter for the hot jars, towels to wipe the jars, and newspapers to protect the desks. In heating the jars the water should reach halfway up the first layer of jars and the steam will heat the second layer.—*Mabel S. Stevenson, County Nurse.*

More than half of the school children of Eugene, Oreg., attend Bible classes held by the various churches of the town.

Public Health Purchasable; Health Insurance Cheap

Establishment of Health Habits the Function of Educationists. Hundreds for Prevention Better than Thousands for Cure

By HARVEY SUTTON

President Australian Association for the Advancement of Science

PROGRESS in health (and, after all, health means progress) appears dependent on our gaining control of the growth period of the human organism. The two greatest menaces, infectious disease and nutritional influences and disturbances, are eminently factors capable of human influence and the means are at our command for their conquest. First, we must have faith in the dictum of Pasteur, that the power is within our grasp, not only of free air, water, and milk, but also the human being of every form of infection and confidence in the creation of a health conscience by education. After all, what is health but the result of ideas and ideals, habits and customs, the establishment of which for every generation is essentially the function fo the educationist.

Science Will Solve Oppressing Problems

Secondly, we must have hope in the investigator, with the expectant conviction that science will solve the problems which still oppress us, make clear the path we at present see but darkly, give us a full conception of the wonderful resistant powers of the human body, of how to develop and reinforce these powers. We must have hope in the legislator, for public health is purchasable and health insurance the cheapest, most economical and productive of all forms of State expenditure. We look for a statesman who will realize the obvious fact that tens of thousands spent in prevention is a better proposition than hundreds of thousands spent in curative efforts, that a health department is like our fire departments, which cost a great deal to keep up—money cheerfully paid for fires that do not occur. Democracy certainly won the war; it has yet to win the peace campaign of health, strength, and happiness.

Rights of Children Enter National Consciousness

Our greatest hope is in the child and its immediate horizon, the home, and shall I say also its mother? Health, like charity, begins at home. The right of every child—indeed, of everyone—to fresh air, good food, regular open-air exercise, decent recreation and thorough sleep, adequate weather protection, the means for habitual cleanliness and freedom from exposure to infection, id est, a reasonable existence for 24 hours a day, is gradually filtering into the national consciousness. Above all, it is the child we look to as the saviour of society, the creator of health, for it is far easier to form than to reform.

Finally, we all need that love, that enthusiasm for humanity which raised the child to a pinnacle of importance previously unknown and condemned every form of indifference to mankind and to human suffering. Our motive as health workers must be unquestioned and unquestionable if we are to demand from parent or practitioner or parliamentarian that cooperative idealism which clears away all obstructions which the human selfishness and greed, class consciousness and hatred, industrial misunderstanding and unrest, professional conservatism and jealousy, party blindness and strife, raise as barriers against us. Health knows no boundaries of class or creed or country, and, firm-based on the faith of scientific truth, the hope of human educability and adaptation and the enthusiasm for humanity rises unconquerable to the salvation of the nations of the earth.—*South Australian Teachers' Journal.*

The United States Bureau of education has accepted the invitation of the Tennessee Association of Colleges to make a survey of higher education in that State. Dr. George F. Zook, specialist in higher education will be in charge of the survey.

PRINCIPAL ARTICLES IN THIS NUMBER

Massachusetts Associations Promote Libraries

Have Issued a Helpful Program for Local Associations. Suggestions for Directing Outside Reading of Pupils

By ELLEN C. LOMBARD

Director Home Education, Bureau of Education

A MOVEMENT to promote the establishment of libraries has been inaugurated in Massachusetts by the State Parent-Teacher Association. This association realizes that the public library and the public schools are two institutions directly concerned with public education; consequently, their cooperative activity is desirable and essential to the best work of both and to the best interests of the community.

In furthering this movement the Massachusetts Parent-Teacher Association has issued a practical program for the use of local associations throughout Massachusetts. This program was prepared by the New England School Library Association. It consists of definite and practical suggestions for meetings at which those who are concerned are brought together to discuss the problem of cooperation between the library and the school in the interest of the education of the children; the recommendation to appoint a committee to investigate local conditions and make practical suggestions for closer cooperation, and a suggestive questionnaire through which a knowledge of the financial resources of the library and the schools may be made known; conditions favorable to the effective cooperation of the public schools and the public libraries may be pointed out, and the cooperation of other welfare organizations may be established.

This movement includes the encouragement and direction of the reading of pupils outside of school. One of the tragedies of educational systems has been that our children spend five or six years of their lives in learning how to read, and when they have learned they have had little or no guidance as to what to read. This is a field of activity that is much needed in every community, and the parent-teacher associations throughout the United States can afford to acquaint themselves with the Massachusetts plan for the promotion of libraries.

To give parents an opportunity to visit the schools during regular sessions, schools of Ridgewood, N. J., are conducted as usual on one legal holiday of each year. Many fathers as well as mothers visit their children's classes on that day.

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Rural Education Number

SCHOOL LIFE

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Land-Grant Colleges in Rural Education

Rural Education Not Merely Training for Agriculture. Must Represent Cultural, Socializing, and Liberalizing Influences. Reconstruction of Rural Life Depends on Consolidation of Community Interests. Land-Grant Colleges Must Provide Teachers and Rural Leaders

By W. M. JARDINE
President Kansas State Agricultural College

WHOEVER writes the history of American agriculture and American rural life must, at the same time, write the history of the land-grant college. While an agricultural college was established in Maryland in 1856 and one in Michigan in 1857 before the Federal Government made any grants for agricultural and technical education, the United States land grants were responsible for the establishment and largely for the development of most of the colleges that have directed their attention to agriculture and rural life. Without these institutions the course of life on the farms of the United States would inevitably have been vastly different.

The system of education represented by the land-grant colleges was not, it must be remembered, imposed upon the farmers from above. It was the definite response to their expressed needs and desires, though its development has been more significant and far-reaching than any of its original proponents dreamed. From Kentucky, New York, California, and other States there came in the late fifties petitions urging the appropriation of unoccupied lands for the support of agricultural and technical education. In speaking before the House of Representatives in 1857, Congressman Justin A. Morrill, of Vermont, therefore expressed not merely his own

An excellent example of a rural high school.

(*Continued on page 132.*)

Collegiate Rank of the Normal School

Lengthening of Normal School Course Inevitable in Development of Public Education. Superintendents, Principals, and Teachers Should be Trained in Same Professional Atmosphere. For Teaching, Native Talent Must be Developed by Studies and Perfected by Experience

By DAVID FELMLEY
President State Normal University, Illinois

IN ITS early days in New England the normal school confined its attention chiefly to the common branches, for little else was taught in the common schools. Secondary education 80 years ago was carried on almost exclusively in private academies. The normal schools of the Middle West began with a broader curriculum including the "higher branches" taught in the town and village schools 50 years ago. But the terms "common school" or "public school" have to-day a larger content than 80, 50, or even 20 years ago. The teacher in all grades has a broader field, needs a larger vision. The new researches, the new discoveries in science, the new impulses toward nature study springing from the needs of a better agriculture, the new demands for vocational training, the new problems in society, the new questions and duties in our international relations, the widening range of literature—all the stirring ideas of our expanding civilization are pushing down into the common school. The training of teachers means more than it ever did before, and the normal school has a larger opportunity, a larger responsibility.

The normal school to live must grow; its ideals are not to be determined nor its activity bounded by the horizon of 20

Principal portions of an address before the Centennial Celebration of Teacher Training, Terre Haute, Ind., December 6, 1923.

years ago. The meaning of education has broadened with the increased complexity of modern life, the word "teacher" has a wider significance, and the term "normal school" must have an enlarging content commensurate with the expanding ideals of our education.

The normal school has in its history been a growing institution in attendance, in financial support, in public esteem, and in its standards. The one year beyond the elementary school required for its diploma in 1840 had grown to six years by the end of the century. In other words, in the length of its course it had become a junior college. Since 1900 more than half of our State normal schools have introduced full four-year curriculums beyond the four-year high-school course, and have become full-fledged colleges, so far as the length of their curriculums can make them such. In this period of 23 years we find that the per capita cost of public education has doubled, even after due allowance is made for the shrinkage in the purchasing power of the dollar. The number of students in our high schools has more than quadrupled. These are housed in our noblest buildings, finer than our churches or our courthouses. These new palatial structures are equipped with gymnasiums, furniture, apparatus, libraries, textbooks, victrolas, and appliances for visual education of a quality and extent undreamed of a quarter century ago. Is it expected that the one vital factor, the teacher, shall show no improvement?

Normal-School Expansion Means Greater Costs

This lengthening of the normal-school course to four years has been inevitable in the development of our public education. But this expansion of the normal school involves increased costs, just as the expansion of our public schools has involved increased costs. Better laboratories and libraries, better equipment and apparatus, better prepared and better paid professors are necessary. Consequently, this expansion in these days when the hard-pressed farmer is appealing for a reduction of taxes meets with resistance in the appropriations committees of our legislatures. The objection most frequently heard is that it is the distinct function of the normal school to train elementary teachers, that the training of high-school teachers, special teachers and supervisors of all kinds should be left to the colleges and universities. The vital question is: Is it for the best interest of the public school system as a whole that the normal school be thus limited to the preparation of elementary teachers?

The normal school is distinctly a professional school. The training which it gives, if it performs its proper function, is distinctive in character and different in kind from that implied in general education. Only incidentally, not primarily, is a liberal education obtained in a normal school. The converse of this proposition is equally true, that adequate training for teaching as a profession can not be merely a feature of a course whose chief aim is a general education.

Teaching is a profession calling for the highest devotion, patriotism, and unselfish endeavor. Its professional spirit is a spirit of consecration. This spirit can not be developed in a school or department which is merely an adjunct of an institution whose chief interests are economic and industrial, or the mere development of personal culture.

Separate Training Begets Exclusive Castes

High-school teachers should be trained in the same environment as elementary teachers. Both need the same love of children, the same knowledge of the problems of childhood and youth. Both need a comprehension of the entire scheme of education provided by our public schools. To educate these teachers in separate schools with different aims, methods, standards, and traditions results in a serious break in spirit, in method, and in the character of the work as the child passes to the high school. Furthermore, this separate training begets an exclusive educational caste. Our schools are already suffering from the presence of this cleavage between the professional aristocracy of the high school and the commonalty of the grades.

Principals and superintendents should be trained in a professional atmosphere where the same ideals are set up, the same philosophy expounded, the same principles and methods taught, as are taught to the teachers who are to work under their leadership.

Special Studies Vitally Related to Other Branches

Special teachers of music, art, manual training, home economics, commercial branches, and the like, will prove more efficient when they study their specialties in vital relation to the other branches of the school curriculum.

Teachers of all grades can be best equipped in institutions whose faculties are in touch with the problems of childhood and adolescence, where all the instructors consider professional education of high value and where all the students look upon teaching as an occupation worthy of the highest talent, character, and attainment.

The public school is the nursery of our democracy. Its teachers ought to be thoroughly democratic in their convictions, sympathies, and behavior. For that reason they should be trained in institutions where merit, not money, is the passport to popularity, where extravagant expenditure is so rare as to be unfashionable, and where exclusive social organizations do not flourish.

It is less expensive to the State, as well as to the parents, to educate teachers in the normal schools, where plain living and high thinking are still somewhat in vogue.

Most of the teachers in our better high schools are educated in colleges and universities. These institutions, through the North Central Association of Colleges and Secondary Schools, deny the accredited relation to high schools unless they employ teachers with degrees. This compels the prospective high-school teacher to attend college, but there is no requirement of any sort demanding that the prospective elementary teacher shall attend a normal school. The only inducement held out is the obtaining or renewing of a teacher's license without examination, or the prospect of obtaining a position in a school system where normal-school training is preferred. The vast majority of school boards do not require normal-school training. By most of them no recognition of such training is made in salary schedules. Where any recognition exists, two years at the normal school usually count for no more than two years of experience in teaching. That is, the teacher who spends $1,200 or more on her normal-school course is in the same rank as the teacher who has earned $1,500 or more while gaining her two years of experience.

Colleges Can Promise Desirable Positions

The college is able to say to the high-school graduate, "Come and spend four years with me and I can assure you a teaching position where pay is best, hours shortest, responsibility lightest, social position highest. Without me you can not get the position."

The normal school may say: "If you spend two years with me you will gain insight into your work, higher skill, keener interest, inner satisfaction; but I can promise you no light work, no pecuniary or social advantages because of your coming."

Normal schools in self-defense must continue to teach courses that will attract prospective high-school teachers and village principals.

In providing a four-year curriculum the teachers' college does not recommend that this length of professional preparation should always precede beginning to teach. As it is, about half of the young women graduating from the normal schools do not teach longer than six years. Two

(*Continued on page 137.*)

Music Taught Successfully in Rural Schools

Difficult Problem in One-Teacher School, but Practicable with Trained Teacher, Adequate Time Allotment, Suitable Song Material, Phonograph Records, and Competent Supervision. Conspicuous Instances of Success

By HOLLIS DANN
Director of Music, Pennsylvania State Department of Education

THE TERM "rural schools" as used in this article includes two types—(1) the borough or consolidated school, (2) the one-teacher school.

Music in the borough and consolidated school presents the same problems as are found in any other graded system. Given a teacher for each grade, or a teacher for each two grades, the standard procedure of graded systems may be followed. Only in the arrangements for supervision are there differences. Two, three or five boroughs or consolidated schools unite in employing the services of a supervisor, each sharing the cost in proportion to the time given to each school. Given an efficient supervisor, both vocal and instrumental music in the grades and high school can be carried on as successfully in the borough or consolidated school as in the city system. The glee club, orchestra, band, and community chorus function successfully in these rural schools. Indeed, the need for and appreciation of these organizations is greater than in the city. Examples of consolidated schools where vocal and instrumental music is taught with signal success are found in all parts of the country, proving beyond question the feasibility of a full-fledged music program in the borough and consolidated schools.

Most Difficult Phase of Rural Problem

Music in the one-teacher school is the most difficult phase of the rural problem. Since 1920 the writer has studied this feature of music particularly in the rural schools of Pennsylvania. Conditions surrounding the one-teacher school in Pennsylvania are typical. Therefore, the subject will be treated with particular reference to Pennsylvania. The situation will be stated as it was in 1920; the procedure believed to be essential will be described; the results already attained will be reviewed, and hopes for the future will be expressed.

Four years ago very few of the 9,200 one-teacher schools made any attempt to teach music. The State required no musical training of its teachers, provided no way for them to get such training, and did nothing to promote music or art in the rural schools.

The Pennsylvania educational program adopted in 1920 and enacted into law by the 1921 legislature radically changed the official attitude toward music, art, and health, especially in the rural schools, for the dominant note in that program is "Equal educational opportunity for every child in the Commonwealth." Features of the 1921 code which directly affect music in the rural schools are as follows:

Features of Pennsylvania Code

1. Music must be regularly taught in every elementary school.
2. By September, 1927, every teacher must be a normal graduate or the equivalent, holding standard certification.
3. Definite musical training is made one of the requirements for every standard certificate.
4. The minimum salary of the rural teacher is $100 per month; for the rural supervisor, $130.
5. The minimum year for the one-teacher school is eight months.
6. The State pays 60 per cent of the salary of the rural teacher and supervisor. (The 1923 legislature increased this to 75 per cent for poor districts.)
7. Promotion of consolidated schools and State support of school-building construction.

These provisions of the school law made possible the taking of the steps necessary for music to function successfully in the rural schools.

The first and most important step is the musical training of the teacher. Prevalent theories to the contrary notwithstanding, there can be no music worth the name in a rural school or any other school with a teacher in charge who is musically illiterate. The music requirement for every certificate would have been a dead letter (as it is in several States) had not the State provided and required practical training for the teacher. This training is required throughout the course in the 14 normal schools and during the nine weeks summer sessions in these schools. Similar training is offered in extension courses, wherever 15 teachers ask for music. By means of this practical training our teachers are rapidly gaining the power and skill to teach music as well as they teach reading or arithemtic.

The future of music in the schools of Pennsylvania looks bright because of the splendid work which the normal schools are doing. From all parts of the State are coming enthusiastic reports of the excellent music teaching by recent normal graduates.

Effective Instruction in Teachers' Institutes

Supplementing these three forms of teacher training is sectional instruction in the county institutes and personal visits to the schools by the State director of music and his assistant. A member of the music staff giving practically her entire time to institutes and rural schools is receiving enthusiastic and wholehearted cooperation from county superintendents, teachers, and patrons. At the institutes the rural section is given several periods for music. The work is followed up by the member of the music staff visiting the rural schools of the county with the superintendent. After observing the specialist work with rural children for two weeks the superintendent is invariably enthusiastic concerning the music and more helpful and discriminating in his supervision of the work of his rural teachers.

The second essential condition for successful music teaching is an adequate time allotment. The department of public instruction prescribes 20 minutes daily. During the first year the entire one-teacher school forms one class in music. The singing for the first year is practically limited to songs, with especial attention to tone quality and to making the singing enjoyable and attractive. After a year of rote singing, ear training and sight reading are in order.

Advantages of Songbooks in Children's Hands

The third essential condition is suitable song material in the hands of the children. We now have in Pennsylvania a book of suitable and attractive songs especially prepared for rural schools. The attempt to teach a sufficient number of songs without books inevitably results in partial if not complete failure. The advantages of songbooks in the hands of children compared with committing words and music from hearing or from blackboard are:

1. At least five times the number of songs can be taught in a given time.
2. A large song repertoire can be gained with a great saving of time both in teaching the songs and in perfecting their rendition.

3. The songs are sung and played at home by the children and by other members of the family.

The fourth essential is a phonograph and suitable records. Most of the songs in the book referred to are recorded and the numbers of the records indicated below the title.

The phonograph is indispensable for song singing in the rural school. The record indicates the proper tempo, tone quality, phrasing, atmosphere, and pitch. The phonograph is also invaluable for marching, folk dances, and singing games, penmanship, and health exercises. Perhaps its greatest service is the opportunity it gives children to hear music—good music, attractive and interesting music. With a judicious selection of records intelligently used, the phonograph brings to the rural child the most valuable of all musical experiences—the hearing of much good music properly rendered. On this largely depends the education of his musical tastes and preferences, his enjoyment and appreciation of the art. We become musical by intelligent listening as well as by successful participation.

Rapid Improvement Follows Use of Phonograph

With the aid of the phonograph and with books in the hands of the children a large number of songs can be taught in a short period. At the rural section in a county institute early in September last, a member of the music staff expressed a wish to know what songs the children could sing by Christmas time. We were surprised a few days after Christmas to receive a large number of letters from children in the one-teacher schools of the county. The following letter is typical:

Red Rock School,
Stroudsburg, Pa., December 25, 1923.

Dear Miss ———:

I have learned to sing the following selections:

The Dairy Maids; Now is the Month of Maying; Ol' Car'lina; I Saw Three Ships; My Old Kentucky Home; Rueben and Rachel; The Old Man Clothed in Leather; Flow Gently Sweet Afton; Loch Lomond; Old Folks at Home; Sweet and Low; Old Black Joe; Row Your Boat; Long, Long Ago; America; The Star Spangled Banner; Battle Hymn of the Republic; Columbia, the Gem of the Ocean; Good Morning to You; Baa, Baa, Black Sheep; Hey, Diddle, Diddle; Dickory, Dickory, Dock; The Child and Star; Little Bo-Peep; Storm and Sunshine; London Bridge; Round and Round The Village; The Mulberry Bush; Scotland's Burning; Three Blind Mice; and The English Carol.

I never had singing in school before and I am very grateful to you and Mr. Yetter for bringing music in our school.

I hope you will pay us another visit and hear us sing.

I wish you a Merry Christmas and a Happy and Prosperous New Year.

Yours truly,

Henrietta Maas.

The fifth and last necessary condition insuring success is competent supervision. Several counties in the State have already adopted the township plan for supervision. One supervisor can supervise 40 or 50 teachers, a certain number of schools sharing pro rata in the salary, which should include an allowance for transportation.

Far-Reaching Results of Efficient Supervision

The direct and indirect results of efficient supervision upon the children, the school, the parents, and the community are vital and far-reaching. A typical example is that of a one-room school near the Teachers' College at Kearney, Nebr. The head of the department of music at the college accepted the invitation of the rural director to hold a "community sing" in the small, badly kept one-room building. Result: A packed house, raucous, noisy "singing" by eager, interested people. The teacher from the college devoted one afternoon each week to this school for the remainder of the year, with occasional evening "sings." The second year, because of the improvement of the teacher in charge, the visits were made but twice each month. At the beginning, 8 of the 28 children were unable to match tones.

At the end of the first year the following results were obtained:

1. Good tone quality.
2. A repertoire of 15 songs. (This number could have been trebled had the school been supplied with a suitable book.)
3. Twenty-seven of the 28 children singing.
4. A phonograph and 10 records in the school.
5. Folk games and dances in school and on the playground.
6. Great interest and enthusiasm in the music.

Transforms School and Community Spirit

At the end of the second year the school was divided into two groups. Group 1—grades 1 and 2; Group 2—grades 3 to 8. The repertoire of songs sung by Group 1 was larger than the previous year. Group 2 had largely increased their song repertoire, and had made a good start in ear training and sight reading. Nearly half the children had begun to take organ or piano lessons; musical programs were given during the year with the schoolhouse packed. The children sang for the Grange where several of the older children gave three-minute talks on music.

Before the end of the first year the utter inadequacy of the schoolhouse became more and more evident. Agitation for a new building increased. During the second year a new $6,000 school building, with a small library and stage available for plays, choruses, etc., was built. By dropping partitions, the stage was inclosed and made into two rooms, one for domestic science, the other for manual training. Now, after three years, piano classes, violin classes, and a community orchestra are thriving there. Music has transformed the spirit of the school and of the community.

Trained Leaders Produce Similar Results Anywhere

While visiting Kearney, the writer heard these rural children sing several groups of songs and learned at first hand of the remarkable results of the two years of music in this one-teacher school. What has been accomplished there is typical of a rapidly increasing number of schools. Similar results are possible wherever there is trained leadership; wherever there is a capable teacher and efficient supervision. The attempt to teach music in the rural schools, or in the city schools, without efficient supervision is sure to fail eventually. The quality of the music teaching in any type of school is directly proportional to the efficiency of the classroom teaching and the effectiveness of the supervision. Instructional supervision, vital and inspirational, is an essential part of any school music program.

There is no easy, short-cut way to secure successful music teaching in the rural schools. Neither is there any mystery or uncertainty about it. Given a musically capable teacher with adequate time allotment, suitable song material, a chromatic pitch pipe, a phonograph and a few carefully selected records, directed by an efficient supervisor, music in the borough, consolidated and one-teacher schools brings to the rural community life a new and priceless feature, enriching the school, the home, the church, and the community in general.

It is the business of the State to inaugurate this movement. Left to themselves the rural school authorities will not, indeed they can not, set up the necessary teaching and supervising standards, nor carry on the work unaided.

Necessity and Efficiency of State Program

The Pennsylvania plan, involving as it does the necessary legislation, setting up of certification standards, training of supervisors and teachers, supplying courses of study, and general supervision, seems already to have demonstrated the necessity and efficiency of a State program for music.

Is there any good reason why millions of boys and girls should grow into manhood and womanhood musically deaf and rhythmically dumb, just because they happen to live in the country?

Lessons in Birthdays of Lincoln and Washington

Practical Expressions of Patriotism Needed More than Information in Early Grades. Help Little Ones to Tell Joy of Personal Interest in National Affairs. Impromptu Pageant Often Suffices

By MARY G. WAITE
Assistant Specialist in Kindergarten Education, Bureau of Education

"MORNING, Miss Smith. My brother says next week is Abraham Lincoln's birthday. What are we going to make him?"

"Did you say it is your birthday, Abie?" asked another 5-year old.

"No. It's Abraham Lincoln's. He's our President."

"No, he isn't. George Washington is our President. My daddy said so," remarked a third.

"Yes, both George Washington and Abraham Lincoln are our Presidents and we have another now," answered Miss Smith, wondering if the idea back of the present tense and possessive pronoun were not after all the keynote of patriotism. This is our country. This is our school. He is our President. This is our flag. Always *is*, never just *was*—always *ours*, never just *this!* But her immediate problem was a practical one. How could she help these little ones feel the joy of personal ownership in this land of ours; help them begin to realize the great truths symbolized in its flag; and help them feel their responsibility for its growth in the virtues of liberty, equality of opportunity, justice, and service? The question kept ringing all through the discussion of the what and the how of this birthday present which the children felt should be different from those made for each other. Of course there were flags and pictures of Washington and Lincoln for the children to use. Later in the grades they would learn much about these great heroes, but now they needed information about them less than an immediate practical expression of patriotism.

Patriotic Exercises Center About the Flag

The answer came from the flag on its stand in the corner of the room. Each morning the children raised it and saluted it. Each afternoon the other group saluted and lowered it while the youngest assistant played the national anthem. Washington and Lincoln loved the flag and worked for what it symbolizes. With these thoughts as guides her questions and her suggestions in response to their questions helped the children find a birthday present they could give their President, Abraham Lincoln.

The children knew the need of traffic regulations, each in his turn having been on duty and responsible for the safety of all the others. Once a child made a wrong turn in going to grandmother's, so he knew the comfort and help the big policeman can be. They knew policemen must be brave, just, and courteous. They knew the duties of the postmen, sanitary officers, school nurses, and doctors. They knew that principals and teachers are always ready to help and have interesting things to do. They knew that all these share in making our community a desirable place to live in and in making us feel that it is ours. They felt rather than knew that each has his work to do and also has the right to our respect because of his work and because he represents our Government in that particular activity. Last Armistice Day, before Thanksgiving, all these people were in a parade and, as he passed it, each saluted the flag floating above the town's "Honor Roll."

Birthday Present for Abraham Lincoln

As these things were talked over during the next few days the plans for Abraham Lincoln's birthday present grew until it became a pageant in its small way. Each child chose to be one of the people who, through his life and work, showed his love for the same flag Lincoln had so gloriously preserved. Nurses made aprons, cuffs, and caps of paper with real red crosses on them, police officers made badges, firemen and soldiers made distinctive hats, and the uniformed workers made badges and rosettes to wear in the parade.

The line of march was planned by the children, as well as the position of each participant and the speeches to be made. The children marched through the lower hall and into each of the primary rooms with a drummer boy recruited from one of the upper grades. After explaining that this was their way of giving a birthday present to Abraham Lincoln they saluted the flag, pledged allegiance to it, and marched away in dignified silence. Upon returning to their room they were gathered together to hear the story of the Little Hero of Haarlem which was chosen as being the story of devotion to duty best suited to these children's needs.

This celebration gave the keynote for work during the next 10 days. Nurses wished a place to take "sick children"; traffic officers mapped out intersecting roads; a fire department house grew into being as well as a school, a city hall, a church, a library, homes, and stores. When Washington's birthday arrived the civic center of the town was complete with a flag floating from each building. The primary children were invited to inspect it and all things were explained to them, even to stop-go signs, trash containers, and the pulley for lowering the big flag in the park.

New Reading Course on Preschool Problems

Parents and teachers are beginning to realize the importance of attending to health needs of children before they are old enough to go to school. They are learning that if the foundations of physical and mental health are laid during the preschool period, much of the remedial work that now constitutes the major part of school health work in many localities will be unnecessary, says the United States Bureau of Education, announcing a reading course for parents, entitled "Pathways to health." This course suggests about 40 recent books covering a few of the fundamentals of child health in a form easily understood. Among the topics treated are: How to judge the child's physical condition; the school lunch; the preschool child; sex and health; and community responsibility. Applications for this course should be addressed to the United States Bureau of Education, Washington, D. C.

Intensive Study of Rural Iowa Children

To study the effect of various influences on rural children, the child-welfare research station of the State University of Iowa is making a three-year investigation in a selected township typical of the farming region of the State. Every child in the community younger than 18 years will be studied, and an effort will be made to investigate every condition and institution that influences the life of the children. Such agencies as the home, the school, the church, near-by towns, and the social, agricultural, and economic organizations of the community will be studied by specialists in many fields, such as child psychology, medicine, nutrition, sociology, political science, education, and eugenics. Dr. Bird T. Baldwin, director of the child welfare station, is in charge of the investigation. The Laura Spelman Rockefeller Memorial Fund is helping to finance the work.

"Beauty is its Own Excuse for Being"

Beauty Abounds in the Open Spaces. Life at School full of Opportunities for Art Teaching. Artistic Sense Should Appear in Surroundings, in Home Life, and in Apparel. Train Buying Public to Recognize Beautiful Products

By BERTHA R. PALMER
Assistant Superintendent of Public Instruction for North Dakota

"ONE CAN live without art—but not so well." Does this mean that art is to life as the frosting on the cake or the leven in the loaf? Perhaps. Plain cake and flat bread *will* serve the purpose, but not so well. In our earnestness to put a money value upon education, art courses are manual and industrial, with the aim to develop creative power.

Thomas Mosher says, "It is given to few to create; to enjoy should be the inalienable birthright of all." The thought of art work should embrace the idea of learning to see beauty in tints and tones and color combinations, to feel the satisfaction attained in the rhythm and balance of line and mass arrangement, and to hear beauty in tone qualities and concordant sounds so that we may react to beauty and to the finer things of life and live in an atmosphere of true culture.

America needs American designers for American-made goods, but we also need an American buying public that knows beautiful, well-designed products, and that has a sympathetic understanding of beauty in art and in nature.

These statements, then, are my theme: Love of beauty can be cultivated only in the presence of beauty. Nature is the souree of all principles of art. God's out-of-doors is the inexhaustible storehouse and stock room of suggestion and design. Life at school is full of unusual opportunities for art teaching. Here, in four sentences, is the challenge to the teacher and pupils who are so fortunate as to have the surroundings of the rural school, the school in the country.

First. Love of beauty can be cultivated only in the presence of beauty, and the source of all beauty is in the great open spaces. It is only in the country places one may experience "ten thousand saw I at a glance tossing their sprightly heads in dance"; or find "each fir and pine and hemlock wearing ermine too dear for an earl"; or behold "like liquid gold the wheat fields lie, a marvel of yellow and russet and brown." The same beauty which has stirred the poet's soul to song has been the inspiration of the painter.

Second. Nature is the source of all art principles. The "curve of force," which is copied in vase forms and furniture was first seen in the graeeful strength of every sprouting grass blade. The "line of beauty" was discovered in the edges of lilae leaves, opening flowers, wings of flying birds, and forms of swimming fish. The designs for the Greek capitals were adapted from the spirals of shells, plant tendrils, and eurling leaves. All the splendors and glories of harmonious color combinations were first experienced on spring days, in summer fields, over autumn landscapes, and sunset skies in evening quiet or tempestuous storm.

Becoming acquainted with pictures.

Third. God's out-of-doors is the inexhaustible storehouse and stock room for suggestion and design. It was here DaVinci, Murillo, Turner, Corot, Millet, Inness, and others like them eame for inspiration and were not disappointed.

Fourth. Life at school is full of unused opportunities for art teaehing, for teaching to see with Wordsworth's "inward eye, which is the bliss of solitude."

This article attempts to show the value of emphasizing appreciation rather than skillfulness, to hint at the methods and aids to be used, and to point out the practical applications possible. The great text for this subjeet lies spread out all about the country school, if boys and girls and their teachers can only read its language.

> 'Nature is a picture book
> In which all of us may look.
> Fleecy cloud and azure sky,
> Little rivers running by,
> Tiny countries in the grass,
> Where the jeweled beetles pass.
> Free to all these pictures be,
> Blessed those who learn to see.''

The first necessity in developing appreciation is to learn to see in order that later one may see to learn. This ability must be cultivated by a certain amount of doing, for every attempt to do strengthens the observation. The most dominant element in our environment is color, but how few people are consciously sensitive to color influences. Simple landseape work in water eolor or erayon lends itself beautifully to these first lessons in learning to see. In reply to first questions about the landscape all about the country school, the answer is that the ground is green, the sky is blue. After simple instructions about making all strokes of brush or pencil from left to right, lay on blue for sky and green for ground. No matter in what grade the attempt is made, as soon as the sheets are held up to view, training to see begins. A glance out of the windows and the pupils begin at once to suggest changes. The sky is not the same blue all over, but deeper at the "top," and lighter toward the sky line; the ground is not the same green all over, but lighter in the distance and darker in the foreground.

Second attempts are made to carry out these observations, and are held up to view when completed. Send the pupils to doors and windows to look out through half-elosed eyes at the colors they are trying to reproduee. They are eager to report that the colors out of doors are all

lighter than they have used on the paper and are not even, but in some places the green is more yellow, and in others more blue; that bushes and trees are not solid green, but light and dark green, and light and dark blue-green, and lighter and darker yellow green. Other things are suggested, attempted, and seen, as at different time of day, and the different seasons.

Attempts at representing clouds come next. The discoveries are made that all elouds are not white, but tinted blue and gray and rose and violet. Attempts to paint a sunset sky results in seeing in the evening sky more tints and tones than have ever been known before, accompanied by the desire to know how to name these newly discovered colors, and a use for such descriptive terms as "fleecy," "feathery," "billowy," "lacy," "wind-blown scarfs," "rosy and violet veils." It is discovered that on rainy days the skies are not dead and lifeless gray, but blue-gray, violet-gray, rose-gray, light and dark, with "patches" of brighter color at noon and evening. Does some one ask, "And do the elasses really paint pictures of skies which require these adjectives to describe them?" Some pupils produce very creditable results, but many do not. The point is that by having the hands attempting to do, the eyes have been trained by seeing what to do.

Increasing Ability to Select Essential Parts

There are other days when art work centers around sketching with pencil or brush, grasses, leaves, and flowers. Here again color dominates, but in order that the grass blades, leaf, or flower may "look right," attention must be given to the lines of direction and edges, and the mass form. It is soon discovered that much detail ean be left out, by selecting characteristic parts. The ability to overlook the unimportant and select only the essential grows rapidly. Henry Turner Bailey says, "Taste develops gradually through the making of ehoices with reference to some ideal." Careful selections should be accomplished by some means of oral expression. These may be original or in word pictures furnished by the poets:

"Little gipsy dandelion daneing in the sun."

and

"The alder by the river shakes out her powdery curls."

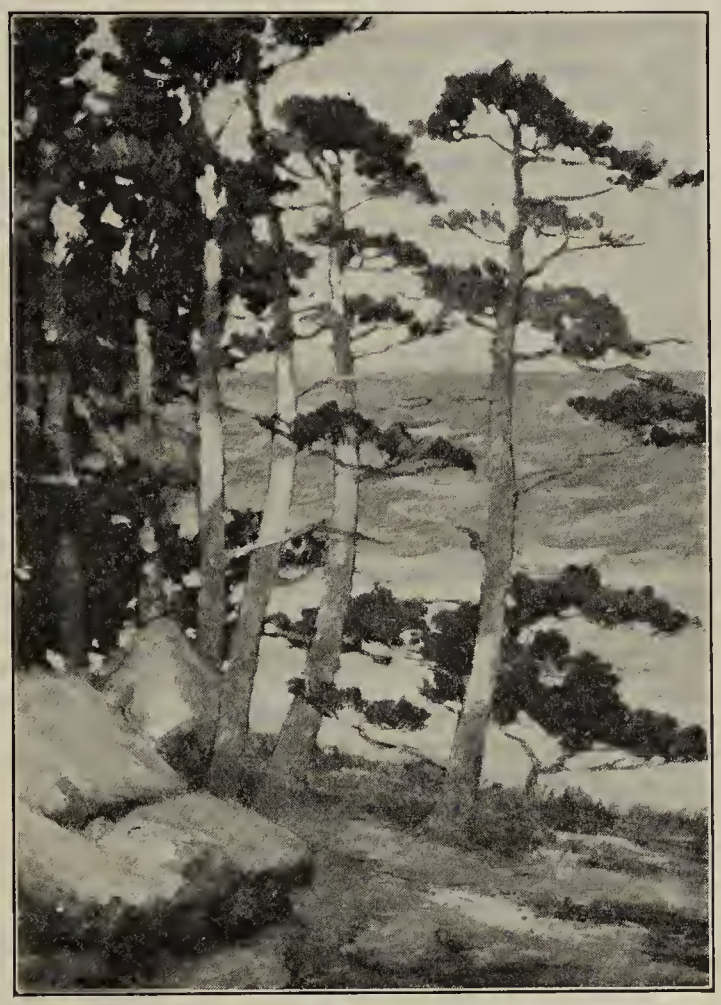
and

"* * * the trees that stand like spear points high
Against the dark blue sky * * *."

Someone exclaims, "But, surely, you would not have us teach that everything in nature is beautiful, for there are so many ugly and imperfect things." Many things are ugly and imperfect and unnecessary, to our way of thinking, but these only make the beautiful and desirable and essential the more so by contrast.

We know from tradition that some things are beautiful—the roll of the ocean, the Matterhorn, the oaks and elms of England, and the skies of Italy—but to few of us is it given to see these. Art is given to teach us to see beauty in common things around us.

The teacher who would bring to others the joys of the beautiful which she enjoys, or who longs for that appreciation which she sees in others but can not feel in herself, may ask hopelessly, "Where may I learn to know the beautiful for myself and to give to others?" This desire may be realized in a large degree by studying fine pictures and carrying their message over into the life all about.



"The Lee Shore." Constance Cochrane.

Little children read the messages in pictures much more readily than do those who are older. They respond almost instantly with exclamation or action or spirit. When shown Murillo's "Melon-Eaters," the roughest boy in a second grade looked, smacked his lips, and declared, "Gee, don't I wish I had some!" A little girl of three delighted to look at Reynolds's "Age of Innocence," then to climb into the corner of the davenport and with feet drawn up and hands folded ask, "Mother, am I like the little lady in the frame?" Everyone who has worked with children recalls the effect of the "Sistine Madonna," "Sir Galahad," or Hoffman's "Christ" upon some individual with open responsive soul.

We need to become acquainted with pictures at the time when their messages go directly to the hearts through minds open and waiting for them, for—

"We're made so that we love
First when we see them painted, things we have passed
Perhaps a hundred times, nor cared to see:
And so they are better painted—better to us,
Which is the same thing. Art was given for that;
Leading our minds out."

Experience Proves Value of Pictured Idea

The value of the pictured idea needs no champion. During the war the value of the pictured idea was utilized by the Government with great effect. One glance of the eye in a moment's time brought to the mind what it would have taken hours to read. The child who looks upon the "Age of Innocence" and tries to be like the lady in the frame, will look upon Chase's "Alice" and desire to be as simple, as sweet and free; and later upon Lawrence's "Mrs. Siddons," and Thayer's "Young Woman," and "The Girl in White" by Cecilia Beaux, and realize that simplicity is the essence of the beautiful; that the real attraction is from within, and not applied on the outside. Many a boy has responded to the silent influence of the look in the eyes of the Child in the arms of the Sistine Madonna, and to the strength of the youthful Sir Galahad. A portrait face may so give a vision of possibility that an ideal grows, which by and by is woven into life. Leigh Hunt says "A picture is a window. Through it we look beyond it down long vistas of thought."

We take for granted that anything dignified by the name of "picture" is beautiful. We exclaim when coming upon an unexpected view of river or road or children in picturesque play, "Ah, look, it is just like a picture!" So pictures must be studied with two questions ever in mind: Is the story true, or the message worth while? and, Is it beautifully told?

Love of Beauty must be Developed

The love of beauty is born with life, but the expression of this love must be developed and trained just as the sweet-pea vine must be cultivated and trained or it becomes an ugly nuisance instead of summer's flaunting glory.

The art teacher must be judged not alone by the work of her classes, but rather by the environment she creates—by the response to beauty which she calls forth from the class. The study of color should result not only in beautiful pictures but in the ability to make the right decision when selecting a necktie, a sweater, a dress, a hair ribbon, or a Christmas gift. The studies in line and mass and design should be reflected in the arrangement of the schoolroom, individual desks, and personal belongings on dresser and chiffonier at home.

James Parton Haney says that everytime a hat is bought, a dress selected, a necktie chosen, a picture hung on the wall, or a piece of furniture placed in a room, a decision of artistic merit is made which is either good or bad.

The value of pictures in teaching appreciation of beauty has been mentioned, but the greatest picture is the appearance of the school room which is created by that living, moving picture which is before the eyes of the pupils for five hours every school day—the teacher. She may not have a beautiful face, nor be able to paint pictures, but she answers nature's appeal if she has the love of beauty in her heart, and shows it in her surroundings.

The used opportunities every day at school should result in better arrangements in homes, more pleasing environment for every day life, and increased enjoyment and understanding, which is one of the chief ends of art—a general "tendency toward refinement, culture, and artistic appreciation." The few to whom it is given to create, the urge of spirit will force on to find a way or make one; but the birthright of all, to learn to enjoy "the suns and skies and clouds of June," shall be denied to none in the opportunities offered by the public schools. "We can live without art, but not so well."

Belgian University Specializes in Colonial Subjects

To train Belgian young men for service in the Congo as physicians, technical men, and administrative officers, a "colonial university" has been established at Antwerp by the Belgian Government. This university has been developed through the successful work of a high school of commerce which was founded two years ago by the Government with the assistance of the Commission for Relief in Belgium and the city of Antwerp, to train boys for colonial service. This school was converted into a university last November and it is now known as "l'Université Coloniale." It has three schools, devoted respectively to political and administrative science, tropical medicine, and natural sciences.

National Organizations will Combat Illiteracy

Washington Conference, Working in Groups, Makes Definite Recommendations. Action by State Officers Urged

AN ORGANIZED effort to eradicate illiteracy will be made by many agencies as the result of a National Illiteracy Conference held at Washington January 11–14, under the joint auspices of the United States Bureau of Education, the General Federation of Women's Clubs, the American Legion, and the National Education Association. Beside holding three general sessions, the conference was divided into five groups. Group A discussed the organization, management, and financing of movements for the eradication of illiteracy; group B, the teaching staff; group C, courses of study and methods of construction; group D, publicity; and group E, recommendations for State action.

Groups A and E combined to formulate resolutions recommending that the various State superintendents of public instruction call conferences with representatives of such organizations as the American Legion, the State parent-teacher association, and the State federation of women's clubs. If any State is not ready for official action, it was suggested that the cooperating agencies might properly undertake the organization and administering of schools for illiterates.

State Directors and Night Classes Recommended

A director of adult education should be appointed by each State superintendent, according to the recommendations, and school boards should be required to organize day or night classes for illiterate adults, when a certain minimum number apply for instruction. Enumerators of the school census should collect data on adult illiteracy. It was urged that in order to raise the level of citizenship the States introduce literacy tests for voting as soon as expedient. That the several States may have the advantage of the experience of other States in organization and methods for removing illiteracy, it is desirable in the opinion of the committee that a bulletin be published, giving in reasonable detail the methods and plans of organization which have been used successfully.

Efforts for the removal of illiteracy undertaken by public-school authorities should depend primarily upon the extra service of regular public-school teachers rendered in the late afternoon and in the evening, with extra pay, according to recommendations of group B, rather than upon untrained voluntary teachers. By general agreement it seemed undesirable to the committee that children should instruct their parents in any organized way.

Committee Suggested to Review Materials

Materials for instruction were collected by Group C, which recommended that the United States Commissioner of Education be requested to appoint a committee of at least nine persons to review these materials and to forward the results of their work to persons and organizations engaged in combating illiteracy. Group D recommended that a continuous information service extending over a long period of time should be established to build up information on the illiteracy movement and to overcome certain barriers which stand in the way of the movement, such as nonenforcement of compulsory education laws. Special drives are also valuable to assist campaigns against illiteracy in certain localities.

The speakers at the general sessions included Hubert Work, Secretary of the Interior; Jno. J. Tigert, United States Commissioner of Education; Mrs. Thomas G. Winter, President General Federation of Women's Clubs; Garland Powell, Director Americanism Commission, American Legion; Miss Olive M. Jones, president National Education Association; Mrs. Cora Wilson Stewart; Wallace R. Farrington, Governor of Hawaii; Mrs. Maud Wood Park, president National League of Women Voters, Glenn Frank, editor Century Magazine, New York City; the Rev. Frederick F. Shannon, Central Church, Chicago, Ill.; Rabbi Alexander N. Lyons, president Association of Rabbis, New York City; and Rt. Rev. Msgr. Edward A. Pace, Catholic University of America.

Will Discuss Social Studies in High Schools

Reorganization of the curriculum of social studies in high schools will be discussed at the annual meeting of the National Council for the Social Studies, which will be held at Chicago February 25–26, during the week of the meeting of the department of superintendence, National Education Association. The quest for the criteria of citizenship will be discussed at the first session by Thomas J. McCormack, La Salle-Peru Township High School. A report on the history curricula of American high schools made for the American Historical Association will be presented by Edgar Dawson, Hunter College. Training for character and citizenship by means of the social studies will be taken up, as well as mental hygiene in its relation to this training.

Progress of Dutch Education in 25 Years

Wide Extension of Education in All Its Aspects. Higher and Secondary Enrollment Nearly Three Times Greater. Sectarian Schools Under Stimulus of Public Support Gaining on Public Schools

By P. A. DIELS
Headmaster at Amsterdam

IN THE LIFE of the individual as well as in the life of a nation there come moments when the desire arises to stop for a little while to survey the road that has been traveled. And thus we need not wonder that the Dutch wished to ascertain where they were in the several fields of science, art, and social life, when their Queen Wilhelmina celebrated her 25 years' jubilee.

One of the most distinguished Dutch educators. Prof. Dr. J. H. Gunning, wrote an interesting history of the progress of education during that quarter of a century. With his assistance and kind consent I am able to give the following details to the American public. The main features in the educational development in Holland are:

1. The enormous extension of education in its widest sense in all directions.
2. The acknowledgement of equality as regards financial support between public and nonpublic (mostly sectarian) education.
3. Intense increase of industrial training.
4. Proper care for mental defectives, growing interest in adolescents, increasing attention to physical training.
5. The beginning of scientific investigation of educational problems.

Increased Cost an International Phenomenon

The expenses of education rose from 20,000,000 guilders (2½ guilders equal $1) in 1898 to 161,000,000 in 1923. Thus you see that the increase in cost of which Doctor Pritchett complains is an international phenomenon.

The following tables give some details about our universities, secondary, and elementary schools:

Universities

	1898	1923
Number	5	9
Professors	215	466
Students	2,992	9,160

It is with some excusable satisfaction that I note here that some of our scientists enjoy a world-wide reputation and that the number of Nobel prizes awarded to Dutchmen is relatively very high.

Secondary Education

	1898	1923
Schools	94	203
Pupils	11,960	29,457

I can not explain fully here the character of the several branches of secondary schools; only one observation: Among the 94 schools in 1898 there were 32 with a pronounced classical tendency and 62 with a nonclassical curriculum. The corresponding numbers for 1923 were 63 and 140. We observe here the same development—be it on a smaller scale—of what you Americans call the high-school invasion.

Elementary Education

	1898	1923
Public schools	3,096	3,457
Nonpublic schools	1,448	3,457
Pupils of public schools	503,731	560,907
Pupils of nonpublic schools	226,957	479,207

In the February number of SCHOOL LIFE I tried to explain the struggle between the public school and the nonpublic (for the greater part sectarian) schools. The foregoing figures will give an idea of the advances of the nonpublic education. In large circles there is great anxiety that in future the public school of Holland will lose the first place in education.

Training Colleges

	1898	1923
Public institutions	7	7
Students	556	506
Nonpublic institutions	19	67
Students	998	3,386

We observe here the same increase of the nonpublic-school movement. The number of men is comparatively very small. It is to be feared that elementary education comes more and more in the hands of women. Though some may applaud this, we in Holland do not like elementary education to be an exclusively womanly region. I hasten to add that this opinion has no connection whatever with what is called "women's rights."

Compulsory education up to 13 years was prescribed by the law of 1900. The first Minister of Education, Doctor de Visser, extended the age to 14 years, but owing to the social conditions after the war this extension has been nullified. The continuation or part-time schools, as you Americans say, had but a short time of some prosperity. The same social conditions and the small success of these schools which were unfortunately called "repetition schools" led to their death.

More and more women entered all branches of education. The proportion of women students at the universities rose from 4 per cent to 22 per cent. Much care and energy have been devoted to industrial training. The number of agricultural, technical, and commercial schools increased considerably. Medical inspection of schools has been introduced in all large cities. Mental defectives have been the object of intense study, observation, and care. The boy-scout movement was imported from England and proved a blessing to our youth in their difficult adolescent period. Long ago, at the beginning of the movement, I took an active part in it and I wished that all young teachers might devote themselves to it for a time. But owing to some resistance from those who thought the scout movement might foster military aspirations, the number of boy-scouts is not so large as it should be.

All Universities Have Educational Sections

The study of pedagogy has been stimulated by the efforts of some pioneers, among whom I must first name the man to whom I owe the details of this article, Prof. Dr. J. H. Gunning. During his long life as principal of a classical secondary school, inspector of education, professor of pedagogy at the universities of Amsterdam and Utrecht he has done more than I can tell in stimulating Dutch interest in educational matters. At the present time nearly all our universities have educational sections, though we can not bear a comparison with your excellent American equipment. Among the other Dutch educators who have taken an active part in the pedagogic movement of the last years I must mention Prof. R. Casimir, the friend of our Ligthart, and Prof. Dr. Ph. Kohnstamm, who combines several responsible tasks, being a professor of physics as well as a professor of pedagogy and chairman of the international "Herstel-Europa" (Repair-Europe) committee.

Many problems in education are facing us. The future is dark, especially for our country which lies in the neighborhood of great nations whose internal conditions are greatly disturbed. We feel the necessity of making an effort to promote the ideal of all true lovers of mankind, friendship among the nations.

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IN the collection and preparation of the material for this number, Mr. J. F. Abel, assistant in rural education, Bureau of Education, worked with the editors in cordial cooperation. His interest and enthusiasm are worthy of full recognition and we take pleasure in according it.

Development of Rural School Architecture

ON the first page of this issue is a picture of a rural high-school building. It can scarcely be claimed that this building is typical of the kind used by a majority of the country schools of the United States. Probably no one knows now just what is typical. Changes are taking place too rapidly for that. Time was when the words "country school" brought to mind a little, one-room, one-storied house, dilapidated, dreary, and unsightly. The picture was a fairly correct one for 99 out out of every 100 country schoolhouses.

That time has passed. The American people are thinking of their rural schools in new and different terms. Fortunately that thinking is not following type lines. There is much of independence in it. In some ways the picture on page 1 fairly represents some of those new lines of thought. It is one example of that thought translated into reality. That is why it is placed there.

The building speaks the present-day language of rural education through its size, beauty, architectural style, location, and artistic setting. There are 10 acres in the site, ample space for agriculture and play for the entire 13-teacher school. Moreover, it tells of cooperation and a better community life. It represents the strength and wealth of six districts combined, no one of which by itself could possibly have established such a school. Through united effort all the districts can offer their children a high grade of secondary education.

Such concentrations of school energy are being formed all over the United States. They may be called consolidated, union, joint union, rural graded, or independent schools, or even by other names depending on the State in which they happen to be. Yet all have the same purpose, to gather children in larger groups in order to have better schools.

The desire for better schools has made schoolhouse planning a highly specialized branch of the architect's profession and with that specialization have come a few principles of comfort, utility, and beauty that are worked out in ways most suited to the particular place. In the Northern States the building is usually of brick with two or more stories and a basement, compact, well heated, and arranged to provide for comfort and efficient work in a rigorous climate. In the Southern States it may be a low one-storied building with no basement and arranged on the unit plan. In the West and Southwest it is often of the mission style. It is well that this picture of a rural high school building can not be presented as typical in architectural style of rural school houses; well that the distinctive areas of the United States are developing the kinds of schools and school buildings best suited for their own distinctive purposes.

But there are characteristics of this building that make it symbolic of what much of our rural education now is and what most of it soon will be. Dignity and simplicity are two of its attributes—attributes of the kind of rural schooling that knows and teaches the great worth and dignity and the fine simplicity of rural life. Add to these, strength that gives an impression of calm assurance, and a rare beauty of design and setting and we have a fitting embodiment of education for American rural life.

J. F. ABEL.

Rural Child Labor Versus Rural Education

IT IS EASY to find an excuse for keeping the farm boy or girl out of school. Even well-intentioned, intelligent parents who are trying to do the most they can for their children often do not consider what the loss of a day's schooling may mean to the child, and they do not count at the end of the year the number of days their children have been absent or tardy. In the spring the crops are to be put in, and the farm boy in the pride of his growing strength likes to feel himself a man and take his place in the field. In the fall, just when school is opening, it is time to do the harvesting; the family income depends on taking care of the crop at just that time, so the boy or girl enrolls in school a month or two late, or the opening of the school may be postponed until after the harvesting is done

It takes courage and force of will for farm parents to insist that the school open on time without any regard for the cotton to be picked or the corn to be shocked or the beets to be gathered, and to do without the help that willing, active boys and girls can give. If farm labor is scarce, high priced, and not dependable, the rural child is apt to bear the burden of the bad situation. He pays the penalty by giving up his precious school days to do a man's work in the field. By the time the situation is corrected, his chance for an education is probably gone. Then the Nation pays the penalty of having a citizen not trained to the maximum of efficiency.

This unintentional rural child labor, where children stay in their own homes and help their own parents or exchange work with neighbors, is in some ways the lighter side of the picture. Because its evils are not readily apparent, it is the harder to reach and remove. The out-of-doors, the fresh air, the training and independence the child gets are good things, and it is difficult to convince a rural community or the neighborly attendance officer that education is better. It is a matter of taking the good which is at hand without waiting for the greater good which is to come.

There is a darker side of the picture. The vicious exploitation of children in the industries of big cities has long been a matter of national concern and much has been done to stop it. But only recently has any attempt been made to study rural child labor, and it is coming to light very rapidly that the country child is exploited as shamelessly as the city child. Of more than a million children between 10 and 15 years who were actually at labor in 1920, more than half were rural children at work on their home farms and 63,990 others were hired as farm laborers. This does not take into account a considerable number of child farm workers under 10 years of age. Furthermore, the census of 1920 was taken in midwinter when the number of children at work on farms was at its lowest point for the year.

All rural sections of the United States are offenders. In the 16 sugar-beet growing States large numbers of migratory workers are employed. The workers live in any kind of rude shelter, which may or may not be sanitary, and their children often work from 9 to 13 or 14 hours a day thinning, topping, or pulling beets. Of course, the percentage of school retardation among such children is very much greater than the average for the country at large. Little children, both resident and migratory, work on the truck farms of Maryland at plowing, harrowing, planting, cultivating, and like jobs for from 8 to

10 hours, and do some chores after the day's work is done. In the Southern States entire schools are often closed in order that the children may pick cotton or work in the tobacco fields. In the West many boys do not try to attend school until well in the fall, after the ranges have been cleared of stock and the ranch has been put on a winter basis.

All this is clearly wrong. No nation can afford to be wasteful of its wealth of childhood. Conservation of forests, coal, and oil is necessary to prevent bankruptcy in our natural resources, but conservation of human wealth is fundamental to our national existence. The correction lies in having rural schools that will make a stronger appeal to children and parents, in a wider understanding of how great the evil is, a more united public sentiment against it, a finer appreciation of the right of the child to be reared in a good home, to grow, to play, and to have a normal childhood, and a thorough determination that the States and the Nation shall recognize their responsibilities to the children. These things will eventually express themselves in adequate laws properly enforced.

No rural child, resident or migratory, should be permitted to become a rural child laborer to the detriment of his proper education. J. F. Abel.

Relation of Kindergarten to Primary Grades

Kindergarten teachers from many countries will discuss the relation of the kindergarten to the primary grades at the annual meeting of the International Kindergarten Union, which will be held at Minneapolis, May 5–9. That the kindergarten should be the first school grade and not a separate unit will be emphasized at this meeting. On the afternoon of May 7 the kindergarten teachers will have the opportunity to attend the national conference on home education conducted by the United States Commissioner of Education.

In accordance with a law requiring standardization of one-room and consolidated schools, West Virginia's State board of education has defined two classes of consolidated schools, purely consolidated and semiconsolidated. Under these definitions a purely consolidated school is one formed by the centralizing of two or more schools in different communities so that the newly formed school has an increased number of teachers, each responsible for fewer grades than before. If the number of teachers is not increased, the centralized school is known as semiconsolidated.

Education of Deaf Children in London

Lip Reading Taught to All Deaf Children of Normal Intelligence. Attendance in School Compulsory After Seventh Year, But Encouraged After Third Year. Industrial Training Provided and Graduates Readily Find Employment

By A LONDON CORRESPONDENT

THE TEACHER of the deaf has, admittedly, a most difficult task, although in the end the results achieved are outstanding. Born-deaf children have no thought concept. They can easily learn concrete words such as "paper" or "wet day," but abstract emotions and ideas, such as love, charity, hate, anger, crime, are difficult to explain. For all deaf children of normal intelligence, lip reading is the method of teaching adopted. They respond to rhythm and muscular vibrations, and by this means are taught to speak.

The babies in their first lessons are encouraged to make any vocal sound, however uncouth it may be; they sense the vibration, and the gesture of the teacher, in stimulating or repressing such sounds, conveys to the children the knowledge that vibratory effort can be interpreted irrespective of sight or touch—a fact previously unknown and unsuspected. Children are then led to associate the vibration with speech; lip-reading follows, and they learn to "hear" by sight. The word "arm," for instance, when articulated creates vibrations easily appreciated. It is concrete, and children readily learn its application. For a similar reason, "mother" is soon learned and, generally, well spoken. The tearful joy of the mother when she hears her baby address her so for the first time is one of the compensations of the arduous task of the patient teacher of the deaf—an esoteric compensation without parallel, perhaps, in the fabric of education.

The London County Council has 9 schools for deaf children, in which there are 675 children taught by 71 teachers—each teacher having a maximum of 10 pupils; the head teacher is relieved of class instruction if the number of classes in the school exceeds 5. Boys and girls are taught together in day schools until 13, and from 13 to 16 they attend residential schools, there being one for girls, one for boys, and one for both girls and boys who are subnormal and not likely to learn lip reading; the latter are taught by methods such as finger spelling and signing.

Attendance is not compulsory until 7, but it is considered desirable to admit children as soon after 3 as possible. The usual subjects taken in an ordinary elementary school are taught in the day schools, together with speech and lip reading. Vocational instruction occupies half the time in the residential schools, cabinet-making, tailoring, bootmaking, and baking being taught to boys, dressmaking and fine laundry work to girls.

The council provides paid guides to convey children to and from the schools, where there may be danger on account of the inexperience of youth, or by reason of distance or traffic. Children are given a midday meal; and if they attend evening classes, they have tea at school. The parents pay for the meals unless the children are necessitous. The parents of resident pupils are required, according to their financial position, to contribute toward their children's maintenance up to a maximum of 15 shillings a week.

The medical officer examines all children periodically and treatment is carried out either at the school or a hospital. Children from undesirable homes are boarded out with foster parents or are sent to residential schools in rural districts outside London.

Six scholarships are offered every year; girl scholarship holders remain at one of the residential schools for further training, while boys proceed to one of the council's ordinary technical institutes.

There is comparatively little unemployment amongst deaf boys and girls on leaving school. They have powers of application and manual dexterity which are appreciated by employers; further, employers are appointed to the school managing committees, thereby securing an effective, personal, and sympathetic interest in the children's future. An After-Care Association also gives invaluable assistance.

As part of the training for health given in the schools of Latvia, a new law requires instruction on the dangers of alcohol. The minister of public instruction must revise the school program to include this instruction within a year.

Ninety-five per cent of the students of Garrett Biblical Institute work their way through the course.

Two million dollars has been expended on Negro educational institutions within the last three years by the Board of Education for Negroes of the Methodist Episcopal Church. The money has been used in erecting new buildings, enlarging endowments, improving equipment, and advancing teachers' salaries. The enrollment in the institutions benefited by this expenditure is more than 6,300.

Land-Grant Colleges in Rural Education.

(Continued from page 121.)

views but the sentiment of the more forward-looking agricultural population of his day when he said:

"The prosperity and happiness of a large and populous nation depend:

"1. Upon the division of the land into small parcels.

"2. Upon the education of the proprietors of the soil.

"Our agriculturists, as a whole, instead of seeking a higher cultivation, are extending their boundaries; and their education, on the contrary, is limited to the metes and bounds of their forefathers."

Statistics Proved Need of Agricultural Colleges

On this occasion Mr. Morrill quoted statistics showing that in the New England States production of wheat had fallen from 2,000,000 bushels in 1840 to 1,000,000 bushels in 1850, and that the potato crop had fallen from 35,000,000 bushels in 1840 to 19,000,000 bushels in 1850. He stated further that while the cotton crop of Texas and Arkansas (then comparatively virgin States) was 750 pounds per acre, it was 325 pounds per acre in the older cultivated fields of South Carolina.

Mr. Morrill emphasized the abuse of agricultural resources by pointing to the long period during which it had been in progress. He quoted from a letter by General Washington in 1786, to a friend in England, these words: "The system of agriculture, if such an epithet can be applied to it, which is in use in this part of the United States, is as unproductive to the practitioners as it is ruinous to the landholders. Yet it is pertinaciously adhered to."

Education Useful to Farmer and Children

The establishment of the land-grant college was thus the result of a movement popular both in respect to its origin and in respect to its purpose to serve the great mass of the people. The Morrill Act of 1862, on the basis of which the land-grant colleges were founded, marked the formal inauguration of a movement to bring education useful to the farmer directly to him and his children. The result of demonstrated need, it showed throughout its later history a responsiveness to new demands and changing conditions remarkable among educational systems. The movement was strengthened by the second Morrill Act in 1890 and the Nelson amendment in 1907, which made further Federal assistance available to land-grant colleges for educational purposes.

One of the early needs discovered by the land-grant institution was the necessity of agricultural facts obtained through unbiased investigation and research for the successful teaching of agriculture. Experimental and investigative work was at once established by the agricultural colleges, but definite impetus was given to the movement with the passage of the Hatch Act by Congress in 1887. The Hatch Act granted Federal aid to the States in the establishment and maintenance of experiment stations. It was supplemented in 1906 by the Adams Act.

Experiment-Station Work Carried to Farmer

A new step was taken in agricultural education by the passage of the Smith-Lever Act in 1913. By this act the land-grant institutions were enabled to carry the results of experiment-station work and instruction to the farmer himself, through the county agent and staff of extension workers maintained by this act. At once the campus of the land-grant college was extended so that it became the whole State.

All of the Federal acts, up to and including the Smith-Lever Act, proved relatively inadequate, however, in that none of them reached more than a small minority of the boys and girls directly with regular classroom and laboratory instruction in agriculture, industry, and home economics. To provide facilities for reaching these boys and girls was a natural evolution. With this in mind, Congress in 1917, although facing the greatest crisis in the history of the American Government, provided further Federal aid in the Smith-Hughes Vocational Education Act. At once the land-grant college was called upon to assist in the carrying out of the provisions of the Smith-Hughes Act in every State, in that the immediate demand for trained teachers of vocational work was far beyond the supply.

To select the land-grant colleges to lead this new educational activity was natural and proper. Satisfactory rural life requires some degree of understanding of the rural environment—those physical, biological, economic, and social forces which are at work in rural districts. Land-grant colleges are best fitted to develop this understanding because of their equipment, personnel, subject matter, atmosphere, and experience.

Creditable Work in Preparing Teachers

The record of the past five years in the work which the land-grant college has done in preparing teachers of vocational agriculture and home making is most creditable. Even now, however, the land-grant institutions do not fully appreciate the responsibility which is theirs as well as the opportunity afforded them in supplying the great demand for teachers of vocational agriculture and home making.

The history of the development of vocational education is similar in the various States. For purposes of illustration, figures concerning this development in Kansas are given. In the year 1918, according to reports of the Federal Board for Vocational Education, there were four vocational agricultural schools, with an enrollment of 82 pupils. These had developed in 1923 to 68 vocational agricultural schools with an enrollment of 1,293 farm boys. The development in the fields of home making and trades has been comparable to that in agriculture.

Designated to Train Vocational Teachers

In every State of the Nation, with one or two exceptions, the land-grant college has been designated as the one institution for training teachers of vocational agriculture. At the same time the experience of the States in general has been that the land-grant college is the best place in which to train teachers of vocational home making. The reasons are found in the equipment and the environment of the institution as well as the type of student found there. Coming from the country, the students of the land-grant college understand and usually are more sympathetic with the problems of rural life. This sympathy is induced because of the background of experience which they have had on the farm. At the same time their fathers and mothers and brothers and sisters at home are facing conditions which instruction in the land-grant institution is designed to aid. In these institutions these young people come into contact with specialists in all phases of rural life and its betterment, and they compose a ready supply of highly trained experts to go back to assist in rural life improvement.

Must Raise Standard of Rural Education

The land-grant college has a further educational function which has been slowly recognized, but which is fully as significant as any of the functions that have been hitherto discussed. Rural life is not simply agriculture, nor is rural education merely training for agriculture and home making as vocations. Rural life will always be disturbed, will always be inadequate, will always frustrate the hopes of many of its best representatives, until the country maintains an educational system that represents cultural, socializing, and liberalizing influences in no wise inferior to those possessed by urban education.

At the close of the Civil War rural communities found themselves with "the little red schoolhouse" as their most cherished institution. Even at this time, however, its usefulness was on the wane. The rapid urbanization of American life immediately following the Civil War, the

decline in agricultural prices, low crop yields in the Eastern States due to depleted soil fertility, and the placing of inexperienced girls in country schools caused in the rural school a rapid decline from which it is just now emerging. The rural high schools and the rural consolidated schools which are springing up so rapidly in all the States at the present time are but an expression of the interest which the farmer is taking in the education of his sons and daughters. The history of the development of the rural high schools and consolidated schools throughout the States in the past decade, as reviewed by J. F. Abel, of the United States Bureau of Education (in Education Bulletin, 1923, No. 43), is perhaps amazing to the reader who has not kept in close touch with the rapid progress being made in rural education during the past decade.

Reconstruction Depends upon Consolidated Schoo

The reconstruction of rural life, economically, socially, religiously, depends upon the consolidation of its community interests in the new consolidated school. The rehabilitation of the rural church follows logically in the wake of the rural consolidated school. It is common for consolidated school buildings to be so constructed that auditoriums and classrooms can be used as advantageously on Sundays for Sunday school and church as during school days of the week. The home of the community pastor, as well as the homes of the superintendent and the teachers, is a part of the regular equipment of well-organized consolidated schools. Indeed, the pastor himself is not infrequently—and should be oftener—a teacher of better agriculture and better rural life, trained in a land-grant college.

Colleges Have Not Realized Full Possibilities

The respect which the farmer has for the land-grant college is a measure of the achievement which these institutions throughout the States have accomplished since the passage of the Morrill Act in 1862 in meeting and helping solve the problems of the farmer. Probably at no time in the history of the development of these institutions has a greater opportunity for helping the farmer been afforded them than is presented in the consolidation school program now under way in practically every State. As has been pointed out, the rehabilitation of rural life, economically, socially, and educationally, as well as religiously, is tied up in the consolidated-school movement. The question which the land-grant college should ask is: Are we doing our share in helping the farmer in the solution of the problem of rural education? We must admit that we have not made ourselves as vitally effective as the farmer has a right to expect of us in this movement. Why not? Is it not our field? We are behind this movement, but we should be so more dynamically. We should carry our full share of the responsibilities in providing expert assistance to rural communities, school boards, and county superintendents in a study of matters affecting consolidations, as well as in training the right kind of teachers to fill these schools, and thus provide an educational opportunity in the country for country boys and girls fairly comparable to that enjoyed by boys and girls in the cities in so far as real values are concerned.

In a Unique Position to Help Farmers

While we have a commendable record in the first five years in preparing teachers for vocational teaching, when the handicaps under which we have been working are understood, there is no reason why this commendable beginning should not be improved upon by more adequate training of other teachers for rural high schools and consolidated schools. Normal schools and teacher-training schools are carrying a tremendous responsibility in preparing elementary teachers. The colleges of liberal arts are trying hard to prepare effective teachers for the city schools and an overflow into the country. The land-grant college is the institution to which the farmer naturally and properly looks for aid and assistance in the solution of his problems. With an equipment thoroughly adequate, and with an enrollment in its student body of the very type of young men and women who are interested in rural life and its betterment, the land-grant college is in a unique position and well able to help the farmer in the proper establishment of his high school and consolidated school and provide him the right type of specially trained teachers to carry on this work.

Critical Period in Lives of Farmers' Sons

With thousands of farmers' sons and daughters in rural high schools, the great majority of whom expect to go into the business of farming or assume charge of a farm home, a critical period of their lives is at hand. There is demand for teachers and rural leaders who have not only the training but the sympathy and understanding necessary to give inspiration, faith, and guidance to these young people in their brief training period. The land-grant college is the natural institution to come forward and assume a large share in the preparation of the leaders, teachers, and specialists in the field of rural education, because it has the equipment, the environment, the confidence of the farmer himself.

The land-grant college offers to the undergraduate student not only technical training but education also in subjects that have been always considered liberalizing and socializing. While these colleges point out that there are strongly cultural influences in agriculture, for instance, when properly taught, they include in their curricula literature, music, and the other arts, as well as the social sciences, in order to give unquestionable breadth to the training offered to the student. There is no necessary contradiction between rural life and liberal life. Both are due to habits of mind stimulated through education. For the best interests of the rural community, for the best interests of the rural school, it is necessary that these two habits of mind be brought together. The country needs rural-minded men and women who are also liberal-minded men and women. These can be developed only through the influence of supervisors and teachers in the rapidly developing rural schools. These teachers, in turn, are available chiefly from the land-grant colleges. In meeting this demand the land-grant college not only may be assured of the continued and increasing support of the farmer but may be further assured of what is infinitely more important, that it is making as vital a contribution as can now be offered to the development of a permanent agriculture and an intelligent and happy rural life.

Allegiance to the Flag of the United States

On Washington's Birthday teachers all over the country are urged by the American Legion to point out to their pupils a change that has been made in the wording of the pledge to the flag. The change, which involves only a few words, was made by the National Flag Conference held at Washington on flag day of 1923. In the new version, which has been adopted as official by more than 144 national organizations, the words "my flag" are replaced by the words "the flag of the United States." The revised version of the pledge is: "I pledge allegiance to the flag of the United States and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

To enable British architects to study in the United States, a six-month scholarship has been founded by an American architect. The winner of this scholarship will study especially the development of the apartment house.

Service of American Red Cross to Rural Schools

Junior Red Cross Helps to Overcome Difficulties Due to Isolation and Lack of Equipment. Correspondence with Pupils in Other Countries. Public Health Nurses Active in School Service

By R. P. LANE
Assistant National Director, American Junior Red Cross

THE American Red Cross enters intimately into the life of the rural school not through one of its services only, but through several. While it may participate most directly in the strictly educational processes of the school through its Junior Red Cross, of no less importance are its activities through the services that may be grouped under the head of health, represented by the public health nurse, the nutrition expert, the instructor in home hygiene and care of the sick, and, in a lesser degree as yet, the instruction in first aid and water life-saving.

The American Junior Red Cross is "simply a tool at hand, working with the educational equipment of the country to produce certain results." Even at its inception, when its primary purpose was to enable the children to share in war-time work, its founders had definitely in mind its educational values. Since the war its perpetuation in the schools under the direction of classroom teachers is justified only on the assumption that it is a tool at the hand of the teacher by which she can better accomplish the purpose for which she is responsible to the community—the purpose of education.

Isolation and Lack of Equipment Principal Troubles

The service which the Junior Red Cross seeks to perform for the rural school is no different in kind from that which it seeks to perform for the city school; but the conditions under which education is carried on in rural communities, generally speaking, should give to this service a peculiar value. Most of the difficulties of the rural school, or the rural teacher, may be traced to isolation and lack of equipment. Both of these difficulties the Junior Red Cross helps to overcome.

If the Junior Red Cross did nothing more for the isolated and inadequately equipped school than to brighten its walls with its art posters and its calendar adorned with reproductions in color of sketches of child life, and to bring to the classroom each month the Junior Red Cross News with its bright and instructive stories and its profuse illustrations, it would have performed a useful service for the rural school. But this is a mere incident in its program and one of the means to a much larger end.

The Junior Red Cross program is a program of activities by the children. The essential requirement for enrollment in Junior Red Cross is that the school undertake to do something of service to others. That children "learn to do by doing" is as true in the field of social education as in reading or manual training or art. The truth of this is recognized in the new type of civics now widely prevalent, in which participation by the children in community enterprises is considered essential. But how often has the rural teacher deplored the poverty of her community in social situations in which the children have an interest and can actively share? The Junior Red Cross greatly enlarges the field of social interest and of group activity for social ends. Every page of the Junior Red Cross calendar contains suggestions for 30, or 40, or 50 different kinds of things to do by way of personal service, or service to school, community, nation, and the world—things that make an appeal to child interest. Every issue of the Junior Red Cross News not only contains stories and articles that appeal directly to the child's innate desire to do, but is also accompanied by a supplement full of suggestion as to what and how for the teacher.

Lightens Burdens and Increases Teacher's Effectiveness

Far from placing additional burdens upon teacher or pupil, Junior Red Cross activities and materials add interest and incentive to the school work of the children and thus lighten and make more effective the work of the teacher. This is especially true in schools where the direct social experience of the children is limited by environment, and where equipment in the form of libraries, pictures, and other materials to supplement the monotony of instruction based solely upon textbooks is meager.

In many a community the Junior Red Cross affords the motive, the organization and the suggestion of methods whereby the children themselves beautify the school, establish school or circulating libraries, provide for hot school lunches or milk for the undernourished, improve home conditions, participate in civic movements, protect the birds and the wild flowers while waging war against harmful weeds and insects, and in scores of ways form habits and ideals of service to their communities and to mankind.

Following the leadership of the American Junior Red Cross, similar organizations have been established since the war in 35 other nations, all of which have the same ideals and are pursuing similar programs. With them American Juniors are kept in touch through their own news and through the similar publications of the other countries. With them a continuous exchange of school correspondence and of materials of high educational value is maintained. There is no rural school so remote that it may not share in the pleasure and benefit of these direct contacts with the children of the world; that it may not have a part in this movement which must mean so much for the creation of international understanding and friendship in the coming years.

Rural Members of the Junior Red Cross.

Of equal importance with the Junior Red Cross in value to the rural school is the work of the Red Cross public health nurse. When it was found by medical examiners that 33 per cent of the young men of the country inspected for service in the World War were ineligible for military duty because of physical defects which could have been remedied in childhood, the attention of the Nation focussed upon the school child, and particularly the child in the rural school.

A field of service was revealed and with the signing of the armistice the American Red Cross saw the advisability of extending its public health activities. It decided to concentrate upon the problem in the rural field and offered scholarships for specialized training to highly qualified nurses returning from war work. Up to the present time the American Red Cross loan and scholarship fund for this purpose has totaled $302,500 and has been the means whereby 766 nurses have obtained

postgraduate training in public health nursing. The fund does not include grants to 393 chapters of the Red Cross for like purpose.

The report of the Red Cross Public Health Nursing Service for 1922 records more than 127,000 school visits made by its more than 1,000 nurses and approximately 2,000,000 school children inspected. Large as these figures are, they cover only a few of the nursing activities and give only a meager idea of the service and the influence of the service rendered by the nurses.

Aside from the value of the correction of physical defects in the child and the education of the child, and the community in positive health, school boards are coming to realize increasingly the saving in money due to the prevention by the public health nurse of outbreaks of contagion which would close the school and prove expensive to the taxpayer.

Side by side with the public health nurse and of similar degree of worth to the rural school goes the specially trained Red Cross instructor in home hygiene and care of the sick and the qualified Red Cross nutrition worker for handling those phases of the general health problem which lie within their sphere.

Red Cross Public Health Nurse and a Rural School.

Instruction in home hygiene and care of the sick brings to the older schoolgirl and to the mother elementary knowledge of the principles of personal hygiene and household sanitation, of the causes, symptoms, and prevention of communicable diseases, and of elementary nursing procedure. It has proved easily adaptable to local conditions however remote the center and has won the quick interest of women and girls, often opening the way for the public health nurse. It is not infrequently handled in the rural school by an itinerant Red Cross nurse instructor who starts out from her headquarters on Monday morning, to return on Saturday with a record of from 10 to 15 classes of rural groups composed of school children, their mothers, and the teachers of the rural school. Sometimes the local public health nurse serves as the home hygiene instructor.

Adequate Nourishment Fundamental Problem

Nutrition service, which is just now beginning to win its rightful place in public health work, deals with perhaps the most fundamental of all public health problems, the adequate nourishment of the individual. The American Red Cross nutrition program provides for both individual and group instruction, as well as for personal service in homes where illness or undernourishment exists. Generally speaking, this program is initiated with the school as a nucleus of the system, all of the children receiving nutrition education and the mothers being given at the same time instruction of similar content, supplemented by comprehensive courses in food selection. This service, of paramount basic value, is being developed in the rural sections largely by itinerant instructors.

Red Cross first aid has from the inception of the service proved a subject upon which keen interest has focussed in the rural school, and this course is being extended farther into the more isolated sections each year.

Red Cross instruction in water life saving and resuscitation has not as yet spread into the rural sections in any such marked degree as it has developed in the more populous centers, due largely probably to the lack of water facilities in the cold months. But there are to-day nearly 40,000 men, women, and children qualified as members of the American Red Cross Life Saving Corps, and it will undoubtedly find its way into the remoter sections.

Each of these Red Cross services is moved by a common ideal; each looks to the other for support and assistance. Together they form a unit of service, inspiring in its ideals, practical in its value, whether the field be urban or rural.

Munificent Cash Prize for Educational Plan

World Federation of Education Associations Invites Plans to Bring About Better International Understanding

A PRIZE of $25,000 has been offered through the World Federation of Education Associations for a plan to educate the children of all nations so as to bring about a better international understanding and to eliminate hatred, both racial and national. It is the conviction of the giver and of the federation that world peace can be attained only through the long process of education and that if the idea of peace is to be made universal, a beginning must be made with unprejudiced childhood, according to the federation's announcement of the contest. The contest is open to individuals and organizations in all countries. If an organization enters the contest, no person belonging to that organization may enter it.

Each plan must be stated in not more than 2,500 words, and an equal number of words should be added, giving arguments or clarifying statements. The name and address of the contestant must not be placed on the manuscript, but must be placed in a sealed unmarked envelope accompanying it. Plans must be submitted to Augustus O. Thomas, president of the World Federation of Education Associations, Augusta, Me., not later than July 1, 1924. When the winning plan is chosen, $12,500, or one-half of the prize, will be given, and when the plan is inaugurated the other half will be given.

To prevent overcrowding of students' time by too many extra-curriculum activities, the faculty of Cornell College, Mount Vernon, Iowa, has appointed certain of its members to an "events committee." This committee will consult with other members of the faculty and with representatives of the student body in an effort to bring about a proper proportion between the time spent in study and in outside campus affairs.

More than 35 cities and towns in Ohio maintain special classes for mentally defective or backward pupils in the public schools.

Scientific Aspects of the Study of Education

Section Q, American Association for the Advancement of Science Meets at Cincinnati. Roentgen Rays Show Differences in Growth. Scientific Principles in College Teaching and Administration. Sociological Investigation of Public Schools

SCIENTIFIC methods as applied to education at all stages, from preschool training to college education and teacher training, were discussed at the annual meeting of the section on education of the American Association for the Advancement of Science, held at Cincinnati, December 27–January 2. Education is developing a method conforming to the best practice of correct thinking as exemplified by the usages of science, said Herbert D. Bixby, assistant superintendent of schools, Cleveland, speaking of scientific methods as applied to elementary education. In the effort to develop this scientific method, education has progressed through various stages surprisingly like those through which science itself has passed, continued Mr. Bixby. As to the extent to which the method eventually perfected will coincide with the method used by science no one can say. Education will develop toward this end no faster than it can develop its own tools of investigation—achievement tests and intelligence tests—which are still admittedly imperfect.

Ossification of Carpal Bones Measured

Anatomical age in school children in its relation to mental development was discussed by Walter F. Dearborn, Harvard University. In the course of a study of the growth of children, 5,051 X-ray photographs of the ossification of the carpal bones were taken, and these pictures were measured exactly. Important differences in growth according to age, sex, and race were shown in this study, according to Doctor Dearborn. Studies of the same general character carried on at the child-welfare station of the State. Universtiy of Iowa were described by Bird T. Baldwin. Four pieces of work were reviewed; a study of the relation of mental growth to physical growth; a three-year investigation of the rural child in Iowa; and services as scientific consultant for the Cleveland schools.

Need for a more scientific method of curriculum construction was stressed by C. C. Peter, Ohio Wesleyan University, who urged that educators study the needs of different types of adult life and determine which of these require the help of the school in fulfilling them. This study should include an analysis of successful lives and of lives which seem to be failures.

Evaluation of Results of Instruction

Application of scientific principles to college teaching and college administration was taken up by F. J. Kelly, University of Minnesota, who pointed out three problems to which these principles should be applied—evaluation of the results of instruction, rating of teachers, and making of budgets. Before we can evaluate the results of instruction, said Doctor Kelly, we must understand clearly the aims of this instruction. These aims are: (1) Mastery of tools whereby learning is made more effective, such as the languages, unapplied mathematics, and the symbols of music; (2) development of qualities we associate with culture, such as social viewpoint, initiative, self-mastery, and sound intellectual habits; (3) preparation for earning a living.

Definite objective standards for judging classroom instruction are needed by supervisors, said A. A. Barr, assistant director in charge of supervision, Detroit public schools. There can be no agreement as to the quality of instruction and consequently no scientific criticism of it as long as we use general, ill-defined terms, such as sense of justice, personality, enthusiasm, etc., in judging teachers, said Mr. Barr, urging a more painstaking detailed analysis of the activities of teachers and pupils.

Four strategic points at which scientific methods are especially needed in the training of teachers were named by L. A. Pechstein, University of Cincinnati. These are: (1) Selection of candidates for teacher training, with the exercise of greater judgment and skill in obtaining suitable recruits; (2) study of the mental and physical factors of child psychology, investigating these factors with large groups of children over a long period of time; (3) formation of a curriculum for professional training in which the keynote is the raising and solving of problems to be faced by the teacher; (4) practice in the actual work of teaching.

Detailed individual studies of children of preschool age were presented by Helen T. Woolley, of the Merrill-Palmer School, a school which trains for motherhood. Stuart A. Courtis, director of instruction, teacher training, and research, Detroit public schools, urged greater accuracy in educational measurements. He emphasized the necessity for analyzing complex educational products into the several elements and rendering constant all except one, so as to measure that one variable element accurately.

An extensive program of educational diagnosis should be undertaken in teacher-training institutions, said W. S. Guiler, Miami University. The results of tests showing the shortcomings of students in definite parts of their school work should be used as the basis for further instruction. Doctor Guiler described such a diagnosis of a class of sophomores.

The public school as a whole is a social institution, and is therefore a suitable subject for sociological investigation, said J. V. L. Morris, Northwestern Teachers College. Educational sociology is not general sociology with an educational flavor, he added, but is a separate study based on experiment with specific problems in the various units of the educational system, the kindergarten, the elementary school, the high school, the higher institutions, and the schools for adult education.

This article is based on material supplied by A. S. Barr, secretary section Q, American Association for the Advancement of Science.

Calls National Conference on Home Education

To work out a practical plan of cooperation in making education available to all the people in their homes, the United States Commissioner of Education has called a national conference on home education to be held on May 7 at the University of Minnesota in conjunction with the annual meeting of the National Congress of Mothers and Parent-Teacher Associations. Directors of extension education in universities, librarians, leaders in parent-teacher association work, and others concerned with home education are invited to this conference.

Buffalo, N. Y., evening schools offer the public whatever educational service it demands, and any course requested by 15 persons will be provided. During the past school year these schools enrolled 22,424 persons, one out of every 15 in the population more than 16 years old. More than half of the registrants continued to attend regularly throughout the year.

Collegiate Rank of the Normal School

(*Continued from page 122.*)

years of professional preparation is enough for the elementary teacher to begin with. It will not pay the State to give a longer preliminary training, nor will it pay these young women as a rule to take it. The women who continue in the work should return in summer school or for the full year to gratify their professional ambition or to meet the requirements of principalships or other choice positions to which they may aspire.

In developing into an institution with four-year courses and in taking on the title "teachers' college" the normal school must not forget that it is dedicated to a great professional service and must see to it that it does not take over any feature of the traditional college that is incompatible with this service. College fraternities and sororities, the hazing of freshmen or unpopular students, excessive devotion to football, the Frankenstein of college athletics, medieval methods in the classroom, and medieval subjects in the curriculum have no place in the teachers' college. The college professor may think it more noble to teach calculus than to teach arithmetic, but he will not do for a normal school. A recent experience in this State has brought home to us this truth, that in the preparation of elementary teachers advanced studies of the college type are no fit substitute for thorough mastery of the common branches.

Should Grant Professional Degrees Only

The college gives degrees. Our ambitious youth have come to regard the degree as a symbol of intellectual attainment; as a badge of honor and distinction. We must grant them; yet there is no one of us, I suspect, but at times regrets the extent to which this artificial incentive perverts and destroys the natural desire for knowledge for its own sake. The degree from a professional school, whether of law, medicine, divinity, or education, should be distinctly a professional degree. Some of us upon finding that we are colleges with legal power to grant degrees, copy the degrees of the liberal arts colleges. Such degrees, while eminently respectable, are colorless. We should stand by our guns and resolutely assert the dignity and worth of our professional education. We should have faith that we can make our own degrees worth while, rather than seek to share the prestige that liberal arts colleges have won for B. A. or B. S. or Ph. B.

Let us examine in greater detail what a professional degree should stand for, or, in other words, what is meant by a "trained teacher."

Three factors contribute to the accomplished teacher—natural aptitude, education, experience. We still hear much of the born teacher, but in teaching, as in all other callings, native talent is developed by studies and perfected by experience.

We use the term "teacher training" because we recognize that teaching is an art in which skill is to be acquired, rather than a science of which knowledge is to be gained. Yet we think all of us would rather use the broader term, the education of the teacher, which implies a rational art resting upon scientific principles and a larger play of individual initiative.

Necessary Content of Professional Education

What should this education include? As a basis there should be a liberal high-school education, with chief emphasis laid upon English, the natural sciences, and the social sciences, with due attention to music, drawing, and handwork. The professional education should include:

1. A study of how children learn, with especial attention to the relation of sense perception to imagination, to conception and judgment; the relation of attention to interest, of interest to knowledge, the motor tendency of ideas as revealed to imitation, the laws of habit formation, the feelings and sentiments as creating desire and moving the will. (Psychology.)

2. A study of the principles of teaching, of classroom procedure, as observed in superior teachers and justified by psychological laws. (General method.)

3. A study of the school, its structure and administration as the organized instrument of education. In this study are included school buildings and their equipment, and all questions of school hygiene with their basis of physiology. (School management.)

4. An inquiry into educational aims, and the functions of the various studies, school exercises, and school appliances as factors in the development of the child, and the realization of our educational ideal. (Principles of education.)

5. A study of the various historic systems of national education; the work of educational reformers, of the origin of the forms, methods, maxims, and studies that prevail in our schools. (History of education.)

6. A reexamination and reorganization of the branches to be taught from the standpoint of the developing interest and aptitudes of the child. (Special methods.)

7. Further practice in the schoolroom arts—drawing, construction, singing, reading, writing, and public speaking—to improve the teacher's personal skill, to afford a better example for imitation, and to enable him the better to teach others. (The school arts.)

8. Studies in sociology, ethics, economics, history, literature, and natural science, subjects for grown-ups, that will minister to the deepening interests of the teacher's life, and promote his insight into the aims and the problems of education. (Cultural studies.)

9. Observation and discussion of skillful teaching, and increasing participation by the young teacher under sympathetic guidance and constructive criticism of his lesson planning, and of his conduct of the various types of recitations, to the end that correct teaching habits may be formed. His voice, position, manner, dress, should be, if necessary, objects of friendly criticism. If he repeats answers, tolerates slovenly or lazy attitudes in himself or his pupils, is inaccurate in speech or written work, or permits these things in his classes, if he is neglectful of the physical condition of his pupils, or fails to adjust himself to individual needs or peculiarities, if his own lessons and assignments are not carefully prepared and fairly well executed, he still needs the help of the supervising critic. (Practice teaching.)

10. Personal contact with skillful teachers, men and women of fine personality, of high character and consecration, through whose inspiration and leadership the young teacher may be stimulated to a resolute endeavor to attain the highest possible excellence.

Education Continues Throughout Teacher's Life

These are some of the chief lines along which the professional education of the teacher moves—an education that begins in the teacher-training institution and which should continue until he enters upon his pension—his final reward in the temporalities of this world.

The normal school in its program and in its instruction has recognized the value of the 10 points that have just been stated. The attention given to the learning process and the teaching process, to school organization and management, to the thorough mastery and professional organization of the common branches or other branches to be taught, to the schoolroom arts, to observation and practice teaching has sharply distinguished the normal school from other institutions where teachers have been educated. In becoming a teachers' college the normal school must not lose this distinctive character. The longer curriculum will enable it to devote more time to the so-called cultural studies, but even these should be taught as to teachers. It is not proposed to build upon the two-year normal-school curriculum two years

of college work as a secondstory. All the other lines of work, as well as the cultural studies, should receive increased time and attention. The treatment should be more scientific, appealing less to mere memory and imitation.

At the present time there is a movement in the State of Virginia to change its normal schools to teachers' colleges and to confer degrees. The chief obstacle is the fear that the teachers' college will become like other colleges teaching its freshmen Latin, French, trigonometry, and European history, heading them all toward high-school teaching.

We must recognize as a fundamental idea that college work is not such because of the subjects studied, but because of the age, attainments, and intellectual grasp of its students and because of the aim and method of the study. There are only a few of our so-called college subjects apart from the foreign languages that are not rooted in the elementary school. The basic data of physics and biology, geography, history, and government, psychology, ethics and economics, are found in the everyday experiences of childhood and youth. The elementary-school method and material in history, geography, science, or literature are notably different from the material and method of these subjects in high school or college. For example, children are interested in the color of birds' eggs as novel, interesting, or pleasing facts. To the college students likeness in coloration may suggest common ancestry as with the bluejay and crow, or protective resemblance, or some other factor in the struggle for existence that has determined the course of evolution in arriving at the particular form.

It is the type of question that is to be answered by a comparison of facts that determines whether a subject is being taught on the elementary-school level, the high-school level, or the college level.

Teachers' College Retains Professional Character

In the teachers' college the same subjects will be studied as heretofore in the normal school, but more distinctly on what we are now calling the college level. Hence the teachers' college will not lose its professional character. It will provide for the kindergartner, as well as for the future college professor. Even shorthand and typing, when pursued in a curriculum for the training of commercial teachers, may count toward a degree as truly as the manual exercise of thumbing a lexicon, which has occupied so large a space in the actual education of teachers of Latin. In other words, any four years of work beyond the high school that is consistently planned to fit a teacher for a definite function in the public-school system should be awarded a professional degree. There should be no insistence upon two years of foreign language, or a year of higher mathematics, or even freshman English as a universal requirement, unless these required studies actually function as prerequisite or vital factors in the particular curriculum of the teacher.

Our State normal schools have generally grown away from the one general normal-school curriculum. We offer for high-school graduates two-year and three-year curriculums for teachers of lower elementary grades, for upper elementary grades, for teachers of village high schools and in some schools for special teachers of the kindergarten, music, the fine arts, the industrial arts, home economics, agriculture, commercial branches, and physical education. The teachers' college system of a State will extend these to four years as fast as its means and the number of students will justify.

Differentiation of Curricula

A four-year curriculum for principals of elementary schools will include most of the courses taught to lower-grade and to upper-grade teachers. A curriculum for village principals and for superintendents of our smaller school systems will be a broad curriculum including some work in each major subject in the grammar school and high school along with courses in school administration. The curriculum for high-school teachers should contain a central core of studies in psychology, general method, high-school teaching, high-school administration, English, and the school arts, and beyond that a set of major and minor groups of courses that prepare the student for particular acreas within the high-school field.

The practical excellence of a teachers' college depends upon its training school, its equipment, its organization, the intelligence, spirit, and skill of the training teachers. This is the most important feature of the entire institution; all other departments should face toward it; all instructors should be familiar with it and frequently visit it; many should use it for observation lessons in connection with their courses; all should expect to find in the resourcefulness, the insight and skill of the student teachers the practical test of their own instruction.

Next to the practice teaching rank the so-called courses in special method. To call these courses in arithmetic, history, geography, algebra, physiology, and the like method courses implies that they have little to do with subject matter. This is a misleading inference. "It is useless to practice with a knife and fork unless there are victuals on the plate," said Huxley. We must find the method in the subject as well as in the psychology of the pupil. Hence these courses should contain the subject matter that the student is sure to teach. The prospective teacher of mathematics has studied geometry in the high school, but it is wrong to presume that he can teach it if we proceed to give him trigonometry and analytics and calculus. He needs to learn his geometry better, to acquire a good deal of new knowledge relating to it, to see the reason for an inductive approach, for the classification and order of the propositions, problems, and exercises, to understand the educational value of the subject and the reasons for retaining it in the high-school curriculum.

The teacher of nature study is not equipped for her work by the study of biology in high school and college; nor is the teacher of general science by the general courses in physics and chemistry. The particular subject matter must be selected, arranged with reference to its availability at different seasons in the year, the mode of handling it in class exercises taught.

The various courses taught under the general title of education will vary somewhat in the different curriculums. The curriculums intended to prepare principals and superintendents will contain the largest amount, but even in these there should not be more than 25 per cent of the entire curriculum devoted to this work.

Study Facts and Principles First

The history of education that has bulked so large in the programs of colleges has received a prominence all out of proportion to its value to the young teacher. The historic approach to any subject may not be the best approach, whether it be to science, literature, economics, sociology, music, or education. We should first study the facts and principles of the subject as we find them to-day; later we may take up the history of it to find how things came to be as they are, and whether it is wise to alter existing practices that reason can not justify.

I can not close this paper on the normal school as a collegiate institution without pointing out one important difference. The modern college selects its instructors largely because of their general scholarship, chiefly because of the original "contributions" that they have made to the sum total of published knowledge. Hence, doctors of philosophy are sought for professional chairs. The normal school must look rather to personality and skill in teaching. In spite of all our precepts, our students are going to teach in the main as they have been taught, so powerful is unconscious imitation in determining human conduct. There is a vast deal of truth in the oft-quoted saying: "It makes little difference what you study so long as you have the right teacher."

Ohio Rural Schools Transformed Under 1914 Code

Excellent Work of Professional County Superintendents Principal Factor in Improvement. Special Districts and Small Village Districts Fast Disappearing. More than 1,000 Consolidated and Centralized Schools in State

By GEORGE M. MORRIS
State Rural School Supervisor for Ohio

A SURVEY of the Ohio schools was made in 1913 and duly reported. This survey caused the general assembly to attempt to improve school conditions in the State. In 1914 a Rural School Code was enacted, the outstanding provisions of which are State directory authority, supervision of the county schools, teacher training, and State financial aid.

In each of the 88 counties of Ohio there is a superintendent of the county schools. Many of the counties have employed assistant superintendents or supervisors of teaching. The superintendents and supervisors are employed by the county board of education, the members of which are elected by the electors of the county. All but five of the county superintendents are college graduates, and all are doing creditable work. Only cities and villages of 3,000 or more population are exempted from the county school system.

Rural High-School Teachers College Graduates

Teachers.—In 1914 not more than one-half the teachers in rural elementary schools were graduates of high schools and only about 50 per cent of the rural and village high-school teachers were college graduates. About 60 per cent of the teachers had taught five years or less, and fewer than half the rural elementary and high-school teachers had normal-school training. Now, 1923–24, nearly all the elementary teachers have had a year or more of normal-school training in addition to being a graduate of a four-year high school. The rural high-school and village high-school teachers are graduates of normal schools and colleges having four-year courses including training courses for teachers.

The teaching in all the schools of Ohio is much better now than it was before 1914, and the improvement is due largely to the improved supervision.

Annual salaries of teachers.

	1914	1923
Elementary schools	$400	$945
High schools	700	1,350

Buildings and equipment.—But few schools buildings were adequate and fit for proper school activities, and they were poorly equipped. Many of the one-teacher type have not been improved much since 1914. In 1914 there were near 12,000 one-teacher buildings in Ohio, but now, 1923–24, there are about 6,000 such buildings. More than 1,000 consolidated buildings have supplanted the old type buildings, and they are modern and adequate to house the pupils and to provide needed school activities. Nearly all the new buildings have gymnasiums and auditoriums.

Parent-Teacher Associations Contribute to Success

In nearly all these communities a Parent-Teacher Association has been organized through the influence of the county superintendent. These associations are contributing to the success of the school and to the general welfare of the community.

Districts.—Prior to 1914 the rural school districts were township, village, and special. The county board of education may now create school districts from two or more districts or parts of districts. This authority has been enforced in the counties where consolidation has been accomplished. The leader in all cases has been the superintendent of the county schools, helped by his assistants. The special districts and small village districts are fast giving way to the larger rural school districts. This means efficiency in school work.

Consolidation.—In 1914, in Ohio, there were 40 centralized schools, and now there are more than 1,000 consolidated and centralized schools. Fifteen of the 88 counties have fewer than 15 one-teacher schools and 5 counties have none. The work of consolidation is going on in a satisfactory way. Four-year high schools of the first grade are conducted in these new school buildings.

Pupils.—In round numbers, there were enrolled in 1914 in the rural elementary schools 300,000 pupils, and in rural high schools 9,000 pupils. In 1923 the enrollment had increased to 430,000 rural elementary pupils and 72,000 rural high school pupils.

Rural high schools.—The following table gives the distribution on the basis of enrollment for 1923–24 of the recognized high schools in Ohio which are under county supervision. Of the 1,186 high schools, 1,017 are in the county systems. The total number of four-year high schools in the State is 909.

High Schools Are Generally Small

Fifty-five per cent of the first-grade high schools in the county systems do not have an enrollment greater than 75. Only 10 per cent have an enrollment that is above 150. Sixty-seven per cent of all high schools in the county systems have an enrollment of 75 or below; 45 per cent have an enrollment of 50 or below.

Enrollment.	First grade (4-year high schools).	Second grade (3-year high schools).	Third grade (2-year high schools).
1–25	7	79	81
26–50	190	100	5
51–75	215	9	.....
76–100	135	3	.....
101–125	87	.....	.....
126–150	32	.....	.....
151–200	48	.....	.....
201–300	25	.....	.....
301–400	1	.....	.....
Total	740	191	86

Summary.—The improvement in educational conditions in Ohio since the enactment of the New School Code in 1914 is due largely to the untiring efforts and good judgment of the county superintendents, the real heads of the county rural schools.

All county superintendents cooperate and function properly with the State department of education. It has been possible for the State by the assistance of the county superintendents to vitalize the school courses to include agriculture, home economics, manual training, and business courses, as well as to standardize both elementary and high schools for efficiency.

Schools Not Dependent on Federal Funds

More than 100 Smith-Hughes agricultural schools and a few more than 30 Smith-Hughes home economics schools are in operation in the rural school districts of Ohio, and many other similar schools are supported by local and State funds.

Some duties of county superintendents.—(1) To examine and certificate teachers; (2) to teach in the county normal school; (3) to name the teachers for teaching positions; (4) to advise his boards of education; (5) to act as clerk of the county board of education; (6) to visit, inspect and supervise; (7) to assemble the teachers, supervisors, assistant superintendents, for conferences on courses of study, discipline, school management and other school problems; (8) to recommend to boards of education textbooks, courses of study, and school equipment; (9) to direct the training teachers in their teacher-training work; (10) to make educational reports to county auditors and to the State department of education.

Preparation for Teaching Subnormal Pupils

To prepare teachers to take charge of classes for subnormal and delinquent children and to assist public-school authorities in any part of the State to classify children and to organize special classes, the State of Ohio maintains a bureau of special education at Dayton, established by special act of the legislature in 1920, and later affiliated with Miami University. At this bureau teachers may study clinical psychology and psychopathology, subnormal children, and manumental arts for handicapped children. They have also the opportunity for observation and practice teaching under supervision in classes for defectives and for training under supervision in laboratory examination of various types of children. Credit for 15 semester hours work is given at Miami University for the full course. This course is given every semester and a shorter course in the summer. A branch of the bureau is maintained in Cleveland for teachers in the city schools.

Chicago Meeting of Department of Superintendence

Fewer General Sessions and More Emphasis on Section Meetings. Shorter Elementary Courses and All-Year Schools

RECENT achievements in public education and the next forward steps will be discussed at the annual meeting of the department of superintendence, National Education Association, which will be held at Chicago, February 23–28. To allow a greater amount of personal participation in the discussions, the membership of the department has been distributed in a large number of groups, which will meet at various times throughout the week. Only four general sessions will be held, instead of six as in former years, and section meetings of special merit will be substituted. On Thursday morning 11 section meetings dealing with problems of supervision and administration will be held, with programs arranged around such subjects as junior high schools, improvement of teachers in service, health education, and community relationships of school system. As part of the plan to emphasize section meetings, the superintendents grouped according to the population of their cities will hold two meetings instead of one.

Educational Fads as Fundamentals

Educational expenditures considered as investments will be taken up by E. C. Hartwell, superintendent of schools, Buffalo, N. Y., at the general session Tuesday morning, and O. L. Reid, superintendent of schools, Youngstown, Ohio, will speak on educational fads as fundamentals. Relations of the superintendent of schools to the teaching corps will be discussed by Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, at the Thursday afternoon session. At the same session John H. Beveridge, superintendent of schools, Omaha, will speak on some hazards of the superintendency, with special reference to the steps that should be taken to protect the office of the superintendent and to make it more highly professional. School board organization will be considered by J. W. Studebaker, Des Moines, Iowa.

Frank P. Graves, commissioner of education, New York, will tell of recent achievements and consider the next forward steps in rural education, and J. W. Abercrombie, State superintendent of education, Alabama, will speak on national obligations in education. Other speakers at the general sessions will be Olive M. Jones, president of the National Education Association; P. P. Claxton, superintendent of schools, Tulsa, Okla.; Lotus D. Coffman, president, University of Minnesota; Florence Allen, judge of the Ohio Supreme Court; and William Mather Lewis, president, George Washington University.

Money Saved by Lengthened School Year

Possible economies in the school system will be discussed by the superintendents of cities with a population greater than 200,000. That a great saving of the taxpayers' money and better educational results can be brought about through a lengthened school year is believed by many superintendents where the longer school year has been tried, and the economy of the longer school year will be shown by David Corson, superintendent of schools, Newark, N. J., where a number of "all-year schools" have been operated successfully for more than 10 years. Economy through general organization within the schools will be explained by I. I. Cammack, superintendent of schools, Kansas City; Chas. L. Spain, business manager, Detroit schools; and Carleton W. Washburne, superintendent of schools, Winnetka, Ill. Economy through central business administration will be considered by R. G. Jones, superintendent of schools, Cleveland. Ways of improving the service offered by the schools will be suggested by three superintendents, E. C. Hartwell, Buffalo; J. J. Maddox, St. Louis; and Jesse H. Newlon, Denver.

That a seven-year elementary-school course is sufficient preparation for high school will be argued by several leading educators at a session devoted to this question by the department of elementary school principals. It is expected that C. A. Ives, State high-school inspector, Louisiana; Charles H. Judd, University of Chicago; and George Melcher, assistant superintendent of schools, Kansas City, will present information showing that pupils trained under the shorter course hold their own with other pupils in high school and college.

Many Affiliated Organizations Will Meet

Among the other associations which will meet during the week are the City Training School Section, the Department of Vocational Education, the Council of Kindergarten Supervisors and Training Teachers, the Educational Research Association, the National Association of High-School Inspectors, the Department of Deans of Women, the National Association of Secondary-School Principals, the National Council of Primary Education, the National Council of State Superintendents and Commissioners of Education, the National Society for the Study of Education, and the National Society of College Teachers of Education.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

APOLLONIO, THORNTON D. Boston public schools, past and present, with some reflections on their characters and characteristics. Boston, Wright & Potter [1923] 166 p. front., plates. 8°.

Gives a bird's-eye view of what has been accomplished in the Boston school system during the past quarter of a century, describing some of the important changes that have taken place. The narrative, however, occasionally makes brief excursions into earlier periods. The writer makes rather intimate observations upon men and measures of the Boston schools, and his pages are often enlivened by humor. In summing up, he finds that the greatest need of the school system is spiritual development—a greater appreciation of truth.

ATHEARN, WALTER S. The Indiana survey of religious education: vol. one. The religious education of Protestants in an American commonwealth, by W. S. Athearn, E. S. Evenden, W. L. Hanson, and W. E. Chalmers. New York, George H. Doran company [1923] 580 p. plates, charts, tables. 8°.

This Indiana survey is conducted by the Institute for social and religious research, New York, and directed by Mr. Athearn. The present volume gives a full analysis of the quantity and quality of the religious education of Protestants in the state of Indiana. Because of the methods of analysis and interpretation used in this survey and because Indiana may be said to represent in a general way a large section of the United States, it is believed that this book will be of value to religious leaders of other states and to technical students of education who are planning similar inquiries in other sections of the country. W. S. Athearn prepared this volume except the following: Part two, on church buildings in Indiana, is by E. S. Evenden. Part four, dealing with child-accounting and recording, is by W. L. Hanson. The final chapter, discussing denominational supervision and promotion of religious education in Indiana, was prepared by W. E. Chalmers.

COLLINGS, ELLSWORTH. An experiment with a project curriculum. With an introduction by William H. Kilpatrick. New York, The Macmillan company, 1923. xxvi, 346 p. front., plates, tables, diagrs. 8°.

The results of an experiment conducted in three rural schools located in McDonald county, Missouri, are given in this volume. One school, known throughout this report as the experimental school, used a curriculum selected directly from the pupils' purposes in real life. The other two schools, called the control schools, used a traditional subject curriculum such as is generally employed in American rural schools. The object of the investigation was to interpret and state the basic ideas implied in the concept of project method as formulated by W. H. Kilpatrick and to use them in the enterprise of rural education. The results of standardized tests applied to the children during a four-year period seem, in every case, to show superiority for the experimental-school group.

DAVIS, CALVIN OLIN. Junior high school education. Yonkers-on-Hudson, N. Y. World book company, 1924. xi, 451 p. illus., plans, tables. 8°.

This is a comprehensive treatise dealing with all aspects of junior high school education. After discussing various definitions of the junior high school and stating the writer's conception of it, the historical development of the junior high school movement is traced. The four aims of the movement are stated to be to humanize the education of adolescents, to economize school time, to prevent unnecessary withdrawals, and to further the cause of democracy in education. The program of studies is then taken up, both in general and by special departments. Chapters are included also on administration, collateral activities, the junior high school building, and on the standards prescribed by various authorities for evaluating junior high schools. In discussing the outlook for the future, the author says that the junior high school plan has demonstrated its practical success, and he is convinced that it has come into the American educational system to stay. In guiding the future development of the plan to enlarged usefulness, the application is necessary of certain pedagogical principles which this book aims to present for the information of school officials and others interested. The Appendix comprises a selective bibliography, lists of junior high school textbooks, and reading lists and study helps.

FRANZ, SHEPHERD IVORY. Nervous and mental re-education. New York, The Macmillan company, 1923. ix, 225 p. illus., tables. 12°.

The author of this book is director of laboratories, St. Elizabeth's hospital, Washington, D. C., and professor of psychology in George Washington university. He points the way to the rehabilitation of men or children who are crippled either because of nervous or mental disease or injury. The book deals with the cases of those disabled in industry as well as of those who have been injured in war. It is also of interest to those occupied with child welfare, especially teachers and principals who have crippled children in their classes. By reeducation the author understands the establishment of new habits, or the reestablishment of old habits that have been lost. Habits in general are discussed and classified, and the sound psychological principles underlying their economical formation are clearly outlined. Methods of procedure in general reeducation work are also presented.

HASKINS, CHARLES HOMER. The rise of universities. New York, H. Holt and company, 1923. ix, 134 p. 12°. (Brown university. The Colver lectures, 1923.)

This volume contains three lectures by Prof. Haskins on the subjects of the earliest universities, the mediæval professor, and the mediæval student. They constitute a general survey of the beginnings of universities and of university life in Europe, with many quotations from the original documents of the period. At the end is a bibliographical note which will serve as a guide to those who may wish to read further in the literature of early universities.

LA RUE, DANIEL WOLFORD. The child's mind and the common branches. New York, The Macmillan company, 1924. x, 483 p. illus. 8°.

This manual of practical educational psychology views the process of teaching the common-school subjects to children as the forming of bonds in the brain, and undertakes to show how the best results may be accomplished.

PAULU, EMANUEL MARION. Diagnostic testing and remedial teaching, with introduction by Lotus D. Coffman. Boston, New York [etc.] D. C. Heath and company [1924] xvii, 371 p. incl. tables, diagrs. 12°.

The author of this book is associate professor of education in the State teachers college, Aberdeen, South Dakota. The volume undertakes to show how educational tests can actually be applied by the classroom teacher and the school administrator in their daily work. It is devoted entirely to the practical application of tests by methods approved by experience, and neither deals with statistics nor attempts to interest teachers in devising new instruments of measurement.

PICKETT, LALLA H., *and* BOREN, DURALDE. Early childhood education. Yonkers-on-Hudson, N. Y., World book company, 1923. viii, 220 p. illus. 8°.

Recent progress in theories and practices of primary education is reflected in this book, which discusses the principles underlying early childhood education and presents many concrete illustrations showing what these principles mean and how these ideals may be realized in the schoolroom. The experiments here recorded in detail were carried out with three groups of children.

STRAYER, GEORGE D., *and* HAIG, ROBERT MURRAY. The financing of education in the state of New York. A report reviewed and presented by the Educational finance inquiry commission, under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1923. xiii, 205 p. tables, diagrs. 8°.

This first volume to appear of the Educational finance inquiry seeks to present a sound formulation of the principles involved in financing education, by a thorough study of conditions within one state. New York state was chosen because of its unusually complete fiscal records, and because it presents almost every possible form of school economic condition, type of community, and geographical area. While educational costs in New York state have risen rapidly, the investigation shows that this rise has not been as rapid as the rise in total taxation within the state (including federal taxation), nor have educational costs risen as rapidly as those of certain other governmental activities. It seems likely that educational costs in the state will remain high or increase still further in the future. It is found that the expenditures for public education in the state of New York have increased since 1910 at a more rapid rate than the economic resources of the state.

WOODY, THOMAS. Quaker education in the colony and state of New Jersey. A source book. Philadelphia, University of Pennsylvania, The Author, 1923. xii, 408 p. front. (map) illus., facsims., diagrs. 8°.

For the use of students of the history of education, this writer gives a rather full account of the rise and development of the Friends' schools in New Jersey, with liberal selections from the original records. Since the purpose throughout has been historical, no survey of Quaker schools of the present day is here attempted.

What Supervision Has Done for Montgomery County

Populous County of Alabama Formerly Contained Only Small Isolated Schools. Pupils Spent Years in Mechanical Grind in Few Books. Good Roads and Consolidation now Permit Effective Supervision and Teaching

By CORA PEARSON
Supervisor of Elementary Schools, Montgomery County, Ala.

ALTHOUGH it is generally acknowledged that the task of the supervisor is the improvement of classroom instruction, it must be conceded that there are many factors contributing to the achievement of this goal. No two situations are the same, and it is difficult to measure in general terms just what has been accomplished, for much of it is intangible and can be appreciated only by those in the field. However, there are a number of evident ways in which the schools of Montgomery County have advanced, due largely to supervision.

We must turn our minds backward a few years to the time when the school system of the county was made up of a number of small schools, most of them taught by one teacher, each a detached unit with hardly any contacts with other schools. Having no particular goals and in most instances no definite ideals, the lives of the pupils were spent in a mechanical grind through a few books hardly realizing that an outside world existed. Skillful administration has combined those little schools into a fine consolidated system. This has made possible a type of supervision which can not otherwise exist in a rural-school system. Not only is the supervisor able to reach the schools oftener, but she can spend more time when she does go. Good transportation facilities make it easy to assemble all the teachers or groups of them as often as may be desired. In addition, the supervisor is able to answer any immediate need which may arise. Through these conditions and the fact that there have been definite goals from the standpoints of both administration and supervision, there has come to exist on the part of the Montgomery County system a spirit of pride and loyalty which might be coveted by any educational leaders. This is evident in every undertaking either by the whole system or by an individual school.

Half the Teachers Study in Summer

For illustration, for a number of years every teacher in the county has been enrolled as a member of the Alabama Educational Association, and every one was at one time enrolled in the National Educational Association. Another very gratifying thing is the attitude shown toward professional growth. During the past summer 50 per cent of the teachers were in schools for professional training. At present almost three-fourths are engaged in some kind of organized study, some doing extension work, some reading circle work, and others correspondence work. Those who are not studying this winter were asked not to take on other work for different reasons, mainly because they had done such strenuous summer work, and are carrying heavy loads for the winter. One of the great evidences of real growth is the use they are making of the supervisor. This is particularly true of teachers who have been in the system for some time and have learned that she is a friend and helper. In addition to the professional aid, they confide in her in many other ways, thus making her able to meet personal needs in their lives, which indirectly contributes to their strength as teachers.

Happy, Wholesome Spirit Is Impressive

Another evidence of effectiveness in supervision is the attitude of the children. One is impressed at once with the happy, wholesome spirit which exists among them. This comes from good physical habits, good physical environment in the school, but more than all from the fact that the teachers and supervisors are trying to put into practice the principle that it is the child who is to be taught and not the subject matter, and that the more nearly we can make the schoolroom a living place the happier and abler the children will be. The supervisor is often met with such expressions from the children as, "We are so glad you came today. We've been looking for you." "We want you to see what we have been doing." Often when the supervisor is sitting in the room they show her work and tell her of their plans.

The real test of a supervisor's work is what she is able to accomplish in improving classroom instruction—to develop artistic, efficient instructors. There are a number of agencies through which any supervisor works to accomplish this end. With any or all of these, however, she must steadily keep in mind the individual differences and the many types of teaching situations. The three agencies most generally used in this country are classroom visits, demonstrations, and teachers' meetings.

Reading Tests Arouse Spirited Rivalry

At the beginning the greatest problem in instruction to be met was that of reading. It was found very difficult to get the teachers to realize the need. In order that it might be made very definite the Thorndike-McCall Reading Test, Form 2, was given to every school in the county, beginning with the third grade and going through the sixth. The supervisor gave the tests and scored them. When the findings were reported each teacher was asked to make a graph for her grade, one which could be easily interpreted by the children. These were posted in the rooms. No grade in the county reached the norm and many were one and two years below, many individuals falling even lower. This aroused both teachers and children, and knowing that another test would be given in the spring, they set to work with right good will.

Every available help on the subject of reading was in demand. Group conferences were held in which ways, means, and progress were discussed. On every hand the supervisor found interest and work. Both teachers and children were anxious that she should hear them read, and called attention to records of informal tests which they were keeping. As might be expected, there was a showing of marvelous improvement in results from the spring test. The children and teachers could hardly wait for the time for the test to be given, and in a few instances asked permission to buy another form of the test themselves and give it. Often when the supervisor would tell them that she had come to give the test they would clap their hands. In only one grade was no progress shown; in at least two-thirds of them there was a very satisfactory improvement and in a few of them a marvelous jump. The children were pleased to see the difference. At intervals other forms of this test are given and our reading is steadily improving.

Arithmetic Strengthened in Speed and Accuracy

The arithmetic work was found to be weak in both speed and accuracy. The Woody-McCall Mixed Fundamentals was used to show the status in this subject, showing us far below standard. This led to the same kind of interest and effort as in the case of the reading.

Oral and written composition have received steady attention all along. Last year a Good-English Drive was put on in which there was a great deal of

interest. The purpose of this was an organized effort to build up a stronger conscience for a correction of a few very common errors, hoping for it to carry over into an attack on others. In many instances now the supervisor can see evidences of consciousness of an incorrect expression. However, it has not been allowed to generate into fault-finding which makes the timid child afraid to talk.

Most of the written composition has centered around letter writing. Teachers have become very quick to use an opportunity for motivating this. Just a few days ago the supervisor was in a fourth-grade room during an English lesson. The teacher said, "I had planned something else to-day, but I am going to change because I'm sure you will want Mary to know you are thinking of her. You know her uncle is dead and I am sure she is sad." The children fell into the plan and were soon absorbed in writing the letter.

Aside from improvement in definite subjects, teachers are thinking in larger units, and using life situations more as bases for their work. A fifth grade wanted to find some plan for bringing happiness to others at Christmas. It resulted in a Christmas tree for little ones from the Children's Home. All plans were made and carried out by the children, but of course the teacher found many opportunities for practical work. Another group of children were enjoying "Tom Sawyer." One day when the arithmetic period came the teacher said, "Let's make some problems from Tom's experiences." This resulted in some good arithmetic without the children's ever feeling that it was work. Sometimes a problem like the following is used: "Let us find out which is more profitable for Montgomery County, the growing of cotton or the raising of livestock."

While we feel that supervision has contributed definitely to the progress of education in Montgomery County, we realize that much remains to be done. Perhaps our most definite measure of progress is that our visions are broader and our goals greater because we have come thus far.

Superintendent Should Be the Best Teacher

State Supervising Agents of Connecticut Hold Midwinter Conference. Teaching Side of Superintendent's Work as Important as Administrative Side. Attention Urged to Salaries in One-Teacher Schools

DEMONSTRATION of the importance and efficacy of the position of supervisor or superintendent as an expert teacher, as well as administrative officer, was stressed at the mid-winter conference of the Connecticut State supervising agents held at Hartford December 27, 28, 29, 1923. "The superintendent should know more about the principles of teaching than any teacher in his system," said F. W. Wright, director of elementary and secondary education and normal schools of Massachusetts, and as evidence of the growing realization of this function be pointed to the preponderant emphasis upon curriculum construction in both the last and the coming meeting of the Department of Superintendence of the National Education Association.

It was urged that objectives should be more clearly conceived and set forth, and that greater attention be given to teachers' meetings for the purpose of training in service. Mr. Wright was supported in his contentions by Dr. Zenos E. Scott, of Springfield, who showed how it is possible for the superintendent of a large system to become a dominant factor in the supervision of instruction.

Maude Keator, director of special education and standards, took up the subject of mental hygiene and the schools, and declared that the teacher needs to have a clear idea of mental soundness and to know the symptoms of mental ill health both in herself and in her pupils.

A plan of the division of physical education and health for a State-wide competition in town and rural schools was presented by the director, Dr. A. G. Ireland.

R. N. Brown, State supervising agent, described an experiment in classroom organization which some of the one-teacher schools in the town of Harwinton, Conn., are working out. The work involves planning for individual pupils, continuous promotion by accomplishment units, pupil knowledge of aims and progress, and attention to pupil needs in accordance with thier relative importance.

A large part of the conference was devoted to discussion of teacher training. It is the policy of the State department to require at least two supervisory visits monthly to each classroom. Demonstration teaching was discussed, and the use of the suggestion book, and teachers' meetings programs.

Another problem which received consideration was teachers' salaries. Looking toward the establishment of normal-school graduation as a State-wide requirement for certification by 1927, supervising agents were urged to give serious study to the problem of adequate compensation for teachers in rural towns, and especially in the one-teacher schools.

Dr. N. S. Light, director of rural education, summarized the problems relating to the supervising agents' work; Dr. Don C. Bliss, principal, State Normal School, Trenton, N. J., presented the possibilities in the graph in its relation to school administration, and Dr. Harold Rugg, Teachers' College, New York City, discussed the curriculum problems in the social studies.

The law offering rural towns the advantages of free supervision of schools was passed by the Connecticut Legislature in 1903. Any town having not more than 25 teachers shall upon application to the State board of education be provided with supervision of its schools. The acceptance of such supervision has never been made obligatory upon the towns. Nevertheless, practically every eligible town in the State is now served by a supervising agent paid and directed in his supervisory activities by the State board of education.

Classes for subnormal children are maintained with the assistance of State funds in nine States—Missouri, Minnesota, Montana, Wisconsin, Pennsylvania, New York, New Jersey, Connecticut, and Massachusetts. In all of these States the money is given with the provision that the classes must be properly organized and only teachers with special training placed in charge of them.

Nearly 200,000 students attend the 1,646 industrial and technical schools of Czechoslovakia. These schools include Czechoslovak, German, Magyar, Ruthenian, Czech, and Czech-German schools. They differ widely in the type of instruction offered, for the subjects taught range from architectural and electrical engineering to basketmaking, lacemaking, and embroidery. One group of schools prepares its students for trades working with wood, metals, glass, stone, clay, and textiles.

All-around culture for high-school teachers as well as detailed knowledge of their subjects was urged in the resolutions passed by the fifth International Congress of High-School Teachers held during the last week in August at Prague under the auspices of the Czecho-Slovak Ministry of Public Schools and Education. Delegates of 19 nationalities discussed such subjects as the training of teachers, the moral education of the young, and the relations between the school and the family.

Campaign Against Formidable Chinese Illiteracy

Clubs Organized and Volunteer Teachers Enrolled. Lantern Slides Used for Classes Too Large for Individual Instruction

AS A STEP in the education of China's 300,000,000 illiterates, who include about three-fourths of the population, leading citizens are conducting campaigns against illiteracy in several cities. These campaigns are carried on enthusiastically, with mass meetings, parades, closing of shops, elaborate graduation exercises, and general publicity. In the city of Changsha, where the first campaign was held, a committee was formed of about 70 persons including business men, college presidents, editors, officials, clergymen, teachers, and students. The governor of the city issued a proclamation urging citizens who have illiterate children or apprentices to avail themselves of the opportunity to learn, and copies of this proclamation were spread broadcast. Hundreds of posters picturing China's need of education were put up, and many articles were printed in the newspapers, calling on literate citizens to assist in the campaign.

The committee obtained the services of 80 experienced teachers recruited from the staffs of Government, mission, and private schools. These teachers received no salaries, but their ricksha fares were paid by the committee. Several training classes were held to prepare the teachers for the work with illiterates.

Active Canvass for Illiterate Persons

Teams of high-school and normal-school students visited homes and shops to recruit illiterate persons for the classes. So many agreed to join the classes that recruiting had to be stopped after two-thirds of the city districts had been canvassed. More than 60 schools were organized in schoolhouses, churches, temples, clubhouses, private residences, and other meeting places. Classes were held six evenings a week in sessions lasting from one and a half to two hours. One hour of each session was devoted to reading and writing and the rest of the time to singing, playing, and lectures.

The lessons were based on a course prepared by a number of educators in cooperation. After several years of investigating the vocabulary of the people, these educators chose 1,000 characters or symbols representing the words most commonly used in daily life as a foundation for an education in the Chinese vernacular. Knowledge of these characters enables the pupil to write simple business letters, to keep accounts, and to read newspapers. This course, known as "Foundation characters," is organized in 24 lessons, one for each day of the four-month course.

More than Three-fourths Pass Examinations

Twelve hundred boys and men attended the "Foundation-characters schools" faithfully to the end and took the final examination. Of these 967 passed, and these were given certificates by the governor of the Province. After a recess of two months another term was begun with 1,400 students, and four months later 1,010 of these successfully passed the final examination. Pupils from 6 to 42 years were enrolled, but more than four-fifths of them were between 10 and 20 years old. Other cities have followed the same plan with success.

The classes in the city schools were small, usually having a teacher for every 20 pupils, but in small towns it was found impossible to obtain enough teachers, so that larger classes were necessary. The school authorities at Kashing tried teaching 200 illiterates at a time by means of lantern slides. These slides showed the outlines of the new characters to be learned, the reading lessons as they appeared in the textbook, and colored pictures related to the lessons. High-school students volunteered to act as assistant teachers. Each of these assistants supervised a group of 20 pupils, helped with the written work, cared for supplies, kept attendance records, etc. The classes learned readily from the lantern slides.

PRINCIPAL ARTICLES IN THIS NUMBER

You Should Play as Long as You Live!

At Least Four Hours a Day for Young Children; At Least Four Hours a Week for Adults

By WILLARD S. SMALL
Head of Department of Education, University of Maryland

HOW much play should you have? And what kind of play?

That depends on how old you are. If under 10 years old, you need at least four hours of active play each day. One hour at school—three hours at home or on the playground. In any up-to-date school you will be taught how to play the games which will make you strong and healthy. From 10 to 17 you ought to have some work to do; so your play time will be cut to two hours a day.

At school your physical director or your regular teacher will train you to play hard and be fair to the other players. First-class athletes are not cowards. They play to win, but win fairly. Good schools have athletics for every boy and girl. If you can't play on the first team, you will find a place on the second or the third or the fifteenth team; and it's almost as much fun and just as good training to be a winner on the third team as on the first.

And grown-ups from 17 to 100 years old: Four hours of active physical play every week is not too much for you and a daily ten minutes of setting-up exercises will add ten years to your life. If you get a good sweat every day from physical work you can get rid of the poisons that way. But whether you work with brain or body you need active, physical play each week to dust out the mental cobwebs and freshen your whole outlook on life. Take volley ball, handball, tennis, quoits. You can enjoy and get benefit from games like these as well at 60 as at 30.

Survey of Business Opportunities in Indiana

To plan a course of study for business education of all grades in Indiana schools and colleges, the United States Bureau of Education is making a survey of the opportunities for employment in the offices of industrial and mercantile establishments throughout the State. Assisting in this survey are representatives of the State department of education, of the State Chamber of Commerce, of the Indianapolis Chamber of Commerce, of several city school systems, and of leading colleges in the State. Dr. Glen Levin Swiggett, specialist in commercial education, United States Bureau of Education, is directing the survey.

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SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

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Equipment of the Teachers College Faculty

Contribution of Teacher to Any School not Less than 80 Per Cent of Total. Qualities which Constitute a Good Teacher. Love of Knowledge and Love of Childhood Come First. Scholarship Is an Essential Requirement

By CHARLES McKENNEY
President Michigan State Normal College

IT IS NEXT to pronouncing a self-evident truth to state that as the term is popularly used a school is constituted of four factors—the pupils, a teacher, a meeting place, and material with which to work. Now, while these four factors are all essential to a school and in that respect are of equal importance, they are not of equal rank in respect of the necessary quality and character of each. Of course, there must be pupils, but it is not essential that they live in brownstone fronts, drive to school in automobiles, nor rank A on the Alpha test. One of the most interesting, suggestive and efficient schools I ever saw was one in which every child in the room was an imbecile. All the best social philosophy, all the newest in educational psychology, all the modern applications of good pedagogy were there. It was an A1 school.

While there must be a place for pupils and teacher to meet, the character of the place is not of supreme importance. I am fully in sympathy with the educational sentiment which is insisting that our school houses shall be architecturally and artistically as well as practically fit testimonials to the exalted place in which we hold public education, but I am aware that palatial buildings do not make schools. Socrates' schoolroom was the market place, the shops and gymnasiums of Athens. Wherever men congregated was for him a schoolroom. Jesus taught by the seashore, in the desert, on the open hillside and by the Samarian well. Abelard lectured in a mere shed and his eager students sat upon bundles of straw. The little red schoolhouse of New England, the crude log hut of the old Northwest, and the early sod houses of the prairie States could make no boast of beauty or convenience, but many of them housed schools that ranked high if measured by standards of achievement.

In this day of the modern textbook, of libraries and laboratories, it is difficult for us to conceive of a good school desti-

> ALL INTELLIGENT THINKERS upon the subject now utterly discard and repudiate the idea that reading and writing, with a knowledge of accounts, constitute education. The lowest claim which any intelligent man now prefers in its behalf is, that its domain extends over the threefold nature of man; over his body, training it by the systematic and intelligent observance of those benign laws which secure health, impart strength and prolong life; over his intellect, invigorating the mind, replenishing it with knowledge, and cultivating all these tastes, which are allied to virtue; and over his moral and religious susceptibilities also, dethroning selfishness, enthroning conscience, leading the affections outwardly in good-will toward man, and upward in gratitude, and reverence to God.—*Horace Mann.*

An address before the Centennial Celebration of Teacher Training, Terre Haute, Ind., December 6, 1923.

(*Continued on page 162.*)

Museums in Relationship to Schools

Futile to Attempt to Teach Geography, Art, or Nature Without Illustrative Material. Objects in Museums of Individual Schools Become Stale and Lose Interest. Cooperation with Public Museums Usual Arrangement

By LAURENCE VAIL COLEMAN
Secretary The American Association of Museums

OBJECTS that can be seen and felt are to the child the realities of life. His fabric of sound understanding must be woven from strands of sense perception and largely, too, his emotional life must be shaped by objective experience and unfolded by the play of the senses. Of necessity, therefore, objects, which are the roots of sense perception, are of prime importance to the teacher.

It is not surprising that the use of objects as tools in teaching has become general, and it is not surprising that, as a sacrifice to convenience and sometimes to necessity, objects themselves are usually replaced in the classroom by pictures of them. Textbook illustrations, charts, and pictures are essentially objects with one dimension squeezed out of them so that they may be reproduced in quantity and handled easily and safely. Such reproductions, to be sure, are necessary, but the objects themselves are always to be preferred and should be at a premium.

The preservation, care, and interpretation of objects are the function of museums, and cooperative relationships have sprung up naturally between schools and museums. These relationships have been an outgrowth of museum initiative in almost every case. It is equally true that wherever cooperation between schools and museums has gotten under way, the teachers have become enthusiastic proponents of the plan and the initiators of more intimate relationships with the museumists; but until they discover from experience that illustrative material is a help and not a burden, teachers are prone to avoid its use.

The purpose of this paper is to draw an outline of cooperative relationships between schools and museums, with particular reference to public museums—institutions of a new type, which are the results of a century and a half of museum development in America. This paper has been prepared in the light of correspondence with five persons who occupy representative places in the field of museum educational work: Carl G. Rathmann, director of the Educational Museum of the St. Louis Public Schools; Anna B. Gallup and Delia I. Griffin, the directors of

the children's museums—of Brooklyn, New York, and Boston, Massachusetts, respectively; and two curators of educational departments in public museums, Rossiter Howard of The Cleveland Museum of Art and Harold L. Madison of The Cleveland Museum of Natural History.

The Scope of Cooperative Work

It would be futile to attempt the teaching of geography, history, art, or nature study without illustrative material of some sort. The cheapness and availability of pictures has brought them into general use in the classroom, but objects—the things themselves, which are very much better for teaching purposes than pictures—are not much used because they are difficult to procure, expensive, and perishable. Yet the objects themselves may often be borrowed from museums with the greatest ease. Mounted birds, preserved plants, minerals, small sculptures, print and paintings, historic objects and the like are the currency in which museums deal, and much of this material is not so rare and not so perishable as to forbid its loan.

The usefulness of such material to the school is the first circumstance which brings schools and museums into relationship. The second grows out of the fact that a single object may be utilized almost every day if owned by a museum and loaned to a number of schools successively, whereas it would lie idle much of the time if it were owned by a school. A third controlling factor is the special care which most objects demand to keep them out of the scrap heap.

Specialists Have Better Knowledge of Interpretation

Perhaps most important of all in bringing schools and museums together is the fact that only a group of specialists can be expected to have the knowledge necessary to interpret the wide range of illustrative material which every teacher needs. This information is not to be expected of the teacher, but it can be taken at second hand from museum scientists, artists, and historians.

Then, too, the museum has a function of its own which the school may well help it to discharge. That function is to initiate experience by bringing the child into sympathetic contact with objects of great beauty and of deep significance. A new world may be opened up by a visit to a museum of art which can speak through the masterpieces of human creation; there is a comparable opportunity for the museum of science which has the skeleton of a dinosaur of a million years ago, or to the history museum which has a life mask of George Washington, or for that matter, to the industry museum which has the first steam engine. The school can not teach esthetics nor give the inspiration which such incomparable objects give, but recognizing the importance of the museum's messages, the school may help the museum to awaken interests which may then be trusted to increase enthusiasm for the work of the classroom.

In the nature of things, then, the public museum is sister to the public school, and that we have reason to discuss how best these two institutions may coordinate their efforts.

The School Museum

Schools and school systems have occasionally found themselves in the museum business, for some schools have collections of their own and some school systems have collections which are used in common by all of the schools.

Museums in schools consist usually of objects which have been brought in by the children. If this material is not kept too long, it may be used to great advantage, but practice has demonstrated over and over again that objects kept for long periods in the classroom or in the school become uninteresting and clog the wheels of progress. Therefore a permanent museum in a school is not to be desired.

In two cities the school systems have established general school museums. In St. Louis there is such a museum which is working actively and effectively. Hundreds of thousands of objects are available to teachers on call, and automobile trucks deliver them when needed. In Cleveland a similar though less ambitious plan is in operation. These projects have proven exceedingly useful. The plan clearly has advantages, especially for materials which can be administered in routine fashion. For materials that are not too rare nor too valuable, this method is ideal, and the day may come when every school system will have its museum department.

The Public Museum and the School

In scores of cities which have no school museums, public museums are cooperating with schools in efforts to carry out similar work. In addition to the loan of material, other lines of work, notably lectures and museum instruction, have developed.

The following notes on each of the three important branches of work will give an idea of how they are carried out. Within the limits of its means, any museum should be able to render this service to the schools in its community.

The typical school collection consists of perhaps a dozen objects in a carrying case and accompanied by descriptive matter. Experience has proved that for most purposes a few simple objects are much to be preferred to many elaborate ones, and also that objects which may be handled by the pupils, or at least isolated and studied individually, are of greater effectiveness than a set of objects displayed in a portable case with even the best of arrangement and labeling. The collection may be accompanied by charts and photographs, by stereoscopes and lantern slides, or even by a motion-picture film. The greatest usefulness of such collections is in connection with nature study, art, history, geography, reading, and composition.

Functions of Specialized Museums

Science museums lend cabinets of birds, of small mammals, of minerals, models of primitive dwellings and costumes, and assemblages of the products of foreign countries as well as of our own. Art museums circulate small objects such as pictures, fragments of sculpture, textiles and pottery from ancient Egypt, Greece, Rome, and medieval Europe; cloisonne, book bindings, etchings, halftones; and small collections which show materials and processes employed in the production of beautiful textiles, utensils, jewelry, furniture, prints, and even dolls. A few museums of history which have realized their usefulness are making available to the school objects illustrative of local history.

The descriptive matter for these collections may be in the form of labels or manuscript, printed leaflets, or even books. Bibliographies are sometimes included to encourage collateral reading by the teacher, but ordinarily descriptive matter is predigested for the teacher by the museum specialist. It has been found to be essential that full facilities be placed at the disposal of the teacher without thrusting upon her the necessity for additional preparation.

Lectures Developed from Good Labels

Descriptive labels merge by easy stages into "canned" lectures which are designed to be read by the teacher to the accompaniment of lantern slides; and this in turn is the first step in the direction of museum lectures, as we shall see.

The methods employed to administer circulating collections are many and diverse. Much depends upon the size of the community to be served and upon the number of museums which join in the work.

In some cases a schedule is laid out at the beginning of the year and is carried through with only minor readjustments, but this is not satisfactory. Sometimes

(*Continued on page 158.*)

Novel Methods in Antipodean Education

Appointments and Promotions Without Regard to Residence. Think 35 Weeks Long Enough to Work. Printing Instruction Supplanting Writing. Liberal Bursaries for Exchange Teachers. Importing Teachers from England

By MARK COHEN
Member Legislative Council of New Zealand

ACCORDING to the Minister of Education [of New Zealand] the nationalist system for the appointment and promotion of teachers "is admitted to be a great improvement over the methods that previously obtained. Appointment and promotion are now based on a Dominion graded list of teachers, the best qualified individual securing appointment, irrespective of the district in which he or she was previously employed. All vacancies are now published in the Education Gazette, and this is considered to be an important part of the change, since it affords teachers throughout the Dominion complete information regarding vacancies."

It is only right, however, to add that in several education districts great dissatisfaction has been expressed at the restriction of the choice of school committees, and a demand has been made for a return to the three-name system, from which committees were allowed in the past to make their selection instead of the present mode of appointing the single name sent on by the education board.

In some districts where no training colleges are existent model country schools have been planted, and are proving of great help to country teachers. The Dalton plan is being experimented with in the Auckland district.

No Uniformity in School Terms

The department has been investigating the questions of school holidays, and it has been found that there is want of system in relation thereto. The longest school year in one district was 392 half days and the shortest in another 351 half days or 35 school weeks. The department considers that a working school year of this length is much too short, and is insisting on the technical and high schools observing a uniform year of 390 half days or 39 full school weeks. But the staff of the schools affected are protesting against the proposed reform, it being alleged that no consideration has been given to the excessive night work cast on teachers who are obliged to go through the day's lessons, etc., and report results to the heads, etc.

Hitherto New Zealand has prided itself on the efficiency of the teaching of what is known as the three R's, or the fundamentals of primary education. The Director of Education now tells us that the quality of the Standard VI pupils' work in English and arithmetic has caused the department some concern. Fault is also found in a good many districts with the introduction of printing instead of ordinary handwriting, which is fast becoming a lost art.

Exchange System Well Developed

In October, 25 teachers from Canada and Britain were on service in New Zealand under the system of exchange. In future only six teachers will be transferred abroad under exchange. Those granted exchange will be allowed traveling bursaries equal to half of the amount of the passage money paid by the bursar between terminal points up to £50, together with full salary for not exceeding two months, with half salary for an additional period not exceeding one month during the time that the bursar is unemployed outside of New Zealand.

There is at the present moment a big shortage of certificated teachers in the Dominion, the number being estimated at over 1,000. And though our training colleges are turning out 600 teachers yearly, quite a third of these were lost to the service; in the majority of cases they are women who marry. At the end of last year there were 1,234 uncertificated out of a total of 5,465 adult teachers in our primary schools, while two years earlier the proportion of uncertificated teachers was 28 per cent of the total. To remedy this unsatisfactory condition, the Education Department proposes to make a contribution toward the expense of bringing from Britain a number of teachers now out of employment in England or Scotland, and to provide them with positions in our country schools.

The Otalo Board of Education recently expressed itself as opposed to the introduction of a large number of English teachers, but expressed its willingness to find places as relieving teachers for qualified ex-soldiers, and to provide three or four schools after July, 1924, for those willing to take charge of country schools. The Director of Education of Otalo declares that there will be no difficulty in placing English women in charge of Grade I schools, but men can not be put into Grade 3 or 4 schools unless they happen to be of superior attainments to the home-made teacher. But the difficulty might be got over by appointing the immigrants as relieving teachers, and to that end he is prepared to make appointments where the classes exceed 60 pupils. Mr. Caughley told the Otalo board: "I have not known yet of the failure of any English teacher who has yet come out here. They are well trained, and are usually specially skilled in drawing and singing."

After many years' discussion there is some hope that New Zealand will follow America's excellent example of consolidating small country schools. The Minister of Education, on his return from an official visit to the South Island, said that the feeling in favor of consolidation was gaining in strength, and he indicated that the Government meant to experiment in that direction. "School committees in that portion of the Dominion," he said, "no longer appear reluctant to give up their small one-teacher school if they can secure better education and a wider outlook for their children at a neighboring consolidated school. The chief difficulty yet to be overcome is the matter of transport, but the settlers in several parts of the Dominion are endeavoring to arrange a scheme by which this can be done satisfactorily. * * * If contracts for conveying the children can be arranged at suitable prices, the system will be widely extended at an early date."

Extracts from a letter to the Commissioner of Education.

Require Home Economics People in Great Variety

Senior home economics specialists, associate home economics specialists, assistant home economics specialists, junior home economics specialists, and other home economics specialists are required by the United States Department of Agriculture. Salaries range from $2,100 to $6,000 a year. Applications will be received until March 25 by the United States Civil Service Commission, Washington, D. C.

Successful High School Cooperative Course

Easy Transition for York (Pa.) Boys from School to Industry. Begin Work Immediately after Graduation

THAT STUDENTS may leave high school fully equipped to enter machine-shop, wood-working, and electrical trades, the York (Pa.) High School cooperates with manufacturers of the community in offering a four-year industrial course which includes 5,400 hours of employment in some local industry. The course was the direct outgrowth of a manufacturer's expressed desire to obtain men who had been trained mentally as well as mechanically. Investigation of local conditions showed the possibility of the present plan, the results of which are equally satisfying to student, manufacturer, and the community at large. It is described by F. A. R. Hoffeditz, director, in the January number of the Pennsylvania School Journal.

Beginning in the fall of 1911 with the trade of machinist, the cooperative industrial department has expanded to include trades centering around the wood industries and electrical work. Printers have requested introduction of a course in printing, but their petition had to be laid aside, pending provision of more ample housing.

The boys devote their freshman year entirely to work in school and are eligible to be assigned to work as apprentices after the first year. Thereafter they attend school and do apprentice work in two-week shifts, spending the vacation periods in the shops. They approach their school work in a practical manner and demand that the faculty live up to actual conditions in their teaching. They understand thoroughly when the school is or is not giving them what they need.

Graduation from the industrial department involves no break between school life and entrance into community life. The graduates have already worked under a properly executed apprentice agreement, have been subject to the same rules and regulations as other employees, and have earned money to spend as they saw fit.

Follow-up work, one of the duties of the industrial course director, has shown that out of the 322 graduates of the course, 241 now live in the local school district, and 211 of them are working on some job that bears direct relation to the training they received while serving their apprenticeships. Many others who no longer live in the community are working on jobs along the line of their training.

A number of the boys are attending higher institutions of learning. It was necessary for them to do additional preparatory work and to spend a fifth year at the high school. The four-year course includes English, general science, civics, arithmetic, algebra, mechanical drawing, shop practice or trade theory, physics, modern language, plane and solid geometry, trigonometry, industrial history, and chemistry.

Inspired by the success of the York project, Wanesboro and Lancaster are modeling cooperative courses after the same plan.

Characters in Literature Portrayed in Tableau

Characters in favorite stories and poems were portrayed by children of the training school of the Colorado State Teachers College at an entertainment celebrating Children's Book Week. Each of the eight grades of the school chose one or more characters from the literature read in the grade, and pupils from the various classes were costumed and posed to represent

"Goldilocks."

these characters. A large frame in the form of a book was placed on the stage and as the cover was turned back a scene from a story or poem was shown. At the end of each scene the "book" was closed. Among the characters represented were: Goldilocks, Snow White and the Seven Dwarfs, Miles Standish, Evangeline, Hiawatha, Little Red Riding Hood, Joan of Arc, and the Barefoot Boy.

"Training for leadership in the education of parents" is the title of a course offered this year for the first time by Teachers College Columbia University. The lectures will deal with the fundamental principles of child nature and development from the physical psychological, and educational aspects.

The grown-up plays for health and mental relaxation. The child plays for health and all-round physical, mental, and moral growth.

Challenge Cups Stimulate Healthy Rivalry

Medical Director of Yonkers (N. Y.) Schools is Ingenious in Devices for Maintaining Interest in Health Activities

TO STIMULATE interest of children in health education almost three-fourths of the schools in Yonkers, N. Y., offer health challenge cups to classes which show most improvement in health. Each school makes its own plans for the contest, in which all grades compete, under the supervision of an active and versatile medical director.

An average gain in weight of 1 pound each for all children taking advantage of the milk fund was the outstanding report last year from a school where the number of children under weight decreased from 92 to 42 in 9 months. The milk drinkers proved to be the best athletes and they have more physical endurance than those drinking tea and coffee, according to the physical-training teachers. These teachers, with aid from the dispensaries, succeeded in correcting many physical defects.

Excellence in its general health program was the goal of class attainment in one of the schools in which so high a standard was maintained that it was impossible to decide which class was doing the best work. The health challenge cup occupies, therefore, a place in the hall where all the children may derive inspiration from it.

A poster-chart record of progress for each class marked the health contest in another school where some children developed such a sense of duty in health matters that they urged their parents to take them to the proper medical authorities. One poster showed the picture of a tower, each brick of which was colored to represent a perfect mark for the class in morning inspection, achievement of normal weight by a member of the class, or correction of a dental or health defect as shown by a card from dentist or physician.

Closing business establishments that all in the community may attend the graduating exercises is the unusual custom by which Pasadena (Calif.) honors its high-school graduates. More than 25,000 persons saw the pageant with which the members of the class of 1923 received their diplomas in the great "rose bowl."

A new feature of the meeting of the Department of Superintendence at Chicago was a series of radio talks by educational leaders. The talks were broadcasted by one of the daily papers of Chicago.

Some Problems of Health Education in Colleges

Lectures on Health to Healthy Students of Little Value. Use of "Health Cards" at Opportune Times Found Effective at Ohio State University. Health Service Directed Principally Toward Prevention

By H. SHINDLE WINGERT, M. D.
Director Student Health Service, Ohio State University

GENERALLY speaking, under the head of "health education" we group all those activities which contribute to the health and well-being of the student. These include:

1. A thorough physical examination upon entrance to college.
2. Lecture courses on the various divisions of hygiene.
3. Physical education in all its branches.
4. Medical treatment and supervision.

Physical examinations.—A more or less thorough physical examination is now required by nearly all of our colleges and universities of all students entering the institution the first time. This includes among other things a careful recording of the student's past health, inherited tendencies, etc., the notation of physical defects, abnormalities, and diseases, if any, and the prompt reference of the individual for proper medical treatment or appropriate physical exercise, in the hope of starting the student off at the beginning of his college career on the right road to health. When these physical examinations are carefully and thoroughly made, when the instructions are conscientiously carried out by the student and the results followed up by the department concerned, we have accomplished the first important step in our health work. The cost involved in doing this work thoroughly is the chief problem in most colleges.

Health Lectures Make Little Impression

Hygiene.—Lecture credit courses on the various phases of hygiene extending from a few weeks to one-half the first year are required in the majority of our colleges, the aim being to acquaint the student with health truths, in order that he may maintain his health and prevent sickness, but is this method of teaching this important phase of our work effective?

Those of us who have had experience along this line or are now conducting lecture courses in personal hygiene, "How to keep well," etc., to groups of young healthy individuals know full well how difficult it is to secure and hold interest in these subjects and how soon these teachings are forgotten. However, there is no doubt that it may be good supplementary teaching, but we have long ago determined that to do the most effective work in health care and disease prevention instruction must be personal and at a time when the student is interested in his personal health and comfort.

Pithy Suggestions at Opportune Moments

Health cards.—The method in use in the Ohio State University student health service for imparting this instruction during the past six years is decidedly different from that used in most institutions and is meeting with increasing success. Brief, up-to-the-minute advice and information on nearly every phase of health care has been prepared and printed in compact form on what are known as "health cards." Some of the subjects covered are: Avoiding colds, bathing, eye-strain, constipation, eating and foods, sleep and rest, fresh air and ventilation, care of the teeth, value of deep breathing, effects of sedentary habits, stretch your neck (corrective posture card), care of the feet. Twenty-one cards form the series.

From the opening of the university in the fall until early spring a constant health propaganda is conducted by monthly reports to the teaching force through the University Daily Bulletin and our health cards. The student is at all times impressed with the importance of treatment of trivial ailments, both from the standpoint of the individual student and from that of the student community.

When the student appears in this department for advice or treatment, he is required to fill certain blanks. He is then ushered into the treatment room and his case is diagnosed and treated. He is then given personal advice concerning care of himself and protection of those in contact with him during his sickness and is presented with an appropriate health card showing how to prevent recurrence. In this way we reach the student at the psychological moment, and the impression made is a powerful and lasting one, for he has received his advice and instruction, in printed form that can not be mistaken, at a time when he is deeply interested in the outcome of his ailment.

Growing interest in health care.—The growing interest in this respect is shown in the following statistics:

	1918–19	1920–21	1922–23
Calls for advice only.....	135	446	1,162

There is no doubt that this decided growth of interest is due to the steady increase of appreciation on the part of the members of the university in health care and preventive measures which is built around our method of teaching this subject.

A more striking illustration of the benefits derived from our system is shown by our latest monthly report as follows:

	November, 1920.	November, 1921.	November, 1922.	November, 1923.
Total number of visits.....	1,305	1,533	1,647	2,365
Different individuals	786	801	834	1,141
School hours lost....	2,615	1,703	1,380	738
Visits for advice only.....	46	97	146	179

There were over 700 more calls in November, 1923, than any previous month of November, and the school hours lost through preventable sickness was reduced to a minimum. The calls for advice only continued steadily to increase.

Usefulness Multiplied in Five Years

The following figures show the growth of the department during the past six years:

	1917–18	1919–20	1921–22	1922–23
Number of visits....	2,397	4,434	13,110	15,258
Different students treated.....	1,103	1,913	4,234	5,265

Physical education.—During the past decade physical education has made rapid strides, especially since the war. The means employed in universities range all the way from formal classwork in standard gymnastic exercises to the most strenuous indulgence in athletic contests—interclass, intramural, intercollegiate—with intercollegiate athletic competition dominating the situation.

Physical education as a phase of health education employs all the means which are calculated to improve the physique of the individual through his own efforts, exercise, properly graded and supervised, being the main factor in its accomplishment. Indulgence in sports rationally belongs to it, and in the list we rightfully

include football, baseball, track and field athletics, hockey, cross-country running, tennis, etc., in the list of outdoor activities, with boxing, wrestling, fencing, etc., as indoor sports. In addition, there are the so-called educative, corrective, and recreative forms of exercise conducted in class, by groups, or individually, usually indoors. The recent trend toward intramural sports (competitive and recreative) involving exercise for all completes a well-rounded scheme of physical education in our colleges. Its outstanding aims are to develop and maintain robust sturdy bodies, sound character, love of fair play, to correct various bodily defects, to overcome the evil effects of sedentary habits and to provide healthful recreation for all.

Should Continue Exercise After Leaving College

There is no doubt that all of these and many other good things may be gained by intelligently supervised and rational physical exercise and play for the student while he is in college, but what about after-college years? It is safe to say that fully 95 per cent of these men and women give up abruptly nearly all the various forms of healthful exercise immediately upon leaving college and few indeed, indulge in the games and sports of their college days in after life. Why? What is the result? What is the remedy? These are some of the questions that have confronted us within the past decade. When the intramural sports committee was founded by the National Collegiate Athletic Association 10 years ago, it was hoped that "exercise for all," in the form of healthful outdoor and indoor games and contests with a full-time director with ample equipment would help create the exercise habit, which might be carried into post-collegiate life, and there is no doubt that this phase of physical education is accomplishing something, but we are still very far from solving this problem.

Paternalism is Carefully Avoided

Health service.—The conservation of health and the prevention of sickness is now the favorite topic in the medical field. Departments of health service for students and members of the faculty are rapidly increasing in colleges and universities throughout the country. This includes immediate medical care in accidents and injuries of all sorts. Prompt personal advice and treatment of sickness and in many of the large institutions dental and surgical care are also provided. Inspection is made of living quarters, contagious cases are isolated, food handlers are examined, and hospitalization and care of bedsick patients are sometimes provided. Funds for this work are in the majority of cases provided by a medical fee which is paid by the student with his general fees at the time of registration. The working plan, however, of the Ohio State University student health service differs from that of most universities. In formulating our policies, we tried to avoid anything that resembled State medicine, health insurance, or paternalism. We decided:

1. To devote the major part of our time to the preservation of health and the prevention of sickness.
2. To recognize the rights of students to select their own physicians.
3. To make the individual student the subject of intensive study rather than the student body as a whole.
4. To develop a type of service which would leave a lasting good impression upon the student, so that he might continue to apply the principle of "Health first" to his life in after-college years.

In adopting these policies it was necessary to find the best methods of impressing upon the average college student that health care pays; that the early attention of trivial ailments often saves many valuable college hours. Our method of doing this has already been described under "Health cards."

Department Conducted with Small Staff

Medical advice and treatment are furnished free to students while they are on the campus during class hours. In all cases of outside calls for medical attention it is first ascertained if the patient has any chosen physician. If not, the call is referred to a physician in whom the service has full confidence. We do not make calls nor treat students outside of class hours. The department acts as a clearing house for sickness and accidents occurring on the campus. Students who are compelled to stay away from their university duties on account of sickness report to the director of student health at the beginning of the attack when possible; and after recovery they are provided with application for excuses for their absences. In this way we are able to keep in close touch with the general health of the university students. By endeavoring at all times to foster and maintain the cooperation of the various colleges and other agencies on and off the campus, which are operating for the health and betterment of the university and community, we are able to conduct our work with a remarkably small staff, which until this year consisted of one physician, a nurse, and a secretary. The annual expense, which is very low, is paid by the trustees out of the general funds of the university.

The educational world is slowly awakening to the fact that if proper methods are used in preventing disease, much of the suffering and a great deal of the expense of treating it will be saved.

Carrying School to Shut-In Children

Visiting Teacher in Pasadena, Calif., Enables Cripples to Maintain Class Standing. Aids Progress Toward Recovery

TO ENABLE children temporarily confined to their homes by reason of accident or illness to keep pace with their regular classroom work, and to enable children permanently removed from school to receive instruction notwithstanding crippled limbs or bodies, Supt. John F. West, of Pasadena, Calif., has worked out a plan for sending school to shut-in children.

These children have kept abreast the work of classmates with whom they would normally have been associated, it is stated. Some of them did even better than their former classmates because of the progress possible under individual instruction. The work follows closely the subjects of the curriculum, although the lessons need not be identical. Reading, writing, spelling, and arithmetic are stressed, and geography, history, hygiene, and other studies are correlated through the reading course which is mapped out for each pupil.

Handwork is emphasized in most of the special cases, as it gives opportunity for corrective work and the development of such muscles as need exercise. This part of the work is done under the direction of the examining physician who has investigated each case before the pupil's enrollment.

Children considered hopelessly crippled find under the special tutoring that they may contribute to the work of family and community in spite of their handicaps. The improved mental attitude which comes with new interests gives nature a better chance to heal damaged tissue. By giving the invalid things in common with other children his home school keeps him from feeling hopelessly different from other children and keeps him from becoming lonely and embittered. Though most of the children enrolled are of the first, second, or third grade, every one of them was able to make Christmas presents for members of the family and friends. Pictures, stories, attractive handwork materials, and other modern school aids help bring joy to the child of limited experience.

Every school day the home teacher is busy from six to eight hours, visiting the homes of the smaller children daily, the others every other day, outlining lessons for the latter during the intervening time. There is a long waiting list of pupils whose cases are under investigation by the Child Welfare Bureau, and it is expected that additional teachers will be provided within a short time.

London Day Continuation Schools

Attendance is no Longer Compulsory. Schools Are Not Yet Out of Experimental Stage, but Some Appear Firmly Established. Instruction Largely Vocational, but Different from Trade Schools

From A LONDON CORRESPONDENT

THE CLAUSES relating to compulsory day continuation schools in the Fisher Education Act of 1918 were put into operation in 1921 by the London County Council. Financial stringency, popular outcry, and the refusal of areas contiguous to London to provide such schools soon brought about the discontinuance of the 35 schools thus established, but in their place, and partly by way of compromise, 11 voluntary day continuation schools were opened in 1922. The work of these schools illustrates many interesting facts and fancies governing educational progress.

Training is of Prevocational Type

Much of the unpopularity of the compulsory schools was admittedly due to the consideration that they did not provide vocational training. Housed as they were for the most part in ill-conditioned buildings and equipped at a time when money was scarce, the man in the street might be forgiven for denying their value—although it was there. Enthusiasm for the humanities was undoubtedly carried too far, in view of the immediate necessities of the students and their environment. But the new voluntary schools have learned from failure; better premises are available and a more willing type of "young person" can be recruited. The success which is slowly being won by the voluntary schools is due, however, mostly to the personal equation. The teachers remaining were specially selected; fired with the missionary spirit, they are using every effort to enlist the cooperation of organized industry, which is beginning to support, sometimes even "father," a particular school. Prevocational training perhaps better describes the orientation of the curriculum, the schools being different in type from the trade and vocational schools which are firmly established. At Westminster the school is acknowledged by the Incorporated Association of Retail Distributors, the big West End stores association, as a recruiting ground for their young employees. Boys and girls are taught salesmanship in all its modern phases, and that the much-criticized continuation school can successfully teach such things has aroused the surprised delight of many business men, some of whom are already reverting to a demand for the humanities.

At Battersea, young butcher boys are trained with the active cooperation of the meat trades. The Brixton school is spoken of by grocers—somewhat euphemistically, however—as "the grocers' university." The school at Hackney is training boys in simple chemical processes for the local dyeing industry and girls for the retail drapery trades, while the Hammersmith school has just undertaken to provide the catering trades with waitresses, trained not only in the technicalities of table service and cookery, but also in the art of courteous attention and graceful movement. At the school in Islington, an "opportunity" class has been formed; new entrants are closely watched, their bent determined by psychological tests, and finally they are drafted into classes providing training for the calling most suitable for them.

By devices such as these, some of which are frankly spectacular and all are experimental, the London voluntary day continuation schools are becoming daily more firmly established. Boys and girls enrolling for the specialized courses are guaranteed employment by the trades interested. The consequence is that an increasing number of their students are coming from secondary (or high) schools, or central schools (junior high schools). Since tuition is free and books are provided, they are also beginning to appeal to many clever children who otherwise would be denied educational opportunity.

The voluntary day continuation schools, at present a minor feature in the mosaic of the London education service, are being built upon the disappointments of adversity. That perhaps will be their strength. Whither they will go and how far are questions which the best informed find it the most difficult to answer. It must suffice for the moment to say that they have arrived. The lesson they teach to those in England who have faith in continued education is "Go slow! Evolve your system and do not impose it ex cathedra." How far this lesson is applicable to American conditions is a question which it would be presumptuous for an Englishman to answer.

Approximately 40,000 children received milk at the mid-morning recess in 47 cities and 41 villages of New York during 1923.

Contests Designed to Inculcate Music Appreciation

As a basis for a constructive course in music appreciation, Ohio's State department of education is promoting a second annual music memory contest for elementary and high schools. A list of selections by composers of more than a dozen nationalities has been made up, and pupils will be tested on their ability to recognize these compositions by name and to state also the name of each composer and his nationality, using correct spelling. The list is graded for the different types of schools in the State. Preliminary school and county contests will be held in order to choose four elementary school teams and four high-school teams to take part in the State contest. It is not compulsory for any school to take part in preparing for these contests, but the State department urges all schools to do so. It is suggested that all the selections be studied by school orchestras, glee clubs, and choruses, and that they be presented by musicians whenever opportunity arises.

THE DEATH OF WOODROW WILSON, President of the United States from March 4, 1913, to March 4, 1921, which occurred at 11:15 o'clock to-day at his home at Washington, District of Columbia, deprives the country of a most distinguished citizen, and is an event which causes universal and genuine sorrow. To many of us it brings the sense of a profound personal bereavement.

His early profession as a lawyer was abandoned to enter academic life. In this chosen field he attained the highest rank as an educator, and has left his impress upon the intellectual thought of the country. From the Presidency of Princeton University he was called by his fellow citizens to be the Chief Executive of the State of New Jersey. The duties of this high office he so conducted as to win the confidence of the people of the United States, who twice elected him to the Chief Magistracy of the Republic. As President of the United States he was moved by an earnest desire to promote the best interests of the country as he conceived them. His acts were prompted by high motives, and his sincerity of purpose can not be questioned. He led the nation through the terrific struggle of the world war with a lofty idealism which never failed him. He gave utterance to the aspiration of humanity with an eloquence which held the attention of all the earth and made America a new and enlarged influence in the destiny of mankind. — *Calvin Coolidge.*

Eight Years in the Life of Becky Goodman

History of an English Child Whose Life was Preserved in Spite of Herself by Three Societies and Sundry Inspectors and Examiners. Healthy and Well After Many Tragedies

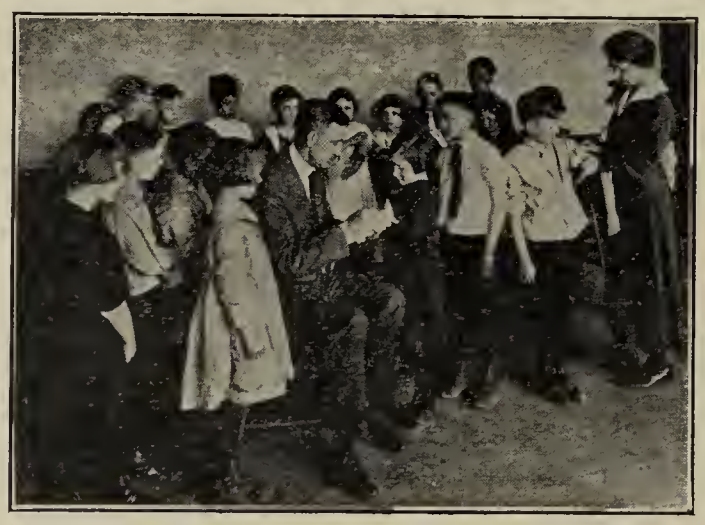
By J. F. ROGERS, M. D.
Chief, Division of School Hygiene, Bureau of Education

WE DO NOT need to go abroad for interesting accounts of the school-health history of children whom our school physicians, teachers, nurses, and other social workers have ministered unto. We have not, however, seen so detailed a story of one of these cases as that of Becky Goodman, an English girl whose "following up" by the school medical service was published in one of the annual reports of the chief medical officer of the board of education. Becky was 5 years old at the beginning of the report and the thrilling tale covers a period of eight years.

Physical Examination in Saginaw, Mich.

Becky Goodman's history begins with her entrant medical inspection at the age 5 at Chicksand Street School on the 21st of May, 1914. The school doctor reported, "Defective teeth, subnormal nutrition, milk to be given." "Pale and heavy-eyed" is the description given later by the care visitor. The head teacher puts the child upon milk and Mrs. Goodman is to pay 3¼d. a week. Two months later it is reported that the "mother prefers to give milk at home." No more is heard of the case until the following year. On the 1st of September, 1915, the report is made, "Most delicate; father hawker; father complains mother unkind to the children, especially Becky. Mother complains of the father's ill-treatment to her. Needs observation. Child not allowed to go to bed until 11; waiting until father makes bed, with whom she sleeps." No wonder little Becky is "heavy-eyed." Milk is again being given to Becky in school as an urgency matter.

Now we are introduced to the family by Form No. C. C. 41C. The father is Reuben; he is a fruit hawker aged 55 (his age increases normally year by year as the story unfolds). The mother is Leah, aged 45 (she remains constantly at 45 throughout the story). There is a son of Leah's, by a former husband named Jacob, whose age is 19. Then comes Becky, now aged 6, little Hyman, aged 4, and Annie, aged 8 months. Reuben and Leah have been married 14 years, and there have been children older than Becky, but all of them are dead. Reuben is a dissolute reprobate, but suffers from his chest and is attending hospital. The shadow of tuberculosis is thrown heavily across the home. The income is hard to get at. Jacob is the mainstay of the family giving 18s. a week. Reuben drinks and squanders what he earns and can not be counted upon for more than 3s. or 4s. a week. Leah has been to the Jewish Association for the Protection of Girls and Women, whose inspector visits and finds there the inspector of the Society for Prevention of Cruelty to Children. The facts are that Leah is a good mother, but ill-treated by Reuben, who behaves like a madman.



Vaccination by a School Physician.

The question of sleeping arrangements is discussed. Jacob objects to the disgrace brought upon the family by the publicity; he protests against Becky sleeping in Reuben's bed. There is a homeric battle between Jacob and Reuben; one can imagine the terrified little Becky, Hyman, and Annie staring in the night while the struggle between the men takes place. Poor Leah gets her head cut open in attempting to part them. Jacob is to be prosecuted by Reuben, but disappears. This is a great misfortune, as he was steady, reliable, and the real support of the home. It later transpired that he joined up and was in the Navy. The special officer of the attendance department reports, "Becky now sleeps with her mother; parents have always lived this cat and dog life and will continue to do so. No outside agency is likely to be of any avail. Mother asks for meals." The family is now in dire straits and the children are kept alive by school feeding. Becky continues to have milk in school.

In 1916 the school doctor finds Becky anæmic, orders milk to be continued; her vision is defective. The care visitor says that Becky about this time looks very ill, very thin, has a bad cough, and does not eat anything. Leah is persuaded to take her to the London Hospital and afterwards to the dispensary for prevention of tuberculosis, where she remains for a time under treatment.

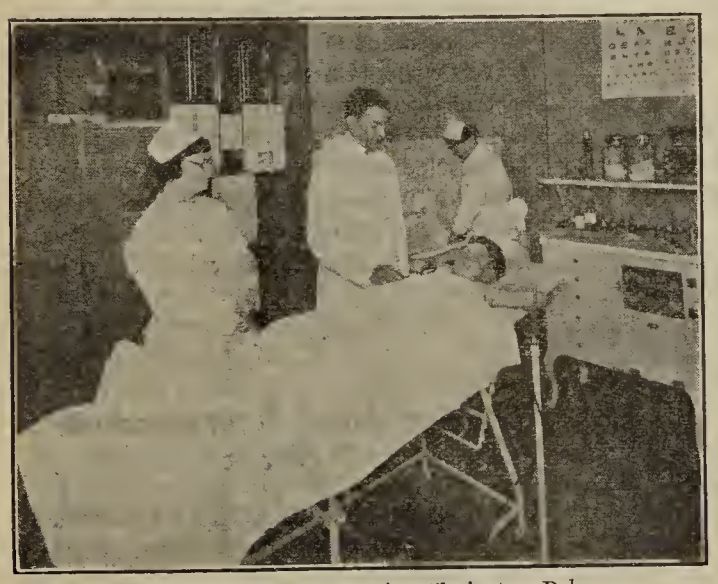
After the fight with Jacob, Reuben appears to have behaved rather better, and, although dissolute still, there appears to be some good in him. He is clearly, in a maudlin way, fond of the children; the complaints about him are that he wakes the children up on his return home in the early hours of the morning (2 a.m.) and insists upon feeding them upon the remains of fruit which he has not sold. We see him, too, wandering from hospital to hospital with Becky and shaking his head, reiterating that only sending her to the country would save her.

In 1917 Becky has left Chicksand Street and is now at the Jews' Free School. Here the care committee decide that Becky, "who is a delicate child attending the (tuberculosis) dispensary," shall continue to have milk and dinners. Leah and Reuben are still living a cat and dog life. The tuberculosis dispensary from time to

time asks the care committee to secure the reattendance of Becky. This year the school doctor points out how Becky's vision has deteriorated, but the threat of phthisis appears to be held in check. Attention is also being drawn to Becky's defective teeth by the school dentist.

At the beginning of 1918 we find Becky being supplied with boots and little Hyman's boots being mended by the school cobbler, a small weekly sum being asked from Leah in payment. The question of treatment for Becky's teeth and dimness of vision is being prosecuted when an aeroplane raid takes place. This is early in 1918, and the home is totally destroyed by a bomb.

The wretched Reuben, we are told in March, was so affected that he shouts much at night and the children can not sleep. The Mutual Registrar of Assistance reports that the National Relief Fund helped in compensation for the damage caused by the raid. Curiously enough this appears to be the turning point in the



A Medical Examination in Wilmington, Del.

family's fortunes. Leah gets hold of the compensation money herself. She sets up a little shop and turns to account a special gift she has for pickling cucumbers. In September Leah comes up to school demanding to pay full price for Becky's milk; she does not want charity when she can earn a living. The question of Becky's eyesight is now pressed in earnest. Leah thinks this unnecessary, but after some pressure glasses are obtained; 8s. 1d. in the school bank is to go toward the cost. The high cost of spectacles was at this time a great trouble.

In January, 1919, Becky is taken off school milk; she no longer needs it. She is also discharged from the tuberculosis dispensary. Both this year and the next Becky is subscribing to the Children's Country Holiday Fund. In 1920 the family is again in low water and Becky is again on milk and Reuben is dying of phthisis. In 1921 the dissolute Reuben, now 61, dies, and Leah who has remained at 45, is relieved at last of the continual bickering and constant drain. Poor Reuben! How far the drink was due to the tuberculosis or the tuberculosis due to the drink can never be known.

The question of Becky's teeth is still outstanding. Originally, at the age of 5, the school doctor drew attention to the decay, but one catastrophe after another has made other things seem more urgent. Now, however, the school medical service is determined that Becky shall no longer suffer in this way.

In November the message comes, "Kindly urge parent to consent to dental treatment; vouchers will be necessary and can be obtained for any day except Saturday." In December Leah says she can not get Becky to go for dental treatment, and then says, being a widow, she can not get away from her shop. There is evidently going to be much resistance to be overcome in getting Becky's teeth done.

In February, 1922, the school doctor is again pointing out Becky's bad teeth, and says pressure must be applied. But Becky is not attending school. Visits are made, and it is found that another catastrophe has occurred. Leah is ill and Becky has to mind the "shop." The question of help to look after Leah is raised so that Becky can go to school; various possibilities are explored. The Jewish Board of Guardians are giving assistance. They suggest a woman who turns up, whereupon Leah makes a quick recovery. The Jewish Board of Guardians gives a loan of £5 to replenish the stock.

Becky is spoken to many times but refuses to go for treatment; this is the real trouble; Homeric contests, Zeppelins, Gothas, bombs are one thing, the dentist's chair is another, and Becky has made up her mind she will not face it. Leah is threatened with prosecution by the special officer, but she says she can not help it, she can not make Becky go, the council can do what they like, she washes her hands of it. In March it is decided that Becky can not have her country holiday unless her teeth are treated. In May the special officer delivers a voucher; this is again wasted. The school doctor is asked and gives the necessary certificate for "decayed and septic teeth." The inspector in July calls and finds Becky "highly nervous" and is therefore arranging for a lady inspector to take her to the dental treatment center.

With this support Becky's terrors are overcome and on the 26th of July, Form M. T. 41 shows that Becky has finally been discharged from the London Hospital with her teeth properly attended to just in time to secure her country holiday. No further entries occur in the case papers. Thus the long history ends upon a note of success.

The story of Becky Goodman here baldly told, although many of the details are squalid, is one which illustrates vividly the difficulties encountered by the school medical service in its work of safeguarding the health of the children. It reveals the school care organization as a minor providence continually watching over the lives of the children and it especially illustrates the way in which agencies from the Jewish Board of Guardians to the National Society for Prevention of Cruelty to Children, and not forgetting the school cobbler, are banded together and brought in to help. Who can doubt that little Becky owes her life to the watchful care devoted to her in its many vicissitudes?

Special inquiries have been made for this report and we find that Leah is a wonderful woman, very prosperous at present, offering on the end of a fork her pickled gherkins for her visitors delectation. Jacob is doing well in America. Becky won the obstacle race at the recent school sports, but is unfortunately for the moment laid up by an accident, for hers is an adventurous disposition. Although Becky's upbringing has not been all that it should be, there is no doubt that Leah's influence is entirely good and Becky evidently does not lack character.

"To have had experiences is nothing,
But out of all experiences,
To have rescued a good heart—
Everything."

Denver's Opportunity School Well Attended

More than 9,000 persons attended the public "Opportunity School" of Denver, Colo. This school is open from 8.30 a. m. to 9.15 p. m. and students may attend at any time during those hours. There are no entrance requirements and no age limitations. The industrial classes are taught by practical people from the trades. The instruction includes citizenship classes; instruction in automobile mechanics; tractor work on the farm; radiotelegraphy; mechanical drafting; domestic arts and sciences; commercial branches; classes for adult illiterates; special course for messenger boys whereby they may attend the school in the time they are not engaged in messenger service; and special class for boys mechanically inclined who do not fit into regular school work.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

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MARCH, 1924

Institutional Types Unnecessarily Multiplied

TWO entirely new types of educational institutions, junior colleges and junior high schools, have been fortuitously added to the scheme of American education within a decade. There was insistent demand for redistribution of studies in order to fit the needs of mental and physical growth, and the need was met, not by a realignment of existing institutions but by the introduction of new types of schools.

We have now to contemplate this academic history for a considerable proportion of our young people: Elementary school, 6 years; junior high school, 3 years; senior high school, 3 years; junior college, 2 years; senior college, 2 years; graduate or professional school, 4 years. Perhaps the senior college may be omitted or taken in the same institution with graduate work, but schools of at least five different types may be expected to fall to the lot of him who pursues his studies to completion.

This condition is unnecessary and unwholesome. The multiplication of types of institutions is inevitably an evil. Familiarity with places and faces tends to continuity and efficiency in study. Time for adjustment to new conditions and for the distractions that attend registration and assignment to new classes and courses must be taken from time available for efficient work.

This is necessarily true, even if coordination between institutions is perfect. But that coordination has never been reached, and in the nature of things is not likely to be reached. One who doubts that, needs only to recall his own experiences or to read Leonard V. Koos's study of duplication in freshman college work, or Charles H. Judd's vigorous presentations of the repetitions in the higher elementary and lower higher school grades.

With every new school organization which a student must attend he must contend with these new adjustments and new duplications. Every consideration of administrative economy seems to demand that these be reduced to the minimum.

It is not always possible, to be sure, to avoid undesirable subdivision; it is often necessary to choose the less of two evils. But surely it ought to be possible to obtain a full education in three or four types of institutions at most. This would mean, perhaps, coupling both the junior high school and the junior college with the high school—not inordinately increasing the size of the central schools, but developing the new schools, as nearly as may be within practicable limits, to include all those grades of instruction.

It is altogether probable that junior college work at least will ultimately be offered by the cities. It practically amounts to that now in many of them. The question to be decided is the best method of organization to provide it, and the French lycée seems to offer the best suggestion

Is Greater Economy of Time Practicable?

FEW DENY that there is waste in education or that important saving of time is possible. Administrators of school systems and investigators everywhere have been carefully studying the question for a generation, and marked improvement has been made in many respects. This is clearly shown in the statistics of retardation, in the greater elasticity of grading, in the shorter class intervals, in the opportunity classes for bright or for dull children the vacation schools, and in a dozen other devices which have been undoubtedly helpful. And the level of efficiency in teaching is constantly higher. All this means much.

Many of the evils described by Dr. C. W. Eliot in the addresses on shortening and enriching the course which he made from 30 to 36 years ago have been lessened, even if his major objective of earlier graduation has not been formally attained. In his immediate vicinity there has been improvement in this, too, for many of the principal New England cities which formerly maintained elementary courses of 9 years, are now upon the 8-year plan.

To one who recalls the deep impression made by the report of Doctor Baker's committee in 1913 it may appear astonishing that after 10 years so little of tangible result has appeared. Many school administrators were convinced of the correctness of the judgments of Doctor Baker and his associates and so expressed themselves, yet little action was taken toward effectuating the recommendations. The reason is not hard to find. Omitting from consideration the force of inertia which is responsible more than all else for leaving undone the things that ought to be done, it lies primarily in the failure of the college men and the accrediting associations to encourage reorganization of the educational program, and secondarily in the reluctance of individual school men to be held guilty of appearing to lower standards.

The question which now demands consideration is this: Assuming an elementary course of 6 years, can our secondary schools receive boys and girls at the average age of 12 and carry them, or at least the brighter half of them, in 6 years over the full course of the high school and junior college? That is what the Baker Committee recommends, and that is what many others firmly believe can be done with reasonable improvements in the present course of study, especially if a full 10-months' school term is maintained throughout the 12 years. If that is accomplished our sons and daughters will do only what is done regularly and as a matter of course by every normal boy on the Continent of Europe who attends the lycée or the gymnasium.

The established four-year colleges need not be apprehensive of such a suggestion, because educational statistics show clearly that an increasing number and proportion of the population will in any event desire a four-year liberal arts college course of study.

Training Rural Superintendents in Service

"TRAINING TEACHERS in service" is not merely an attractive phase but a necessary measure of administrative service which has developed with the development of professional supervision. Of the need of it and of the benefits that have come from it there is not a shadow of doubt.

Now comes "training superintendents in service," also a necessary administrative measure. Superintendents in the past have in general obtained all the training they had after becoming superintendents, and it is probable that a long time will pass before the graduate courses of the university schools of education will be able to supply any considerable proportion of the whole number of persons required for such duty. They must long continue to receive their training from their own reading and experience and from each other in their brief conventions and conferences.

It implies no lack of appreciation for the versatility and the ability of the frequent new crops of superintendents to recognize the fact that their development

into thoroughly efficient supervising officers is a slow process, which is not always completed before their term of office is past.

All praise, therefore, should be accorded to those State superintendents who have frankly accepted the situation as it exists and have taken active steps to increase the efficiency of local supervising officers within the shortest possible time. Especially wise and timely are the methods adopted in Montana, Wisconsin, and Minnesota. In each of those States the county superintendents are brought together every year to pursue intensive courses for a time that is sufficient to justify the expectation of substantial results.

Every year of the past seven the county superintendents of Montana have met for a conference, and their expenses are paid from public funds. The programs include real courses in administration, in supervision, and in the practical problems that fall to the lot of a rural superintendent. The instructors have been persons of the caliber of Frank McMurray, Teachers College, Columbia University; Lida B. Earhart, University of Nebraska; Clifford Woody, University of Michigan; Fannie Dunn, rural department, Teachers College. Representatives of the Bureau of Education have participated in the work. Inspirational addresses and informational lectures are frequently given by prominent educators of State and National reputation.

The fact that the superintendents were expected to work steadily from 9 o'clock to 5 every week day for two weeks proves that they were not there for play, and the fact that 50 of the 55 superintendents of the State attended the 1924 conference though the temperature over the State was from 20° to 30° below zero proves that their hearts were in the work.

The conferences held in Wisconsin and Minnesota are similar in purpose but different in detail from those of Montana. All of them are praiseworthy in every particular, and the plan is the best that has yet been presented to meet the need which clearly exists and will continue to exist until the methods of selection and the salaries paid are such as to guarantee the appointment of men and women of thorough training and adequate experience. But professional supervision of rural schools is of such recent growth that even with marked improvement in these particulars it is doubtful if a sufficient number of thoroughly competent persons could be procured immediately, and the Montana plan is to be commended for general adoption. The States are few in which the conditions are so satisfactory as to make it undesirable.

K. M. C.

Some Noteworthy Efforts Toward Economy of Time

Epoch-Making Address by Charles W. Eliot in 1888 Proposed Important Reforms. Committee of National Council of Education Advocated Reduction of Two Years in Time of Formal Education

THIRTY-SIX years ago Dr. Charles W. Eliot delivered his historic address, "Can school programs be shortened and enriched?" The department of superintendence before which it was delivered was not then the numerous body that it is now, and the assembly room in the Franklin School building in Washington was sufficient to hold its members, with room to spare. The intellectual quality of the gathering left nothing to be desired. Edward E. White, George Howland, William T. Harris, J. W. Dickinson, A. P. Marble, C. M. Woodward, J. M. Greenwood, and Thomas M. Balliet were prominent in the deliberations, and Nicholas Murray Butler, the only speaker on the program of the meeting who is still in active educational work, was just becoming conspicuous by his advocacy of manual training.

City-School Terms Still Shorter Now

Doctor Eliot's address was directed to the condition by which the average college graduate who fits himself well for any one of the learned professions, including teaching, can hardly begin to support himself before he is 27 years old. Comparison in parallel columns of the best American courses of study with those of typical French lycées showed that the American boy is distinctly behind the French boy of the same age in achievement, and that because of relative inferiority of the American schools. The speaker urged the need of (1) better teachers, (2) improved programs, (3) fewer reviews and less striving for strict accuracy, (4) hastening the progress of the pupils through the grades, (5) longer school hours and shorter vacations.

Doctor Eliot's presentation was convincing, and in the informal discussion which followed the reading of the paper not a voice was raised in denial. It was agreed by all who spoke that the reforms demanded by the speaker were essential, and that they should be the aim of patient labor during many years.

Address Attracted Wide Attention

In other addresses during the following years Doctor Eliot elaborated the points made in the Washington address. Following his proposals and probably influenced in some degree, at least, by them, other advocates appeared from time to time to urge the quickening of the progress of the American student. Prominent among them was James H. Baker, president of the University of Colorado. Doctor Baker's activity was manifested in 1903 when at his suggestion a preliminary inquiry was authorized by the National Council of the National Education Association upon "The contemporary judgment of the culture element in education and the time that should be devoted to the combined school and college course."

The subject was revived at later meetings, preliminary reports were made, and in 1908 a committee was appointed to make a full investigation. That committee consisted of James H. Baker, president of the University of Colorado, chairman; James H. Van Sickle, superintendent of schools, Baltimore, Md.; William H. Smiley, superintendent of schools, Denver, Colo.; Henry Suzzallo, Teachers College, Columbia University; Albion W. Small, Chicago University.

Report Based upon Careful Investigation

Circular inquiries were freely distributed and every means was utilized to measure the sentiment of the profession on the subjects under investigation. Reports of progress were made in 1909 and 1911, and the full report was presented in 1913. It was printed as Bulletin of the United States Bureau of Education 1913, No. 38, under the title "Economy of Time in Education."

The committee concluded that the period of general education is too long; that economy in the selection of subjects and topics and in methods will save approximately two years in the whole period of general education; that with greater efficiency in the earlier periods the college course may well end nominally at 20 instead of 22; that a redefinition of culture may modify the preparatory period; that the ideals of our civilization to-day may affect the view of culture and the desirable limit of formal training.

General Sentiment Favored Shorter Courses

Two-thirds of the responses to the questionnaires advocated shortening the period of general education, and the majority desired the end of the college to be at 20 or earlier, and the doctorate or the professional degree for those including the college in their preparation

to be granted at 24 years instead of 26 or 27. The committee argued that two years saved as they proposed would involve no loss in education but an actual gain, because the specialized training of the graduate and professional schools would properly fall within the period of greatest energy and adaptability.

The time scheme which they presented included: Elementary education, 6 to 12; secondary education (two divisions—4 years and 2 years), 12 to 18; college, 18 to 20 or 16 to 20; university (graduate school and professional schools), 20 to 24,

Eight-Year Elementary Course Attacked

No other discussion of the subject has appeared which has equaled this report in thoroughness of investigation and none has excelled it in soundness of doctrine; but the past 10 years have been prolific in productions directed to similar ends or to one or more parts of the field which the report of 1913 covered. Powerful advocates of a shortened elementary course have appeared in considerable number, and it is not invidious to say that Dr. Charles H. Judd, of the University of Chicago, is foremost among them. The elementary schools of Kansas City, Mo., have never occupied more than seven years, and the school officers of that city have been consistent in condemning the waste which a longer course involves.

Advocacy of junior high schools has become general in recent years, and the existence of more than 500 schools of that type is indisputable evidence of the growth of the conviction that six years is amply enough for elementary schooling. It must be said, however, that the full value of the junior high school has not been realized. No general and definite understanding has been reached of its complete function, and it has not yet been utilized as a means of reaching greater economy of education either in pupils' time, or in money expenditure. These are bound to come.

Merge High School and Junior College

Many of the replies to the questionnaires of the Baker Committee urged that the German gymnasium and university plan is more rational than our high school, college, and university or professional school. The suggestion was repeatedly made that the first two years of the college be annexed to the secondary school and that students enter the professional schools of the university at once.

It is in this direction that the recent movement for junior colleges is clearly tending. The University of Missouri, the University of Chicago, and other universities have been active in the advocacy of the plan of giving the first two years of college work in the vicinity of the students' homes, and of reserving to the university the work of the senior college and the professional or graduate school.

Under the influence of this movement many relatively weak institutions which had been attempting under difficulties to do four-year college work have found relief in dropping all classes beyond the sophomore year. Several cities too, especially in California and Michigan, have been stimulated to add junior college work to their high-school instruction, and indeed many if not most of the high schools of the great cities are regularly duplicating the work of colleges to some extent without claiming or receiving credit for it. The regularly organized junior colleges now number 117.

Oxford University Offers Vacation Course in History

To bring teachers of history and other professional students, at home and abroad, into personal contact with representative historical scholars and to give them a fuller conception of the meaning and methods of serious study and research, the University of Oxford offers a four-weeks vacation course in history beginning July 28, 1924. The subject of the course will be the history of the Middle Ages, with attention to the economic and ecclesiastical history of the period and medieval political theory.

Applicants for the course will be asked to state their qualifications for profiting by such a course, and the applications will be considered together at a given date, before they are accepted. Further particulars may be obtained from the secretary to the delegacy, Rev. F. E. Hutchinson, Acland House, Oxford, England.

Rural Communities Will Celebrate National Music Week

Participation in National Music Week, May 4–10, by rural communities as well as by cities is earnestly desired by the committee in charge of the project, which includes in its membership Kenyon L. Butterfield, president American Country Life Association, and O. E. Bradfute, president American Farm Bureau Federation. The organizations represented by those gentlemen are stimulating rural participation, and the granges are giving their support locally.

Information and suggestions relating to the observance may be obtained without charge from C. M. Tremaine, secretary, National Music Week Committee, 105 West Fortieth Street, New York City.

Relation of Growth to School Promotion

Intensive Experiment in Schools of Cleveland, Ohio. Undersized Children Should Not Progress too Rapidly

WHAT should be the relation of mental and physical growth to school promotion is the problem toward which Dr. Bird T. Baldwin is directing an intensive experiment in the schools of Cleveland, Ohio. Referring to the results of this experiment in a speech before the American Association for the Advancement of Science, Doctor Baldwin said that physiologically accelerated pupils should be permitted to pass through the grades as rapidly as thoroughness and accomplishment permit, and that physically small children of exceptional intelligence should not be rushed through school but given supplementary work and an enriched course of study.

Undersized pupils of superior ability advanced through school in accordance with this recommendation will, Doctor Baldwin pointed out, complete the course at age or above with greatly enriched information, enriched attitudes, enriched training in approaching problems, and in taking part in extra school activities. They will complete the course with many educational assets and without the great liability of immaturity for college, for society, or for life's work. Further results of the experiment show that the pupils who fail of promotion have, as a rule, many defects other than educational; most of these defects are remediable. There is shown to be, also, much overlapping of mental and educational abilities from grade to grade.

The results of the Cleveland study, together with those of three other research problems on which Doctor Baldwin has been working during the past two years, were cited by him as type examples of scientific technic and of the value of cooperative research.

That the physical development of rural children is not so good as is popularly supposed and that intelligence tests are not equally applicable to rural and city children are results shown in a three-year investigation of the rural child which is now in progress in an Iowa township typical of the farming section of the State.

Consecutive investigations in the fields of physical growth, nutrition, mental development, social attitudes, and hereditary traits of infants and young children have been made by the Iowa Child Welfare Research Station since its establishment in 1917 under the direction of Doctor Baldwin. Ten scientific studies have been published by the station.

Ideals of Czechoslovakian Schools

Formulation Prepared by the Committee Now Studying the Reform of the Educational System of the Country. Central Theme is Well-Rounded Development, with Special Reference to Participation in Community Life

Written in English by EMANUEL V. LIPPERT
Comenius Institut, Prague

THE WORKING COMMITTEE for studying the school reform, appointed by the Czechoslovak Ministry of Education, has formulated the purposes and ideals of the urban (grammar) school and the secondary school in Czechoslovakia, and the relation between these schools in such a manner:

The urban school is designed to enable all normally gifted children to deepen and enlarge the education acquired at the elementary school. This school contributes to the physical and mental development of children by educating the reason, emotions, and will, and by so training the hands that all gifts of the children may be developed fully and harmoniously to meet all the exigencies of life. The aim of this school is to produce physically and mentally skillful children who are creative and full of respect for work, who have good moral habits and sense for generous social life, who are nationally conscious and prepared according to their talents for the studies of practical life or for higher general education.

The secondary school prepares specially gifted pupils for advanced mental work by offering them a higher general education, founded upon scientific knowledge and upon the refining sense of beauty. This school fosters the moral feelings and the will and takes care of the physical development in order that all the abilities may grow according to the necessities of life. The aim of the school is a generally educated man, who is longing for further education, who can think independently and genuinely, who is of firm character, prepared for independent action, and who is physically skillful. His higher education will make him capable of efficient studies at the university; it will give him a broad outlook upon life, which will be supported by the consciousness of his own relation to the Nation, to the human society of the past, and to the life of to-day. This outlook should so guide him that he will work for his human fellows and for the progress of mankind.

The most important bases formulated for both these schools are:

1. All education should be permeated by a uniform educational spirit.

2. The right economy of mental resources of the Nation demands that each child be given to such a school that can best develop his natural gifts and make him socially useful.

3. It is a demand of social justice to make that each individual be able to reach a full education according to his own capabilities.

4. Each child should be so led that he will use all his abilities and his education only for the well-being of society.

5. Our schools should grow and flourish from our particular conditions and from our educational tradition and experience.

6. The first cultural aim of the school reform is to raise the level of education in all classes of the Nation.

"Urban schools" present a 4-year course, following the elementary course of 5 years. "Secondary schools" include gymnasiums, real-gymnasiums, and the like, whose highest studies correspond substantially to those of American junior colleges. In the whole of the Republic there are about 1,400 urban schools, 300 secondary schools, and 4 universities. See SCHOOL LIFE, December, 1922, page 75.—*Ed.*

Teachers Needed for Philippine Islands

To fill vacancies in the Philippine service an open competitive examination for high-school teachers, primary specialist, and model primary teachers is announced by the United States Civil Service Commission.

Applicants for positions of high-school teacher must have had four years' work in a college of recognized standing, supplemented by either one years' training in a teachers' course or one year's actual teaching experience; or three years' successful teaching experience in a recognized high school, provided the applicant has completed at least two years of college work or two years of normal work beyond the high school; or certain other specified education and experience. The entrance salary is $1,500 to $1,600 a year.

Applicants for position of primary specialist must have had at least one year's experience as critic teacher in normal schools and in supervising the work of primary school grades. The salary is $1,500 to $2,000 a year.

Applicants for positions of model primary teacher must have had at least one year's experience as teacher in either a normal school or in a high-grade city school. Entrance salary, $1,500 to $1,600.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil-service examiners at the post office or customhouse in any city.

THE CONSTITUTION of the United States is the very substance of our freedom. Eloquently taught and interpreted in story form by a teacher who knows and reverences its provisions, it will rouse any class to enthusiasm. The Constitution is more alive and more needed than ever. It is a human document which is directly connected with the life of every individual, young and old, in the United States, perhaps the world, for its purpose is to safeguard the rights of the individual, that all may have an equal chance.

Behind this great document are all the romance, history, and poetry of the American Republic; men have struggled and died for its provisions; great battles have been fought to preserve its principles; and the success or failure of representative government in the world depends upon maintenance of our Constitution in all its integrity.—*Lloyd Taylor, Chairman Committee on Constitutional Instruction, National Security League.*

American Students Examine Mexican Pyramid

Prehistoric culture in Mexico will be studied next summer by a group of students led by Dr. Byron Cummings, head of the department of archaeology, University of Arizona, who will visit the city of Mexico to examine the pyramid of Cuicuilco, which is said to be more than 10,000 years old. This pyramid was uncovered through the efforts of Doctor Cummings, with the assistance of the Mexican Government.

Directorate Considers Taking Over Secondary Education

Since the present directorate came into power in Spain considerable attention has been given to the question whether secondary education should be taken over by the Government, according to a recent report of Hallett Johnson, American chargé d'affaires a. i., at Madrid. Such instruction appears to have been conducted entirely by the Catholic Church in the past, and the suggestion of Government control is strongly opposed.

Museums in Relationship to Schools

(Continued from page 146.)

provisions are made for ordering material by mail or telephone, using a printed catalogue or list. Wherever the work has attained some degree of efficiency, messengers are employed by the museum to deliver and collect material, and under the most favorable circumstances, these messengers cover their entire circuit every week or two so that new exhibits may be requisitioned for an early date, when old ones are taken up.

Sometimes a collection is used by several classes during its stay at a school, and when this is so, squads of children are delegated to move the material on schedule within the building. It is of the utmost importance that the arrival of collections be timed to the curriculum, for otherwise the material is looked upon only with curiosity, and little good is derived from it. This principle is fully recognized, and the degree of coordination in any instance is limited only by the facilities of the museum which gives the service.

It is to be noted that in setting up machinery for distribution, the museum may become the channel of outlet for material which certain organizations have to place at the disposal of the schools. Health, safety, and fire prevention may thus be added to the list of subjects illustrated by museum collections.

Lectures

In some cities elaborate schedules of lectures are prepared each week and are delivered by museum employees. It is generally conceded that these lectures should be extensive in their scope and should anticipate the subjects of the curriculum. In this way a rich and interesting background for school studies may be prepared, and the children are led by interest into the unfolding of their classroom routine. Museum lectures as a partial substitute for regular classroom work have met with no success, but as an appendage they are very useful.

The form of the lecture must vary, of course, with the age of the listeners and with the subject of the lecture. The informal discussion, the story, or the formal lecture may be resorted to with equal success under different conditions. Continuity of thought through a series of lectures is important in the upper grades but relatively unimportant in the lower grades.

Lectures may be given in the classroom, in the school auditorium, at a lecture center where children from near-by may congregate, or at the museum. The schedule may be developed at short range for purposes of elasticity or it may be planned long in advance. There is no best way; local requirements must be met in every community.

Museum Instruction

Partly as an outgrowth of the lecture system, but more largely as the development of a new idea in museum theory, has come what may be known as museum instruction. It has long been the practice for guides, or docents, to show visitors through a museum and to explain exhibits. These docents naturally took over the guidance and care of visiting classes in the early stages of museum instruction, but gradually the necessities of the case developed a new type of docent—the museum instructor. In some cities, the instructor is employed by the board of education and is assigned to the museum, and this arrangement has proved its great worth. Under this plan museum instruction becomes a branch of classroom work conducted by the school in accordance with its own needs, but under conditions that make possible novel methods and results.

In one museum a half day spent by visiting classes is divided between preparatory classroom talks, illustrated by lantern slides and exhibits, and gallery tours or museum games. The whole is arranged with reference to the regular school work of the class. The chief value of the experience is the study of museum material at first hand rather than the instruction from the museum teacher.

It will be appreciated at once that such a plan has great possibilities because of the extraordinary character of the material upon which the children may draw. From this beginning—for it is only a new departure in museum work—may come in time a distinct educational method.

To Give Acquaintance with Best in Art

Museum instruction may lead to continued cultural pursuits in later life. At several art museums, for example, the most talented children are selected and are sent on Saturdays to special drawing classes in the museum. The pick of these children, later, may go on to art school, largely with the help of scholarships. Such special developments of the work, however, must not mask the fact that the real purpose in not to develop talented students but rather to give to the great mass of young people a free acquaintance with the best in art as a basis of esthetic growth, and with the materials of science as a basis for developing an intelligent outlook on life.

The administration of museum instruction has never been worked out in general terms. Different grades may go to different museums, so that in the course of the eight school years a child may be brought successively into contact with various subjects; or perhaps a better plan is one which brings about a symmetrical interest in several museum subjects during each year of training. It must be the prerogative of the school to decide what contacts shall be made for the child, and in turn it should be the function of the museum to develop the peculiar character of the contacts elected and to suggest new relationships.

Teacher Training

Field trips are extensions of museum instruction which have been brought about by the impossibility of confining everything within the four walls of a museum building. As helpful as field trips are, however, it is questionable whether they can be indulged in by school classes except rarely, for there is a limit to what the museums and the schools can do. It is the practice, however, in a number of cities for school children to be guided by museum specialists on nature-study trips or on journeys to historic spots, to great works of art, and even to interesting industrial plants.

The training of teachers in museum theory and practice is a subject which presents many possibilities. The field is a new one, and while there is a considerable amount of empirical data, few principles have emerged. The time may come when museum methodology will be sufficiently understood to be taken up as a part of the training of every teacher, but now the subject is largely one for experimental study.

Conclusion

There can hardly be a summary of this account which in itself is so condensed, but in conclusion it may be suggested that principals and teachers who recognize the importance of museums in elementary education be not content to put upon museums the burden of initiating the work, and that they be not silent in a community which can boast of no museum. The teacher may well hold up the hands of the museumist who is eager to serve.

There is enough of recorded experience to point the way to practical and helpful cooperation. Wider application of this nucleus of technique may be expected to yield a return in immediate results and also an increase in understanding of the new field of visual education.

An Imperial Education Conference will be held in London July 14–19, 1924. This conference was originally planned for June.

To Develop Respect for Manual Professions

Municipal Authorities and Commercial and Trade Organizations of French Department Organize Chamber of Trades. First Activity Directed Toward Reform in Apprenticeship. Schools Record Aptitudes of Pupils

By PAUL H. CRAM
American Consul at Nancy, France

IN FRANCE, as in many other countries, the existence of a certain prejudice against manual labor has led many young men to seek clerical situations which, owing to the large number of candidates, are underpaid. Under these circumstances it is evident that any action tending to a more economical distribution of labor is beneficial not only to the individual but also to the community.

It was with this object in view that the municipal authorities of Troyes, the local chamber of commerce, the representatives of both the workmen's syndicates and the employers' syndicates established in 1921 the "Chambre des Métiers de l'Aube" (Chamber of Trades of the Department of the Aube). According to its by-laws the object of the organization is to develop in the general public a taste and respect for the manual professions, to organize and control apprenticeship, to establish manual training schools and aid in the development thereof, and to open a vocational training bureau to assist children in the choice of a manual profession to which they are adapted by their tastes or aptitudes.

Official report to Department of State.

The activity of the chamber was first directed toward a more rational organization of apprenticeship. A commission drew up a special form of contract between employers and apprentices which is employed in all cases. A clause thereof provides that the employer must deposit with the chamber a sum equal to one-fifth of the wages of the apprentice. This sum, together with the interest thereon, is paid over to the apprentice when he has completed his contract. Within two years nearly 500 contracts of this character have been signed. In only four cases have the the contracts been broken.

Furthermore it has been arranged that the teachers in the public schools keep individual records showing the intellectual, physical, and moral aptitudes of their pupils. The results have been very encouraging, as several hundred pupils have been thus aided in the choice of a manual profession.

In order to encourage apprenticeship and skilled manual labor in particular, local expositions were held in 1922 and 1923 with pronounced success. At a national exposition of the same character held at Paris during last September the chamber received a gold medal and 32 of its protégés received prizes.

University Courses for Americans and Scandinavians

The University of Lille will offer courses at Calais during the summer of 1924 for the benefit of American and Scandinavian students. This project is an extension of the policy heretofore developed in the summer courses at Boulogne-sur-Mer for British subjects. The courses at Calais will be under the direction of Prof. Charles Guerlin de Guer, and the instruction is expected to be of high order.

In reporting these facts to the Department of State, Paul Chapin Squire, American consul at Lille, adds that "the vacation courses of the Lille University present no commercial aspect whatever." The fee for the course is 140 francs, and board and lodging may be had for about 25 francs a day. At the present rate of exchange a franc is equivalent to about 5 cents of American money.

Foreign students at the University of Geneva are fewer than one-tenth as numerous as before the war. Formerly nearly 80 per cent of the students were foreigners, but the Swiss now outnumber the foreigners four to one. Austria and Russia are the greatest losers. The equipment and facilities of this university are amply sufficient for twice as many students as it now harbors.—*Robert Dudley Longyear, American consul at Geneva.*

President Pedro Nel Ospina, of the Republic of Colombia, has promulgated a decree ordering the appointment of an educational commission to consist of two Colombians and three foreigners, all of whom shall be Catholics, for the purpose of elaborating a plan or organization of public instruction of all grades and of formulating bills for such legal and administrative reforms as may be judged necessary.

Contests in School Subjects Feature State Fair

Believing that the educational value of school exhibits is in the attendance of the children, their contests with children from other schools, comparison of their work with work done by others, and in new friendships formed, rather than in the usual exhibit work done for display, the Nevada State board of education featured contests in school subjects at the educational exhibit of the Las Vegas Southern Nevada State Fair.

The contests held were in sewing, shorthand, typing, spelling, and penmanship. In the sewing contest dresses for little girl models were made by high-school girls. At the close of the contest the small models appeared before the audience in their new dresses. While the sewing lasted it rivaled all other attractions at the fair.

Winners in shorthand and typing contest were two girls who had come 220 miles across the desert to take part in this event.

An unusual opportunity for social contact was afforded by the tented community on the fair grounds, which provided living quarters for the visitors and brought together children from widely separated and isolated regions.

Opportunity for Industrial Specialist and Statistician

A specialist in industrial education and an assistant statistician (land-grant college statistics) are required by the Bureau of Education. The duties of the industrial education specialist will be to study vocational education. to collect and compile information relating thereto, to give advice to education officers throughout the United States for the establishment of courses of study in vocational education, etc. The duties of the assistant statistician will be to examine reports of disbursements of Government funds by land-grant colleges, to collect information and prepare reports on the work of these institutions and on the progress of agricultural education in general, and to assist in the survey of institutions of higher education.

The entrance salary for the specialist in industrial education is $3,500 a year, and for the assistant statistician $1,800 a year plus the $20 increase a month granted by Congress.

Full information and application blanks may be obtained from the United States Civil Service Commission, Washington. D. C.

American Spelling Compared with British

Under Like Conditions Difficulties Are Similar in Both Countries. Material at Hand for Just Comparison. Select the Thousand Chief Offending Words and Drill on Them

By JOHN A. LESTER
The Hill School, Pottstown, Pa.

THE NOVEMBER number of SCHOOL LIFE published an excellent résuné of the results of a spelling inquiry conducted by the Teachers World of London. The object of the inquiry was to find out to what extent the same words are misspelled by pupils in the United States and Great Britain. The material used was the first 50 words of a list of 775 words arranged according to frequencies, which I found to be the most frequently misspelled words in compositions written in the years 1913–1919 inclusive by candidates for college entrance examinations in English. Teachers in England, Scotland, and Wales were asked to dictate these 50 words to elementary school pupils; the results were assembled, and the words arranged in order of frequency of misspelling. A comparison of this list with mine was made the basis of conclusions as to the relative difficulty of words to American and to British pupils. The chief conclusion reached was that the words found difficult with us were not found difficult with them.

I wish briefly to show that the discrepancy as to difficulty is due to the method of comparison used, and to correct some misconceptions which are likely to arise from the published results of this comparison.

Spelling in Spontaneous Writing True Test

If we go about to compare the spelling difficulties of American and British pupils we must of course use the same method of measuring spelling difficulty in both cases. Seeing that the only object of spelling instruction is to make our pupils accurate in the form of words when they write them in free and spontaneous communication, the best test of spelling efficiency is the degree of this contextual accuracy. It has long been known that a student who is a good speller when words are dictated to him one by one, is not necessarily a good speller when he is writing down his own thoughts in sequence. I measured the spelling difficulties of American pupils of 17 years of age by the frequencies of their spelling mistakes in free written composition; but the English investigators measured the spelling difficulties of British pupils of 10 to 13 years of age by the frequencies of their errors in column dictation, the material used being the 50 words these 17-year-old boys and girls had most frequently misspelled, not in column dictation, but in writing down their own thoughts. Naturally such a comparison showed marked discrepancies.

In point of fact, these discrepancies are far greater than the Teachers World estimates them to be. I have calculated the correlation between the American and the English lists of frequencies. It is —0.9111. This correlation would indicate that there is not only no positive relation between the spelling difficulties of American and British pupils, but that there is actually a negative or inverse relation. In other words it indicates that if an American pupil finds a word rather hard to spell his English cousin will find it rather easy to spell, and vice versa! And yet the pupils are writing the same language, and actually experience the same general difficulties in writing it, as every one well knows, who, like the writer, has taught in schools on both sides of the Atlantic. But the correlation is worthless because each list compared is constructed upon a different method of measuring the difficulty of words.

Fortunately I had the material for making a more just comparison between the spelling difficulties of British and American pupils. For many years I have used the 775 words which I find constitute the main spelling problem with our American boys and girls of college age as the basis of spelling instruction in my own work. I have kept careful records of the relative difficulty of these 775 words as it appears when they are dictated for column spelling. Of course the relative frequencies are entirely different. For instance "too," which is always high up in the frequencies of spontaneous writing is rarely misspelled in column drill, whereas "indispensable," which is three hundred and forty-fifth on the list according to the frequencies of spontaneous writing, is first on the list according to column drill. I therefore arranged the 50 words used in the English spelling inquiry in the order of frequency of their misspelling in my own column drill and compared this list with the English list obtained from the same method. The correlation between these two lists works out to be 0.3851. This is a positive and a considerable correlation when one considers the following facts: That the American pupils investigated were of the average age of 17 and the British of the age of 10 to 13; that consequently some of the British children were asked to spell words they did not understand, (a fact which is obvious from an examination of the misspellings of "acquaintance" quoted in the Teachers World of September 26); and that the American students because of their advantage in age had probably studied the words before.

Another conclusion of the English investigators was that of the 10 words most commonly misspelled by the British pupils only 1 occurred among the 10 words most frequently misspelled by the American pupils. But the comparison of lists obtained by the same method shows four words, "existence," "equipped," "discipline," "occasionally," occurring among the first 10 of each list.

Differences Are Trifling After All

A third conclusion from the English inquiry was that the length of the words was in itself a striking difficulty to the British but not to the American pupils, for the first 25 words in order on the British list contained 229 letters, but the last 25 only 160 letters. But again the comparison of the lists obtained by the same method shows that the 25 words first on the American list contain 218 letters and the last 25 contain 171 letters; a trifling difference quite natural in view of the greater maturity of the American pupils.

This comparison of British and American difficulties in spelling shows, therefore, not a marked discrepancy, but a marked relationship. In proper names, of course, national differences will appear: "Massachusetts" will not be high on the English list, nor "Leicester" on the American; but if the same method of comparison is used it is altogether probable that spelling difficulties will always be found to be much the same on both sides of the Atlantic.

I venture to say that, with the exception of proper names, 1,000 words could be selected which would account for more than 70 per cent of all the misspellings occurring in the spontaneous written communication of pupils of 17, whether British or American, when they are writing on non-technical subjects within their own experience, and that the spelling problem on both sides of the Atlantic will be largely solved if boys and girls can be trained to automatic accuracy in the use of these words.

The Rural School Health Program

Suggestions How It Can be Made More Efficient. What Each Individual Concerned Can Contribute. Personal Example as Useful as Personal Effort. Sound Health Especially Essential to Teacher

By FLORENCE A. SHERMAN, M. D.
Assistant Medical Inspector, State Department of Education for New York

How the Trustee Can Aid

1. By interesting himself personally in the sanitary conditions and health equipment of his schools, such as the following:

(*a*) Heating with a properly jacketed stove.

(*b*) By having a thermometer in every schoolroom.

(*c*) By securing good ventilation by having window boards or screens (68° desired temperature).

(*d*) By securing good light from the left or rear.

(*e*) By having school buildings kept clean and well aired.

(*f*) By having seats and desks which are healthful, comfortable, separate, and adjustable.

(*g*) By supplying books which are clean, sanitary, and attractive, and so aid in stimulating the interest of the pupil.

(*h*) By securing drinking water from a pure source.

(*i*) By providing sanitary water containers.

(*j*) By providing individual drinking cups.

(*k*) By providing water for washing the hands, individual towels (paper), soap (liquid or shaved).

(*l*) By providing sanitary toilets and having them kept clean.

(*m*) By keeping the building in good repair.

(*n*) By providing playgrounds of adequate size.

2. By appointing the medical inspector early in the school year, thus making possible earlier correction of defects found.

3. By rendering reports promptly and as complete as possible to the superintendent, at the time specified by the State offices.

4. By visiting the schools occasionally and showing an interest in the health of the pupils and teacher.

How the Superintendent Can Aid

1. By making additional effort to stimulate the school health program through the teachers, urging a personal interest in each child.

2. By noting sanitary conditions of buildings whenever he visits schools, and seeing that conditions are made and kept healthful.

3. By stimulating competition in his various schools in health endeavors through daily inspections, health clubs, and correction of physical defects.

4. By taking a personal interest in the health program of each school, talking over the same with pupils, teachers, and parents when the opportunity presents.

5. By notifying the State medical inspector of all conferences with teachers.

6. By endeavoring to show the need and value of a district school nurse to parents and trustees and the possibility of districts combining to obtain one.

How the Teacher Can Aid

1. By making health a personal asset—

(*a*) By radiating health by example and enthusiasm.

(*b*) By being an example in personal hygiene, clothing, posture, shoes, etc.

(*c*) By believing in the practice and teaching of daily health habits.

2. By seeing that the classrooms are kept well ventilated, orderly, and in as healthful condition as possible during school hours.

3. By making the setting-up drills snappy and worth something.

4. By being keenly interested in all health activities, stimulating greater effort to *Keep well;* teachers, pupils, parents, school doctor, and nurse working together to make this possible.

5. By going over the health records on which physical defects are noted, monthly, and making a personal effort to bring about corrections needed, by talking with the child and communicating with the parent.

6. By knowing personally, if possible, the parents of every child, and endeavoring to work in closest cooperation with them.

7. By cooperating with all health activities in school and out.

8. By seeing that the health records of pupils are sent on with the pupil from grade to grade and school to school.

How the Parents Can Aid

1. By seeing that children are trained before entering school in the daily health habits of sleep, baths, food, mouth hygiene, toilet habits, water drinking, clothing, posture, breathing, etc.

2. By responding early to all notifications sent of physical defects found, conferring with family physician or specialist.

3. By believing that the school doctor, nurse, and teacher are friends, not foes.

4. By taking an active interest in the school program.

5. By visiting schools at intervals, knowing the teachers, and noting sanitary conditions.

6. By insisting on clean and wholesome building and healthful equipment.

How the School Doctor Can Aid

1. By being a hygienist himself in every sense of the word.

2. By being enthusiastic in his work and so stimulating enthusiasm in nurses, teachers, parents, and pupils.

3. By outlining his health program early in the school year to parents, teachers, nurses, and pupils, thus securing closer cooperation.

4. By emphasizing the importance of keeping well through the practice of daily health habits.

5. By explaining to parents the importance of early correction of defects found and the reasons why.

6. By making his physical examination early in the school year and so securing earlier corrections.

7. By interesting himself and being able to prescribe corrective exercises in special posture cases and by suggestions in group exercises in order to promote the best physical development in normal children.

8. By working in close cooperation with health authorities and all health agencies.

9. By being strictly ethical in his school work in relation with the family physician.

10. By endeavoring to give to all those under his direction the health viewpoint, presenting to them *Health* and not *Disease.*

How the School Nurse Can Aid

1. By keeping physically fit.

2. By having the health viewpoint.

3. By practicing daily health habits.

4. By being enthusiastic and so creating a live interest in her health talks in the classroom.

5. By keeping in close touch as possible with all teachers, thus aiding the health program.

6. By making personal effort in special and individual children in order to bring about desired results.

7. By working in closest cooperation with all health activities in school and outside.

8 By interested and tactful visits to the homes in efforts to bring about correction of physical defects.

9. By being strictly ethical in her relations with the school and family doctor, and loyal to school authorities.

10. By making health contagious, in her personal contact with all.

Equipment of the Teachers College Faculty

(Continued from page 145.)

tute of these seemingly essential tools of good teaching, and yet many of the most noted schools of the world to which we are indebted for the most renowned literary spirits and scientists of all time had an equipment that would be put to shame by a modern village high school. That ideal scientist of the ages, Louis Pasteur, studied and experimented in a room into which he had to crawl on his hands and knees. It was useless for other purposes, and for that reason was available to him for a laboratory, and his apparatus was largely such as his ingenuity and skill could create. Tradition in the little college from which I was graduated says that the sole piece of apparatus which the professor of astronomy had to demonstrate the wonders of the heavenly bodies was his old black hat, yet he was honored as a great teacher in a great school.

Teacher with Divine Spark Makes Good School

If, therefore, we look for the factor that makes a great school, we shall not find it in the pupils, the buildings, nor in the school apparatus and appliances, as beneficial and as necessary as these may be, but we shall find it in the fourth factor entering into the making of a school—the teacher. Pupils may be dull, the buildings may be dilapidated or there may be none at all, and teaching appliances may be negligible, but if the teacher in charge has the divine spark that will kindle in the soul of his pupils the flame of desire to know and to be, that school is a good school. Mark Hopkins on one end of a log and a student on the other will never fail to constitute a college.

In all the ages since schools began the supreme value which attaches to the personality and skill of the teacher has been recognized, and in this scientific age when we are possessed of the spirit to evaluate and distribute merit, many have attempted to state numerically the relative value of the teacher in the scheme of the school. Buildings, apparatus, and a teacher are the instruments used in the education of children. If the total effect of these three instrumentalities be rated at 100 per cent, what proportion of the total should be assigned to the teacher? Opinions will vary, but no discerning person will venture to rate the contribution of the teacher lower than 80 per cent of the total, and many will place it as high as 85 per cent.

Whenever I am conducted by a self-congratulatory superintendent or a satisfied and complacent patron through a new modern school plant, with its attractive architecture, its well-lighted and supposedly well-ventilated rooms, its marble-trimmed corridors, its library and laboratories, its manual training and home economics equipment, including a neat, artistically furnished five-room flat, its dental clinic, its emergency hospital, and listen to the detailed recital of its architecture and its cost, I respond with "Very good," "Fine," but I reflect that all this is only 15 per cent of the school to the children who may come there. These bricks and mortar, these books and this apparatus, must be vitalized and given a soul by the brain and heart and skill and devotion of the teacher. Better a log with Mark Hopkins than a palace with an intellectual and spiritual clod.

Normal Schools Must Maintain Lofty Ideals

The normal schools whose birth in this nation we have met here to commemorate had their origin and have their excuse for existence in the exalted place which the teacher holds in the educational scheme. Of all institutions of learning they should have the most lofty ideal of what a teacher should be. The battles they have fought for a hundred years and the victories they have won would be in vain if they should fail to set up theoretically and practically a high and progressively higher standard for the teaching profession. Let us then inquire what are the underlying qualities which constitute a good teacher. The first and most fundamental of a teacher's qualities. which make possible all others and give virtue and effectiveness to all knowledge and skill, are inborn capacities which schools can not create but can only augment and refine and give precision and direction. These capacities are two impelling loves—the love of knowledge and the love of childhood and youth. Lacking either of these capacities, a person never can be a teacher; possessing both, he may become a great teacher.

Mild Affection Often Mistaken for Love

It is difficult to conceive of a person having no love of learning or no love of childhood and youth ever desiring to become a teacher, but poor teachers come from that too large class that has no strength of passion for either learning or childhood, or a passion for one and not for the other. They have a mild affection which they mistake for love. It is a temperature rather than a fever. They dislike books and study less than they dislike other occupations, and mistake the lesser dislike for a positive yearning for knowledge. Or they may have a sentiment or even a passion for children, but no intellectual eagerness. Such misfits are found not only in the public schools but on college faculties, yes, sometimes on teacher-college faculties.

Intellectual Capacity is not Mental Eagerness

The love of knowledge, the Ulyssean yearning—

"To follow knowledge like a sinking star
Beyond the utmost bound of human thought,"

has a twofold value in the teacher. In the first place it will keep him intellectually alert and alive through his years of service, even though they may be many. Some men with intellectual capacities are not blessed with mental eagerness. They make a good record in college under the stimulation of teacher and classroom competition, but like the seed sown on stony ground, they have no root in themselves, and when the urge of stimulation of the classroom is withdrawn, they settle down to a life of intellectual laziness and spend their days toying with only the petty things of life. I have known more than one man who held the dignified title of Ph. D. who never did a creditable piece of intellectual work after his day of graduation. He had no hunger and thirst for knowledge. He seemed to say to his soul: "Thou hast much goods laid up for many days. Eat, drink and be merry." Such teachers become the old fogies of the college faculties, peddling out musty and moth-eaten things. They are the jokes of the campus. Most college faculties have at least one such as a horrible example.

Pupils Feel Impress of Teacher's Spirit

The second great love which is found in every true teacher is the love of childhood and youth. I have seen the gardener linger lovingly over the plants that he was nursing from seed to fruitage; I have seen the farmer lean over the farm yard gate and admire the young stock, not simply because of their promise of financial return but because of their beauty, their symmetry,and because they were the result of his own selective care; and I have seen the teacher go to his contact with growing youth with all the eagerness that the master artist would go to his easel and brush. These children, these young men and women, are to feel the impress of his spirit, they are to show the skill of his workmanship, and to a degree they are to embody his ideals. He loves learning, not simply because of itself, but because of the relation it bears to the development of the bodies and minds and souls of youth. Just as a teacher lacking the love of learning degenerates into the old fogy, so the one lacking the love of youth degenerates into the scold and the crank. He is the teacher with the acid tongue.

He is a slave driver instead of a spiritual leader.

Sad it is that most college faculties have a prize specimen of this breed. There never was nor ever can be a great teacher who lacks these loves. Into these two great passions, the love of learning and the love of youth, strike the roots of every desirable quality in the teacher—sympathy, tact, patience, fidelity, courtesy. All things that inspire and sustain take nourishment from these fundamentals of the true teacher.

Normal Schools Are now Higher Institutions

A teacher in a normal school should not only have a love of learning, but he must actually possess scholarship of a high degree. The normal schools are higher institutions of learning, and for that reason their faculties must be composed of men and women who embody in themselves the result of extended academic study in preparation for their calling. Historically, the normal school had a humble beginning. Its business was to prepare teachers for the elementary schools. A knowledge of the subjects taught in the common school and methods of teaching them, and skill in leading pupils to acquire this knowledge were the fundamental requisites of the normal school teacher in the olden days. The normal school was nothing but a glorified high school. It was not even that. Its curriculum was less extended than the curriculum of a good high school of the present day. But this is history. To-day the normal school is recognized as a college. At least two and in most instances four years of higher instruction are offered, and the standards of fifty, twenty-five or even fifteen years ago will not meet the situation today.

Standards of Liberal Arts Colleges Apply

The minimum standard in academic training in liberal arts colleges is at least a year of graduate study, and every college faculty that wishes to command respect has on its staff a fair percentage of teachers who hold the degree of doctor of philosophy. This standard should obtain in all teachers colleges. The minimum requirement for a permanent position on a teachers college faculty should be the equivalent of a year of graduate study and it should be the distinct purpose of every teachers college to have a fair representation of teachers who have completed the work for the doctor's degree.

Now, I am aware that there are those who are inclined to belittle academic training and to stick up their Pecksniffian noses at Ph. D's. Fortunately that spirit is less apparent to-day than it was formerly. That there are men who hold advanced degrees who are perfectly useless in the classroom is a matter of common knowledge; it is also true that many teachers having only the bachelor's degree and many holding no degree are poor teachers. To inveigh against degrees and to hold that their possession is prima facie evidence of low teaching ability is superlative nonsense. That a man or woman with the other qualities of the teacher, together with extended academic training, is superior to one who lacks that breadth of scholarship can not be challenged.

Faculty Must Be Scholarly to Command Respect

There are several pressing reasons why teachers colleges should place great emphasis on the academic qualifications of their faculties. In the first place a scholarly faculty will command the respect of school superintendents, high-school principals, and the public in general, and it is obvious that the teachers' college must look to these sources for assistance in securing students. High-school teachers come mostly from universities and liberal arts colleges. They are naturally prejudiced against the normal schools and look upon them as academically inferior to the institutions in which they were educated. Plain common sense would suggest that the normal schools in self-defense should build up teaching staffs which will command the respect of the most critical and biased.

The relation of the normal schools to the graduate schools of the universities to which their graduates go demands that normal schools maintain high academic standards. The university is centuries old. Tradition is on its side. The normal school is young, unformed, an interloper. It is a youth challenging its elders. It must have a wise respect for tradition; it must submit evidence; it is not its prerogative to demand. The thing above all else that it may do to command respect of the universities is the strengthening of its faculty and courses of study. It is a matter for great congratulation that there is a growing spirit of understanding and appreciation and cooperation between universities and normal schools, and this augurs well for public education.

Only Scholarly Teachers Properly Influence Students

Nor must we forget in emphasizing scholarship on the part of the faculty the influence which scholarly teachers have upon students. I have no doubt every one of us recalls the feeling of respect and admiration that we had for the noted scholars on the faculties of the institutions in which we were students. We recognized that they were the ones that gave the institution distinction, and if we were fortunate enough to get in their classes we felt the inspiring effect of their learning. I heard a student remark of one of her teachers, "He is one of the half dozen great geographers of America." I have observed that students who go on and do extensive graduate work are generally those who have majored in a department conspicuous for scholarship. There is not much driving power in mediocrity.

Graduate Study Should Be Required

Not all the enemies of the teachers' college are outside; some of them fill executive positions within. A president of a teachers' college recently asked me if I could suggest some one for a position on his faculty, and he added, "He need not necessarily have done graduate study." Now, why in the name of all the excellencies did he add that remark? Why should he not have said, "Graduate study is a prerequisite." That is what he should have said. The normal-school president who sets low standards for his teaching faculty is the enemy not only of his own institution but of all teachers' colleges in general. The time is now when teachers' colleges and normal schools should feature scholarship in building up their teaching staff.

Supply of Good Model Teachers is Low

In addition to academic scholarship the teacher in the teachers college should have professional scholarship. In the first place he should be acquainted with the general field of education, from its historic point of view and from the current situation. He should be able to see the business of education as a whole lest he be lost in his own particular field. And of course he must be especially trained in the psychology and pedagogy of his own subject, not only in its relation to adults but in its relation to the elementary and secondary schools into which his students go. Some would like to have me go farther and say that he should have skill not only in teaching adults but in teaching children as well, and personally I wish I dare make such a demand, but experience has proved to me that it is wholly impracticable. We are annually searching heaven and earth for high-grade model and critic teachers, and we find the supply altogether too short, although there are thousands of teachers working in the elementary schools from whose ranks critic teachers may be recruited. It is utterly unreasonable, then, to expect heads of departments and professors to have the technique required by the elementary teacher. Of course the closest relation should exist between the academic and professional classrooms and the training school, but a little shiver runs up and down my spine when one of the teachers in our departments proposes to teach a class in our training school for demonstration. I have seen one or two

teachers who could hit the thing off with some degree of success, but most of them remind me of a big-hearted elephant, who, wandering through a meadow one day, saw a nest of newly fledged meadow larks for the present without a mother's care. And, said the kind-hearted beast, "How shocking; I will mother them," and she sat down upon them. Poor birdies! Poor kiddies!

I could also wish that the teacher on the normal school faculty could have a course in cooperation and coordination of college work. One difficulty with specialists, such as the teachers college seeks, is their supreme faith in the value of the work which their own department furnishes. Every president who attempts to build up strong departments is troubled more or less by the difficulty of coordinating them. Nevertheless, no president with any courage will select mediocrity for his faculty for fear of acquiring independent units that it would be difficult to organize into an effective whole.

Finally, it is of very great importance that the professor in a teachers college should have had public school experience. It is the public school that the teachers colleges are serving, and no man can function as he should who does not know the public school problem. This service need not be long, but it should be long enough to acquaint him with the problems and processes of public school organization and teaching.

A hundred years of history have been written by the normal schools of the United States. During that period a considerable number of them have risen from schools of less than secondary rank to senior colleges of recognized standing. The future is great with opportunities for development and of service, and in this development and service the responsibility will rest with the men who stand as executive heads of these institutions and the teachers whom they shall call to their staffs.

Will Supply Information on Teaching the Constitution

Definite courses of instruction in the Constitution of the United States are now required by law in 26 States. Georgia was the last State to enact such a law. It is expected that nine other States will take like action within the coming year. The National Security League is active in promoting this legislation, and its committee on constitutional instruction is prepared to answer any questions that teachers may ask upon the subject. Correspondence may be addressed to Etta V. Leighton, civic secretary, 17 East Forty-ninth Street, New York City.

Some British Impressions of American Universities

Summer Sessions with Interchange of Professors and Lecturers. Eagerness for University Education

By F. S. BOAS
Divisional Inspector London County Council

I HAVE had the opportunity of seeing, more or less intimately, six of the leading American universities of different types in the Eastern States and in the Middle West. Among the points that struck me were: (1) The munificence of the American millionaire, especially if he is an alumnus, to the university. I have already mentioned Harvard and Yale in this connection. The University of Chicago is largely a foundation of Mr. John D. Rockefeller. And it is especially noticeable that State supported universities, like Wisconsin and Michigan, also receive splended contributions from private sources. (2) The facilities, especially during the summer, for the interchange of university professors and lecturers, and for the attendance of students from all parts of the United States. The resources of the whole university system of America are thus in a measure pooled, with benefit both to the teachers and the taught. (3) The ample provision both of general and specialist libraries and of reading rooms. America has realized more fully than we have yet done that libraries are as an organic part of university "arts" work as laboratories are of the science side. (4) The widespread eagerness for university education among women as well as men. It appears to be customary not only for future teachers but for society girls to go to college, and it is significant how often the announcements of fashionable marriages mention that the bride is a graduate of Bryn Mawr, Wellesley, or Vassar. (5) The close interrelation between American and Canadian universities owing to railway and steamship facilities. Here the British Empire and the Republic of the United States are brought into an intimate contact which must have important influences on both sides.

International Conferences of Great Value

There was a unanimous opinion as to the importance of such international Conferences as the Anglo-American Conference of Professors of English, and interchange of professors and other teachers between the Empire and the United States. As Professor Nettleton of Yale said in his address at Columbia on "Universities and the International Mind":

"I am confident that there is one league at least to which the scholars here assembled would give common allegiance and that is an intellectual league of nations binding scholars alike devoted to the quest of truth. No nation, no university in these days lives unto itself alone. Toward such larger fellowship, toward such deeper mutual understanding and goodwill this Conference of British and Canadian and American scholars directly contributes."

Extract from report of visit to America, presented to London County Council.

To Stabilize Our Minds and Our Spirits

"National Garden Week," April 20–26, is promoted by the General Federation of Women's Clubs. The purposes of the movement are thus stated by Mrs. Thomas G. Winter, president of the federation:

"Perhaps nothing could help to stabilize our minds and spirits in this very tumultuous time so much as a profound and intimate realization of the steadiness of the universe in which we live—its law, its orderliness, its magnificent long purposes, and occurrences. The Garden Movement means a great deal more than getting a little plot of land where the child or the grown-up can raise a few sweet peas or radishes. It means that contact with the vitality and reliability and serenity of nature, of purposes and fulfillment, of human life as related to forces infinitely greater than itself. That's the reason we club women are backing Garden Week. We believe in the kind of activity that links itself with ordered purpose—that sees the day as a part of eternity."

Latin Americans Will Inspect Highway Construction

An intensive field study of American highways and highway transport will be made during the coming summer by representatives of 20 Latin-American countries. The party will be the guests of the Highway Education Board, of which Jno. J. Tigert, United States Commissioner of Education, is chairman. It is proposed to conduct the visitors on a tour of about three weeks through several of the States which have been most active in highway construction.

All girls who enter the high school of Oswego, N. Y., are required to take a course of 10 weeks in home nursing. The superintendent of the Oswego Hospital is the instructor.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BEARD, HARRIET E. Safety first for school and home. New York, The Macmillan company, 1924. viii, 223 p. 12°.

This manual aims to present the principles that underlie the prevention of accidents in our streets and homes, also to offer some practical suggestions for remedying conditions that cause accidental injuries and deaths and for the systematic instruction and training of children during the years when their habits are being formed.

CALDWELL, OTIS W., *and* COURTIS, STUART A. Then and now in education, 1845: 1923. A message of encouragement from the past to the present. Yonkers-on-Hudson, N Y., World book company, 1924. ix, 400 p. illus., plans, facsims., tables, diagrs. 8°.

The material here given makes possible a comparison in efficiency between the public schools as they were 75 years ago and as they are at present. In 1845 what was probably the first survey on a scientific basis of an American school system was made of the Boston public schools by subjecting the pupils to uniform written examinations, which were scored and the tabulated results published in detail. These results showed marked deficiencies in the work of the pupils, and as a consequence reforms in school procedure were recommended which have subsequently all been adopted. The questions used in the Boston tests of 1845 were recently adjusted to modern conditions and the revised tests applied to representative school systems in various parts of the United States. The outstanding conclusions from the repetition of the tests are these; (1) Present-day children tend to make lower scores on the pure memory and abstract skill questions and higher scores on the thought or meaningful questions; (2) the changes which have taken place are general throughout the country; and (3) the efficiency of present instruction, even at its best, although higher than in 1845, is still far from satisfactory. The volume is equipped with an extensive appendix containing full documentary and illustrative material.

COMMITTEE ON THE WAR AND THE RELIGIOUS OUTLOOK. The teaching work of the church. New York, Association press, 1923. ix, 309 p. 8°.

The final volume in a series of five reports issued by the Committee on the war and the religious outlook, an interdenominational group appointed in 1918, by the joint action of the Federal council of the churches of Christ in America and the General war time commission of the churches, "to consider the state of religion as revealed or affected by the war, with special reference to the duty and opportunity of the churches."

This report discusses why the church must be a teacher, how the church should teach, and how organize its teaching, and training by the church for Christian leadership.

MATEER, FLORENCE. The unstable child; an interpretation of psychopathy as a source of unbalanced behavior in abnormal and troublesome children. New York, D. Appleton and company [1924] xii, 471 p. tables, diagrs. 12°.

The thesis of this volume is that wrong mental function, or psychopathy, explains why a child acts erractically when heredity, environment, physical condition, and education give no clue to his behavior. Mental quality in a child may be deficient while his quantity of intelligence is normal or above. The author discusses the characteristics of psychopath giving concrete examples, and shows what treatment is best adapted to redeem the children who are thus afflicted.

MELVIN, A. GORDON. The professional training of teachers for the Canadian public schools as typified by Ontario. Baltimore, Warwick & York, inc., 1923. 212 p. tables. 12°.

Since with the exception of Quebec and of Prince Edward Island, the systems of teacher training in the different Canadian provinces are, on the whole, similar, this account which takes Ontario as a norm is fairly representative for the whole Dominion. The book gives a history of teacher training in Ontario and discusses the government, personnel and curriculum of Ontario normal schools, also their contribution to the general problem of teacher training.

MCCRACKEN, THOMAS COOKE, *and* LAMB, HELEN ETTA. Occupational information in the elementary school. Boston, New York [etc.] Houghton Mifflin company [1923]. xiv, 250 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

Up to very recently, nearly all efforts in occupational instruction and vocational guidance were confined to pupils of secondary school age. The authors believe that vocational guidance should be begun in the kindergarten, and continued through the elementary and higher schools, and have prepared their volume to meet this need. Realizing that large numbers of our pupils leave school at about the sixth grade, they undertake to show what teachers of vocations may accomplish in the schools up to this point. A part of the book is devoted to sorting, selecting, classifying, and describing where to find and how to get the needed material for the occupational information instruction, projects for which have been previously outlined.

NEWCOMER, MABEL. Financial statistics of public education in the United States, 1910–1920. A report reviewed and presented by the Educational finance inquiry commission under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. vii, 188 p. tables, diagrs. 8°. (The Educational finance inquiry, vol. VI)

A general demand has been noted from various classes of inquirers, especially from educators, for authoritative information on the cost of public education, so presented as to permit comparisons between the states. To meet such need this study presents data on (1) the cost of education compared with the total cost of government; (2) the cost of education distributed among schools of different levels; (3) educational expenditures analyzed into capital outlay, interest, and current expenses; (4) sources of school revenue: and (5) the school debt. On each item the facts are given for the country as a whole, and for each state individually. In addition, easy and accurate comparisons between the states are insured by various devices.

PENNELL, MARY E., *and* CUSACK, ALICE M. How to teach reading. Boston, New York [etc.] Houghton Mifflin company [1923] viii, 298 p. 12°.

Both the classroom teacher and the individual interested in increasing his reading power may find in this book practical suggestions for the development of both silent and oral reading habits. The methods here recommended are based on the scientific findings of modern psychology.

SMITH, EUGENE RANDOLPH. Education moves ahead; a survey of progressive methods. Boston, The Atlantic monthly press [1924] xiii, 145 p. front., plates. 12°.

The author of this book is president of the Progressive education association, and has had much experience in applying the educational methods which this organization advocates. Charles W. Eliot, president emeritus of Harvard university, contributes an introduction to the volume, which aims to increase the cooperation of parents, schools, and the public in the physical and moral education of the children.

SWIFT, FLETCHER HARPER, GRAVES, RICHARD A., *and* TIEGS, ERNEST WALTER. Studies in public school finance. The East: Massachusetts, New York, New Jersey. Minneapolis, University of Minnesota, 1923. xi, 240 p. tables (partly fold.) diagrs. 8°. (Research publications of the University of Minnesota. Education series, No. 2)

This monograph is one of a series of studies of systems of school support in a number of individual states. These studies are designed to supply complete and detailed knowledge on the basis of which scientific principles of school finance may be formulated and then applied to accomplish much-needed reforms in methods of school administration. The three states included in the present volume offer many interesting and suggestive contrasts and similarities. They are similar in location, in number and character of their population, in industrial development, and in the educational status of their people. The children residing within these three states constituted nearly one-seventh of the total number of children attending school in the United States in 1920, and the aggregate expenditure of these three states in the same year was nearly one-sixth of the total amount of money expended on public schools in the United States. Over against these similarities are marked contrasts in the school organization of these states.

YERKES, ROBERT M., *and* FOSTER, JOSEPHINE CURTIS. A point scale for measuring mental ability, 1923 revision. Baltimore, Warwick & York., inc., 1923. vii, 219 p. plates, tables, diagrs. 8°.

In this new edition the introductory chapters of the first edition are omitted in order to make room for new material. The pre-adolescent scale is presented essentially as at first, with slight modifications and the addition of many illustrative responses. The most important feature of the new edition is the summary reports of results and the new and revised forms or standards of comparison which it is now possible to offer. The two supplementary scales—adult and infant—are also fully described.

Summer Camp for Chicago Boys

Camp Roosevelt Maintained under Auspices of City Board of Education. Military Discipline, Study, and Play

By. F. L. BEALS
Supervisor Physical Education, Chicago Public High Schools

THE American lad wants romance. One of the best ways of getting it, to his notion, especially during the summer months, is to lead the life of the gypsy, close to the heart of mother nature, where the swift running stream and the heavy underbrush promise excitement and perhaps danger. The fact that living out beneath the skies is healthy and beneficial in every way does not enter the thought of Young America, but that fact is impressed on the mind of his parent.

Because of this natural desire, the summer camp has sprung into existence and now occupies a prominent place not only in the lives of boys but of grown-ups who have caught the sport of the thing, and such large numbers are now camping out that they no longer hesitate to acknowledge their keen delight in this primitive form of diversion.

Yet camping methods must be learned, just as anything else. It is not sufficient to motor or bicycle or hike across country until a beautiful spot is found, and then to pitch a tent there. The matter of securing pure drinking water must first be taken into consideration, for impure drinking water thoughtlessly consumed has been the cause of many fatalities to campers. Drainage and proper waste disposal and many other important factors enter into the choosing of the proper camp site.

For a group of boys banding together and going out on a camping expedition, other hazards enter, among the most important being proper supervision of such a group. A great many boys seem to think that a summer camp means that they will play all day, sit up all night, eat impossible things, try to do things beyond their strength, and go home all tired out.

The best way for boys to enjoy to the fullest extent the camping idea is to join one of the well-organized camps whose directors look carefully into all of the important necessary details, leaving the boys free to enjoy themselves while at the same time they are carefully safeguarded. Camp Roosevelt is such a camp. With an experience of five successful years behind it, during which more than 5,000 boys have become Camp Roosevelt boys, this camp has established itself as a boy-builder.

Well-Ordered Programs for Every Day

With the basis of military training and equipment of army tents and accessories, Roosevelt has in it the fiber that makes for days and weeks full of fun of the right kind, and it means well-handled and well-fed boys for periods of from two to seven weeks. Roosevelt boys find well-ordered programs for work or play which occupy them from morning until night in a worth-while way. A summer high and elementary school occupies the mornings

Dinner Call at Camp Roosevelt.

of the boys, and there are out-of-door training, games of every kind, swimming, drills, hikes, and extended field work. A boy learns to appreciate obedience, because he learns why it is necessary, and why courtesy and good comradeship go hand in hand.

Camp Roosevelt is an activity of the Chicago public-school system, and is aided by the War Department, Red Cross, Young Men's Christian Association, and other national organizations, and by public-spirited business and professional men who are in sympathy with the Camp Roosevelt plan for developing boys. Because of this support, the fee which boys are required to pay is nominal, thus enabling many boys to attend who otherwise would be unable to receive the benefits of the courses of training. The camp is located near Laporte, Ind.

American Equipment is an Example and Inspiration

Chilean Educator After Visiting United States is Conscious of Deficiencies in Facilities of National Pedagogical Institute

By MAXIMILIANO SALAS MARCHAN
Vice President Chilean National Educational Association

THE Pedagogical Institute demands a home in accord with the function it discharges, which will permit and facilitate its progress—not a luxurious palace, but an attractive building, comfortable and spacious, where it may care for and improve the health of its students; where the medical staff can exhibit as its best implements, the gymnasium, the swimming pool, and the playing field.

In this matter we should obtain inspiration from the example of the colleges and universities of the United States. How well the North American educators have appreciated the pentrating influence of the school building and its location, on the minds of the students! Without magnificence, incompatible with our poverty, why should not the Pedagogical Institute live, as does the North American school, in a homelike building with its pictures, flowering windows, rest rooms, and rooms for consultation? Why not assist in the establishment of closer relations between professors and students, accentuating more the friendly direction or collaboration by the addition of private rooms for the professors wherein they can receive the students in consultation? Why should there not be a library which would be a place of refuge, inviting to study and meditation, free from the noise of passing? Why not favor the expansive and social sentiments of youth, directing them toward the organization of sports, and unions for cooperation and study clubs, with comfortable rooms in which to hold their meetings? And, finally, with its hall of honor, where the students meet daily, why should there not be a tendency toward high spiritual unity, with ceremonies of a social, artistic, and scientific character?

All this is possible and it is all lacking.—*Revista de Educacion National, Santiago de Chile.*

Evening Study in any Subject Desired

Buffalo, N. Y., Adults May Have Efficient Instruction for the Asking. Home Making, Citizenship, and Business Subjects Popular

ADULT education classes in Buffalo (N. Y.) have registered 104,000 pupils during the past 6 years, an average of more than 17,000 a year. Figures from the annual report for 1923, recently issued, indicate that in the course of that year 1 out of every 15 persons in Buffalo over 16 years of age undertook a program of self-improvement made possible by the adult classes.

The Buffalo Department of Education names two causes for the large adult enrollment—"advertising" and "satisfied customers." For a week or more before the school term begins, advertisements indicating the opportunities offered in the extension schools are inserted in the daily and foreign language papers; colored posters are distributed throughout the city, especially in the office and factory districts; children in day schools take home printed announcements of the courses; moving picture houses display slides announcing the opportunities offered; and pupils recorded in active attendance the previous year receive personal invitations to return, mailed a few days before the term opens.

Military Formation at Camp Roosevelt.

"Satisfied customers" in the extension courses are due to the Buffalo policy of maintaining classes whenever and wherever sufficiently large groups of adults will meet for instruction. Fifteen people may constitute a sufficiently large group. The aim is to offer any subject which can contribute to the growth of individual ability and talent. To this end advisory committees elected by the students keep in constant touch with the teachers, fostering the splendid spirit of cooperation which is manifested in the subject matter of the courses, in the units of study, and in the location and hour of the classes. The location is always that best suited to the convenience of the pupils, be it school, home, shop, factory, hospital, hotel, mission, or neighborhood house.

However experienced in other lines, teachers are not employed for the department of adult education until they have had special training for work with immigrants. About 50 per cent of the teachers are recruited from the day-school force. The others are chosen from any source that can furnish persons fitted by preparation, experience, and personality. The claim is made that "Technical instruction given is equal to that offered in institutions of technology. The instructors are teachers *plus*. They are trained technicians, men of practical experience in the field, who have actually met and solved the problems which the pupils have met or will have to meet."

Needs of Students Recognized in Courses

Courses organized in accordance with the present demands of students are as follows: Home making; immigrant education; commercial and business subjects including stenography, typing, bookkeeping, investments, journalism, and realty; academic courses; physical education; technical, vocational, and trade improvement studies; and citizenship.

Many of the home-making courses are conducted in the afternoons at a time and place convenient to housekeepers. As social neighborhood units, these classes exert a large Americanizing influence. Work done in them comprises designing, making, remodeling or cutting down of clothing, and every phase of buying, preparing, and serving food.

In keeping with the policy of making education easy to get, stenography, typing, and book-keeping courses are organized in elementary school buildings to serve the convenience of those who can not attend classes in the high schools.

The most recent business courses to be added by request are those in investments, journalism, and realty. The class in journalism composes, edits, arranges, and prints the student organ "The Night Hutchinson." The realty course comprehends the ethics and legal requirements relating to every type of real estate transaction, as well as the details of making contracts and searches, drawing up deeds, mortgages, etc. Eighty students are in attendance.

Every week 2,833 night school students are using swimming pools and gymnasiums for recreation and health building. All classes are instructed by trained teachers. Every gymnasium and swimming pool is in use.

According to a recent canvas more than 4,000 students in the adult education classes received advance in wages as a direct result of their extension work. Many students finding that experience is a hard, expensive, and sometimes a poor teacher, study to advance themselves in the vocation in which they are employed; other students seek to provide themselves with another vocational resource to insure against change in trade conditions. Immigrant education classes, with an enrollment next in size to the home-making classes, each year teach 4,000 to 6,000 immigrants to read, write, or speak the English language. Graduates from the citizenship school are admitted to citizenship without further examination of their educational qualifications.

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The British Imperial College of Science and Technology, whose teaching staff is said to "embrace the finest scientific intellects of the day," will give two post-graduate scholarships of £300 each for students from the universities of each of the Dominions of Canada, Australia, New Zealand, South Africa, and India. The selection of the students will be made in the manner chosen by the Premiers of the respective Dominions. The funds for the scholarships came from "private friends."

♔

Scientific salesmanship as applied to life insurance is taught by Columbia University in one of its extension courses. Actual practice in selling insurance is required of the students, as well as study of the most approved methods of modern salesmanship.

Maryland's Bureau of Child Hygiene

Effective Work for Expectant Mothers, Infants, and Preschool Children. People Reached in Every Available Way

MORE THAN HALF of the children beginning their first year's schooling in Maryland are handicapped by some condition due to impairment of vision, tonsil and adenoid growths, rickets, dental decay, or other defects, from which they ought to have been freed years before, according to a recent bulletin issued by the bureau of child hygiene of the Maryland Department of Health.

The preschool child who has passed infancy has been neglected. Few children die during this period, as compared with the appalling loss of infants who die before reaching the age of 12 months; but between the ages of 2 and 7 many serious physical defects develop and health habits, which may persist through life and have an important bearing upon a child's success of failure, are formed.

Taking the stand that when the people of Maryland know how much more can be done to lay the foundation for healthy manhood and womanhood in young children they will see to it that proper measures are put into practice, the State bureau of child hygiene uses every opportunity to give publicity to better maternity and to better child-health care. A series of simple talks for mothers about themselves and their children, published in a metropolitan daily and reprinted, in many county papers, brought a gratifying response. County fairs attract a large and representative attendance and enable the bureau to establish another contact with the rural child not readily reached by ordinary methods. An effective object lesson is a "health mobile," showing by means of a child-health exhibit the value of physical examination of children. An opportunity is given for the careful examination of young children, the mothers are advised as to defects discovered, and their children are referred to the family physicians for further treatment.

To keep mothers and children well and to detect incipient illness and defects not previously brought to the attention of doctors, the bureau is helping various counties organize permanent conferences for mothers and children. Expectant mothers, infants, and preschool children are the three groups for which special provision is made. The last-named group is eagerly sought out. Advice is given the parents on the proper food, hours of sleep, exercise, care of the teeth, and other matters. Children and mothers are sent to their own physicians if it is found necessary.

New Kindergarten Journal Soon to Appear

A new educational journal will make its appearance in September, 1924, sponsored by the International Kindergarten Union. This journal will be devoted to the needs of childhood education and will contain articles upon various phases of preschool education as well as upon the problems of the kindergarten and primary grades.

The editor in chief will be Miss May Murray who has been editor of the "Kindergarten—First Grade" for a number of years. Miss Murray will be assisted by a committee of leading kindergarten and primary teachers. A section will be devoted to practical suggestions for class room work, which will be fully illustrated. Among the other materials which it will contain will be found the records of activities and procedings of the International Kindergarten Union.—*Mary G. Waite.*

Teeth of Alaskan Natives Receive Attention

In its work in Alaska the Bureau of Education has hitherto been unable to give systematic attention to the dental needs of the natives. By means of its ship *Boxer*, the bureau is now affording such relief. That vessel is now cruising in southeastern Alaska, and among the passengers is a dentist (employed by the bureau) whose services are greatly in demand.

PRINCIPAL ARTICLES IN THIS NUMBER

Higher Standards for Oregon Institutions

Date of Going into Effect Postponed until 1926-27. New Standards Substantially Those of American Council of Education

NEW STANDARDS prescribed by the United States Bureau of Education for the higher institutions of Oregon will go into effect in 1926. The date was postponed at the unanimous request of the State superintendent of public instruction and representatives of the colleges and universities of the State. The standards now in operation were established more than ten years ago, being essentially those adopted by the Conference of Chief State School Officers of the North Central and West Central States at Salt Lake City in 1910. The new standards are with certain modifications identical with those adopted by the committee on standards of the American Council on Education about two years ago.

Oregon is the only State in the Union in which the Bureau of Education is authorized by law to accredit colleges and universities. The Oregon law of 1911 provides that "A standard college, university, or normal school is one that shall be standardized by the United States Bureau of Education." Inspections of the Oregon colleges for this purpose have been conducted by Dr. K. C. Babcock and Dr. S. P. Capen, former specialists in higher education at the bureau, and by Dr. George F. Zook, who now holds this position.

The following institutions at present constitute the list of standard institutions in that State: University of Oregon, Oregon Agricultural College, Reed College, Willamette University, Pacific University, and Linfield College.

Stimulates Establishment of Libraries in Rural Schools

Every school except five in Robertson County, Tenn., has a library. This is partly the result of a contest among the counties of Tennessee in which the State department of education and the State library depository jointly offered a teachers' library to the county having the largest number of school libraries. Robertson County made the best record and won the prize. The teachers' library, which contains many of the latest books on education, has been placed in the office of the county superintendent. In the course of the contest the various schools held entertainments and used the money to buy books.

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SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION
Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. IX WASHINGTON, D. C., APRIL, 1924 No. 8

Next Forward Steps in Education

At Least One-Fourth the Children in Rural Schools Improperly Housed and Poorly Taught. A Year or Two Behind City Children of Same Ages. Hindered by Narrow Objectives. Larger Unit of Organization Required

By FRANK PIERREPONT GRAVES
State Commissioner of Education for New York

ABOUT one-fourth of the total rural-school enrollment and 45 per cent of the rural teaching corps are housed in one-room schools of the crudest sort. There are upwards of two hundred thousand of these one-room buildings in the United States, and a fairly large percentage of them were constructed at least 40 years ago, despite the fact that school architecture and equipment have been advancing by leaps and bounds during that time. Four-fifths of them have no provision for heating and ventilation, except the old unjacketed stove and the rickety windows, respectively, and nine-tenths of the buildings are not properly lighted. In at least 90 per cent the seating is poor and unadjustable, and often where the seats could be arranged to suit the pupil this has never been given consideration. Where in the cities some four-fifths of the teachers have had at least the minimum amount of standard training—that is, two years beyond the high school—in the country less than one-twentieth have so qualified; and the turnover in rural teachers each year is just about 50 per cent. In general, the country districts can rarely secure any except the youngest, most immature, and least experienced young women for their schools. The better class of teachers, attracted by improved living conditions, assured tenure, larger salaries, professional companionship, and opportunities for growth and promotion, are largely drained off into the cities. As a natural result, scholastic progress in the rural schools is greatly handicapped, and, on the average, children of the same age are at least a year or two behind those in the cities. Moreover, in innumerable instances it is all but impossible for the farm children, however bright, to secure a high-school training, for there is nothing of the sort anywhere in their neighborhood and no facilities are available for board or transportation.

> EDUCATION proposes to confer on man the highest improvement of which his body, his mind, and his soul are capable, with a view to secure his well-being, to fit him for society, and to prepare him for a better world. Hence, general education is divided into three branches — physical, intellectual, and moral, the last including religious training. The first aims at health, strength, and beauty; the second at mental power and the acquisition of knowledge; and the third at piety, justice, goodness, and wisdom.—*C. Marcel.*

Portion of an address before the Department of Superintendence, National Education Association, Chicago, February 26, 1924.

(*Continued on page 182.*)

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Clinical Teachers and the Curriculum

Fashions Come and Go in Teaching as in Other Things. Too Little Personal Contact in Present Day Methods. Danger of Losing Touch with Art of Medical Practice in the Pursuit of Medical Science

By HARVEY CUSHING, M. D.
Professor of Surgery, Medical School of Harvard University

THERE ARE FASHIONS in teaching, like fashions in other things, and one must conform or be regarded as out of date, even though, after all, we may reach our destination whether we ride side-saddle or ride astride. Just now, for example, in our medical schools the "didactic lecture" is taboo—as much out of style as the crinoline or the bustle, admirably adapted as they were to conceal the defects of certain figures. The cut of our garments for the most part is determined for us by some unknown authorities in London or Paris for dire purposes of their own. We may cling to our old underwear, but outwardly we must adopt the particular design and frills others have thought becoming, or be smiled at. So it is with the fashions of teaching, and who first put the taboo on lecturing was probably some one in authority incapable of holding the attention of a group of students by this method. I am glad of this for I, too, am similarly defective, but feel, nevertheless, if we wait long enough that the didactic lecture, perhaps under another name, will return some day to popular favor as inevitably as the short skirt.

The trouble is that individuality is now submerged; our teaching, like our dress, must—to use a greatly abused word—be standardized, as though our schools were factories. There is much that a present-day medical student might envy in the opportunities offered to a young man of a century ago, apprenticed to such a person, let us say, as Nathan Smith, with the chance to get at the outset an intimate knowledge of people and of people's maladies; to discuss the problems of the sickroom with the master while driving him in his gig as he went on his distant house-to-house rounds; to have his collateral reading directed; and subsequently to take a short course somewhere in the so-called fundamentals and get his degree. In our present-day schools, not only is this process reversed, but the

Read before the Annual Congress on Medical Education, Medical Licensure, Public Health and Hospitals, Chicago, March 3, 1924. Reprinted by permission from Journal of American Medical Association.

Nathan Smiths, if there are any, scarcely know even the names of their many pupils, whom perforce they meet in a classroom so crowded that the elbow-to-elbow method of teaching and learning is no longer possible.

Thus it is that the personal influence of the teacher has largely become swamped, and we try vainly to atone for this by juggling with the curriculum, forgetful that no two instructors in any two schools can possibly reach students with precisely the same methods; and that no two students get their inspiration, such as it is, in the same way out of their particular school or its individual instructors.

Research Required, as Well as Instruction

Then, too, there is another difficulty. Those unknown people who set the fashions and who determine the proper number of pupils that are to be taught, and the distribution of their hours, and the way they should be instructed and how they should be examined and graded, expect something else than instruction; some of them, indeed, wield a big stick labeled "Research," which strikes terror to the rabbit heart of many a hard-driven and underpaid teacher, not all of whom can dare say, as Roland the physicist said when asked what he did with his undergraduate students: "I neglect them."

It is a good thing to strive for an ideal, but futile to seek the impossible. Recently a surgical-teaching position in a well-known hospital was to be filled, and those appointed to choose a candidate were told that he must have at least the following seven qualifications: (1) He must be a "researcher" (God save the mark!); (2) he must be able to inoculate others with a spirit for research; (3) he must be a tried teacher; (4) he must be a capable administrator of his large staff and department; (5) he must, of course, be a good operating surgeon; (6) he must be cooperative; (7) he must have high ideals, social standing, and an agreeable wife. Of course there is no such person. Any one or two of these qualities, if sufficiently outstanding, might be enough to justify an appointment, provided a junior staff makes up for the others. This institution has had to be satisfied with such a one, and may well be.

Experience Confirms Old-Fashioned Views

Being in the confessional, I must admit after this preamble that I have no very definite convictions on the subject the chairman of this conference has pressed me to discuss—"the methods that should be pursued in educating a medical student"—and the more years I spend in the business, the greater diffidence I feel in expressing any views whatsoever. Such as they are, those which I now think I hold are almost certain to be regarded as old fashioned, if not reactionary, which is embarrassing.

Teachers More Important than Systems

I presume the Harvard Medical School is no different from most medical schools in that no faculty member is quite satisfied with the existing curriculum and, as a result, about every three years some one protests with sufficient energy to force on his reluctant colleagues some radical changes. It may be likened to a game, with the curriculum the ball, the preclinical teachers reinforced by the department of public health on one side, the clinical teachers on the other, very little scoring of late years having been done by the latter. It is a game which will never be over, and just what the curricular score may be at the moment does not appear to make any great difference: for, provided a school secures the best available teachers for its various departments and at the same time selects its students with care, and not too many of them, the product seems to be pretty much the same, whatever the system—or lack of it.

Students can be well grounded through the medium of any course. I look back with a good deal of amusement on the discussions I used to have with one of my colleagues at the Johns Hopkins against whom I was bidding for some additional hours for an extracurricular exercise that I had offered in operative surgery. He had offered a course in surgical pathology for the same hours, and the discussion usually ended up with his saying that he could teach the whole of medicine with his subject as a starting-point. I, of course, replied that I thought I could do the same. He was an enthusiastic teacher of his subject, as I hope that I was of mine, but I was the one to be humiliated, for my much-cherished course is no longer given. Something else, probably better, now takes its place in Baltimore, which is probably just as well; but the point of the story is that we may both in a way have been right in thinking that medicine may be successfully taught with any course as a central point of radiation.

Curricular Changes Difficult in Old Schools

In any old and established school the curriculum inevitably becomes hidebound. To make a change anywhere requires a delicate surgical operation under general narcosis, and it is usually found difficult to close the wound and secure primary healing. Experiments of this sort are only possible with a new school which has a young and elastic skin. Consequently, the long-suffering "Curriculum Committee" of older schools is apt to become a most conservative body, for otherwise many hours must be expended in persuading the collegiate family that an operation is necessary, and afterwards in dressing with salves the painful wounds which have been made. With this we are all familiar, and it is usually due to the effort to insert something new rather than to remove something unnecessary from under the greatly stretched curricular skin.

Consider Individual Teacher in Determining Sequence

Meanwhile, we have become fairly well accustomed to the view that subjects beginning with the study of morphology and ending with the clinical specialties must be taught in a given sequence. So far as the curriculum is concerned, our discussions in faculty-meeting are given over largely to the struggle for elbow-room between established courses, of which there are too many. Never, so far as I recall, has such a topic arisen as the comparative abilities of the teachers to give inspiration, whatever their subject: whether John Doe, who happens to be Professor of Anything-you-will, is not perhaps the best man because of his personality, ideals, broad views, and wide experience to meet the entering students for a series of exercises, lectures, or clinics as he will, which would make clear what lies before them in the great profession they have entered, and how they can get the most out of it and contribute the most to it. Far better if Prof. John Doe should happen to be the anatomist or biologist, but we are to-day confronted by the fact that these men no longer have had experience in the field of work—medical practice—which the majority of students enter our schools with the intention of pursuing.

Contact with Practitioners Postponed too Long?

There was a time, a generation ago, after our more progressive schools first adopted a four-year requirement, when from the beginning of their course students came under the influence of teachers whose point of view was colored by the fact that they at the same time were engaged, or had been once engaged, in the practice of their profession; and in one sense we have now, in this respect, unconsciously gone back to the two-year standard. It is excellent for those rare and superior students who look forward to a pure science career; but we may have a good many doubts about the advantage to the others who represent 95 per cent of the class. I do not for a moment mean to suggest a return to the former system,

(*Continued on page 187.*)

Department of Superintendence at Chicago

No Other City Offers Such Satisfactory Facilities. Program Less Oratorical and More Professional and Practical. Rural Education Prominent in General Meetings

By KATHERINE M. COOK
Chief Rural Education Division, Bureau of Education

CHICAGO AGAIN, after trying Cleveland as a meeting place for the annual gathering of educators who make up the Department of Superintendence and its allied associations. Chicago, with the atmosphere of hospitality and ease of meeting friends from everywhere which only centralized hotel conditions, commodious lobbies, and Peacock Alley—especially Peacock Alley—make possible! No trouble about finding one's friends whether from Broadway or Main Street. They all come *sometime* during the day (usually *most* of the time) to the Congress lobby.

Chicago Offers Advantages Par Excellence

If there is another city with an auditorium so satisfactory from the standpoints of ease of hearing and comfort of accommodations for a large group, the Department of Superintendence has not yet found it. Most people go to department meetings to hear addresses; to meet with committees; for the intimate discussion that small or even individual conferences afford, and the inspiration which comes from meeting fellow workers and with them exchanging ideas. To all such Chicago offers advantages par excellence. Undoubtedly, meetings are better attended, there is less moving about, less strain necessary to enable one to hear, fewer hurried walks necessary from meeting to meeting. Two large hotels and an auditorium practically under one roof, with at least a dozen additional hotels and plenty of cafes and restaurants within easy reach; inexpensive cab service, combined with the central location of the city of Chicago, make it the most satisfactory meeting place so far given us.

Exhibits Scattered and Hard to Find

For all but the exhibitors! There is the fly in the ointment. Exhibits this year were in the Congress Hotel, some excellently located, others in small rooms or suites more or less inaccessible to the passing throng. Probably fewer people than usual availed themselves of the opportunity of examining and purchasing from the store of materials on exhibition. One could always find an exhibit if his interest were aroused and he looked for it, but the casual observer browsing around merely to see what he can see—what's what and what isn't what in school equipment—did not have as profitable a time as usual. Neither did the exhibitors.

President Payson Smith's program was of unusual interest and significance; less oratorical, more practical and professional in tone. The sectional programs were in the main devoted to reports of committees working on special problems, to discussion of the results of definite plans of proeedure or experimentation, to description and the application of progressive ideas in educational practice and the like.

Both general and sectional meetings were well attended throughout; some few, like that of Thursday morning's curriculum discussion, to overflowing. The large attendance at the last general session indicated more strongly than any other factor perhaps the professional attitude of those who attended and the appreciation of the quality of the program offered. The general tone of the whole meeting was optimistic, reiterating faith in education and the present organization of school eourses. There was, however, no dearth of knowledge on the part of school people of danger points in the eduеational pathway as well as weaknesses in organization and practice which must be overeome.

Plea for Improvement in Rural Education

Rural education had consideration of prominence on the general program; an address by Doctor Graves, of New York, indicated the dignity and import of the subject in the minds of those who planned the program. Doctor Graves urged the extension of modern school methods, eourses, and curricula to rural schools in a strong plea for the improvement of rural education through larger units of organization, equalization of funds, and eentralization of schools.

Combined with the Department of Superintendence and meeting at the same time is the Department of Rural Education. The majority of those attending the latter are members of both organizations and equally interested in both. The rural department meetings, both general and sectional, were notable for the quality of the discussions as well as for size of attendance. Scholarly papers, reports of scientifically conducted studies, and a high degree of professional spirit characterized the meetings. No better indication is needed of the developing appreciation of the importance of rural education and of professionalism on the part of those engaged in this field than the constantly increasing attendance at rural department meetings. Within the memory of most of us a mere handful of county superintendents or rural supervisors attended sessions of the department. Indeed, only a few of them had sufficient professional preparation to enable them to profit by such meetings, or salaries large enough to afford to attend them. But as the effort to professionalize country schools grows in strength and importance and country people realize the necessity of securing sound administrative organization and professional management for their schools, more and more they think of them as city people have long thought of theirs, namely as organizations which call for specialized and professional management, to be conducted by men and women fitted for the responsibilities entrusted to them. With the demand for better rural schools, attendance at the Rural Department of Education grows. The programs improve in quality and professional enthusiasm in this field increases.

There were the usual diversions in the way of breakfasts, dinners, luncheons, and local theater attractions. Chicago teachers and various local associations and clubs extended hospitalities through rest rooms, teas, and the like. The Winship luncheon, which crowded the large gold room, was one of the events of the meeting in interest and enthusiasm. Many took advantage of the abundant opportunities offered to visit schools carrying on unusual types of experimental work in Chicago and vicinity. The Winnetka and Detroit systems were among the most popular.

Still Near the Beginning Notwithstanding Great Progress

In medical education in America, the truly excellent is still exceptional. We are still near the beginning, in the opinion of Abraham Flexner, secretary General Education Board. Nevertheless, no nation in the world has within the past 10 or 12 years made such progress in the organization, improvement, and financing of medical education as the United States.

Kindergarten Progress in Two Years

Only About One-ninth of the Children Who are Entitled to the Benefit of Kindergarten now Receive it. Considerable Increase in Kindergarten Teaching in Institutions. Marked Progress in Many Western States

By NINA C. VANDEWALKER
Specialist in Kindergarten Education, Bureau of Education

AN INCREASE of 44,881 in the number of children enrolled in the kindergartens of the United States is reported for the biennium from 1919–20 to 1921–22 by the statistical division of the Bureau of Education. This increase includes both the kindergartens in the public schools and those "other than public." The increase in question brings the total kindergarten enrollment of the country to 555,830. Of this the number enrolled in the public-school kindergartens is 500,807, and that in those "other than public" 55,023. The estimated number of children between the ages of 4–6 years in the United States is 4,765,661. The number enrolled in kindergartens is 11.7 per cent of that number, in 1919–20 the percentage was 11. The increase mentioned has raised this to 11.7.

One of the facts deserving of comment is the surprisingly large increase in the enrollment of the kindergartens "other than public"—an increase of 25,340. This does not include the 1,779 children in the kindergartens of Hawaii, nor the 300 of those in Porto Rico. This represents more than the increase during the two years in question, and is due to a more comprehensive inquiry into the kindergartens of this type than had been made before. Such kindergartens are found in every State, and an increase in the enrollment is found in all but four. The largest gains in enrollment are in Pennsylvania, New York, Connecticut, Illinois, and Ohio. In Pennsylvania the increase is 5,374; in New York 4,763; in Connecticut 2,099; in Illinois 1,372; and in Ohio 1,059. In each of seven other States the gain is more than 500. The character of the kindergartens classed under this head will be discussed more fully farther on.

In the public-school kindergartens increases in the enrollment are shown in 31 States, and losses in 15. The 2 remaining States have neither gained nor lost. The gains total 26,635, but this is reduced somewhat by the losses in other states. The largest numerical gains are as follows: Missouri, 5,369; California, 4,339; Ohio, 2,707; Michigan, 2,541; Minnesota, 1,811; Illinois, 1,693; Kansas, 1,544; Texas, 1,237. From the standpoint of relative increase the palm must be given to Maryland. In 1919–20 this State had but 4 kindergartens; in 1922 it had 43. This increase is the result of recommendations made by a committee that surveyed the schools of Baltimore as to the desirability of having a kindergarten in each elementary school.

The States that reported losses are Arizona, Colorado, Delaware, Georgia, Florida, Iowa, Montana, Nevada, New Mexico, Pennsylvania, South Dakota, Vermont, Washington, and Wisconsin. The losses are all small excepting in Colorado, Iowa, and Pennsylvania. It will be noted that 3 of these states are in the east, 3 in the south, and the remaining 9 in the west.

In this group of Western States the kindergarten had not only made a good beginning but in many it had made marked progress. Wisconsin, for example, has been one of the leading kindergarten States for years. Both Colorado and Iowa made marked gains in the preceding biennium. It is therefore fair to assume that the losses shown in these States are temporary only, the result of the agricultural depression throughout the west, and that the losses in kindergarten enrollment will be made good as soon as financial conditions improve.

Increases in Southern States Significant

In view of the situation in the Western States it is deserving of special note that all but three of the Southern States show an increase in kindergarten enrollment. The States which show an increase are Alabama, Arkansas, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, and Texas. The increase is not large, to be sure—but the fact is significant since the kindergarten has heretofore secured but a slight foothold in the South. A marked increase is apparent also in the enrollment in the kindergartens "other than public" in these States. In Georgia and Florida there is a small loss in the enrollment in the public kindergartens, but an increase in that of the kindergartens of the other type. Virginia shows a loss in the enrollment of both types of kindergartens.

The more detailed inquiry into the nature of the kindergartens "other than public" has furnished information concerning these not available before. It shows that the 1,193 kindergartens thus designated fall into well-defined groups. More than half of these are found in institutions. The nature of these and the number having kindergartens are as follows:

(1) Teacher-training institutions, 102. (2) Institutions for defective and dependent children: For the blind, 19; the deaf, 22; the dependent, 12; the backward, 62. (3) Indian schools, 24. (4) Private schools, 132. (5) Parochial schools, 248. (6) Orphanages, 109. (7) Hospitals, 14.

A second group is philanthropic in general character. The nature and number of these is as follows: (1) Association kindergartens, 173. (2) Mission kindergartens, 76. (3) Social settlement kindergartens, 59. (4) Mill or factory kindergartens, 28.

A third group consists of private kindergartens as such. Of these there are 113.

The following statistics furnish a means of rating the States on the extent to which they have furnished to their children the opportunities which the kindergarten offers. The basis for this is the per cent of children from 4 to 6 years enrolled in kindergartens:

Children of kindergarten age enrolled in kindergartens.

State.	Number of children 4–6.	Children enrolled in kindergarten.	Per cent enrolled.	Rank of State.
California	119,758	39,384	32.9	1
New Jersey	140,849	40,925	29.1	2
New York	414,363	116,094	28.0	3
Michigan	164,763	42,645	25.9	4
Rhode Island	24,292	6,160	25.4	5
Connecticut	62,186	15,248	24.5	6
Wisconsin	118,481	25,903	21.9	7
Illinois	273,763	52,017	19.0	8
Minnesota	106,701	20,202	18.9	9
Missouri	134,156	22,841	17.0	10
Massachusetts	155,548	24,793	15.9	11
Colorado	37,996	5,296	13.9	12
Nebraska	57,381	7,958	13.8	13
Indiana	118,211	14,368	12.2	14
Iowa	100,354	11,921	11.9	15
Ohio	239,693	27,995	11.7	16
Nevada	2,829	330	11.66	17
New Hampshire	16,735	1,936	11.6	18
Arizona	17,063	1,625	9.5	19
Utah	24,337	2,018	8.3	20
Maine	29,803	1,980	6.6	21
Pennsylvania	411,027	25,751	6.3	22
Montana	27,892	1,665	6.0	23
Kansas	73,686	4,375	5.93	24
Maryland	59,291	3,503	5.9	25
Louisiana	88,302	4,255	4.7	26
Washington	53,241	2,333	4.4	27
Wyoming	9,223	398	4.3	28
Oklahoma	104,049	3,792	3.6	29
South Dakota	31,603	1,123	3.5	30
Kentucky	117,770	3,881	3.3	31
Texas	225,419	6,245	2.8	32
Florida	46,066	1,021	2.2	33
Vermont	13,743	299	2.17	34
Oregon	30,338	535	1.8	35
North Dakota	36,801	593	1.6	36
Virginia	112,983	1,725	1.5	37
Alabama	127,393	1,830	1.43	38
Delaware	8,947	124	1.38	39
Georgia	152,269	2,093	1.37	40
Tennessee	114,450	1,011	.9	41
South Carolina	96,778	770	.8	42
New Mexico	19,145	131	.67	43
Mississippi	92,474	601	.65	44
North Carolina	148,591	936	.63	45
West Virginia	79,842	266	.3	46
Arkansas	90,676	230	.2	47
Idaho	22,269	18	.1	48

In the District of Columbia, the population of which is altogether urban, the population 4–6 was 12,131, and 38.6 per cent of that number were enrolled in kindergartens.

Additional information on these subjects can be secured from the following bulletins of the Bureau of Education: 1923, No. 51, Schools and Classes for the Blind; 1923, No. 52, Schools for the Deaf; and 1923, No. 59, Schools and Classes for Feeble-minded and Subnormal Children. A bulletin containing general statistics of kindergartens, is now in press and will be ready for distribution in about three months.

Books Required for Each Elementary Grade

To provide at least one library book for every child in the schools of the Philippine Islands it will be necessary to double the number of books now on hand, according to Luther Parker, director of libraries, in an article in Philippine Education. The 500,000 books now in the various school libraries throughout the islands have been collected mainly in the past 10 years. To buy another 500,000 books in a year or two will require unusual effort, and the director suggests that money be raised by charging all pupils fees for the use of books. At present only pupils in the upper grades of the elementary schools pay such fees, and the money so collected must serve to buy library books for all the grades.

To help principals and librarians in ordering books that will make up well-balanced libraries, the director has made a chart showing what per cent of books in each grade of the elementary school should be selected from each of the 12 classes named. For example, the chart indicates that 25 per cent of the books in the library for the use of children in the first grade should be picture books and that 30 per cent should be fairy stories and fables. For the seventh grade 17 per cent of the library should be books on travel; 12 per cent books on history and geography; 4 per cent books on morals, manners, and health; 20 per cent girls' stories; and 20 per cent boys' stories.

Names of the four State normal schools in Virginia were changed by a recent legislative act to State teachers colleges. The four institutions are located at Farmville, Harrisonburg, Radford, and Fredericksburg. Three of them are already members of the American Association of Teachers Colleges and the fourth has made application for membership.

Review of British Education in 1923

Strict Economy Affected the Schools Unfavorably. Further Cut of 5 Per Cent in Teachers' Salaries. Closing of Small Schools and Enlargement of Classes Deprived Many Teachers of Employment

By FRED TAIT

THE YEAR 1923 has been in many respects a doleful period for British education. Strict economy has been the aim of the board of education at headquarters and of most local authorities. Without doubt the efficiency of the system has suffered. The teachers have felt the economy ax very severely. In 1922 they were forced into accepting a salary reduction of 5 per cent in the form of a contribution toward the Government pension scheme for teachers, which had only been made non-contributory four years before. The reason given was that the reduction of £2,000,000 in Government expenditure which was involved was the only way to avoid increased taxation.

Then in April, 1923, the teachers submitted to a further cut of 5 per cent in their salaries in the interest of national and local economy. This 10 per cent reduction in 12 months meant great hardship to many teachers. In addition the board of education has been bringing pressure to bear upon local authorities to cut down teaching expenses in other ways. In the country districts many small schools have been closed—in one county no fewer than 40—with the result that teachers have been thrown out of employment and children have had to walk three or four or more miles to the next school, for no provision has been made for conveyances.

Lacking Positions, Teachers Work in Mines

The size of classes has been increased, and there are now thousands of classes of more than fifty and sixty pupils in the elementary schools. As a result the schools are overcrowded and new teachers leaving college are unable to get positions. Of the 7,000 young men and women who left training colleges last summer, about 2,000 were unable to obtain positions. In south Wales many young teachers have gone to work in the coal mines, owing to the lack of demand for teachers.

Building of new schools has also been held up during the year. Uncertainty as to the future of education has led many local authorities to erect temporary buildings. This may save money for a time, and has been defended on educational grounds, but the buildings are in many cases unsatisfactory, and, in the end, more costly.

There has been no legislation of importance affecting education during the year. The attempt of the Ministry of Labor to organize educational classes for the juvenile unemployed failed in most towns, owing to the inability of the local authorities to bear the heavy share of the cost they were allotted.

Awakened Popular Interest in Education

On the other hand the year has shown an awakening of public interest in education which is all to the good. Up and down the country "Education Weeks" have been held at which exhibitions of school work, of children's singing, dancing, and physical exercises have delighted the parents and confounded the critics. While the press of the country, as a whole, has attacked education rather than helped it, and has devoted great space to the criticisms of men like Bishop Weldon, Dean of Durham, as to the value of our public educational system, many papers have reported the brighter side of things and have sought and found useful information of what is really happening in the schools. In London alone, at the offices of the London County Council Education Committee, over a thousand requests for news of the schools were received from men of the press during the year.

We face 1924 with hope. The general election has resulted in the return to the House of Commons of a majority of members (Labor and Liberal) who are pledged to a forward policy in education. Both these parties favor the cessation of the economy policy and the investing of more money in a sound educational program. The new president of the Board of Education, the Right Hon. Charles P. Trevelyan, is keenly interested in education, and Mr. Morgan Jones, his parliamentary secretary, was himself an elementary school teacher. We hope that the new administration will act less as economists and more as educationalists.

That New York State boys and girls have improved in bodily efficieney was shown by the results of the fourth annual physieal ability tests given by the physical education bureau of the State department of education. Tests in running, jumping, throwing, and climbing were given for pupils of the seventh to twelfth grades, inelusive.

Health Education in the Schools

"HALF A MILLION fewer deaths annually in the United States would result if every person in every part of the United States took as good care of his health and that of his children as is done in the most sanitary regions," declared Dr. E. George Payne, professor of education in New York University, at a special meeting on health education given before the Department of Superintendence in Chicago.

The speaker continued, "One of the most remarkable achievements of the last 40 years has been the advance in the science of health and in the application of that science to daily living. Evidence of this statement is present in the prolongation of life and in the cutting down of the death rate in the registration area of the United States. The rate of infant mortality has been practically cut in two since the beginning of the twentieth century. In 1898 in New York City 205 of every 1,000 born died during the first year of their lives, and this number was reduced to 66 out of every thousand in 1923."

The speaker stated that our annual loss from preventable diseases was $3,000,000; that 42,000,000 people lose 350,000,000 days from illness, most of which is unnecessary; that 500,000 working people die annually, half of which number is preventable. He stated that 25,000,000 people have defective vision, 25,000,000 defective teeth, 1,000,000 have tuberculosis, 6,000,000 have organic disease, and 1,500,000 have venereal infection. He declared that almost all of this is unnecessary.

"The only way to better this frightful condition," added Dr. Payne, "is through education. A healthy life depends upon what the individual does, how he lives, and this roots back into one's training and mental equipment. A person is endowed with a variety of inherited tendencies unsuited to the complex life of to-day; he has acquired a variety of habits of living that do not conform to healthful living, and he is ignorant of the ways of correct living. The only way to establish correct habits and eradicate ignorance is through education. The prolongation of life depends upon education, and this is the function of the school. The school is the greatest force the Nation has for conserving human life and promoting human welfare."

Why Educational Objectives?

"IN THE DOCTRINE of faculty psychology the objectives of education are derived from what was supposed to be the nature of the learner," said Boyd H. Bode, University of Ohio, in an address before the National Society of College Teachers of Education. It was held that man consists of body and mind and that each of these required a specific type of training. The training of the body consists in the cultivation of habits; the training of the mind consists in the strengthening of the faculties. With the collapse of faculty psychology we have begun to look for our guiding principle in the selection of objectives, not within but without, not to the learner but to the environment.

It is argued that an examination of our social environment will reveal which activities are desirable, and that the training of the corresponding ability should constitute the objectives of education. This type of inquiry calls itself by preference scientific education. Its outstanding defect is that it neglects the nature of the learner. If the latter is omitted we can not select ideals at all. The study of the environment leads to knowledge of facts, but decides nothing as to ideals.

The proposal to select activities on the basis of consensus of opinion, on the part of competent judges, is inadequate, because it gives merely verbal, not substantial agreement. Moreover, we have no finding principle to decide whether a given activity shall be considered the expression of a single ability or of half dozen abilities. The point is of vital importance in training of abilities, since we necessarily rely chiefly on habit formation in proportion as abilities are limited to specific activities.

Other proposals to secure objectives are equally futile, as long as the objectives do not grow directly out of the nature of the learner. The moral is that present-day scientific education in its desire to escape from theory has overshot the mark. A consideration of the nature of man in its broader aspects must remain basic to our doctrine of objectives. In other words, we must cultivate a philosophy of education if our educational activities are to be effective for the realization of worthy ends.

New York School Experimenting With Dalton Plan

Individual study under what is known as the Dalton plan is being tried out in Public School 39, New York City, where it was introduced last September. Five classes were originally put under the new method—4B, 5A, 5B, 6A, and 6B, but the 4B class was put back on the old basis as it appeared desirable for the pupils to become more thoroughly grounded in arithmetic, history, and geography, and a little surer of their silent reading before taking up work under the new plan.

The children are given assignments or "contracts," each covering a month's work. Each child keeps a record of his own progress by means of a graph, and no pupil may begin a new contract until the former one is completed.

There are weekly meetings of the class, and once a month, or once for each contract, a written test is given. The teachers are available for conference at stated periods. The freedom of the individual work allows a child to concentrate for a longer period on the subject which is hardest for him. If he wastes time and does not pass the tests under this plan he must take the entire assignment over again. The whole plan seems to make children self reliant and responsible in their attitude toward their work. It is stated that the teachers express satisfaction with the results so far obtained.

Periodical as a County Rural School Project

"Pupils sit up nights to write articles for school papers," said O. E. Pore, superintendent of schools of Portage County, Ohio, in an address, before the county superintendents' section of the National Education Association at its recent meeting in Chicago, in which he described the publication of the "Speedometer" as a school project worked out by pupils and teachers in the rural schools of Portage County.

The publication is an annual, and from 1,000 to 1,500 copies of each issue are printed, which sell at 50 cents each. A part of the expense of printing is defrayed by the receipts from advertisements. Mr. Pore says that in the six years of its existence this project has paid for itself and has accumulated a small surplus.

The "Speedometer" for June, 1923, contained 96 pages, 25 of which are devoted to advertisements. It is printed on good paper, has an attractive cover, and is well illustrated.

Cleveland Primary Children Enjoy "Free Periods"

"Free periods," now an established event of the day for the first and second grades of Murray Hill school in Cleveland, are described in School Topics as cultivating initiative and originality; as creating a social atmosphere in the schoolroom; as a valuable means of linking the reading and language work with the real interests of the children. It is said to teach the child to "give and take," and frequently to give the wall flower the self-confidence which makes for happiness.

Sounds of hammering and sawing, mingled with childish chatter, denote at Murray Hill school that a free period is in progress. During these periods pupils may work with anything they desire within the limits of the room's equipment. The teacher, however, makes suggestions and directs the work, though keeping in the background. When the free period is completed each child describes what he has made and shows it to the class. This, of course, provides language training. In one grade these accounts are incorporated in a reading lesson. The sentences are placed on charts, the children dictating, and used for reading.

Furnishing a doll's house recently provided work for free periods. The children discussed what they wanted to do and in some cases made arrangements for helping one another. Some worked on new furniture for the house, others made clothes for the dolls, others wove rugs, and two little girls decided to wash the bedclothes and curtains for the house.

California Kindergarten-Primary Association Organized

To unify thought and action in the field of kindergarten-primary education throughout the State; to bring about legislation that will seek to further kindergarten-primary education; to promote the best types of teacher training in this field; to encourage research work; to establish a publicity program; to affiliate kindergarten-primary interests with other organizations that are interested in the education of young children, and to cooperate with State and national organizations, with International Kindergarten Union and the United States Bureau of Education, the California Kindergarten-Primary Association was recently organized at Fresno, Calif., by representatives from all sections of the State. All organized clubs interested in the subject are eligible to membership.

Making the High School a Social Institution

THE IDEAL high school is a social institution. The citizens of tomorrow, according to J. H. Beveridge, superintendent of schools in Omaha, Nebr., are trained in the high school for social, civic, and vocational life. Superintendent Beveridge spoke as follows:

"In order to be concrete and specific in this discussion I am showing you a high-school building which was built in recognition of the fact that boys and girls should be enabled in this building to receive that training which would prepare them to do well for themselves, to serve the community in which they live, to live amicably with their associates, and to do that type of life work that would be especially adapted to them and would call forth their best powers and abilities.

"This building provides for health training. Two large gymnasiums, one for boys and one for girls, are in constant use from 8:30 in the morning to 5:10 in the evening. A swimming pool enables the pupil to train for crucial service as well as that form of exercise that properly brings into play more muscles than any other. Provision is also made for recreation in the open air on the roof of a division of the building. The grounds east of this building give ample space for all sorts of games and plays. More than 2,800 pupils are now taking training in this high school.

"Every pupil who attends this school takes a definite course of study in citizenship training. While it is called a Technical High School, the most important subject taught is citizenship and probably the second in importance is English. How to spend one's leisure time is a problem of society. The library and reading rooms train for this purpose. Three rooms directly off the library provide every facility for study that a high school proper could desire. The circulation of the high-school library books for one month was 16,642. In the departments of stenography, typewriting, shopwork, auto mechanics, electricity, telegraphy, carpentry, mechanical drawing, architecture, and salesmanship, most modern facilities have been provided. In the household arts department more than 1,000 girls are taking work."

Economies Through a Longer School Year

CLASSES for the all-year school as an economy were discussed by David B. Corson, superintendent of schools, Newark, N. J., before the Department of Superintendence of the National Education Association.

After explaining the demand for the all-year school as a means of saving money, Superintendent Corson said that from a mere monetary point of view the device has not proved a success. "It is an error," he said, "to assume that pupils can complete eight years work in six and two-thirds years in an all-year round school." The cost in an all-year school was approximately $70 per capita, he showed, while in a ten months' school of the same size the per capita cost was $63. He added:

"There are three reasons why the theory is fallacious. First, is the constantly changing enrollment; second, the additional reorganization; and third, the immaturity of the pupils when they reach high schools."

Mr. Corson claims all-year schools as conducted in Newark do not maintain scholarship comparable with that in regular schools. He asserted this fact is proved by educational tests. Only in cases where the all-year round school is used to remove the handicap of children of foreign parentage, those unable to speak the English language, those who must be given vocational courses, and crippled children desiring to acquire ability to earn, does he concede the all-year-round school is superior to the ten-months school.

One of every 10 members of the faculty of the Pennsylvania State College is devoting virtually all of his time to research work. Thirty men and one woman are investigating problems on agricultural and industrial conditions in Pennsylvania.

Forty-five crippled children of school age in Grand Rapids, Mich., who have never attended school before are now enrolled in an orthopedic department which has been organized recently in one of the elementary schools.

School Life, Vol. IX, No. 8, April, 1924.

Reorganization of the Elementary School

Detroit Program Does Not Include Vocational Training in Elementary Schools. Platoon School Emphasizes Education for Culture. An Efficient Instrumentality in Achieving Major Educational Objectives

By CHARLES L. SPAIN
Deputy Superintendent of Schools, Detroit, Mich.

THE DETROIT educational program does not provide for specialized vocational training in the elementary schools. Contrary to the opinion which obtains in some quarters the platoon school places no undue emphasis on vocational instruction, and certainly does not train pupils in such a way as to unfit them for the more lucrative and responsible place in society.

If the cherished aim is to prepare children to spend their leisure time worthily, it may be said that the platoon school is so organized as to assure to every pupil a daily program in which those aspects of education which make for culture shall be emphasized. The art, music, and literature rooms, the library, and the auditorium offer an abundance of experiences which stimulate the child's imagination and develop in him interests and enthusiasms for things which are worth while.

If the aim is ethical training it may be asserted that this particular kind of school is on the whole a most effective agency for the development of those habits and attitudes which underlie strong characters, because it appeals to so many phases of a child's nature, arouses a many-sided interest, stimulates purposeful activity, and requires so much from pupils in the way of self-control and self-direction.

Accepts Departmentalization in Organization

The platoon school accepts departmentalization in school organization as an established fact. Specialization is the spirit of the age and the result of the evolution of society. With the growing complexity of life, specialists have appeared and the day of the jack-of-all trades has come to an end. Society more and more is depending upon specialists, and the social fabric is set upon this basis. As the school is or should be merely a reflection of social needs and ideals whether expressed in terms of subject matter or of life activities, it is perfectly natural that a more complex society should make necessary a more complex curriculum and that the school should meet the situation as society has met it by the use of specialists. There is no present indication that society is going to face about in its evolution and become simple again. In this day when we seek to make school life a cross-section of social life there is likewise no indication that the school will meet its problems in a different way from that used in the great life outside of school. Therefore, the platoon school not only accepts departmentalization as the established order but makes it contribute to the realization of present day objectives.

Abstract of address before Group D, Department of Superintendence, February 28, 1924.

Rapid Transformation from Conventional Methods

The technique proposed by the advocates of project teaching is not new. In a variety of aspects this educational ideal has been urged for a long time. The project method in one form or another has been tried with varying degrees of success in small experimental schools and by isolated teachers and groups of teachers in various localities. It never has been worked out in a large educational unit such as an entire city school system. In Detroit platoon schools enrolling 80,831 children have been organized under the direction of those who are sincere believers in purposing as a major educational objective, and are regarded by them as an efficient instrumentality in achieving these objectives. The transformation of instruction in Detroit from the conventional methods of a few years ago to the modern socialized practice of to-day has taken place more rapidly in platoon schools than in schools of the older type.

Brings Contact with Many Specialists

The socialization of school work would seem to suggest that the method of carrying on projects in school should approximate as nearly as possible the manner in which projects are carried on outside of school. Certainly the realization of his spontaneous purposes in out-of-school life takes a child to a wide variety of places and brings him into contact with a large number of different specialists. He goes to these specialists because they have information or because they can give him the aid or direction which he needs. In the same way, in the realization of his projects in school it is reasonable to send him to various people in the school who may have special knowledge and training which fits them to help him to help himself.

It is believed that the platoon school is the best solution of the problem which confronts the large city:

(1) Because it does not break radically with the past, all of the teachers and all of the physical assets of the old schools are utilized at increased value in the new.

(2) Because through its modern facilities and through the nature of its organization, it can realize the major objectives of education more effectively than the traditional school.

(3) Because it holds abundant hope for the future. It is sufficiently flexible to be readily readjusted to meet changing ideals and methods.

Platoon Schools Readily Adapted to New Demands

If the day arrives, as many of us hope that it may, when the old curriculum of subject matter shall give place to a new one of guided life activities, the platoon school will readily adapt itself to the new demands. Surely the varied activities found in this school to-day will be even more essential when all pupils are seeking aid in the realization of projects. The library, the art, music, science, cooking, sewing, and manual arts rooms, the gymnasium, and playrooms will all continue to be service stations where specialized information and direction may be available to the purposeful child. In that day there will be a shifting of values. When the fundamental skills can be taught largely as individual projects and incidental to the performance of life activities, the work of the home room teacher may become somewhat less formalized, but she will continue to exercise the same function which she is called upon to exercise to-day.

(4) Finally, the platoon organization solves the problem of reorganization not only because it is educationally sound, but because it provides for the children more hours of instruction, better facilities, and a better balanced curriculum at a reasonable cost.

Botanic Garden Acquires Valuable Book Collection

Ten thousand books and pamphlets from the botanical garden of the city of Geneva, Switzerland, have been received by the New York Botanic Garden and are being classified and shelved. These books on horticulture and botany were in duplicate at the library of the Geneva garden, and were offered for sale for 72,000 Swiss francs, about $13,000; the number of bound volumes is about 5,000.

Third Annual Conference on Platoon Plan

Five Hundred School Administrators Gather at Chicago at Call of Commissioner of Education. Use of Auditorium Object of Special Solicitation. Participants Request that Conferences be Continued

By WALTER S. DEFFENBAUGH
Chief City Schools Division, Bureau of Education

A THIRD national conference on the platoon or work-study-play plan was held in Chicago on February 27, 1924, at the invitation of the United States Commissioner of Education. It was called at the request of the superintendents who attended the Second National Conference in 1923.

The afternoon session of the conference was attended by about 500 superintendents, principals, teachers, and architects, and reports were made by committees appointed a year ago by the Commissioner of Education to make studies of certain phases of the platoon plan. The committee on the organization of platoon schools made its report through its chairman, Miss Rose Phillips, supervisor of platoon schools, Detroit, Mich. This report was supplemented by W. F. Kennedy, director of platoon schools, Pittsburgh, Pa., who described the Pittsburgh method of organizing its platoon schools. The following committees that had not yet completed their investigations made preliminary reports through their chairmen: School buildings, Charles L. Spain, deputy superintendent of schools, Detroit, Mich.; Education of public opinion, S. O. Hartwell, superintendent of schools, St. Paul, Minn.; Training of teachers, W. F. Kennedy, director of platoon schools, Pittsburgh, Pa.

Provides Opportunity for Rich Development

The evening session was preceded by a dinner, attended by about 200 persons. During the dinner addresses were made by Commissioner Tigert, who acted as toastmaster; Dr. A. E. Winship, editor of the Journal of Education; William Wirt, superintendent of schools, Gary, Ind.; and Will Earhart, director of music of the public schools, Pittsburgh, Pa.

Following the dinner John G. Rossman, assistant superintendent of schools, Gary, Ind., reported for the committee appointed to make a study of the auditorium period in platoon schools.

Mr. Rossman in the report said:

"Possibly the most outstanding deterring factor in the matter of organizing schools on the work-study-play or platoon plan has been the auditorium period. It has been the barrier which many school officials have not felt worth the trial, or, if worthy of the trial, attended with so many dangers that they have deemed it not advisable to attempt it. In many cases it has been the stumbling block of otherwise well planned programs. Despite the hazards of the unblazed trail and the uncharted sea, some pioneers have pushed forward. It is only necessary to visit some of the schools where the auditorium work is now on the program to realize that it provides a wonderful opportunity for the development of a rich educational field.

Stresses Features Not Touched in Classroom

"The philosophy back of auditorium work seems to determine the extent to which the several schools endeavor to tie it up directly with the classroom work. In some schools where the period has been introduced largely to increase the capacity of the building there seems to be no definite program. In others, the main purpose is to afford an agency to stress certain meritorious features not touched upon in the regular classroom, such as instruction in thrift, safety first, celebration of special days, music appreciation, etc. There are 31 schools in which the classroom teacher is held directly responsible for preparation of work for the auditorium period, and in these schools the general practice seems to be that each teacher in the school knows that once or twice a semester at a stated time her class, or some member of it, is to present part of an auditorium program based on the regular classroom work. In schools where training teachers are used the coaching is done by the training teacher. In these last schools the auditorium seems to be the correlating and integrating center of the entire organization."

Characteristic Features of Plan Discussed

Among the topics discussed in the report were the size of groups in the auditorium; grades admitted to the auditorium; auditorium activities; objectives, and correlation possibilities.

The conference was organized with a general chairman and topic chairmen. W. S. Deffenbaugh, chief of the city schools division, United States Bureau of Education, was general chairman. The topic chairmen were William M. Davidson, superintendent of schools, Pittsburgh, Pa.; Carroll R. Reed, superintendent of schools, Akron, Ohio; and David B. Corson, superintendent of schools, Newark, N. J. Miss Alice Barrows, of the city school division, United States Bureau of Education, who planned the conference, acted as secretary for the conference and for the several committees.

The members of the conference unanimously voted to request the Commissioner of Education to call a conference in 1925 and to continue the work of the committees that he had appointed. The committees that made preliminary reports will submit complete reports at that conference.

Committee on Methods and Curriculum for Illiteracy

Pursuant to the motion unanimously carried at the recent conference on illiteracy held in Washington, January 11 to 14, the Commissioner of Education has appointed the following persons as a committee of review on methods and curriculum, and all of them have accepted service:

Mr. Charles M. Herlihy, State supervisor of alien education, Boston, Mass.; Hon. A. B. Meredith, State commissioner of education, Hartford, Conn.; Mr. R. S. Ross, Americanization secretary, General Electric Co., Schenectady, N. Y.; Mr. H. J. Steel, superintendent of schools, Buhl, Minn.; Mrs. Cora Wilson Stewart, chairman, illiteracy commission, National Education Association, Frankfort, Ky.; Miss Wil Lou Gray, supervisor adult schools, State department of education, Columbia, S. C.; Capt. Garland W. Powell, national director, Americanism commission, American Legion, Indianapolis, Ind.; Mrs. John D. Sherman, General Federation of Women's Clubs, Chicago, Ill.; Miss Florence C. Fox, Bureau of Education, Washington, D. C.

The committee met in Chicago on February 26, organized, and got its work well under way. The first six named members were in attendance. Mr. Herlihy was unanimously elected chairman.

The committee will meet again in Washington during the summer convention of the National Education Association, but will pursue its activities in the interim by correspondence and individual effort.

Preparations are in progress by the Oregon Humane Society to make effective a law enacted by the recent State legislature which provides that each public school of Oregon shall devote 15 minutes of each school day to the instruction of children on the subject of kindness to dumb animals.

· SCHOOL LIFE ·

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Editor - - - - - - James C. Boykin

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APRIL, 1924

With good reason a large part of this issue is given up to accounts of the meeting of the Department of Superintendence at Chicago and to addresses and abstracts of addresses delivered there. We can do no better; no better educational literature is produced in this country than that which emanates from the winter meeting of the National Education Association.

Educational Value of the Radio

THE SCHOOL, the library, and the newspaper are usually ranked as the three great educational agencies. The radio promises to take its place as the fourth, and it appears to be fast fulfilling that promise. Secretary Hoover expressed the common belief when he said:

"Great as the development of radio distribution has been we are probably only at the threshold of the development of one of the most important of human discoveries bearing on education, amusement, culture, and business communication."

We have seen thus far only the beginning. The prediction that within a few years at most every American home except the very poorest will have some form of radio receiver is reasonable, and it is practically certain to transpire. The educational possibilities of the radio have not been more than suggested, and have scarcely begun to develop. It is clear, however, that it not only occupies a place of its own, but that it aids and supplements all the other educational agencies.

The formal training of the schools is soon ended. Six years of it is all that the average American receives—only enough to give him the merest rudiments. About half the people of the country get more than that, but even the 20 years of instruction accorded to the highly favored few does little more, after all, than to increase adaptability to new situations and to enlarge the power of acquiring and assimilating knowledge. Education continues through all of life, and it is only well begun when schooling ends.

For the seeker after knowledge the library, be it great or small, is a means of education of the utmost value; but its wisdom is only for those who consciously desire it and deliberately seek it. The reading of books is in the aggregate unquestionably the greatest of all means for the diffusion of knowledge; yet it is scarcely too much to say that the majority of the people of any country derive little or nothing from bound volumes, for they read few of them at most.

The educative influence of the newspaper, using that as a generic term for all periodicals, is far more widely spread than that of either the school or the library. Every man and woman of even moderate intelligence wants to know the news, and everyone who reads at all reads the papers. The progress of the world is laid before him to the extent that he reads. His mental horizon is thus broadened. He learns unconsciously, but he learns nevertheless.

In its ordinary use so far, the educational effect of the radio is comparable to that of the newspaper. Those who listen in do so as a rule for the entertainment they get out of it, and not because they wish or expect to be educated that way. But willing or unwilling there is education in it for the most trivial of them. The mere fact that they are receiving mental stimulation from an outside source means much in itself. The music, the news items, the talks, and even the jokes by so much stimulate the mind to activity and broaden the vision of the listener beyond his narrow sphere.

Even the details of his instrument stimulate scientific inquiry and every adjustment is an experiment in physics. The child who saves his pennies, buys materials from the ten-cent store, and constructs an instrument that will enable him to hear conversation a mile away has learned lessons in thrift, in handiwork, and in science that the best teachers in the land might well contemplate with envy. And what he receives through that instrument afterward contributes to his appreciation of music, his acquaintance with literature, and his knowledge of world affairs in a way that effectively supplements the instruction which he receives in the school, though it may be lacking in organization and sequence.

In its lightest aspect the radio is an educational influence of the first rank because of the extent of its use; but that is only a part of it. Educational institutions in constantly increasing numbers are using it effectively for formal instructional work. In some instances complete courses of lectures are offered by this means to students duly enrolled, and certificates are given to those who have listened to the entire series. The general plan, however, is for popular talks to be given by scholarly speakers, as a form of extension instruction. The spread of knowledge in this way can not be measured, and its effect can only be seen in the increased intelligence of our citizens.

To farmers and to dwellers in isolated regions the radio offers its greatest boon. By its aid explorers in the Arctic and on the Colorado River have been enabled to be in constant touch with civilization. Following the wide extension of the telephone, the rural free delivery, the automobile, and the consolidated school which the autobus makes possible, the radio is already doing much and will in future do much more to remove the oppressive isolation which for ages has been the bane of the farmer's life. He need no longer be a man apart from his fellow men, marked as a yokel; with the advantage of swift communication, constant contact with his fellows, and with the refining influence of full knowledge of the outside world, the farmer and his wife and his children may confidently look forward to an improved sociological condition little short of emancipation.

Athletics for Women

GIRLS are taking to the playfield with increasing interest and are indulging freely in those sports which have been looked upon for centuries as belonging to the province of the male only. It is by no means certain that athletics, as participated in by boys and men in this country, are always conducive to good, and naturally those who have the welfare of the young at heart, and especially those who are directly responsible for them, should be deeply concerned as to how far girls should go in competitive games.

The attitude of the American boy toward athletic contests is not always characterized by the sanity that could be wished. Partly from imitation of this attitude and partly because competitive athletics are for them a new and especially exciting form of adventure, women have entered into sports with an intensity which has added to the fear for their welfare under such circumstances.

The entry of women into athletics has not been peculiar to this country, and the same concern for them has been felt abroad. In 1921 a committee was formed in England for the study of the problem, under the chairmanship of the distinguished pediatrician, Dr. Still, which consisted of representatives of the College of Physicians and Surgeons, the British Association for Physical Training, the Ling Association, the National Union of Women

Teachers and other educational organizations. A questionnaire was sent to those who were believed to have a special knowledge of the subject, including physicians, school principals and women students. The returns showed general approval of games in general as beneficial not only to the health of girls, but to their disposition and character as reflections of health. Tennis, net ball, and lacrosse were especially approved. Hockey, though favored by the majority of teachers and students, was regarded by some as suitable only for the older and stronger girls. Cricket was generally approved as not injurious, but football was generally disapproved as entailing too great a strain. Swimming and rowing, in moderation, were approved; but rowing races were condemned, and ill effects were described. The physicians considered that games and sports were generally as beneficial to girls as to boys.

Whether the playing of games has a detrimental effect, immediate or remote, upon the reproductive organs was a matter of dispute. There seemed to be no positive evidence of any injurious effect, and there was a strong opinion that they are beneficial rather than otherwise. One woman physician who had made a special study of the effects of exercise upon the menstrual function found that a smaller proportion suffer from any menstrual disorder among those who play games than among those who do not, and her observation was that this small proportion is still further reduced if the usual exercise is continued throughout the menstrual period.

If the young women of our own country have not become much interested in football, they have taken to basketball, which may be, and often is, equally strenuous. What may be true of games played without severe competition may not be so true of games played for the purpose of upholding that elusive and not always admirable thing called "school spirit." Under such circumstances the American girl rivals the American boy in her abandon, and needs much more than he the supervision of conservative elders. This is particularly true since we are yet at sea as to what modes of athletics are most suitable for women.

It is well that American women through the women's division of the National Amateur Athletic Federation have taken up the study of these subjects in a thoroughgoing way. They have already mapped out certain general rules for safety and are at work on studies of many important features of the problems that confront all heads of schools and directors of women's athletics.

J. F. R.

Merits of the Individual Plan of Instruction

Promotions Made Whenever Individual Pupils are Ready. Each Child Moves Through Course at His Own Natural Pace. No Recitations in Winnetka. Tests of Results Made under Auspices of Commonwealth Fund

By CARLETON W. WASHBURNE
Superintendent of Schools, Winnetka, Ill.

CHILDREN are promoted as individuals whenever they finish a grade's work in any subject in the public schools of Winnetka, Ill. A child may be promoted to fourth grade in reading while he is still doing third grade arithmetic. He may be promoted in one subject in November, in another subject in February, in another subject in April or May—it makes no differenee what time of the year, what the condition of his other subjects, or what the work of other pupils. Eaeh child is an individual, moving through the course of study at his own natural rate.

Promotion does not necessarily involve a change of room. No children are together, anyway; so a child may readily do third-grade reading and fourth-grade arithmetic under the same teacher.

There are no recitations in Winnetka. Instead, each child is tested by a scientifically constructed test at the end of each unit of work. This test does not merely sample his knowledge, but covers every point that he is supposed to have learned. The tests are given at frequent intervals, and are therefore short. They are not a bugbear. Children actually go up to the teacher and beg for them. For it is by passing each test that the child shows that he is ready to go on with the next step.

By eliminating the recitation, the Winnetka schools are able to give from two hours to two hours and a half every day to group and creative activities, for which most schools have little time. The children write, edit, set up the type, read the proof, and publish a school paper. They solicit advertising for it. They deposit their receipts in a commercial bank account and draw checks.

Other children have organized a finance corporation which furnishes capital for the school paper, the school store, the dramatic work, and other pupil activities. This finance corporation, of which the stockholders range from six or seven years old to thirteen, sells stock at 10 cents a share and pays dividends semiannually.

Second and third grade children preside over self-governing assemblies in approved parliamentary form, while their classmates discuss playground rules, the proper care of the building, and many other items of school business.

There is time for these things because of the system of individual instruction.

The work of the Winnetka schools is becoming known among educators. Consequently, the Commonwealth Fund in New York has this year appropriated a sum of money for detailed study of the exact results of individual instruction. Dean William S. Gray, of the University of Chicago, is helping to guide this study. The study is attempting to answer such questions as these:

"Does the Winnetka system really succeed in adapting public school work to varying individual abilities?"

"Is there less retardation in the Winnetka schools than in other schools?"

"Is the work of the children as efficient under individual instruction as under class instruction?"

"Is it true that the teachers in the Winnetka schools are able to give a much larger proportion of time to creative and group activities unrelated to academic work then other schools do?"

"What is the effect of individual instruction on children when they reach high school?"

"How rapidly do children advance under individual instruction?"

"Is individual instruction more or less expensive than class instruction?"

It is too early to predict the result of the numerous experiments and careful tests that are being made under this subvention. One or two things, however, already stand out. The range in rate of progress among individuals is very great, showing that the public schools of Winnetka really do adapt themselves to the carrying capacities of the children.

The amount of retardation in the Winnetka schools (14 per cent)—that is the number of children in each grade who are older than they should be for that grade—is far below the average for other cities.

The other questions are being answered little by little, but no final quantitative answer can be given as yet to most of them. In the judgment of most people in Winnetka, the Board of Education, the teachers and the children themselves, however, there is no doubt as to the success of this plan.

Abstract of address before the Educational Research Association, February 28, 1924

Selecting and Educating the Gifted Child

THE SCHOOLS of the country at large have hardly made a beginning in their provisions for gifted children; that there is little or no uniformity as to methods of selecting superior children for school work; that there is no consensus of opinion as to the age or grade in which differentiation of work should take place; and that no provision is made for distinguishing between the needs of gifted boys and those of gifted girls said Prof. Bird T. Baldwin, director of the Iowa Child Welfare Research Station, in an address before the National Society for the Study of Education.

A concrete program for meeting this deficiency in our schools is suggested by Doctor Baldwin. First, he proposes to distinguish between the children who are superior both mentally and physically and those who are gifted in intelligence but who are only normal in physical growth. For the tall, well-developed, and mentally gifted child he proposes acceleration of two, three, or more grades if thoroughness and accomplishment are also considered. These children will complete the course at an early chronological age with superior knowledge and training on account of their superior ability and advanced stages of maturity. For the bright child who is not especially advanced in physical growth and development Doctor Baldwin proposes a quite different program. These children, he believes, should be accelerated horizontally rather than vertically. That is to say, they should be put into special sections of their normal school grade rather than be pushed up into higher grades. In these special sections they should have an enriched school course, with broader reading assignments, special side excursions and investigations, and elective courses in special fields. These children will complete their enriched course at the average age with greatly enriched information, enriched attitudes, and enriched training in approaching the problems of life.

Special attention should be given, says Professor Baldwin, to the glib, clever, bright children of the superficial type. These children need training in accuracy and thoroughness. They are the most difficult to train in school, and they frequently dissipate their energies and those of others after they leave school.

This program is not one for the genius or prodigy. Such children are very rare, and so little is known about the proper method of training them that nothing can safely be recommended except further study of the problem. But for the gifted children whose capacities and development lie between the normal level and genius the time is ripe for intelligent adaptation of our educational methods.

The Principal and the Superintendent

"THE MANAGEMENT of the modern school system is a gigantic task," declared Fred M. Hunter, superintendent of schools, Oakland, Calif., speaking before the department of elementary school principals. "It involves," he continued, "these points: (1) Financing on a large scale; (2) A carefully worked out organization for the routine functions of the schools; (3) An elaborate plan for selecting the best trained and equipped teachers; (4) An organization for the development of a progressive curriculum and methods of instruction; (5) An organization for the maintenance and extension of the physical plant; and (6) An organization for keeping the public informed."

His speech in brief follows: "Each school must have an administrator-in-chief at its head. His authority must be recognized as supreme within his school unit. Where responsibility exists, authority must exist also. The principal is the budget officer of the school. He is also a member of the superintendent's cabinet and his advisor from the local unit of the system. He is the responsible supervisor of the physical plant of his school. The adaptation of the school to the needs of the community is in his hands. The effectiveness of the system of instruction depend upon the principal. His ultimate authority and results depend upon his ability to be a natural leader of teachers. The principal should also be a typical American, an example for his pupils in right standards of living. He also is responsible for the rôle of manager and director of the special supervisory force within his school. Conflicts of authority and confusion result unless he is able to handle this problem in a masterful manner. In addition the principal must be a leader of the public and a creator of public opinion. The success of a school program depends upon the approach of the principal and his corps to the public."

Standards Fixed by Parent-Teacher Associations

Parent-teacher associations have begun to test their own efficiency by fixed standards of excellence. Several States have made progress in organization by the use of a list of credits. This step justifies the belief that parents and teachers working together on the problems of childhood may reach a higher degree of accomplishment than ever before.

Georgia is one of the States in which parent-teacher associations are classified according to the standards of excellence. Each association is in one of three classes. Class one requires 250 points; class two requires a total of 150 points; and class three requires a total of less than 150 points. The list of activities and the credits used as the basis for the classification are as follows:

	Points.
1. Association properly organized and all officers active	25
2. Every parent (or guardian) and teacher enrolled	30
Three-fourths of parents and teachers enrolled	25
3. Average attendance 50 per cent of numbers enrolled	30
Average attendance 25 per cent of the number enrolled	15
4. President or one other officer attending training course on parent-teacher association work at university or some other university offering course	25
Each additional member attending	10
5. Association subscribing for Child Welfare Magazine and School and Home	15
6. Program outlined and published by December 1 each year	25
7. Milk or hot lunches supplied for pupils	25
8. Visit of clinic from State board of health for school or community	25
9. Visit of Healthmobile	25
10. Pupils' teeth examined by dentist or school nurse	15
11. Eyes treated	15
12. Preschool circle providing for information for mothers and expectant mothers	25
13. Promotion of consolidation and transportation or by helping some particular neighborhood to obtain them	25
14. Grounds beautified	25
15. Purchase and installation of equipment	25
16. Other local service deserving recognition	15
17. Each scholarship or loan each year for tuition	10
18. Each delinquent restored to regular attendance	5
19. Each child enabled to attend, through books, fees, clothing	5
20. Supporting or providing kindergarten training	25
21. Observing Child Welfare Day	10
22. Saving System in school	25

Only 1,618 hours were lost on account of illness by the 7,000 students of Ohio State University during the month of January, 1924. The activities of the student health service in forestalling preventable disease is credited with much of the improvement over past years.

Active Community Center in Highland Park

A community center has recently been organized in Highland Park, Richmond, Va., using the school building as a center of work. The center is in charge of a board of directors, with a chairman, secretary-treasurer, and representatives from the Mothers' Club, Woman's Club, citizens' association, Masonic lodge, and from each of the six churches in the community.

The building is open every Tuesday and Friday evening from 6 to 10 o'clock for various activities, and care has been exercised not to attempt any project that has not been asked for by the people of the community. On Tuesdays a class of women take domestic science instruction under one of the teachers of the city system; a class in parliamentary procedure is taught in one of the classrooms under local leadership; a class in dramatic arts has also been organized; a community chorus practices in the auditorium. A director of games for girls has been employed, and this phase of work is greatly enjoyed. An athletic club also meets in the building on Tuesdays.

On Friday evenings an athletic club meets in one of the classrooms; two scout troops have also been assigned rooms for their meetings, and a director of games for boys is on hand in the basement. In the auditorium on one Friday evening the Mothers' Club puts on a moving picture and "community sing," and the following Friday there will be a community social. This program will be followed until school closes.

The various organizations and churches in the community are expected to assume responsibility for one "community night" each, and this will be started by the Woman's Club. The people of Highland Park are working together to make the center a success.—*Mrs. George W. Guy.*

Conflict of Official Opinion on Religious Teaching

Use of schoolhouses in Utah for religious instruction, specifically by the Mormon Church, is forbidden by State laws and the State constitution, according to an opinion rendered by the Attorney General of the State, himself a Mormon. On the contrary, Dr. C. N. Jensen, State Superintendent of Public Instruction, has recently advised a school board that such use of schoolhouses is permissible. Under the statutes of Utah the State Superintendent is legal adviser to all school boards, and his advice will govern the boards unless prevented by judicial action.

Rural-School Demonstration in Lagrange and Johnson Counties, Ind.

"THE FATE of the rural-school supervision is being decided in Indiana," declared H. L. Smith, dean of the school of education, Indiana University, who for the past year has been giving a large part of his time to rural-school demonstration work. He told of this work as follows:

"When the weaknesses of the public-school system in Indiana were revealed by the Indiana school survey in 1922, the General Education Board, at the request of the States superintendent, placed in his hands a fund of $48,000 for the purpose of demonstrating the value of supervision of instruction in the rural schools.

"For the demonstration work Lagrange in the northern part of the State and Johnson County in the south-central part were chosen. Two rural-school supervisors were chosen for each of the counties. Three weeks after the opening of school in the fall, tests were given in reading, arithmetic, spelling, and language. Similar tests will be repeated toward the end of the school year. Two check counties were also chosen and the same tests were given there. These check counties—Whitney and Rush—will not have the benefit of supervision. The county superintendents of the four counties under consideration spent a week in Maryland observing rural supervision there in operation.

"The demonstration in Indiana will continue two years. The supervisors give all of their attention to improving the actual classroom teaching. This is accomplished by teaching for the observation of the teacher, by suggesting teaching materials that the teacher has not thought of, and in criticising the work of the teacher as it is observed by the supervisor.

"The work will be analyzed during the two months following the close of schools, and a report will be prepared setting forth results thus far made and formulating plans for next year."

Safety Teaching in Our Schools

"THERE are 20,000 children of school age killed in the United States each year by accident and 15,000 persons killed by automobiles, and the number is growing," was a statement made by Albert W. Whitney, chairman of the education section of the National Safety Council, in an address before the Department of Superintendence.

Mr. Whitney went on to say that the home is unable to cope with the problem and that the school must come to the rescue not merely in order to teach children personal habits of safety but also to develop the basis for a public conscience so that the next generation will see that adequate laws are not only passed but enforced.

That the schools can successfully do this work has been demonstrated in such cities as St. Louis and Detroit, where the number of accidental deaths among children has been cut down by at least 50 per cent; such work carried on in the schools throughout the whole United States would mean a saving of the lives of 10,000 children a year.

Safety instruction has, however, an educational value in addition to its immediately useful effect in saving life. Safety is so intimately concerned with life that it furnishes a mass of concrete material out of which education in its true sense as adaptation to life may be constructed.

Safety work in schools, which has been so successfully developed at St. Louis and Detroit, is now being started in many places. Mr. Whitney stated that the education section of the National Safety Council had just published a manual of safety education for the use of teachers and was prepared to cooperate, by giving the service of a field secretary and otherwise, with cities and schools in the establishment of demonstration centers where the possibilities of the work can be shown.

Twelve athletic fields are now available for 75,000 schoolgirls of New York City who participate in some form of athletics, according to a report made at the eighteenth annual meeting of the girls' branch, Public School Athletic League. As many as 1,500 girls report each week for athletic instruction, whereas 19 years ago only a handful could be rallied for the work.

A nursery school, modeled after the Merrill-Palmer School in Detroit, will be established at the Rainbow Hospital in South Euclid, Cleveland. A teacher will be brought from the Mary Warde Settlement in London. The school will be open to children from 22 months old to school age, and it will be financed by the Kiwanis Club.

Next Forward Steps in Education

(Continued from page 169.)

Probably the saddest aspect of the whole matter is that many have come to view the objectives of the country school as being quite different from those of the city school. Realizing the hardships in rural life and fearing lest the youth may gravitate to the city, some people hold that the country school should make it its business to retain children on the farm, whatever their abilities, interests, and needs; others hold that as soon as possible it should begin to prepare them for the pursuit of farming. Consequently, they insist that all rural schools should be built in the open country in a purely rural environment and have the course thoroughly ruralized, with rural arithmetic, rural geography, etc., so that the child shall be forever tied to the farm community and not be lured away. And they would even in the elementary grades have him trained in agronomy, stock breeding, dairying, poultry raising, horticulture, and other agricultural arts, and from the first would make him as vocationally efficient as possible. In either case little is likely to be done to fit him for membership in society at large, and the larger life, richer satisfactions, and broader social view open to those educated in the city become almost impossible for him. His life is predetermined and he is fettered by a class system as fixed as that of Europe. This is absolutely opposed to our American ideals, for we believe that in modern democracy the rural child should have the same rights as every other child. He should not be bound to the soil, like a peasant or serf under a caste organization of society, but, as President Butterfield has put it, "The door from the country to the city should swing wide." Rural elementary education should not differ from elementary education in the city, except possibly in the matter of approach.

Country Schools Relatively Inefficient and Costly

Thus for over a century the growing concentration of population in urban centers has been breeding an unfair contrast between the educational facilities of the city and those of the country. For almost as long a period educators have been calling attention to the comparative ineffectiveness of the rural schools; and, since statistics, tests, surveys, and other forms of measurement have come more into vogue, it has been clearly shown that the country schools have not only fallen short of reasonable standard of efficiency, but that they have cost far more for each pupil. The fundamental difficulty in this whole sad state of affairs is, of course, the need of a larger unit of organization. The existing weakness can never be overcome as long as the small district with its sparse population and consequently meager wealth back of each child exists as a separate and independent entity. The unit must be greatly enlarged and the schools consolidated, and, wherever necessary, the pupils transported, if the available resources and the educational conditions are to approach those of the city. Of course this effort to produce a larger school population for each unit will not alone be sufficient, as the rural districts are still too poor, even when their money has been equalized and economically expended, and the State must, therefore, step in and provide more substantial and better equalized subsidies for them all. No one has yet devised a plan that will secure good buildings and equipment without money, and all the special training of rural teachers in the world will not help the situation if the salaries and other conditions are not such as to attract them to the country.

Increasing Tendency to Larger Units

Clearly the start must be made through consolidation. This we have been recognizing more and more during the past quarter of a century. There has been a constantly increasing tendency to organize larger units in administration and to secure the enactment and improvement of consolidation and transportation laws. The movement began a generation ago in New England, and has gradually spread throughout the country. It has leaped from State to State through the zeal of educational reformers and missionaries and the force of example. The number of small schools and weak districts has now been substantially lessened through statutory provisions in most States and the best ways for increasing the size of the unit have been carefully worked out. Some Commonwealths, like those of New England, New Jersey, Michigan, Ohio, and Indiana, have adopted the township basis, while county control has been generally utilized in the South and in Utah, and the community or enlarged district plan in Illinois and other Western States; but, while the county will often be found to form the most effective unit for both administration and support, the exact method is not so important as the general idea of consolidation and undoubtedly various ways will be most effective in different States. In some of our Commonwealths public funds may now be used for transportation, and in most of them the amounts are carefully reported.

Our efforts must be patient, though persistent. Rural people cling with great tenacity to the old colonial right of each little district to administer its own school and to the outworn machinery of the small district system, and they will not readily be benefited against their will. Moreover, there are always selfish and bigoted outsiders, sometimes with considerable influence and even journalistic and political backing, who appeal to the suspicions and prejudices of country folk and to their outworn devotion to the "little red school house."

But the policy of centralization is bound to win in time through its own merit and in proportion as its value becomes known by trial. In the future, as in the past, progress in this direction will be most safely made first through special enactment for certain sections, then through permissive legislation for the entire State, and finally, when most rural sections have been converted, through a mandatory law for all. There is no reason for discouragement over the present situation. The achievements of to-day have been strung out over many years and have often been preceded by unsuccessful attempts and not infrequently followed by reactions. But there has been a steady, if slow advancement, and, amid all the adverse conditions and bitter opposition, the principle of consolidation has shown its strength. It can no longer be regarded as a mere experiment or fad; it has won a permanent place in practical school administration. It is preliminary and fundamental to effectiveness in all other reforms—in building, equipment, content, and method.

But, it has been argued, the country people as a whole do not demand or wish any better facilities in education. This is indeed the pathetic part of it—that those who are the victims have not more generally realized their own situation. Progressive movements, however, have never come about through the request of those who need them most, particularly when their suspicions and resistance to outside suggestion have been aroused through isolation, provincialism, and prejudice. A sin-stricken world did not demand Jesus nor did the Gentiles seek after the gospel of Paul, and the outlying nations of to-day do not cry out for the missionaries. The peasants of France did not demand their civic rights, and the serfs of Russia their freedom, nor the negroes of America their emancipation. The perils of typhoid, malaria, yellow fever, and hookworm have not been curtailed through any request of the districts afflicted; and the drunkard and dope fiend of to-day do not ask to be delivered. Emancipation, relief, and progress have come only when some outside agency with steady vision and intelligence, has had the courage to insist that it is not a question of what the people wish, but of what will help them.

Resolutions of Department of Superintendence

American Education Week Commended. Rural Education Fundamental Problem of American Life. Education Worthy of Place in Cabinet. Futile to Expect Diminishing Cost of Education

IN ORDER that the American people may have a full knowledge of the plans and purposes of those who are engaged in teaching the youth of America, and thereby be convinced of the economic and patriotic value of education, and in order that the patriotic and financial support of American public education may be commensurate with its importance in our representative democracy, the Department of Superintendence gives its cordial indorsement to the observance of Education Week throughout the Nation.

We commend the action of the President of the United States and of the several States in issuing proclamations on this subject, and ask for a continuance of their indorsements.

We hereby call upon the profession to continue to prepare plans and programs for this appointed week that will still further carry to the people a message of what has been done, what is being done, and what should be done to insure the safety of the Republic by a full measure of education for all its citizens.

Education in the Nation's Capital

We reaffirm our position regarding education in the Nation's capital by the repetition of the resolution adopted by the Department of Superintendence in 1923.

To Avoid War

We recognize both that another world war would destroy civilization and that the hope of to-day and the security of the future lie in an adequate education. To this end we demand a program of education which, by bringing about a better understanding among the people of the world, will speedily produce a situation in which offensive wars will become impossible.

Rural Education

We recognize the rural school as one of the most important and difficult in American education. It is a fundamental problem in American life. It is a question that concerns people of the city as vitally as it does the people of the country.

It has been the long-established policy of the Department of Superintendence to promote the welfare of the rural schools in the same degree as the city schools, and we, therefore, indorse the action of the president of the National Education Association in the appointment of the committee of one hundred to devise ways and means for the solution of this problem.

We solicit the interest and cooperation of every organization and of men and women interested in rural-life betterment to the end that the permanence, prosperity, and happiness of people in rural communities may be insured.

Education Bill

We have noted with great satisfaction and approval that President Coolidge in his first message to Congress gave expression to his high regard for education and to a belief that education is a fundamental requirement of national activity and is worthy of a department in the National Government and a place in the Cabinet.

The clear and forceful statement of the President in his message has greatly encouraged us in the hope for an early and favorable consideration of the education bill now before Congress.

We affirm our allegiance to the education bill in the language of the resolution adopted last year.

Law Observance

We recognize that our civilization is in danger of being undermined by the failure of our people to observe the laws of our country and the communities in which they live. We further recognize the fact that law observance can be best secured by proper observation and training. We therefore urge that the schools of America stress as never before the fundamental principles of American citizenship—participation in governmental activities and complete loyalty and obedience to its laws and respect for duly constituted authorities.

Efficient Service of Teachers

The great body of the people of our country are demanding increasingly higher standards of education. These demands are resulting in the new, vitalized educational program in our schools. There is a clarion call for broadly educated, highly trained leaders with clear vision and high ideals.

The Department of Superintendence commends the inspiring and efficient service of teachers, principals, and supervisors who are whole-heartedly devoting their lives to this high type of patrotic service, and urges increasing understanding, appreciation, and support by the public of these teachers, principals, and supervisors in the schools of America.

No Reduction in Appropriations

The unprecedented rise in the cost of public education as represented in the elementary and secondary fields may be traced to definite causes. It is the conviction of the American people that an education is the birthright of every child in this democracy. Within the period from 1890 to 1920 it became necessary to expand the elementary-school plant 70 per cent and the high-school plant 1,000 per cent, with like extensions in the instructing staff, to take care of the 10,000,000 additional children in the elementary and 2,000,000 in the secondary school. The increase in population, vast as that was for the period named, does not account for the increase in attendance. The real reason is the difference in conception on the part of the people as to what their schools should do. Compulsory attendance laws brought children by the thousand into schools, the age limit was raised, and civic organizations inaugurated "back-to-school movements."

No Longer for Training Selected Few

The public demanded physical and health education, courses in civics and patriotism, in fire and accident prevention, in music and drawing, in industrial and household arts, in science and commercial studies, expanded options, in foreign languages and history, classes for the mentally and physically disabled, part-time and continuation courses, open-air schools, night schools, summer terms; in short, a public service was demanded of the schools to meet changing domestic and economic conditions unheard of a generation ago. Local pressure and legislative enactment established the present public-school program and changed public schools from places for the intellectual training of a selected few to public-service stations whereby and wherein all might be equally served irrespective of race, color, creed, economic status, or parental occupation.

If the present conception, which seems to be the creed of the American people, is to continue and the public schools remain public-service stations, then it is futile to discuss a diminishing cost for public education. On the other hand, if every child of school age is to receive what is conceded to be his just due—namely, a full school day five days each

Adopted at the Chicago meeting, February 28, 1924.

week—the cost of school construction must go on. For example, 200,000,000 are required at this moment for school construction in a single State if the children of that State are to enjoy this privilege.

Millions Needed for Teacher Training

There is another factor in the recent cost of education. As late as 1917, salaries of teachers were proverbially and disgracefully low. Because of this, at no time in the history of American education has there been an adequate supply of trained teachers. At the present time, public education is suffering because of this lack. If public education is ever to have an adequate supply of trained teachers, millions more must be provided for our teacher-training schools. When an adequate trained instruction staff is had, the cause for the charge that "superficiality now obtains in public education" will have been removed. Prior to 1917, thousands of trained teachers left the profession because salaries had dropped below maintenance level. The situation became so serious that public sentiment crystallized into a Nation-wide movement for better salaries for teachers. This movement resulted in legislative enactment setting a minimum wage and annual increments. While teachers' salaries have materially increased in the number of dollars, there has been no corresponding increase in purchasing power. This movement, therefore, must go on. Present salary levels must be maintained and in many instances advanced if we are to secure men and women of the same standards of ability and efficiency required in general business. If the schools are to Americanize the 13,000,000 of foreign born now in this country and the millions more yet to come, if they are to banish illiteracy, if they are to take over the care of the health of childhood, and do the other things that the people now expect them to do, then there must be no expectation of a reduction in appropriations for public education either State or local.

Educational Costs Relatively Small

Can the Nation finance the program? The late Franklin K. Lane placed the annual loss to the Nation from illiteracy at $826,000,000, the Provost General places the loss due to remedial physical defects at still greater figures. In 1920, Federal statisticians placed the Nation's bill for luxuries at $22,500,000,000, a sum approximately equal to the cost of the Government from the adoption of the Constitution to the declaration of war against Germany, a sum large enough to replace the public-school plant from the ground up. The American people own 14 out of every 17 automobiles that the world has built. A single State has within the last 15 years built State roads sufficient to lay three parallel routes from New York to San Francisco and had $200,000,000 left for the development of its canal system.

It may be necessary to cut down expenses, but it should not be done by robbing childhood of its birthright. The remedy rests in a more scientific distribution of funds and the equalization of taxation. The destiny of the public schools is the destiny of the Republic; the Nation of the future must pass through the schoolroom where the traditions of our free institutions are conserved and transmitted. What that future shall be rests with the American people.

F. W. Ballou, Superintendent of Schools, Washington, D. C., Chairman of Committee.

Shorter Elementary Course of Study

Courses of Six, Seven, Eight, and Nine Years Have Been Tried Empirically. Advantages of Seven-Year Plan

By C. A. IVES

Dean Teachers College, Louisiana State University

AMERICA has tried empirically varying lengths for the elementary school, because education began locally in a small way and without professional or scientific guidance. At different times and in different sections we have had the six, seven, eight, and nine year elementary school. Seven States in the South now have the seven-year elementary school, namely, Virginia, North Carolina, South Carolina, Georgia, Alabama, Louisiana, and Texas. Kansas City, Mo., has for 40 years had the seven-year elementary school. The rest of the country has the eight-year elementary school.

Most States and communities operating under the one or the other of the two plans seem to be quite satisfied to continue to do so, but so far as we know these decisions are not based upon any investigation and comparison of the respective merits of the two systems.

Last session we made a study of three 7–4 and three 8–4 school systems in order to furnish rather definite answers to the following questions:

1. How do the achievements of students from eight-year and seven-year elementary schools compare on the high-school levels? On the college level?
2. How much time, if any, is saved in the seven-year elementary schools?
3. How does the cost compare?
4. Which system has the greater holding power in the high school?

Abstract of address before Elementary Principals' Association, Chicago, February 26, 1924.

To answer the first question we used eight standard educational tests in high school with the result as follows: Students in the 8–4 schools made an average of 90.8 per cent of the standard scores, and those in the 7–4 schools made an average of 98.9 per cent.

The median age of students in the 7–4 schools was grade for grade from 7 months to 8.8 months younger than in 8–4 schools.

In the 8–4 systems 18.8 per cent of the total enrollment was students in high school. In the 7–4 systems 29.1 per cent of the total enrollment was in high school.

As to achievement in college we found that 3,533 freshmen from 274 seven-four schools failed in 12.8 per cent of their freshman subjects in college, and that 1,828 freshmen from 244 eight-four schools failed in 12.2 per cent of their freshman subjects. The total cost of elementary education in America, according to a bulletin of the Bureau of Education at Washington, is $800,000,000 annually. Approximately $100,000,000 of this goes for the eighth grade, not counting building and furnishing costs.

From the data gathered we must say that—

1. Pupils in 7–4 schools are not surpassed by those in 8–4 schools in educational achievement either in high school or college.
2. Approximately one-year's time is saved in the 7–4 schools.
3. According to the facts revealed, out of 1,000 students in 7–4 systems, 291 would be pursuing secondary education, while in the 8–4 systems, there would be only 188.
4. A 7–4 system for America would save the Nation approximately $100,000,000 annually, send children to college a year sooner, furnish, without additional cost, vastly more secondary education, and all without sacrificing educational standards.

Discuss Commercial Occupations, Preparation, and Placement

Under the direction of the specialist in commercial education, the Bureau of Education will hold its third annual conference of business men and teachers in conjunction with the Eastern Commercial Teachers' Association. This conference will be held at a luncheon conference, Friday noon, April 18, at the McAlpin Hotel, New York City. Prominent speakers will discuss the topic of commercial occupations, preparation, and placement.

As a Swedish Schoolmaster Views American Education

Two Great Cultural Advantages Appreciated Most by Those Who Lack Them. Swedish Movement Toward the Unity School. High Value Placed by Americans upon America Attracts Attention

By PER SKANTZ
Senior Master, Mellerud, Sweden

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

A EUROPEAN educator traveling in the United States is soon aware of two excellent features of its educational system: A unity school organization with a foundation structure common to all, and the absence of religious instruction in the public schools.

The advantage of the former is so great that it can be appreciated only by those who lack it. In most countries of Europe the common foundation school does not exist. The masses of the people must be content with instruction of an indifferent grade in what is called the "folkschool" while the children of the wealthy classes attend schools on which every care is bestowed, where they receive an excellent though almost exclusively theoretical education. This system operates toward the creation of class distinction and social discomfort. Under this system of instruction, caste rather than ability asserts itself.

Here in Sweden we have since 1913 gone far toward working our way out from under these conditions. The folkschool has been lifted to a higher plane. The work of the hand is in a fair way to be appraised equally with that of the brain. To learn by doing has for many years been a guiding maxim of our instruction. Foreign languages, chiefly English, are taught in the seventh grade where such grade is organized. The time allotted to religion has been reduced, and Luther's Lesser Catechism has been relegated to the school museum. Large parts of this venerable book have for centuries past been memorized by Swedish children.

American Simplicity Opposed in Europe

These changes and several others are moving on toward the complete unity school. As a factor of the movement a Royal Committee submitted, a couple of years ago, a proposal to reorganize the school system so that in its leading principles it would come to resemble that of the United States. But the reactionary trends that course through Europe have also appeared in Sweden. Opponents in various camps have become aroused and are now making assaults on the proposal. The clergy are hurling the agrarians against it by shouting, "The school intends to de-Christianize the people." "The foreign language preparation of students will be poor," say the professors. The official classes say, "The educational plans will be lowered." Many people of the middle classes object because it will produce too great uniformity. Does any one expect that the grand simplicity of America's straight-line system will be at once adopted for Europe, where everything must be as tortuous and involved as possible?

Einheitsschule Not Possible Immediately

Our project for a unity school will evidently have to wait some years more before it is realized. Do you wonder, then, that I both envy and congratulate the great Republic of North America for possessing two such cultural advantages as the common school and freedom from the difficulties of religious instructions?

Once an American friend and I stood and looked out over a factory district in an American city. "Look," he said, "there lies the largest molding plant in the world." "For the past five weeks I have been studying a still larger one," I replied. "What do you say?" he asked, and looked really surprised, which a Yankee seldom does. "Yes, I mean your schools, particularly your elementary schools; there you mold the human material that forms the North American Union."

Full Justice Not Accorded to Europeans

With this as my point of departure I beg to observe that the methods applied in the molding processes do not always seem to me to be happily adapted. A couple of examples will make clear what I mean. In one school the teacher, a lady, was the very personification of courtesy, and she wanted to show how much the pupils in her school knew about Sweden. One pupil pointed out four or five Swedish cities on the map and pronounced their names correctly, and I was delighted. Encouraged by this success the teacher gave out the following assignment. "Now tell us what you know about Sweden." A pupil stepped boldly forward, presumably one of the brightest, and began: "Sweden is a little country close up by the North Pole." Here he stopped, looked a little disconcerted, and swallowed. He had nothing more to say.

I smiled, shook hands with the speaker, and said that Sweden is a good way from the North Pole and is nearly twice as big as Great Britain; that only four European countries exceed it in size; that its forests are always green, and that fields of grain and blue streams characterize the landscape of Sweden as well as of America. The children were greatly interested and we became the best of friends.

Appreciation of Other Countries is Advantageous

In one school it was asked, "Who was the victor in the Marathon race in Stockholm?" "An American," was the answer. This and other experiences cause me to make inferences of my own, for I found a tendency to make of the country a sort of a Chinese center of the universe, with a people superior to all others. This struck me as unbecoming and hurtful to the country itself. Whatever advantages a country may possess it gains through appreciation of other countries and of their inhabitants.

I observed that in American schools the pupils sing with energy and enthusiasm. Their hours of song are among my happiest recollections. In a school in Maryland the children and the writer alternated in singing for each other, each in his own tongue. Never before had I felt the full truth of a Swedish poem: "Singing is the key to the heart." Later I had the same experience in many other schools, as for instance, in Chicago, and particularly in a school in Massachusetts, where I heard the most lovely singing by children that I have ever heard. I went away from there impressed with the truth that next to the language, singing is the best means of welding a nation together and that my American colleagues know the art of employing it.

Cultivation of the Instinct of Direction

Among the exercises that I observed with special interest was the practice of getting one's bearings in a strange locality, and in directing others how to reach a desired point. Several times I had occasion to test the practical application of such instruction and nearly always with a satisfactory result. Now and then a boy would accompany me out of his way; others gave me briefly and clearly the information I required. One boy took my arm and brought me to a place of open view and said: "Do you see that green cupola? Go there; then turn to your right and go on till you pass a jewelry shop. It is the next house." Good.

This became one of the many object lessons I brought home with me.

In this connection it is tempting to enter the language side of the instruction for discoveries and comparisons and its rôle in the molding process, but it would carry me too far afield. It requires a separate chapter. Briefly, I found much evidence of good work and a desire to explore new and unchartered territory, in many respects calling to mind the spirit of action and achievement that was characteristic of the western pioneer.

Let me finally mention an incident connected with my departure from New York. I came up from the subway and looked about me for a taxicab. Then I heard a youngster by my side say: "You wish a taxi? I will help you." The next moment a well dressed boy dashed into the crowded street and hailed a taxi. It came and the boy stowed my hand baggage inside; but when I turned to express my appreciation with a coin the boy had vanished. My last experience with an American schoolboy was in keeping with all the rest.

Association Celebrates Twenty-Eighth Anniversary

Lynn, Mass., claims the first parent-teacher association organized in the United States. This association recently celebrated its twenty-eighth anniversary by giving a dinner at the school hall, at which 250 members and many guests were present, including city officials and leaders of the parent-teacher association movement in the State. The mayor and the city superintendent of public schools, as well as the president of the Massachusetts Parent-Teacher Association and a past president of the National Congress of Mothers and Parent-Teachers Association were speakers.

Miss Julia F. Callahan organized the association when she was a teacher and is still fostering it since she has become the principal of the school. The organization is credited with procuring the erection of the present modern 10-room building with an assembly room seating 400 people.

As an instance of the great interest which the towns in Alaska take in their schools the city of Ketchikan has voted to issue $50,000 additional bonds for the purpose of erecting a modern school building. The $100,000 bond issue previously voted was found to be inadequate to provide as large a building as was needed. The city now has $150,000 available for school building purposes.

Colombia Seeks Guidance in Assimilating Immigrants

Americanization Methods of United States Studied by Visiting Commissioner. Will Result in Closer Bonds between Peoples

By R. GONZALEZ CONCHA
Colombian Commissioner of Immigration
[Translated by GUERRA EVERETT]

COLOMBIA, fully understanding the advantage of her interoceanic position at the head of the South American Continent, and having definitely assured the permanence of her liberal institutions, and having sealed her friendship with the great Republic of the North, is now approaching the task of solving the human problem, a problem which resolves itself into the question of how to attract proper elements to increase the density of her population, to enable her to reduce and cultivate her vast, rich, and virgin territories. She is proposing, in other words, to open her doors to the immigration of peoples who can contribute to the development of her nationality in accordance with the ideals of her founders: Order, liberty.

Educational System Potent in Americanization

In the carrying out of this purpose, no nation is in a position to offer her the benefit of a more mature experience than the United States of America. This country has learned to fuse peoples of diverse and conflicting origin in a crucible that purifies, emancipating them from ancient burdens, and raising them up to receive the peculiar impress of American democracy. In the happy outcome of this great work, side by side with the liberality of her political and social institutions, the American educational system and organization has played a major part. These have constituted the amalgamating force par excellence, inasmuch as the unity of a people consists not so much in the homogeneity of its physical elements as in its intellectual and moral characteristics.

It is but natural, consequently, that Colombia should take as a model her elder sister of the northern Continent, and that, in preparing a plan for the nationalization of her own immigrants, she should pay particular attention and observe carefully the systems implanted in the United States.

Aspirations of Americans and Colombians Identical

Notwithstanding the divergence in historical evolution existing between the two countries, their constitutional organization and collective aspirations are identical, so much so that it is natural to suppose that the types of instruction which result in forming a good citizen of democratic America will likewise serve to make the best citizen for free Colombia.

By this is not meant, however, that it is the purpose to institute a mere copy of foreign practices in this regard. It is easy to see that such a course would carry most absurd conclusions; to different stages of development correspond conditions of a different nature. On the other hand, it is wholly practicable to deduce general principles from the laws which govern a given social phenomenon in the one country, and ascertain which of these is applicable in the other, and to study the sources of assimilating energy in the United States in order to modify them for utilization in a Latin country.

Immigration Will Introduce Anglo-Saxon Characteristics

Before concluding this short exposition of the motives that inspire the Government of Colombia to observe the educational institutions of North America, it will not be out of place to notice the influence which the immigration movement about to take place in Colombia may have upon the relations of the Spanish-American and Anglo-Saxon worlds in the future.

Undoubtedly this influence will be in the direction of a closer understanding. For, as this movement will follow in general the lines cut out by the United States, preference being shown to immigration from central and northern Europe, the contingents of immigrants, upon being absorbed into the national life, will necessarily modify it by introducing characteristics which approach the Anglo-Saxon type, thus bridging to a large degree the gulf which separates the latter civilization from the Latin. If to this we add the constant interchange of ideas now so happily inaugurated, it will not seem exaggeration to predict the arrival of a true Pan American Union, in which each country, while conserving its own proper identity and character, will be bound by close spiritual bonds with its sisters on the same continent of America.

I would like to make this an occasion to express the appreciation of Colombia for the valued assistance of the United States in the furtherance of the labors relating to the reorganization of the several branches of our national life.

• Tentative standards for all library training agencies and plans for accrediting such agencies are in preparation by the temporary library training board appointed by the American Library Association. This board was recently subsidized with a fund of $10,000 by the Carnegie Corporation. Adam Strohm, librarian, Detroit Public Library, is its chairman.

Clinical Teachers and the Curriculum

(*Continued from page 170.*)

but merely to ask whether the pendulum may not have swung too far: whether we are not making unnecessary and futile efforts to create out of the 95 per cent a species bound by the nature of man to be rare.

After all, experience has shown that it perhaps does not make any very great difference, provided Nathan Smith is on one end of the log, with the right kind of students, and not too many of them on the other; and I often feel that we are pressing for formulas to solve something for which there is no formula. The personal equation of the teacher does not appear in the syllabus issued from the dean's office, though it is known in every students' boarding house.

Provision Now Made for Intellectual Cogitation

We have just been going through one of our triennial turnovers at the Harvard Medical School in the endeavor to find out what is wrong with the student and with our method of teaching. This time, pressure has been brought to bear by certain members of the faculty of a philosophical turn of mind, who have discovered that the trouble with the undergraduate is that he has no time for intellectual cogitation. Consequently, at the risk of not meeting our obligations to State board requirements, we have materially cut down our hours of instruction so that the students have their freedom Tuesday afternoon and Thursday afternoon and all day Saturday and Sunday. We have as yet made no statistical study of the amount of rumination they do in these free hours; nor do I think such a study will ever be made, because by the time there are sufficient data to rely on we shall probably have gone back to the old system, or new courses will have crept in to fill up these free afternoons. A medical faculty abhors spare hours no less than nature abhors a vacuum.

More Time Needed for Bedside Observation

Our school is not unlike other schools, in having raised a large brood of independent subdepartments, all of which demand—indeed, deserve—additional hours in which to teach their special subjects, of which there is no end. However, we will, almost all of us, freely admit that probably nine out of every ten students enter medicine with the expectation of engaging in practice, and it behooves us, therefore, to give them the best possible training for this responsible career. Whether we are doing so at present is open to grave doubts—and thinking about it on their spare afternoons is not a satisfactory replacement for hours of actual observation of patients during the all too brief period now given over to the students for their clinical work.

"Trifling Ailments" Deserve Greater Attention

As a matter of fact, a large number of the students fret considerably during their first two years, and not a few of them only begin to show their real worth and have their interest stimulated when they have actually come to the bedside and have an opportunity to study and care for the maimed and afflicted close at hand. Our preclinical brethren tell us the trouble is we do not sufficiently emphasize in the clinic the bearing of what the students have previously been taught on the clinical problem before them. At this we scratch our heads for a ready reply, but the obvious answer is that what the students have been taught *has* no apparent bearing on at least 75 per cent of the countless minor ailments with which they must become familiar—the flat-footed head waiter, the old man with a chronic scab on his lip, the young woman with a backache or a lump in her breast, the baby with convulsions, the workman with an ulcer on his leg or, worse, with an infected or injured hand which, improperly treated, may be the end of his wage-earning days. There is no end to it—all very trifling, you may say, when we consider the public health movement and the eradication of yellow fever from the world, yet each of these individual people is greatly concerned about his own personal ailment, and the sum total is enormous. With such things the vanishing race of family physicians was once chiefly concerned, while the chiropractor and science-healer now takes his place.

In our pursuit of the medical sciences we have lost touch with the art of medical practice, and all the anatomy and physiology and pharmacology in the world is not going to guard a young doctor against making an unnecessary number of diagnostic mistakes and consequent errors of treatment unless he has been brought face to face with clinical problems and learned sound methods of treatment for an ample time. And when he has been thinking in terms of the patient for only two years instead of four, there are so many countless minor conditions of the sort I have indicated, they can not possibly be mentioned, far less shown and demonstrated, to every student in the short time at one's disposal.

Wrong Diagnoses Calamitous to the Surgeon

If these things are bad for the prospective physician, they are infinitely worse for the prospective surgeon, whom I may possibly have chiefly in mind, for, in proportion to the seriousness of his therapeutic agency, wrong diagnoses may lead to calamities unknown to the practice of physic. An acquaintance of mine, greatly interested in the furtherance of medical science, had a trifling injury to his ankle, which was put up in so tight a dressing that on its removal the top of his foot was found to have sloughed; and many months of slow and painful healing followed. The only doctor who makes no mistakes is the doctor who has nothing to do, and a calamity of this sort may happen, alas! to any of us; but a little more of the art and less of laboratory science would make its occurrence less likely.

Suggests Complete Reversal of Program

I sometimes feel that if we were really eager to put the present curricular sequence to a test, it would be a telling experiment to reverse our program entirely: to put the students into the clinic for the first two years and show them disease and get them interested in the problems of disease, meanwhile teaching them as much of structure and function as is possible; and then to turn them loose in the laboratories for their last two years. Like as not, under these circumstances there would be a much larger proportion than the present 5 per cent of our students who would really be fired by the enthusiasm of research and perhaps choose it as a career, or at least tend throughout their lives to pursue their problems to the laboratory.

Much of Preclinical Work is Unnecessary

Here, again, my thoughts are perhaps colored by my own experience, for in my own day, though we listened to some very admirable lectures in pharmacology, for which my marks show that I passed a creditable examination, I confess that I am unable to write a prescription and doubt if I have ever used more than a dozen of the countless drugs that went in and out of my head during that semester. We had, too, what I am sure must have been an excellent course in physiology of which I remember little, and this is just as well, for my classroom notes are full of statements since largely contradicted, and hypotheses largely disproved. I must confess that, seven years later, when thoroughly saturated with and weary of the clinic, I spent a year in a physiologic laboratory, and over some modest problems enjoyed myself as I never have done before or since; but this would have been no possible replacement, in the needs of a surgeon at least, for the grueling drill we had in anatomy and pathology, which always have been and always will remain the two essentially fundamental subjects. There is much, in short, that was taught and is still taught to-day to students in their preclinical course that is unneces-

sary and could well enough be omitted, or at least left for their graduate years of study.

Group Examination may be Unduly Circuitous

I may give an example of how an over-trained laboratory instinct may affect our senior students, our house officers, and, I fear, many of the graduates now engaged in what is called group medicine—a form of practice which lends itself to the making of an unnecessary number of expensive and useless routine tests. A patient was admitted in the fall to one of our well-known hospitals noted for its spirit of investigation and the exactitude of its work. The only thing that appeared to be wrong with the man was that he had a fever of unknown origin. A variety of people whose special duty it was had made detailed examinations of blood, urine, sputum, stools, and cerebrospinal fluid: microscopic, chemical, bacteriologic. His thoracic and abdominal viscera had been thoroughly and expensively studied by the roentgenologist. His basal metabolism had been estimated and recorded; electrocardiograms had been taken; and specialists were called in to exclude nose, throat, teeth, ears, and eyes. All of these things took time, and meanwhile the fever persisted. At this juncture, a country doctor who had enjoyed none of the present-day laboratory advantages happened to visit the hospital, and as he passed this man's bed in the course of the morning's rounds he casually remarked: "I am surprised to see that you still have an occasional case of typhoid fever in your neighborhood."

Examine the Patient First!

To point a moral, this tale admittedly has been somewhat adorned: typhoid fever is now rare; careful studies of our patients are not to be superseded by snap diagnoses; yet the incident illustrates what many clinicians recognize with lamentations as a modern tendency to practice which, leaning heavily on the laboratory, forgets to examine—or thinks it unnecessary to examine—the patient.

It is perhaps unjust to ascribe this attitude of mind entirely to our present-day medical curriculum, but it was with the idea of possibly offsetting this tendency that I ventured two years ago, with the approval of the anatomic department, to introduce an optional exercise for the first-year students on one of their off days supposedly devoted to self-education, so that they might begin to think in terms of the living patient from the very outset of their course. This was not done, I may add, without criticism on the part of some members of the faculty, though every effort was made so to conduct the exercise that the average student might have his anatomy and embryology illustrated by clinical pictures in such a way that he would be more receptive of the anatomic terms and relations he was having to crowd into his memory during his all too scant hours now allotted to these subjects.

Not Enough Time to Anatomical Details

They were dissecting the arm, for example. I believe that 30 years ago we used to spend a month at least on an extremity, and indeed dissected it twice. But now the student is supposed to learn the anatomy of the arm and that very important portion of it, the hand, in a week's time. It was easy to find some examples of injuries affecting and modifying the structure and function of the hand in the hospital wards, and the students were merely asked to tell what they saw, and to interpret its relation to the blood vessels, the nerves, and the muscles and bones they were exposing in the dissecting room. I remember bringing in a patient afflicted with acromegaly and merely asking one of the students what was the outstanding feature of the man's hand, and it was impossible for him to say that the hand was "big." That was too simple.

In short, I do not believe that students can begin to think in terms of the patient too early in their course, nor too early begin to interpret and record what they can see, hear, and touch—perhaps even smell and taste—at the bedside. And this brings me to the only practical suggestion I shall offer to this conference, namely, that some medical school with a sufficiently elastic curricular skin and some sufficiently enthusiastic clinical teachers capable of adjusting their instruction to the students' level begin each day of the week during the first two years with an hour's amphitheater clinic the purpose of which is twofold—first, to cultivate powers of clinical observation; second, to illustrate so far as possible on actual patients the things that are going to be taught from a different aspect later in the day in the laboratory courses.

Use Actual Patients to Illustrate Laboratory Courses

There is nothing new in this. Sporadic efforts in the same direction have been made from time to time in many places, without receiving general sanction as a principle, so far as I am aware, in the curriculum of any American school. It is a compromise, of course, between the system long in vogue in continental Europe, where the entering students are plunged immediately into the complicated problems of the bedside—a compromise between this system and our present one under which many preclinical teachers do not wish to have the students see clinical work of any sort, lest it blunt the edge of their interest while plodding through their preliminary courses.

For the five exceptional men, it makes no possible difference what particular methods of instruction are pursued, but for the ninety-five others who presumably are going to get their livelihood from practice this program will, I am sure, make better clinicians of them. Not only will the patient have the central idea in their minds for a longer time, but they will set out, or enter their hospital year, not only with their five God-given senses more acute but, what is still more important, with a better training of their common sense at the bedside. And, aside from this, I fully believe that this method will be likely to arouse curiosity in a larger percentage of students and thereby incline them to carry to the laboratories problems which deserve study, making them at the same time far more patient with and receptive of the necessary instruction in the purely fundamental subjects.

This or any other modification of our accepted curriculum will, in the long run, only be worth while if there are the right people to carry it through, and if the principle is adhered to of having the more experienced clinical teachers the ones first to meet the students, for younger men are apt to shoot over their heads. And again I would like to emphasize that a proper teacher needs no particular formula, though he does need to have some limitation in the number of his pupils

Duluth Doing Excellent Americanization Work

Americanization work in Duluth, Minn., is more than usually successful. Those interested in it claim that "no other city is within a mile of its record." Here is the statistical table on which they base the claim:

Population, 1920 census	98,917
Adult population	60,000
Total enrollment in night school	3,274
Adult population in night school—per cent	5.46
Men in night school	1,578
Women in night school	1,698
Total enrollment in English classes	1,072
Total enrollment in civics	80
Total enrollment in other classes	2,869
Citizens	2,213
Aliens	961
First year students	817
Second year students	158
Three years or more	111

The net expenditure for elementary education for each child in average attendance in England and Wales was £11. 14s. 5d. in 1921–22, and 5s. 8d. less in 1922–23. The total cost of educating a child during the normal period of school life, i. e., from 5 to 14 years of age, is, therefore, about £100.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

ALLPORT, FLOYD HENRY. Social psychology. Boston, New York [etc., Houghton Mifflin company [1924] xiv, 453 p. illus., diagrs. 8°.

The most recent psychological investigation and theory are in this book put at the service of those interested in the study of social relationships. More specifically, two main lines of scientific achievement are treated—the behavior viewpoint and the experimental method. The former, according to the author, has developed a richer interpretation of the facts, while the method of experimentation has been yielding the facts themselves. The author's purpose is to fit these experimental findings into their broader setting in social psychology, and to draw from them certain conclusions of value to that science. The Freudian contributions of psychoanalysis are also utilized in the book. In the final chapter, caution is advised in comparing the mental abilities of different races, and the negro is characterized as "highly educable." Three institutions of social control are discussed—government and law, education, and religion.

BELTING, PAUL E. The community and its high school. New York, Boston [etc.] D. C. Heath and company [1923] 371 p. forms, tables. 12°.

The author of this book aims to acquaint students of education and teachers with effective means of realizing the purposes of secondary education in modern life. After surveying the great changes which have taken place in the industrial and economic life of American society during the past century, he briefly sketches the history and purposes of secondary education in the United States, and shows how the high school may be administered so as to meet present-day needs. The remainder of the volume points out the purposes of secondary education from the standpoint of the pupil in his community relations. Particular attention is given to the general subject of high-school discipline, and to student self-government, extra-curricular activities, the development of high-school spirit, and character education in secondary schools.

CARNEGIE FOUNDATION FOR THE ADVANCEMENT OF TEACHING. Eighteenth annual report of the president and of the treasurer. New York city, 522 Fifth Avenue, 1923. vi, 166 p. tables. 4°

In addition to the record of official proceedings and business of the foundation, this report contains a section by President H. S. Pritchett on the teacher's responsibility for our educational integrity. He begins by replying to the criticisms made upon his article of a year ago on the rising cost of education, which he says recognized a progressive increase in the cost of education as both necessary and right. However, he questions whether the results of our present system of education as shown in the training of pupils justify the increased expenses involved. The chief drawback is found in the overloaded curriculum of both elementary and secondary schools. The problem faced is how to provide for the quantitative work that must be done and yet preserve the original fundamental purpose of the school, which is to discipline and train the mind and character of the individual boy or girl. The need at present is for a critical examination of the subjects comprised in the school curriculum, and for such gradual transformation and simplification of the studies and of the methods as investigation may show to be wise.

HADOW, W. H. Citizenship. Oxford, At the Clarendon press, 1923. xi, 240 p. 12°

A series of lectures is here reproduced which were delivered on the Stevenson foundation, in the University and city of Glasgow, in 1922, by the vice-chancellor of Sheffield university. They discuss the development of the civic idea and its bases, the relation between the individual and the state, and the problems of empire and of international relations. One chapter deals with civic education, and its place in schools, universities, and after life. The final chapter describes citizenship on the spiritual plane.

JONES, LANCE G. E. The training of teachers in England and Wales; a critical survey. London, Oxford University press, H. Milford, 1924. x, 486 p. 8°.

This survey presents for the first time a comprehensive critical examination of existing arrangements for the education and training of teachers in England and Wales. The historical development of the system is first briefly traced. Next follows a review of the arrangements for the preliminary education and the professional training of the more important groups of teachers, elementary and secondary, the teachers of younger children and of certain special subjects, as well as the provisions made for the further training of teachers in service. A few special problems are then considered—the position of the unqualified teacher, and the questions of finance and of supply. References to Scotland are made from time to time, and the teacher-training systems of two typical democratic communities, the United States and France, are described for the purpose of comparison with England. In conclusion the book discusses suggestions made for future improvement, and forecasts what seem to be the best lines for progress in teacher-training methods.

LOSH, ROSAMOND, *and* WEEKS, RUTH MARY. Primary number projects. Boston, New York [etc.] Houghton Mifflin company [1923] viii, 199 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo.)

Arithmetic has been less naturalized and socialized than any of the other school studies, according to the editor of this series of monographs. To aid teachers in the first two years of instruction in number, this handbook is offered, wherein the projects are so arranged that the child learns number facts in real life situations.

NATIONAL SAFETY COUNCIL. EDUCATION SECTION. An introduction to safety education. Chicago, National safety council [1924] 93 p. 8°.

A compilation based on existing courses of safety work, but including some new material, and designed to make more available what a number of cities have accomplished in this line of study. The general principles of safety education are given, also suggested topics for safety lessons, and a section on the project method as applied to safety teaching.

SINCLAIR, UPTON. The goslings; a study of the American schools. Pasadena, Calif., Upton Sinclair [1924] x, 454 p. front. 12°.

A presentation of the author's views regarding the interests which he believes to be in control of public school education in America. In conclusion he replies to some of the criticisms passed upon his previous book, "The goose-step."

SPENCER, MARY E. Medical supervision in Catholic schools. Washington, D. C., National Catholic welfare conference, Bureau of education, 1924. 47 p. forms, tables. 12°. (Education bulletins, no. 1, January, 1924.)

This pamphlet deals with the practice of medical supervision as it now affects the Catholic school, demonstrates the necessity of adequate supervision in support of health education, discusses means of financing the service, and gives general information regarding supervision for the aid of both teachers and supervisors.

STOOPS, R. O. Elementary school costs in the state of New York. A report reviewed and presented by the educational finance inquiry commission under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 123 p. tables, diagrs. 8°. (The Educational finance inquiry, vol. II.)

This study presents data regarding the cost of kindergartens and elementary schools segregated by the size of communities within the state, by grades, and by subjects within the grade. It distinguishes, as well, between the expenses involved for teaching and for other items. The report particularly supplements "The financing of education in the state of New York," the first volume in the series issued by the Educational finance inquiry commission.

TRABUE, MARION REX. Measuring results in education. New York, Cincinnati [etc.]. American book company [1924]. 492 p. tables, diagrs. 12°. (American education series. G. D. Strayer, general editor.)

An effort is made in this volume to interpret the general principles of measurement for the average elementary school-teacher. General intelligence tests are discussed, and also the achievement tests in a number of common school subjects, with emphasis always on the principles involved. Finally the future prospects in educational measurements are examined.

WELLS, H. G. The story of a great schoolmaster. New York, The Macmillan company, 1924. ix, 176 p. front. (port.) plates. 12°.

Describes the career and educational methods of F. W. Sanderson, late headmaster of the Oundle school in England.

A workers' university for Poland has been planned by university men and political leaders. It will be located at Warsaw, and will not only offer regular instruction in academic subjects, but will act as a center for health study and will publish certain works.

Vocational Guidance as an Essential Adjunct of Vocational Education

THE VOCATIONAL guidance movement has been retarded by numerous misconceptions regarding its purposes and achievements, which misconceptions it is desirable to replace with general agreement as to its place in the public-school system, said Frank M. Leavitt, associate superintendent of schools, Pittsburgh, Pa., in an address given before the Vocational Group, Department of Superintendence. When reconstructed so as to constitute a valuable adjunct of vocational education, vocational guidance will become an essential in public education.

Whether or not so-called vocational education is actually "vocational" must be determined by a study of its results rather than by a statement of its proposed objectives. Vocational education is "vocational" only when it is taken by an individual who will make specific vocational use of the information or training secured.

Vocational education is an adult proposition, the foundations of which can and should be laid by the public schools. It does not supplant general education, but supplements it. The most effective school work that can be done in this field consists in developing vocational interests and vocational intelligence, through courses with a vocational content, to the end that the young person may become a permanent and interested student of the occupation into which he goes.

Vocational education has not been over emphasized, but much of the so-called vocational education has been misapplied and, therefore, ineffective. It is generally expensive and, for economy, if for no other reason, should be coordinated with general education. Vocational and general education can never be wholly disassociated.

Vocational guidance, when rightly understood and adequately developed, serves to secure more effective vocational education at a lower cost to the community.

Vocational guidance is playing an important part in the development of a modern curriculum to serve a twentieth century social and economic and political situation. It is at once a guide and a challenge. It is becoming an essential part of the vocational education program.

Evening Schools in Our Rural Communities

THE NEED of Americanization work in rural communities, especially work for the adult foreign-born, was emphasized by County Superintendent Lillia E. Johnson, of Eau Claire, Wis., in her talk before the County Superintendents Section of the Department of Superintendence.

"One of the great educational needs of the present time," she continued, "is the equalization of school opportunities in both rural and urban communities."

Superintendent Johnson gave an account of the first Americanization work in her community. "In 1919 an evening school was started with 42 in attendance in one of our one-room rural schools. These classes have been held every year since then. The people who can neither read nor write are asked to come one hour earlier in order to take up reading and writing. The youngest man enrolled in any of our classes is 26 and the oldest is 73. The average age is 48. The attendance is always good regardless of the weather or roads. The United States Department of Labor has furnished Raymond Crist's Textbook on Federal Citizenship free of charge and this has been supplemented with grade texts and newspapers.

"While this work has been carried on in some of our rural districts the last four years, very little has been accomplished compared to needs of the present time. These people enjoy discussing topics together and expressing their views. The women of the district serve refreshments and many who do not partake in the regular class work ask questions while the social hour is held."

Pupils of foreign stock in the New Haven (Conn.) public school number 22,631 out of a total enrollment of 31,131, according to an official chart dated December, 1923. In all, 48 nationalities are represented. With 9,131 children of American stock there are 11,518 of Italian stock.

Liberal members of the British Parliament, at a meeting held recently in the House of Commons, decided to form an "educational group," which will look after the interests of education and keep special watch upon measures of an educational character introduced in the House.—*Teachers World.*

Fourth Conference on Negro Land-Grant Colleges

Presidents of nearly all of the Negro land-grant colleges and leaders in agricultural, industrial, and home economics education from the land-grant colleges attended the Fourth Southern Conference on Education in Negro Land-Grant Colleges held at Hampton Institute, Hampton, Va., March 3 to 5, inclusive. The conference was called by the United States Commissioner of Education in cooperation with the Federal Board for Vocational Education and the Association of Land-Grant Colleges for Negroes.

The main purpose of the conference was to study critically the courses in mechanic arts and industries, with the idea of bringing the trade courses to a plane that will meet the standards of the trades and trade organizations, and to adjust the collegiate courses in mechanic arts so that they will have more significance from a technical as well as a cultural standpoint.

Ten special committees made preliminary reports at the conference. Most of these committees will make final reports at the conference to be held next year.

The Hampton conference marked the beginning of a new series of comprehensive studies which are expected to be instrumental in raising the standards of the land-grant colleges for Negroes and to gain the confidence of the supporting public.—*Walton C. John.*

Workers' College Offers Summer Courses

Short summer courses are offered this year by the Brookwood Workers' College at Katonah, N. Y. A "labor institute" of one week will be held June 23 to 28 especially for delegates to the annual convention of the Women's Trade Union League, although attendance will not be restricted to them. A two-weeks' course will be given July 7 to 20 which is designed for officers, organizers, business agents, and members of unions. Current labor problems will be the basis of this course.

Student Fees Pay Small Part of Cost

Not less than $10,000,000 is required adequately to endow a modern medical school, and double or treble that sum is not too much if the school is to include in its scope all the specialties of medicine and surgery, according to Dr. E. D. Burton, president of Chicago University. The days have long gone by in which a group of physicians could supplement their income by conducting a medical school for pecuniary profit.

Training in Housekeeping Makes Teachers Independent

Teachers' Homes are Solving the Housing Problem for Rural Disrticts. This Normal School Requires Study of Home Economics. Homes as Well as Teachers Should be Models for Community

By M. LEDGE MOFFETT

Director Home Economics, State Normal School, East Radford, Va.

IMPROVEMENT of rural schools involves the development of a system of housing for the teacher. The rural teacher is no longer the enviable figure as of a generation or two ago. She can no longer "visit around" among the families of her pupils or board in the home of the leading citizens for a mere song. For her, housing has become an acute problem. In many places schools are closed because there is no suitable home for the teacher; in others she becomes a transient, traveling back and forth from a neighboring town. The solution of this housing problem probably lies in teachers' homes such as are being built in connection with many of the new rural schools.

The "teacher's home" brings to the person undertaking rural work the added responsibility of being a housekeeper as well as a teacher, and in both capacities the teacher must be a model, above the criticism of the best home maker or the best mathematician of the community.

The homes likewise bring to the teacher-training institution the challenge to meet the new demand thus made upon its graduates. The State Normal School at East Radford, Va., is accepting the challenge by requiring a course in home economics in all curricula.

Details of Required Course

This course is offered each quarter (12 weeks), meets 5 hours a week, and gives 1 hour credit. It includes:

(1) Twelve lecture and discussion periods on the social and economic phases of home making, individual budgets, accounting, marketing, time schedules, and the economic standards of the community.

(2) Twelve double periods given to food study. These cover problems of food selection and preparation in terms of health, nutritive value, and cost; school lunches both those packed cold at home and simple hot dishes prepared and served at school; food preservation; simple meal service; and care of food in the home. The topics are presented in lectures accompanied by laboratory work in the home and the school kitchen.

(3) Twelve double periods given to clothing, home decoration, and simple problems of home management. These include such topics as the decoration and care of a teacher's bedroom; the management of work on a cooperative basis; the selection of the teacher's clothing; simple problems in garment construction; repair and care of clothing, and Saturday laundry.

Reading of standard books on home economics, magazine articles, and advertisements is required. The course assumes some home experience and aims to enrich the appreciation of home making by showing the relation of science, economics, and art to the simple tasks of life.

Students Perform Home Duties in Turn

Teachers' homes are provided in connection with the two practice schools which the normal school maintains in rural communities, one a rural junior high school with elementary grades, the other a typical two-room country school. The practice-teaching period for the normal student is 12 weeks; six weeks of these are spent in one of these rural schools, and during this time the student lives in the teachers' home and participates in the housekeeping for the group, besides carrying on her school and community activities. The manager of the teachers' home is the home economics critic teacher; all members of the group are responsible to her and do their housekeeping under her supervision. When a new group of pupil teachers arrive at the home they are divided into housekeeping units of three or four members. To each unit is assigned a working day or week, at which time it takes charge of all the duties of the home. One member plans the meals, does the marketing, and directs the preparation of the food; another has charge of cleaning the bedrooms and living room; others do the cooking, take care of any who may be sick, and meet the emergencies which arise as in any home. By rotation of work all the pupil teachers are given experience in the various phases of home making. Frequently the unit plans the recreation and social life for the group, and great interest and rivalry are shown in this phase of the life. The noon lunch is another feature which stimulates interest and ingenuity; it must be prepared during the recess periods because housekeeping responsibilities do not excuse a student from her practice teaching activities.

The introductory general course in home economics and the practical experience of living with and providing for 12 or 15 people of varying dispositions and appetites leave the graduate of the normal school better able to take her part in any cooperative housing scheme which her community may offer.

High Qualifications Required for "State Letter"

A "State letter," corresponding to a college letter in athletics, is awarded by Missouri's State department of education for success in physical education. This "M" is granted only to students who have perfect health, stand high in scholarship, show qualities of sportsmanship, and take part successfully in athletics. To aid in rating students in these particulars, a system of points has been devised, and to be eligible for receiving the letter a student must earn 800 points.

Of these 800 points, 600 must be earned in specified ways, namely, 100 in health, 100 in scholarship, 100 in sportsmanship, and 300 in athletics. The remaining 200 may be earned in various ways; for example, a student who is admitted to Phi Beta Kappa receives 200 points in scholarship, and one who makes a school team receives 200 points in athletics. Points are also granted for such activities as scout leadership and hiking. The 800 points may be earned at any time during the four years of the course. Each winner of the "M" receives also from the State department a diploma recording his performance, signed by the State superintendent of schools, the State director of physical training, and the president of the college.

Gifted Children in American Public Schools

The typical gifted child in the American public school has already mastered the subject matter more than 35 per cent beyond the standards for his age, but his progress through the schools has actually been hastened only 14 per cent of his age, according to Guy M. Whipple, professor of experimental education, University of Michigan. To find out what is done for gifted children, the National Society for the Study of Education two years ago appointed a committee on the education of gifted children. The work of the committee is summarized in the Yearbook of more than 400 pages, issued by the society through its agents, the Public School Publishing Company.

Student Loans Upon Business Basis

New York Foundation Makes Loans to Juniors and Seniors Upon Their Own Credit. Plan Carefully Worked Out

HOLDING that the character of self-supporting college students is good security for loans, the Harmon Foundation, of New York, has instituted a plan by which its funds are lent to selected students with the expectation that the money will be repaid after graduation. The lending of the money is part of a five-year study of the problem of student self-help, in course of which the foundation expects to demonstrate the soundness of student obligations. For this demonstration it has appropriated $150,000.

Business Handled by Individual Colleges

The foundation does not lend money directly to students but makes an arrangement with the presidents of certain colleges by which a stated sum is assigned for the use of the students. When the plan is introduced into a college, a faculty committee of three is appointed by the president, and students in the junior and senior classes may apply to this committee for loans up to the maximum sum of $250. An advisory committee is then elected from their own number by the students chosen to receive loans, and this committee assists the faculty committee in choosing the beneficiaries for the next year. Later these two committees work together in following up any beneficiaries who are delinquent in repaying their loans after graduation.

In selecting beneficiaries of the fund, preference is given to those students whose college course will be interrupted or whose health or college grades will be affected if they remain in college without getting help. Preference is also given to students who will not make the loan a complete substitute for outside work. No discrimination is made on account of sex, nationality, race, or religion.

Ten Per Cent Excess to Cover Losses

All loans are to be repaid in full with 6 per cent interest. In addition, 10 per cent more than the amount actually received by each student is included in the note which he signs on obtaining the loan. This excess amount is used to make up losses caused by nonrepayment of loans, and four-fifths of it is used to cover losses incurred by defaults within the borrower's own college group. After an amount sufficient to cover the year's losses has been deducted from the 10 per cent, the remaining money is returned to the students with interest at 6 per cent.

Accumulated interest is to be paid in two installments within the first year after graduation. One year after graduation the student must begin making monthly payments of at least $10 each and must continue these payments until the principal and interest are paid. Such legal proceedings as a bank or other business house would use are instituted to collect payments too long in arrears. However, each delinquency is carefully studied, and in case of illness, or temporary loss of employment due to no fault of the borrower, or of other unavoidable cause, the time of payment may be extended by application in writing to the foundation. The plan has been in operation for two years, and it has been introduced into 42 institutions.

More than 2,000 of the 3,400 girl graduates of accredited high schools in Virginia in 1923 registered in the four teacher-training institutions of the State, according to President S. P. Duke, of the Harrisonburg State Normal School. Only about 300 of the girl graduates attend other higher institutions.

One hundred and thirty-six children residing in the rural districts of Burt and Colfax Counties, Nebraska, finished the eighth elementary grade in 1918. Eighty-four, or 26 per cent of them, entered high schools, and 57, or 68 per cent of those who entered, completed a four-year high-school course.

PRINCIPAL ARTICLES IN THIS NUMBER.

California Officer Rules on Religious Instruction

Unlawful to Dismiss Part of School, but All Pupils May be Dismissed at Discretion of School Board

THAT it is unlawful for a school board in the State of California to dismiss some pupils to receive religious instruction during school hours while other children are kept at their desks is the opinion handed down by State Attorney General U. S. Webb, for the guidance of the State Superintendent of Public Instruction.

The question submitted to the attorney general by Superintendent Will C. Wood was the outcome of a movement launched by clergymen of various denominations.

The attorney general holds that such action would be discriminatory and in violation of the constitutional provisions prohibiting sectarian instruction in the public schools. His opinion implies, however, that all pupils may be dismissed earlier than usual, in the discretion of school boards, provided they attend school for the minimum school hours provided by law. In that case the pupils so dismissed may, if they so desire, attend classes for religious instruction.

Religious Instruction not Credited for Appropriations

The statutes of California are explicit in their demand that there shall be no religious instruction permitted, either directly or indirectly, in the public schools of the State. The appropriation of State school funds is dependent upon the attendance of pupils. The hours during which a child is absent receiving religious instruction obviously can not be credited in computing appropriations.

The attorney general holds that the spirit and intent of the statutes of the State do not admit of any procedure which either directly or indirectly would amount to a discrimination of any character whatever against the children whose parents or guardians might not desire to have religious instruction given to their children.

The corner stone of the University Students' Club, Calle Viamonte, Buenos Aires, was laid recently in the presence of the President of Argentina. The club, which was founded on May 11, 1918, now has about 1,200 members. The national budget for 1923 allowed 100,000 pesos for the building, the total cost of which is estimated at 180,000 pesos. It will have not only equipment for various sports, but also a library, lecture halls, a low-priced restaurant, and dormitories for students from the Provinces.—*Bulletin Pan American Union.*

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Number 9

AN ALASKAN STUDENT OF DOMESTIC ECONOMY

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Special Number EMPHASIZING THE ACTIVITIES *of the* BUREAU OF EDUCATION, IN RECOGNITION OF THE MEETING *of the* NATIONAL EDUCATION ASSOCIATION IN WASHINGTON, JUNE 29 *to* JULY 4

THE PUBLICATIONS of the Bureau of Education are issued for the benefit of the teachers and school officers of America. They cover practically every phase of educational activity. Under the law which governs them, only a limited edition may be printed for free distribution, but they may be purchased at the cost of printing from the Superintendent of Documents, Government Printing Office, Washington, D. C. Lists of documents available will be freely furnished upon application to the Commissioner of Education, and all requests for free copies of documents should be addressed to him.

SCHOOL LIFE is issued monthly except in July and August—10 numbers annually. The subscription price is 30 cents a year, but 25 or more copies will be sent to the same address at the rate of 25 cents a year for each copy. In its usual form it contains 24 pages and has no cover. The subscription price covers only the cost of printing.

The purpose of this special number is to increase the usefulness of the Bureau of Education by bringing its facilities to the attention of those whom it is intended to serve.

Education is LEARNING TO DO

By HUBERT WORK, Secretary of the Interior

WHAT constitutes education is still an open question.

I am familiar with the definitions in the dictionary, both obsolete and modern. All of them are too brief to be adequate. Indeed, the varieties of education are so many that only principles could be cited.

Ability to make a living is the first necessity for an education. When a man can accomplish this he is educated to a degree. Qualifications of a person to adapt himself to the environment in which he finds himself is the test of his intellectual equipment and might be termed his education.

So many different factors enter into an education of any sort. Character, mentality, and training, supported by willingness to serve, are the essentials. No man is great in history unless he was able and willing to serve with and for others. Human relations are fundamental to all other questions in this world. The Great Physician, after reciting law by negation, said: "A new commandment I give unto you, That ye love one another." That thought proved to be the basic essential to civilized existence and the well-spring to education which in turn promotes civilization.

Any manual industry has its educational value. It trains the eye and the hand to work in unison, and through them the mind, to direct both.

There is an education in handling a team of horses—indeed, in making a horseshoe—and the lesson of service unavoidably learned. Service is applied education and should be its object. But there may be wide difference between a college education and its application. One is the tool; the other is its use. The one is the science of service; the other is the art of science applied. The art and science of education combined is the present-day need. It has suggested manual training schools, vocational training, the teaching of trades in the public schools. All in response to the latent realization that the purpose of education is that it shall first bring social independence and open the door to positions as high as the individual has adaptability to occupy.

Shakespeare, Burns, Lincoln, Rockefeller, Schwab, Hill, and scores of others, great men of their time, were not college men. College education is not enough. We should not depend upon it. College is an opportunity, but it will not be what goes into us in college, but what comes out of us after leaving college, that will fix our place in the world.

So many college graduates rest upon their diploma. Graduation does not mean one has finished. Commencement means that we have only been made ready to begin; to start out on life's journey qualified to look into the phases of life closed to our associates who were deprived of school privileges.

I once heard a man regret that he was unfamiliar with words he needed to express new thoughts that came to him. Words are tools for the mind, and familiarity with them can best come from schools and contact with schooled people. A college education should provide the vehicles for thought, not open to men who have few words.

But they are not enough. Parrots can talk. The significance of words and their relation to thought and to each other is intellectual education raised to the Nth power, but this educated status is but the preliminary to the purpose of education. Except for teaching, its purpose is to lay a foundation upon which a developed superstructure may arise.

I would emphasize the importance of the habit of learning. The function of a teacher is to direct and correct. We should master something for ourselves. No mental discipline comes from being told a fact. That is hearsay. It is not our own and is worth only what the property of another may be. If we can read, the world is open to us; if we can write, we may convey our thought to others.

We should live a part of the time alone—get acquainted with ourselves. Appraise our own qualifications and strengthen the weak ones. Cultivate the habit of reflection; give our minds leisure to receive and record impressions clearly. Even the sensitized plate of a camera must have a time limit fixed to record the detail of impressions. The human mind must not only gather its impressions but record and analyze them also. It is not possible for the human mind ever to understand itself, but we do know that its first impressions remain longest; that the character we establish in early life will be ours in old age, and that we must live with it and, dying, leave it as our tribute to the world.

VIEW FROM THE INTERIOR DEPARTMENT BUILDING, LOOKING SOUTHEAST

In the background are the Department of Agriculture, Washington Monument, the Bureau of Engraving and Printing, and "the Basin," surrounded by the famous Japanese cherry trees, indistinctly shown in full bloom. The Potomac River is beyond the Basin. The American Red Cross, Continental Memorial Hall, Pan-American Union, and the Navy Department are in the middle distance.

SCHOOL LIFE

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Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education*, JOHN JAMES TIGERT

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An Organization By the Teachers and For the Teachers

Bureau of Education Not a Manifestation of Bureaucracy, but an Agency Demanded by Foremost Members of the Profession of Teaching. Originally Established as an Anomalous Department Without Cabinet Rank. Constant Growth Has Resulted from Specific Needs. Resources Have Increased from $6,000 to $752,980

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

SERVICE to public education in America is the foundation upon which the United States Bureau of Education rests. It was created at the solicitation of the national associations of teachers and superintendents, its usefulness has always come from the cooperation of the members of the teaching profession, and its future depends upon their sympathy and support.

For 25 years before its establishment the need of a national educational agency was felt and discussed in the meetings of schoolmen, vaguely at first, but with gradually clarifying notions. As far back as 1854, John D. Philbrick, of Boston, headed a committee of the American Institute of Instruction to petition Congress for "an educational department" at Washington. Thereafter many, if not most, of the important gatherings of school executives and teachers passed resolutions or memorialized Congress in that behalf. The suggestion of a Bureau of Education to be connected with the Department of the Interior was made as early as 1858 by Prof. Daniel Read, of the University of Wisconsin, and it was often reiterated by others in the years that followed.

The agitation reached its climax at the meeting of the National Association of State and City School Superintendents held in Washington in Feburary, 1866. Dr. Edward E. White, State commissioner of common schools of Ohio, delivered then a carefully prepared address on "A National Bureau of Education," and the subject was discussed generally and at great length. In consequence a memorial was drawn up setting forth the unanimous opinion of the association that the interests of education would be greatly promoted by the organization of a National Bureau of Education. This memorial was ably expressed and was prophetic in describing as possibilities the identical functions and many of the methods and results which have developed with the actual growth of the Bureau of Education.

The memorial was presented with an appropriate bill to the House of Representatives by Gen. James A. Garfield, of Ohio, who had been a schoolmaster, a college president, and a soldier of distinction. He was a skillful parliamentarian and an eloquent advocate, and notwithstanding strong opposition which brought about the defeat of the bill upon the first vote, he succeeded finally in procuring its passage on June 19, 1866.

The activity of the teaching organizations did not cease after the bill reached the Senate, and the opposition in that body was less aggressive than in the House. The bill was passed without amendment March 1, 1867, and was signed by President Johnson on the day following. In its final form the new law provided—

> That there shall be established at the city of Washington a Department of Education, for the purpose of collecting such statistics and facts as shall show the condition and progress of education in the several States and Territories, and of diffusing such information respecting the organization and management of schools and school systems, and methods of teaching, as shall aid the people of the United States in the establishment and maintenance of efficient school systems, and otherwise promote the cause of education throughout the country.

Provision was made for a Commissioner of Education at $4,000 per annum, a chief clerk at $2,000, one clerk at $1,800, and one clerk at $1,600. Henry Barnard, who had occupied educational posts of distinction for a generation and had been active in promoting the establishment of the new department, was made the first commissioner.

Two years afterward, that is, on June 30, 1869, the Department of Education ceased to exist, for in its stead the Congress had erected in the Department of the Interior an Office of Education, to perform under the direction of the Secretary of the Interior the duties which had formerly devolved upon the Department of Education which it superseded. But the salary of the Commissioner of Education was reduced to $3,000 a year, and he was allowed only two clerks, each at $1,200.

The change was not at all surprising. A bureau was what the association of superintendents originally asked for, and it was so provided in the bill which General Garfield first introduced. The separate and anomalous department was substituted for the bureau in the committee room, apparently only for the purpose of giving the commissioner the power to appoint his own subordinates. The commissioner was not, of course, a member of the President's Cabinet, and the "department" of four persons housed in two rooms of a rented building was not impressive in the view of anybody.

The regular bureau organization was strongly favored at the time by many of those who were friendly to the measure, both in the Senate and in the House, but they withheld their objections to the proposed plan because they considered the substance more important than the name or the method of organization.

Aside from this, however, it is clear that the expectations of some of the congressional advocates of the Department

of Education were not realized. It is no wonder. In fulsome speeches it had been proclaimed, though not by General Garfield nor by Senator Trumbull, who had charge of the bill in the Senate, that the Department of Education would exert a powerful influence to enlighten the mass of ignorance in the Nation, particularly among the freedmen of the South. Two years passed, and the Commissioner of Education with his three clerks had failed to cause the enlightenment of the four million freedmen or to show any appreciable reduction in the sum total of ignorance in the country at large. It was disappointing to the enthusiasts, and the reaction had its natural effect.

General Eaton Began with Meager Resources

Doctor Barnard retained the confidence of the schoolmen, but in his discouragement at the lack of support on the part of the Congress he resigned in 1870 and was succeeded by Gen. John Eaton.

General Eaton began bravely at the bottom of the ladder, and with the cooperation of the Secretary of the Interior and the President and with the cordial help of the schoolmen of the country, he was able within a few years to make an excellent show of progress, and to gain in a reasonable degree the support of the Congress.

So much for the beginnings of the Bureau of Education. I have recited the story to show that its very existence is due to the activities of those who are the beneficiaries of its work, the teachers of the United States. From the day of its beginning as a bureau to this, the Bureau of Education has grown, intermittently it is true, but it has grown reasonably nevertheless. It has suffered no setback, and every item of its growth has come because that particular thing was required the better to fulfill the purpose of its creation and because the teachers of the country desired it so.

Is Now an Actual Reality

It is no longer necessary to cite evidences of the support of the teaching profession. That is taken for granted, and it is shown in practical ways rather than by word of mouth. In its earlier days every educational convention felt in duty bound to commend the work of the Bureau of Education in formal resolution. That is rarely done now, for it is well understood that the Bureau no longer needs to be coddled. It has attained its stature, and it plays its part as a well-developed organization, though often painfully conscious of the lack of much that is needed for full efficiency.

The attitude of the public, of school officers, and of teachers is normal and satisfactory in the stage of development that has been reached. Nobody considers it necessary to repress criticism for fear of injuring the cause of education, and nobody feels that he must go out of his way to tell his neighbor that the Bureau of Education is doing good work.

Paying taxes and filling statistical forms are two things which are never done without a murmur. Both of them are done, nevertheless, and the results of both redound to the benefit of the country. Even the individuals who protest the most understand that fully. In consequence, the information which is required to make the Bureau of Education a proper clearing house is supplied with constantly increasing fullness and accuracy. Practical cooperation is given without stint.

Practical Influence Grows Steadily

On the other hand, with the increased development of the Bureau the demands for its service have grown enormously, and in this lies the convincing proof of the general feeling of satisfaction with the work of the office. Without overlooking or minimizing the fact that we are still far from the point of perfection, it is safe to say that the Bureau of Education was never before so well known as it is now, that its prestige was never so high, and that its practical influence has grown and is growing apace.

The reason for all this is in the fact that the Bureau of Education is no longer a one-man affair, but its strength lies in the group of capable men and women who form its working staff. Every move in the development of the organization made within the past two and a half years has been with the realization that the greatest wisdom lies in the union of many minds. Retaining final authority always in the office of the commissioner, the idea of cooperation and mutual help has been constantly emphasized, by the appointment of an advisory council, by the designation of committees to make important determinations which had previously rested upon individuals, and by consultation and concerted action upon every question of consequence.

Original Plans Closely Followed

The recent achievements and the methods of the bureau are indicated by the articles in this number which were prepared by the several division chiefs and specialists. More than all else the record shows the earnest effort to "collect the results of all important experiments in new and special methods of school instruction and management, and to make them the common property of school officers and teachers throughout the country"; and to "aid communities and States in the organization of school systems in which mischievous errors shall be avoided and vital agencies and well-tried improvements be included." These were the lines laid down by E. E. White, Newton Bateman, J. S. Adams, and their associates as the principal functions of the national agency which they desired.

From General Eaton and his two clerks in 1870 the bureau has grown to 103 persons in the Washington office and 229 in the Alaskan service. Of that number 13 receive salaries equal to or greater than that paid to General Eaton at any time during his commissionership. The whole appropriation for the Department of Education in the second year of its existence—that is, in 1868–69—was $20,000. For the Bureau of Education in its first year the appropriation was $6,000. Its present resources are shown in the following table:

Recent appropriations for the Bureau of Education

Purpose	1924	1925
Salaries	$110,660	$117,000
Investigation of rural and industrial education	53,000	55,000
General expenses	13,240	17,500
Collecting statistics	17,400	17,400
Investigation of city school administration and education	9,320	10,000
Investigation of kindergarten education	6,720	7,140
Printing and binding (allotted from appropriation made to department)	48,000	48,600
Contingent expenses (allotted from appropriation made to department)	2,000	2,000
Total for bureau at Washington	260,340	274,640
Appropriations for work of Bureau of Education in Alaska		
Education of natives of Alaska	355,000	355,840
Medical relief in Alaska	90,000	110,000
Reindeer for Alaska	10,000	12,500
Total for work in Alaska	455,000	478,340
Grand total	715,340	752,980

NOTE.—The sums stated for 1925 are included in the appropriation bill which is in conference at the time of this writing. These amounts are not in question, however.

Greater Costs Lessen Attendance of Latin Americans

Increase in tuition charges and general cost of living in the United States is reflected in the smaller number of students and teachers from Latin America attending schools in the United States during the past year, according to L. S. Rowe, Director General of the Pan American Union. As a result of the greater costs, arrangements have been made in many instances whereby Latin-American teachers give Spanish lessons in return for living expenses while they are pursuing their studies in American institutions.

To secure a larger interchange of students with the Latin-American countries the Pan-American Pedagogical Congress is working for a mutual recognition of educational credentials.

HUBERT WORK
Secretary of the Interior

JOHN J. TIGERT
Commissioner of Education

LEWIS A. KALBACH
Chief Clerk, Bureau of Education

GEORGE F. ZOOK
Assistant to the Commissioner of Education

Dutch View of the Dalton Plan

Delegation of Capable Dutchmen Visit England to Study Operation of the "American Plan" of Education Which Has Aroused Europe. Make Comprehensive Report Favoring Experiment in Holland

By P. A. DIELS
Headmaster at Amsterdam

"NO PROPHET is honored in his own country." I do not know whether the American language knows a similar or equal proverb, but it certainly contains a lot of truth, even in the world of education. Thus you need not wonder that at the present moment Miss Helen Parkhurst's word is much more closely studied in Europe than in America. It seems that we have to go to England to find the most practical applications of "the Dalton plan." I need not go into details about the system itself; the American public know better than I what the plan is and what it aims at.

All over the world the cry for freedom is heard. Freedom in education will be the strongest tendency in the near future. Mr. Washburne's admirable publication on the European experimental schools is one of my witnesses. Apart from Doctor Montessori, who is severely attacked by her critics because she seems to drift further and further away from her original ideas, no modern educator has so strongly appealed to the world as Miss Parkhurst. The fundamental idea of the Dalton plan is sound; in fact, it is the only principle by which education can be guided. But in this practical work-a-day world sound ideas do not suffice; they must be applied in some efficient teaching method. It is the great merit of your compatriot to have demonstrated to the world that "the child's freedom" is no hazy war cry, but a beneficial principle of practical school life.

We in Holland did not hear of the Dalton plan until about a year ago. It was my privilege to introduce it in a few articles in the periodical "Het Onderwijs." I must confess I was rather skeptical, having only been able to study it from what was written about it. At the same time our Amsterdam professor of pedagogy, Dr. Ph. Kohnstamm, a scholar of European fame, came to about the same conclusions as Miss Parkhurst. He, too, advocates strongly the individual teaching and was investigating along other lines the same problem. From that time individual teaching drew more and more attention.

Thus it came about that the "Maatschappy tot Nut van't Algemeen," a powerful association for the promotion of public welfare, decided to send a Dutch delegation to England in order to study the practical working of the Dalton schools, and that delegation consisted of Professor Dr. Ph. Kohnstamm, Mr. L. C. T. Bigot, principal of a training college, and myself. We closely examined all we saw and heard during our stay, spending a day and sometimes two days at the same school, at one of which we tested the boys of the top class during a whole afternoon. The conclusions we came to may be summarized as follows:

1. The fundamental ideas of the Dalton plan are sound. They point out the way in which our education must be reorganized.

2. The plan is workable in England. There is no reason why it should not be workable in Holland.

3. As circumstances differ in the various countries, the practical working must be modified according to national characteristics.

4. The flexibility of the plan is a great advantage.

5. It is important to start an experiment in Holland as soon as possible.

Our experiences are contained in a rather extensive report which deals with all the technical details. Those interested in it should write to Prof. Dr. Ph. Kohnstamm, Nieuwe Keizersgracht, 40, Amsterdam. It is written in Dutch.

Eighteen schools of Providence have entered a contest in bringing underweight pupils up to normal. The progress of each school is indicated by a device showing a miniature race track. Each school is represented by a tiny automobile, which moves forward to correspond with the relative percentage of the pupils who have gained weight. The Providence Cooperative Nutrition Bureau is conducting the contest.

With the cooperation of the Minister of Agriculture of Brazil, the director of education in the Federal district proposes to create several model rural primary schools, each with its orchard, garden, beehives, and poultry yards. Similar schools will later be established in other parts of the district so that rural children may learn the rudiments of modern agriculture.—*Bulletin Pan American Union.*

British Fellowships Tenable in United States

Establishment of two fellowships in applied science and technology, known as the Sir Robert Blair Fellowships, tenable in the United States, the British Dominions, or other countries, is contemplated by the Education Committee of the London County Council. They will be awarded annually in July and will be tenable for one year.

Sir Robert Blair recently retired after long and distinguished service as education officer for the London County Council, and the committee considers that his work for technical education and the prominent part which he took in connection with the Metropolitan Munitions Committee should be signalized by the foundation of these fellowships and the association of his name with them.

The income from £20,000 will be used for the purpose. Preference will be given to engineering science and to those who have been identified with the London teaching service. These courses will be open not only to those who have completed courses of study with distinction but to British subjects actually engaged in engineering works. This will be a feature of the Council's scheme of scholarships which enable persons of suitable ability to pass from elementary education to the highest branches of study.

The value of each fellowship will be 450 pounds a year, but if funds permit an increased grant may be made in exceptional circumstances.

Small Places Also May Do Things Well

A dental survey of all pupils enrolled in the schools of Anna, Ill., has recently been completed by the combined efforts of the city school superintendent, the school nurse, and local dentists.

The survey showed that 80.4 per cent of the pupils had from 1 to 17 cavities; 22.8 per cent, abscesses, or roots that needed extraction; 16.5 per cent, dirty teeth; 55.4 per cent, fairly clean teeth; 27.9 per cent, clean teeth; 44.9 per cent, calculus; and 29.6 per cent, stained teeth; also that 7.5 per cent use no brush; 47.9 per cent use a brush irregularly; and 44.6 per cent use a brush daily.

All the examinations were free and the plan simple. Each child was given a card with instructions to make an appointment outside of schools hours with his own dentist. As a result of the inspection a large number of the pupils have already had the needed repair work done.—*C. W. Conrad, superintendent of city schools.*

The Bureau of Education and Higher Education

Statistics and Historical Publications Constituted Principal Service Before 1910. Doctor Babcock's Attempt at Classification Stimulated Voluntary Organizations to Like Effort. Outstanding Achievements in Field of Educational Surveys

By GEORGE F. ZOOK
Specialist in Higher Education, Bureau of Education

UNTIL 1910 the service of the Bureau of Education in the field of higher education included principally two important aspects, namely, statistics and historical treatments. The latter comprised a number of excellent monographs contributed by such well-known historical scholars as George H. Bush, History of Higher Education in Massachusetts; Herbert B. Adams, Thomas Jefferson and the University of Virginia; Sidney Sherwood, History of Higher Education in the State of New York; and Charles H. Haskins and William I. Hull, A History of Higher Education in Pennsylvania. The basic value of these historical studies should not be underestimated. To any student who wishes to understand the higher educational situation in the respective States they are invaluable. Indeed, it seems regrettable that so little is done at the present time, especially by trained historians, in the history of higher education in this country.

Lack of Uniform Standards the Great Need

Important as were the historical studies, the bureau's most significant efforts in the field of higher education began with the appointment of Kendric C. Babcock to fill the position of specialist in higher education, created by Congress in 1910. At that time the outstanding problem which appealed to Doctor Babcock was the absence of any uniform standards of collegiate work in the United States and the resulting confusion among educational administrators in dealing with students who desired to transfer from one institution to another. It was impossible to determine what degree of confidence to place in the work of higher institutions, many of which were not known beyond the boundaries of the respective States in which they happened to be located. Some of them were well meaning, but apparently ignorant of educational standards. A few took advantage of the absence of educational standards to engage in outright fraudulent practices, to the great detriment of the good name of American higher education both at home and abroad.

Doctor Babcock determined to do what he could to remedy this situation. Accordingly, he selected a single standard, namely, the ability of an institution to prepare students for graduate work, and set out on the tremendous task of classifying colleges and universities on the basis of this standard. "Institutions whose graduates would ordinarily be able to take the master's degree at any of the large graduate schools in one year" were listed in the first class; institutions whose graduates would ordinarily require somewhat more than one year, in the second class; institutions whose graduates would ordinarily require two years, in the third class; and "institutions whose bachelor's degree would be approximately two years short of equivalency of the standard bachelor's degree," were placed in the fourth class.

> THE GENERAL GOVERNMENT has no compulsory control over the matter of education, and we propose none in this bill. But we do propose this: That we shall use that power, so effective in this country, the power of letting in light on subjects and holding them up to the verdict of public opinion. If it could be published annually from this Capitol, if it could go out through every district of the United States that there were States in this Union that had no system of common schools, and if their records could be placed beside the records of such States as Massachusetts, New York, Pennsylvania, Ohio, and other States that have a common-school system, the very light shining upon them would rouse up their energies and compel them to educate their children. It would shame out of their delinquency all the delinquent States of this country.—*James A. Garfield, June 8, 1866.*

After nearly a year spent in studying the records of the most important graduate schools relative to the work of graduates from the several colleges and in visiting a number of the institutions themselves, a tentative classification was drawn up, comprising in the first group 59 colleges; second group, 161 colleges; third group, 84 colleges; and fourth group, 40 colleges. A limited number of copies of this tentative classification were printed and distributed, mainly to the universities for their suggestions as to revision. At this point the work was stopped suddenly by an Executive order from the President (February 19, 1913), requiring the bureau to cease further efforts in this direction. Accordingly, nothing more of this nature has been attempted.

Work Initiated by Bureau Continued by Others

It is useless to speculate on the possible results had the bureau's effort to classify colleges been carried through to conclusion. Undoubtedly it would have affected profoundly the later course of higher education in this country. It is open to some question, however, whether the results were not almost, if not quite, as great even though the bureau has not continued the work. The bureau's work in this field aroused the widest discussion and called attention sharply to the need for work along this line. Since that time a great variety of voluntary educational organizations have developed and carried forward this work to a point not possible at the bureau, with its present limited staff. Chief among these organizations are the Association of American Universities, the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern States, and the Association of Colleges and Preparatory Schools of the Middle States and Maryland.

In the meantime, the Bureau of Education has not ceased its interest in the general field of accrediting colleges. It has several times published the lists of higher institutions approved or accredited by the several accrediting agencies, including State departments of education, and it has on occasions when authorized by the proper authorities, as in Oregon, standardized the colleges and universities.

Work of Standardization Proceeding Rapidly

The importance of the work initiated by the bureau under Doctor Babcock's direction can not, therefore, be overestimated. Every year that goes by sees the problem of standardizing the colleges a little nearer to satisfactory solution. To-day, through the work of the various standardizing agencies, there is compara-

Office of the Commissioner of Education

tively little difficulty in ascertaining the quality of work performed by the several institutions, and, what is more important, each college or university now feels the necessity of confining itself to the program and range of work which it can do honestly and efficiently.

Surveys in Nearly Half the States

The next outstanding accomplishment of the bureau in the field of higher education relates to educational surveys. Since former Commissioner Claxton in 1915 offered the services of the bureau to educational administrators for studies of this nature, surveys and inspections of higher institutions, many of them state-wide in extent, have been made in nearly one-half of the States and in Hawaii and the District of Columbia. Of late years requests for surveys of higher institutions have become so numerous that it has been impossible, with the bureau's limited personnel, to respond favorably to all of them. At the present time several are pending and may have to be declined. The bureau has, therefore, done more than any other single agency in making surveys of higher institutions and, indeed, probably more than all other agencies combined.

To Dr. S. P. Capen, who succeeded Doctor Babcock as specialist in higher education, belongs the credit for having laid a sound basis for surveys of higher educational institutions. He saw that the educational survey was a means of rendering a definite and specific service to a given number of institutions, but even more important was his realization that the survey provided an opportunity to develop State systems of higher education in accordance with sound educational philosophy. In every instance an attempt has been made to ascertain the kind and amount of higher education needed in the several fields, to set forth the degree to which existing institutions appear to meet these demands, and to make recommendations for the improvement of institutions accordingly.

Recommendations Not Always Carried Out

Frankly, the surveys of the higher institutions have not always been successful. In most, if not all, of these instances there is every reason to believe, however, that the fault has not been with the thoroughness of the study nor with the soundness of the recommendations, but rather with the local arrangements for adequate consideration of the report and its findings. In conducting these surveys the bureau can go no further than to conduct the study and make the recommendations. Although it is much interested in the results, it can do nothing to guarantee that there will be results.

In nearly every instance there are some results immediately. Furthermore, the survey usually provides a program of possible development toward which to work for at least a period of 10 years.

Office of the Chief Clerk, Bureau of Education

Aside from the specific value which a survey may be to the higher institutions themselves, such a study provides an excellent avenue for the survey commission to formulate sound educational philosophy, not as a general proposition but as face to face with practical and concrete difficulties. It is confidently believed that in no other connection will there be found such a wealth of discussion concerning State educational policy relative to higher education. Indeed, it seems safe and appropriate to state that the influence of the bureau in this direction has been greater than that of any other agency or perhaps all other agencies combined.

Junior Colleges Justify Serious Consideration

The Bureau of Education has fostered the development of junior colleges. Upon several occasions Doctor Claxton called attention to the need for a number of the weaker colleges to cease the vain attempt to do four years of college work and to confine themselves to the first two years of college work, together with such secondary school work below as might be regarded as possible. Indeed, the basic unity of the secondary school curriculum with that of the first two years of college has always appealed to the bureau as justifying very serious consideration.

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In June, 1920, the bureau called a conference of junior college representatives at St. Louis. The conference resulted in the formation of the American Association of Junior Colleges, an organization which shows considerable strength and vigor in the development of the junior college movement. A few months ago the survey commission which investigated higher education in Massachusetts recommended a State system of junior colleges as the next step toward supplying State facilities in higher education in that State. There can be no doubt that the movement is fraught with considerable significance to higher education in this country.

It is to be hoped, therefore, that the editor of *School Review* was not too optimistic in stating in a recent issue of the magazine that "The Bureau of Education is rendering a large service and a service of a type highly appropriate for a National bureau in stirring up thinking on this problem."

Influence on Policies of Agricultural Colleges

There are other examples of the bureau's influence in higher education which could be elaborated if space permitted. For example, Doctor Jarvis, during the period he was connected with the bureau, influenced the character and policies of the agricultural colleges in no small measure. The bureau's present studies in engineering are also believed to be significant.

In general, the studies in the field of higher education demonstrate conclusively the continuing need for adjusting and developing educational policies suited to new conditions and needs but only after adequate investigation shows the facts and the conclusions toward which they point. Policies in higher education which are developed in this manner are peculiarly satisfying to the staff of the bureau and represent a type of authority in education which is effective and yet not fraught with administrative details.

Bible Reading Required in Kentucky Schools

That "the teacher in charge shall read, or cause to be read, a portion of the Bible daily in every classroom or session room of the common schools of the State of Kentucky, in the presence of the pupils therein assembled," is the gist of a bill recently signed by the Governor of Kentucky. No pupil will be required to read the Bible against the wish of his parents or guardians. Failure of any teacher to carry out the provisions of this bill will be cause for revoking his certificate.

To Cultivate the Habit of Reading

Many Intelligent Men and Women Have Never Acquired the Love of Books. Efforts of Bureau of Education to Stimulate Home Reading. Conference at Lexington and at Minneapolis

By ELLEN C. LOMBARD
Director of Home Education, Bureau of Education

"I HAVE never read a whole book in my life," said a young bride when she received a book as a wedding present. Yet she was a product of our public high schools and held a clerical position in an important Government office.

Ellen C. Lombard

A girl applied for entrance to one of the large women's colleges. The list was closed. Many girls had been turned away and there was a long waiting list. The girl was so persistent that the college officials decided to give her a chance. They invited her to an interview and during the interview she was asked what books she liked to read. She replied that she did not like to read any books. "But you read newspapers and magazines, do you not?" asked the official. "No," replied the girl, "I never read newspapers and magazines; I never read anything unless I have to." And, because she did not read anything unless she had to, she was not admitted to the college.

Too Much Time on Analysis?

Why had these girls never learned to love books? Are they representative of a numerous class? Was it because so much time had been spent in the schools upon analysis and discussion of the structure of the books that no interest was aroused in the books themselves, or was it because no habit of reading had been established in the home? These and many other questions may well be asked.

Nearly seventy-eight million people in the United States can read in the English language or in other languages, and only a small proportion of them pursue their education farther than the grammar grades, although an increasing number attend high schools and colleges. Let us look about us to see what efforts are made to give these thousands an opportunity to enrich their minds, and then let us formulate some plan by which they may be reached with suggestions for doing so. It is a tragedy that our boys and girls have so little help in the selection of the right kind of reading matter.

The first United States Commissioner of Education, Dr. Henry Barnard, urged the constant cooperation of parents in realizing the work of the school and the regular attendance of the pupils. He called attention to the fact that an obligation rests upon parents and guardians not to allow children to grow up in barbarism, ignorance, and vagrancy. He recommended and then directed the preparation of official circulars on self-education, or hints for self-formation, with examples of the pursuit of knowledge under difficulties.

Cooperation with Parent-Teacher Associations

These recommendations were made more than 50 years ago. In 1913 another Commissioner of Education took active steps to further the education of men and women and of boys and girls at home by establishing a division of home education in the Bureau of Education, with the cooperation of the National Congress of Mothers and Parent-Teacher Associations. Two definite lines of work, intended to benefit the homes and the schools and eventually to raise the standard of intellectual life and citizenship in each school district, have been developed: First, to bring parents and teachers into closer relationship; and second, to furnish means and incentives for the further education of the family in the home.

The present United States Commissioner of Education has given emphasis to this work by calling two conferences on home education. The first conference was held at Lexington, Ky., in 1922, in conjunction with a meeting of the National University Extension Association. At this initial conference there was a general discussion of purposes, means, and materials. Extension directors were invited to discuss the practicability of cooperating with the bureau in its home education project.

National Conferences on Home Education

The second national conference on home education has been called in conjunction with the National Congress of Mothers and Parent-Teacher Associations on May 7, 1924, at the University of Minnesota in Minneapolis. Three important groups are invited: Librarians, extension directors of State universities, and leaders in parent-teacher associations.

The conference will be conducted by the Commissioner of Education and the discussions will relate to the program of reaching the masses more effectively with opportunities to further their own education and the formulation of a plan of cooperation for realizing the objective for which the conference is called.

Such subjects will be discussed as "Teaching the Reading Habit," "Getting Libraries to the Rural Districts," "Creating Reading Centers," "Courses for Parents," "Cooperation of Parent-Teacher Associations in Discovering the Educational Needs of the Home," "Formulation of Standards for Selection of Best Books for General Readers," "The Employment by Larger Libraries of Educational Directors," "How State Universities May Contribute More Generally to the Educational Needs of the Masses," etc. A program committee will be appointed to study the situation and to report at the end of the coming year.

The Bureau of Education has had the cooperation of 18 States in conducting the work of home education. In 16 States this work is conducted by extension directors in State universities; in one it is conducted by the extension division of the State Normal College; and in one it is conducted by the State Library Commission.

Prospective Students May Establish Savings Fund

A unique plan for assisting students who can not afford the lump sum required for tuition has been devised by the dean, Merrill J. Holmes, of the Dakota Wesleyan University at Mitchell, S. Dak. Following his suggestion, students who contemplate attending the school forward their savings in sums of $5 or more to the university. This money is placed to their credit and 6 per cent is allowed on deposits. When the student enters school, his tuition and other college expenses may be charged to his account. If for any reason he is unable to enter college, the entire sum he has deposited, together with 5 per cent interest, will be returned to him. Although the prepayment scheme has only recently been initiated, about $1,500 has already been received from prospective students, some of whom are just entering high school.

Oregon school-teachers are adopting the touring plan of instruction for their pupils. The famous Tillamook cheese section, the Yamhill and Washington purebred cattle and sheep regions are the main points of interest on a tour on which one instructor is taking his class of boys early in May. The boys will camp out and do most of their own cooking.

Bureau of Education Library Serves American Teachers

Reference and Lending Collection for Educators of United States. Bibliographers Supply Information to Investigators of Technical Educational Subjects. Cooperation With Library of Congress in Producing Printed Catalogue Cards

By JOHN D. WOLCOTT
Librarian, Bureau of Education

THE LARGEST and most complete library of strictly educational literature in America is maintained by the Bureau of Education at Washington. This library is administered as a central reference and lending collection for the teachers and educators of the United States, subject first to the needs of the specialists of the Bureau of Education, who use it as a working collection in gathering data for their reports and publications. In the field of education the library is comprehensive in its scope, containing both the older classical literature and the more recent publications on educational history, methods, administration, etc., to which new books are constantly added as they appear. The library is especially strong in its files of educational periodicals and association proceedings, in its collections of governmental reports of education offices, both American and foreign, and of college and university catalogues. It has also a large collection of school and college textbooks.

John D. Wolcott

Cooperation with Persons Engaged in Educational Research

The library division of the bureau employs several bibliographers familiar with educational literature who are constantly engaged in supplying to inquirers information on technical educational subjects collected from the printed matter available in the library. This information service relates only to strictly educational subjects, and is rendered both by correspondence through the mails and to visitors who call directly at the library, where a reading and reference room is provided for their use. Every effort is made to cooperate with those engaged in educational research by giving assistance and by placing the resources of the library at their disposal. The library is ready to supply bibliographies or lists of references to books and articles on any topic in education, but it does not undertake to handle subjects outside of its special field. In preparation for this service, a large number of current periodicals and serials are regularly examined for suitable material and indexed. A full dictionary card catalogue of the library also aids in its reference work. The library keeps on file for distribution copies of mimeographed and typewritten lists of references on a great variety of educational topics, which are brought up to date at frequent intervals by the incorporation of the newer material on the respective subjects.

Printed Bibliographies Widely Distributed

A group of the library's bibliographies dealing with particularly important subjects in education has been printed in a series of library leaflets, which has now reached 23 in number, while others are projected. A part of these library leaflets are still available for free distribution, while others are out of print or obtainable only by purchase from the Superintendent of Documents. The library also prepares a record of current educational publications, giving a classified and annotated list of recent books and articles, which is issued as a bulletin of the Bureau of Education. It was formerly published as a monthly with an annual index, but is now issued at irregular intervals. The librarian also contributes a page of annotated notices of new books in education to each monthly issue of SCHOOL LIFE.

Library reading room, Bureau of Education

The library makes its books available for the use of teachers outside of Washington through the interlibrary loan system, and also lends books directly to properly certified teachers, school officials, and students of education not residents of the District of Columbia. These outside book loans are forwarded by registered mail under penalty label, and a penalty label is supplied for the return postage, leaving the only expense to the borrower the fee for registering or insuring the package on its return. It is expected that loans of books from the Bureau of Education will be requested only in cases where the volumes desired can not be obtained from local libraries in the borrower's immediate vicinity.

Supplies Lack of Local Libraries

In its loan service, the library aims to assist those who in their own localities lack adequate library facilities for their educational work. In any case, however, reference works, bound volumes of periodicals, and other books which are in constant use in the library can not be sent out. In general, also, only one copy of any particular book is available, but in spite of limitations a considerable number of volumes annually are sent out as loans. The library can supply only professional books relating to education. General literature, science, and technical works other than pedagogical are outside its scope.

The library of the Bureau of Education cooperates with the card division of the Library of Congress in the production of printed catalogue cards for educational publications, which are issued by the

Librarian's office, Bureau of Education

eard division in a speeial class called the E series. The work of preparing copy for these cards, proof reading, revising, etc., is done by the cataloguers of the Bureau of Education library. Series E eards are distributed for the use of libraries throughout the United States by the Library of Congress along with its general stock of eatalogue cards. These cards are also used by individuals for their private libraries and for special bibliographies of educational books, pamphlets, and artieles. A distinct service to the educational libraries of teachers colleges and normal schools, and to the educational sections of general libraries, is rendered by the production and distribution of the printed catalogue cards, which are widely used. Analytic cards are available for chapters of the Report of the Commissioner of Education, and for papers in the proceedings of the National Education Assoeiation and of the National Society for the Study of Edueation.

Suggestions on Matters of Library Economy

On request, the library division of the Bureau of Education will give information and advice regarding methods of organization, administration, cataloguing, classifying, etc., for educational libraries and educational book collections. The system of classification employed for the library of the Bureau of Edueation is that of the Library of Congress.

Recognizing the public library as an integral part of public education, the library division of the Bureau of Education undertakes to do everything in its power to encourage and assist the work of libraries in general, especially in relation to the public schools, by imparting information and advice. Particular attention is also given to the subject of book selection for school libraries, and to their organization, administration, and functions. The library has a eollection of lantern slides illustrating typical school libraries, which is available for lending to those desiring its use to accompany lectures. It is also equipped with the standard book lists, and with manuals and journals of library eeonomy. College, university, and normal school libraries also receive service from the library division of the bureau, which keeps a record of library activities throughout the country, and whieh has charge of the compilation of a bulletin of statistics of public, socicty, and school libraries, soon to be published with figures for 1923.

New Jersey Raises Standards of Consolidation

In an effort to raise the standards of rural schools in New Jersey, the State department of public instruction recognizes as "consolidated schools" only those which conform to a certain definition. By this definition, a consolidated school is one which has not fewer than eight grades and in which not more than two grades are taught by one teacher. Eighty-six eonsolidated schools have been established in the 23 counties of the State. These sehools have an average of six classrooms each.

Americans Invited to Italian Athletic Meet

The Twelfth International Federal Athletic Meet will be held in Florence, May 29 to June 2, and Victor Emmanuel, King of Italy, will be the high patron of the committee of honor. Arrangements have been made for housing the athletes in military and academie buildings. Young ladies who participate will be accommodated in private schools and seminaries. It is hoped that America will be represented by athletes and by visitors.—*Earl Brennan, American vice consul, Florence, Italy.*

American Legion Conducts Annual Essay Contest

Contestants Must be Between 12 and 18 Years Old. Prizes Must be Used to Pay College Expenses

TO FOSTER and encourage higher education and to promote interest in patriotism in the younger generation, the national Amerieanism commission of the Ameriean Legion announces its annual national essay contest. "Why communism is a menace to Amerieanism" is the subject for this year. Boys and girls taking part in this eontest must be between 12 and 18 years of age. The essay must not be over 500 words in length. Spelling, penmanship, and neatness will be considered in judging the winner.

Cash prizes of $750, $500, and $250 are offered for the best three essays, the money to be used only towards scholarships in colleges. The winners are allowed to choose the eollege they wish to attend. Besides the national prizes, the best three essays in each State will be awarded, respectively, a silver medal, a bronze medal, and a eertificate of merit, issued by the national headquarters of the Legion.

Each county superintendent of schools will be asked to assist the Legion by selecting three judges for his county and forwarding to the Legion's State Americanism chairman the winning essay of his county. The head of each State department of education will be asked to appoint three judges who will select the best three essays for the State. The winning essays from each State will then be forwarded to the national Americanism director of the American Legion, at Indianapolis, where national honors will be given the essays receiving the first, second, and third places. The winners will be announced a few weeks after August 10, 1924. All essays must be in the hands of the proper county superintendents of schools not later than midnight, July 15.

Chicago has a school building program for the coming year which will be second only to that of NewYork. Contraets are to be let before the 1st of May for construction work amounting to $22,000,000.

A series of nature study talks is broadcast each week from Pennsylvania State College. Studies of trees, birds, flowers, animals, insects, and even rock formations are ineluded in these talks.

Some Services Rendered by City Schools Division

Proper Organization the First Essential. Efficiency of Schools Depends Ultimately on Governing Board. Information Concerning Salaries Eagerly Sought. Surveys are Made and Advice is Given on Request

By W. S. DEFFENBAUGH
Chief City Schools Division, Bureau of Education

THE AIM of the city schools division of the United States Bureau of Education is to render service by collecting and publishing information about the way city schools carry on the education of city children. The first thing that a city school has to have in order to operate is an organization. This organization consists not only of a superintendent, principals, and teachers, but of a board of education above all.

W. S. Deffenbaugh

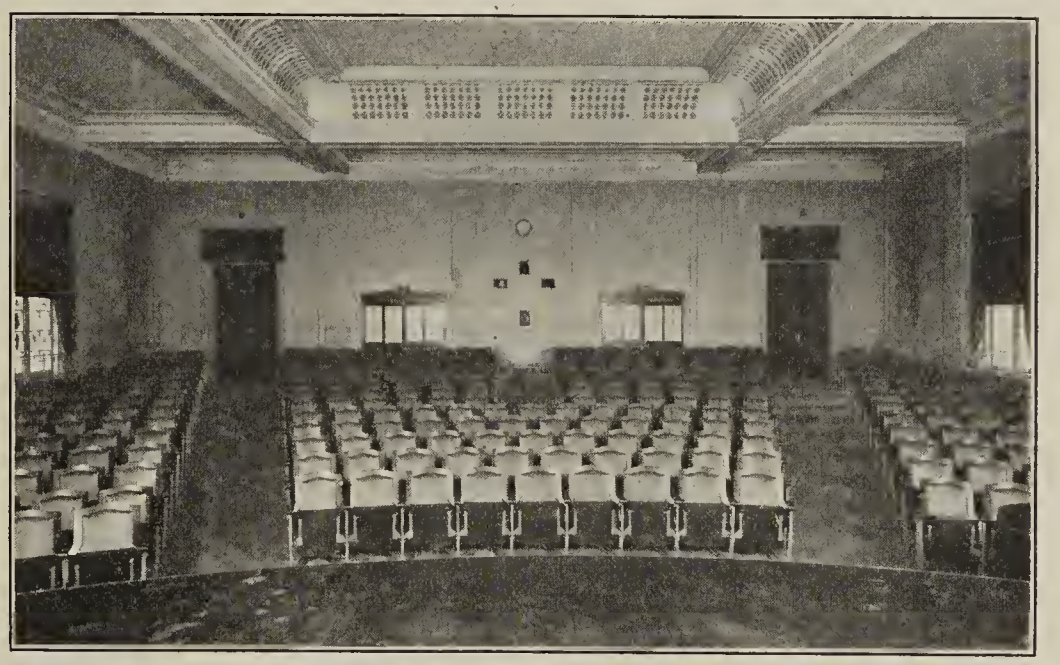
How these boards of education are selected and what powers are given to them are matters of great practical importance to parents and taxpayers, because the board of education ultimately determines what kind of education each child will get. Some persons prefer a board elected by the people, and others a board appointed by the mayor or city council. Before deciding what is the best method many persons inquire of the Bureau of Education how boards of education are chosen in the cities of the country and what the best authorities in school administration think is the best method of selecting members of city boards of education.

Investigates Methods of Raising Money

Many letters are received asking whether these boards should be dependent upon the city council for the money they need. One of the duties of the division is to find out what is the relation of the board of education to city officials in the cities of the country and to make this information available.

Another work of the division is to keep school officials and others informed regarding the salaries paid superintendents, supervisors, and teachers. This information is collected every two or three years.

Many persons write for information about the work-study-play or platoon plan of school organization. For many years the bureau through its city schools division has been advocating a program of work, study, and play for children instead of a program of study and recitation merely. The division has held three national conferences to discuss ways and means of making the platoon school more efficient. Nine national committees are working under the direction of a member of the division in the preparation of reports on various phases of the platoon schools of the country. It is expected that the reports of these committees when completed shall be published as bulletins.



Auditorium of the Department of the Interior, in which many of the conferences called by the Commissioner of Education are held. It will be used for some of the meetings of the National Education Association

Two specialists make a special study of kindergartens. They furnish information such as how to proceed to introduce them, how to equip a kindergarten properly, and what the kindergarten laws of the different States are. They also give advice to kindergarten supervisors and teachers regarding the most approved kindergarten methods.

The division is giving some attention to a study of the best methods of teaching in the elementary schools. Special attention has been given to the project method, two bulletins on the subject having been prepared, one entitled "Major projects" and the other "The main streets of the Nation." The latter is a description of a project worked out with a class of fifth-grade children.

The junior high school has received attention. Data regarding programs of study, locations of junior high schools, and costs have been compiled.

Thirty City Systems Examined

The city schools division has been serving city school boards by making surveys of their school systems. This means making a thorough study either of the entire school system or some phase of it. The surveys include a study of methods of instruction, courses of study, school buildings, school costs, the school population, teachers' salaries, etc. They are made only upon invitation of boards of education. The findings of the surveys are usually published by the boards of education requesting the survey or by the Bureau of Education. In all, the city schools division has directed 30 school surveys.

The preparation of leaflets and bulletins is a very large part of the service rendered by the city school specialists, who, within the past few years, have prepared 40 such publications on the various phases of city school organization and administration. They have also prepared numerous papers and addresses for important educational meetings.

At the invitation of the Massachusetts Institute of Technology, a working conference in health education is to be held June 23–28 at Cambridge, Mass. The conference is called by the health education division of the American Child Health Association.

· SCHOOL LIFE ·

Issued Monthly, except July and August
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - James C. Boykin

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MAY, 1924

Announcement

IN RECOGNITION of the coming meeting of the National Education Association in Washington, the May and June numbers of School Life will be more than usually elaborate, and a large number of copies will be printed for free distribution. The May number is devoted largely to the activities of the Bureau of Education in the hope that the teachers of America may become better acquainted with its facilities and be more inclined to utilize them freely.

The permission of the Bureau of the Budget for this extraordinary expense does not extend beyond the two numbers named, and it does not imply departure from the requirements of the law governing the publication. The subscription price will remain at 30 cents per annum, and the accustomed form will be resumed with the September number. No numbers are issued in July and August.

The Indirect Results Are Highly Beneficial

ONE of the greatest benefits that have come from the establishment of the Bureau of Education is in the performance by others of work similar to that which is characteristic of the bureau. Foundations, institutions, and individuals have been stimulated by the bureau's activities to go and do likewise. Sometimes the feeling has been expressed that the bureau is not doing the work fully or well enough, and that others must take it up. The critical instinct is one of the strongest in man, and it is wholly immaterial whether such statements are true or not. The Bureau of Education can not do and does not attempt to do all the good things that ought to be done.

As Abraham Lincoln pointed out, "The legitimate object of government is to do for a community of people whatever they need to have done, but cannot do at all, or can not so well do, for themselves, in their separate and individual capacities. In all that the people can individually do as well for themselves, government ought not to interfere."

The bureau performs a high service in stimulating educational effort, and it is the wise policy to withdraw if there is a possibility that these efforts may be continued and carried on successfully by private means. It is altogether desirable, therefore, that every possible force be brought to bear for the betterment of American education, and no officer of the bureau would restrict or hinder if he could any effort directed to that end.

Educational surveys are a conspicuous matter in point. That work is preeminently the kind of thing which from the beginning was expected of this office. Doctor Barnard's first work as Commissioner of Education was to make one; Doctor Harris was called upon to make another, and Doctor Brown made still another. Since that time the usefulness of this method as a means of investigation and improvement has become widely recognized, and relatively few school systems have failed to avail themselves of its benefits.

Requests for surveys by members of the staff of the Bureau of Education have become so numerous that it has not been possible to comply with all of them; at least one of the great foundations has organized a department of surveys employing experts of high character; some of the higher institutions make specialties of them; and a few distinguished university professors have been called upon so frequently for such work that they have made a fixed scale of prices, including a percentage upon the cost of buildings erected in accordance with their recommendations.

So great is the popularity of the method that the part of the Bureau of Education in its history is rarely mentioned or thought of. It is not our purpose to make any claim to proprietorship in the idea. Even the statement that its origin lay in the bureau may be disputed. It is easy to recall investigations that might be described as surveys in the days of Horace Mann or even in the most ancient times. We have no objection to such citations, and no inclination to argue the matter with any one who wishes to produce them.

What we do claim with confidence, however, is that the establishment of the United States Bureau of Education was the beginning of systematic attempts to diffuse educational information throughout the country in order that the successful experiences of each shall be the common property of all; and in stimulating effort to that end the Bureau of Education has achieved benefits to the cause of education which have been far greater than the limits of its own work. Edward E. White, Newton Bateman, J. S. Adams, with General Garfield, Senator Trumbull, Charles Sumner, and the others who were the actual founders of the Bureau of Education cast a pebble upon the waters whose circles have so widened that the pebble is often overlooked.

Who Will be Brave Enough to Do it?

IN DESCRIBING the Chicago meeting of the Department of Elementary School Principals, Mr. W. T. Longshore, its president, writes:

"The papers at the meeting on shortening the elementary school course were exceedingly well presented by Dean Ives, Assistant Superintendent Melcher, and Director Judd. They were well received and were the basis of considerable discussion. It is generally conceded by the doctors of education and the superintendents of schools that the elementary course can be covered in seven years, but the question seems to be, Who is going to be brave enough to do it?"

Ay, there's the rub! The mountain of inertia is hard to move. It is easier to bear the whips and scorns of wasted time than to brave the oppression which would raise the suspicion of lowered standards and weakened preparation.

But the situation is not so bad as it seems. Except in Kansas City and in seven southern States, eight years is still the standard course; but in scores of other places only the weaker pupils require so long. In those places every reasonable effort is constantly made to advance classes and individuals as rapidly as their abilities permit. The statistics of nearly all the cities show steady improvement in the proportion of children who exceed the pace nominally contemplated in the catalogues. It is well that it is so. But frank recognition of the plain need would be far better.

Japanese Schools are Eagerly Teaching English

English has become Japan's language of commerce, and a steadily increasing number of students are being turned out from the schools each year with a working knowledge of the language. In some of the middle or secondary schools English is compulsory, in others it has the preference in modern language requirements.

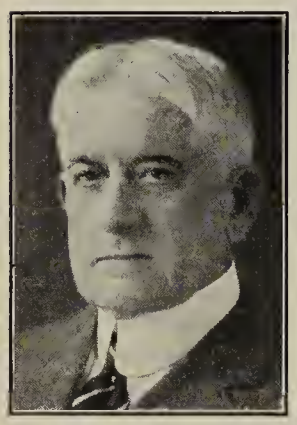
That Japan should be anxious to have its rising generation schooled in the use of English is explained by the fact that the greater part of Japan's foreign commercial dealings are conducted with English-speaking nations.

Education and Welfare Work for Native Alaskans

Schools, Hospitals, Orphanages, and Cooperative Business Enterprises Conducted Under Great Difficulties by Men and Women Imbued With True Missionary Spirit. Some Stations Reached Only Once or Twice a Year

By WILLIAM HAMILTON
Acting Chief Alaska Division, Bureau of Education

THE STORY of relief work carried on during the summer months on the coast of Labrador has crowded many lecture halls and has deservedly drawn from the benevolently disposed thousands of dollars toward its support. Few people realize that in Alaska, more remote and inaccessible, the Bureau of Education is carrying on, all the year round, a far greater work in behalf of the aboriginal races of that northern Territory.



William Hamilton

For the native Alaskans the Bureau of Education provides teachers, physicians, and nurses—trained workers who have at heart the welfare of their charges. It maintains schools, hospitals, and orphanages, relieves destitution, fosters trade, organizes cooperative business enterprises, establishes colonies, and controls the reindeer industry.

To Overcome Distances the Greatest Problem

The work is of vast extent, and it is carried on under great difficulties arising principally from the remoteness of most of the villages, the enormous distances between them, the meager means of communication, and the severity of the climate. The 27,000 natives are scattered along thousands of miles of coast and on the great rivers, in villages ranging from 30 or 40 to 300 or 400 persons. The work would extend to the utmost limits of the United States in terms of distance with schools in Maine, California, Georgia, and Minnesota. One of the school districts is twice the size of the State of Illinois. Many of the 83 settlements in which the bureau's work is located are far beyond the limits of regular transportation and mail service. Some of the villages on remote islands or beside the frozen ocean are brought into touch with the outside world only once or twice a year, when visited by a United States Coast Guard steamer on its annual cruise or by the supply vessel sent by the Bureau of Education. During eight months of the year all of the native villages in Alaska, with the exception of those on the southern coast and a few near the Alaska Railroad, are reached only by trails over the snow-covered land or frozen rivers.

One of the greatest problems has been the securing of transportation of appointees and supplies from Seattle to the remoter settlements. In compliance with the requests for a vessel suitable for use by the bureau in its Alaskan work, the Navy Department transferred to the Interior Department the U. S. S. *Boxer*, a wooden vessel, with a carrying capacity of 500 tons, formerly used as a training ship for naval cadets. During the season of 1923 the *Boxer* made two voyages, the first to the Bering Sea region and the second to points on the shore of the Arctic Ocean as far as Point Barrow. On its southward voyages it brought out teachers whose terms of service had expired and carried from northern Alaska reindeer meat which Eskimo herders wished to sell in the States. During the winter months it was used in the waters of southeastern Alaska as a school of navigation and seamanship for young native men.

In the Alaskan native community the school is the center of all activity—social, industrial, and civic. The teacher is guide, leader, and everything else the community may demand. To be "teacher" in the narrow schoolroom sense is the least of the teacher's duties

School and teacher's residence at Hydaburg

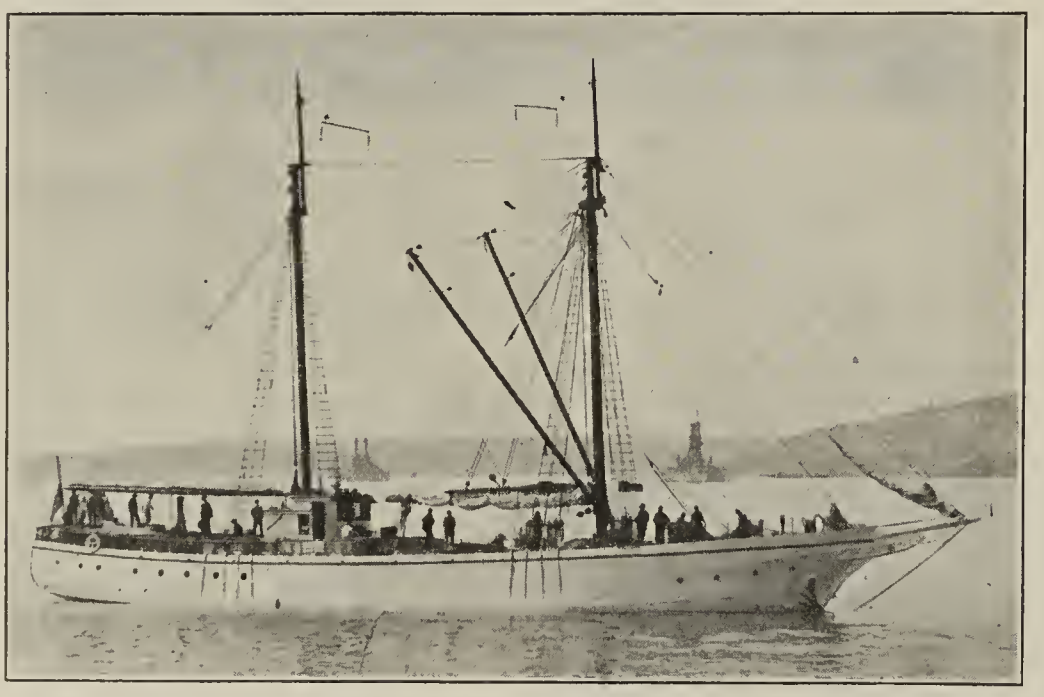
United States Hospital for Natives, Juneau

in Alaska. He must often be physician, nurse, postmaster, business manager, wireless operator, and community builder.

Many of the buildings contain, in addition to the recitation room, an industrial room, kitchen, quarters for the teacher, and a laundry and baths for the use of the native community. The schoolroom is available for public meetings for the discussion of the affairs of the village, or occasionally for social purposes. In the schoolroom the endeavor is made to impart to the children such instruction as will enable them to live comfortably and to deal intelligently with those with whom they come in contact; instruction in carpentry, house building, cooking, and sewing is emphasized. In some sections the natives have been taught to raise vegetables, which provide a healthful addition to their usual diet of fish, meat, or canned goods.

Suitable Tracts Reserved for Natives

For the protection of the natives and in order more effectively and economically to reach a larger number of natives than it could in the small, scattered villages, the Bureau of Education has secured the reservation by Executive order of carefully selected tracts in various parts of Alaska to which natives can be attracted and within which they can obtain a plentiful supply of fish and game and conduct their own commercial and industrial enterprises. Residence within these reservations is not compulsory; natives settling on the reservations are in no way hampered in their coming and going, nor is their status in any way changed by residence thereon.



U. S. S. Boxer

The bureau encourages the establishment in native villages of cooperative mercantile stores, financed by native capital and conducted by the natives themselves, under the supervision of the teacher of the local United States public school. In no other way can the natives so readily acquire self-confidence and experience in business affairs. Such enterprises are now in operation in 12 villages in widely separated parts of the Territory.

Conditions as regards the health and character of the native inhabitants vary greatly in the different parts of the country. In southeastern Alaska, and in other sections which for many years have had the benefit of the uplifting influences exerted by the Bureau of Education and by the various missionary organizations, the natives live in neat, substantial houses, which in many instances are well furnished. In other regions the natives crowd into wretched hovels, small, filthy, and without ventilation, affording the very best opportunity for the spread of contagious diseases. Between these two extremes all degrees of comfort and of squalor may be found in one part or another of that vast Territory. In its endeavor to afford medical relief and to safeguard the health of the native races of Alaska, the Bureau of Education maintains hospitals at Juneau, Kanakanak, Akiak, Nulato, and Noorvik, which are important centers of native population in southern, western, central, and Arctic Alaska, separated from each other by many hundreds of miles.

Traveling with reindeer

Prevalence of Disease a Serious Obstacle

Hereditary diseases prevail among all of the tribes. Tuberculosis in its various forms, pneumonia, and trachoma are most prevalent. Epidemics of smallpox, influenza, and measles have frequently taken their toll of hundreds of lives.

Physicians and Nurses Pitifully Few

The hospitals, physicians, and nurses serve only the more thickly populated districts. In the vast outlying areas the teachers must, of necessity, extend medical aid to the best of their ability. Accordingly, the teachers in settlements where the services of a physician or nurse are not available are supplied with household remedies and instructions for their use. Each hospital is a center of medical relief for a very wide territory and each physician must make extended tours throughout his district. Owing to lack of means, the number of physicians and nurses employed in Alaska by the Bureau of Education is pitifully small for the task to be performed. In the great majority of the native settlements the teachers are the only "doctors" and "health officers." It often becomes the duty of a teacher to render first aid to the injured or to care for a patient through the course of a serious illness. The school is often the only place within a radius of several hundred miles where the natives can obtain medicines and medical treatment, and they often travel many days to secure the relief desired.

Many of the school buildings contain bathtubs and facilities for the proper

washing of clothing, which are greatly appreciated by the entire village, adults as well as children.

In the villages the natives are encouraged to replace their huts by well-built houses. As part of their duty the teachers visit each house in the village to see that good hygienic conditions are maintained therein, to show mothers how to care for and feed their infants, to demonstrate the proper ways of preparing food, to inculcate cleanliness and the necessity of ventilation, and to insist upon the proper disposal of garbage. "How to Keep Well" cards have been placed in every home. Pamphlets on the cause, prevention, and care of tuberculosis have been distributed.

Realizing that the future of the native races depends upon the children, special attention is given to them. In the schoolrooms the public towel and drinking cups have been abolished and individual paper ones substituted. Healthful exercises are frequent. Talks are given on tuberculosis, eye diseases, ventilation, and other subjects relating to the prevention of disease. Cleanliness is insisted upon.

Past Generation Knew Little of Alaska

Foremost among the enterprises undertaken by the Bureau of Education for the natives of Alaska is the reindeer service. For the beginnings of the reindeer industry we go back to the year 1890. In those days the region north of the Aleutian Islands was terra incognita to all except a few whalers and traders and the officers and men of the United States revenue cutter which, during the short season of open navigation in midsummer, cruised along its barren shores.

During the summer of 1890 Dr. Sheldon Jackson, at that time in charge of the bureau's work in Alaska, was granted transportation on the revenue cutter *Bear* on its annual cruise in Bering Sea and the Arctic Ocean in order that he might gain information for use in establishing schools in the large Eskimo villages of northwestern Alaska. In its cruise the *Bear* visited all the important villages on both the Alaskan and Siberian shores. The Alaskan Eskimos were found eking out a precarious existence upon the few whale, seal, and walrus that they could catch. Across Bering Strait, in Siberia, but a few miles from Alaska, with climate and country precisely similar, were tens of thousands of tame reindeer supporting thousands of natives.

Both Doctor Jackson and Captain Healy, the commander of the *Bear*, were impressed with the fact that it would be wise national policy to introduce domestic reindeer from Siberia into Alaska as a source of supply for food and clothing to the Alaskan Eskimos in the vicinity of Bering Strait.

Reindeer Project Enthusiastically Indorsed

Upon his return to Washington in September, 1890, Doctor Jackson brought the matter to the attention of the Commissioner of Education, Dr. W. T. Harris, who at once indorsed the project and gave it his enthusiastic support. Pending the securing of a congressional appropriation for the support of the enterprise, an appeal was made to benevolent individuals for a preliminary sum in order that the experiment might be commenced at once. With $2,146 thus secured, 16 deer were purchased in 1891 and 171 in 1892.

In 1893 Congress realized the importance of the movement and made the first appropriation of $6,000 for the work of importing reindeer from Siberia into Alaska. It has continued its support ever since by annual appropriations ranging from $5,000 to $25,000.

During nine seasons the *Bear* carried the agents of the Bureau of Education back and forth between Siberia and Alaska and transported Siberian reindeer to Alaska.

Early in its history the reindeer service became an integral part of the educational system for northwestern Alaska, the raising of reindeer proving to be the form of

Eskimo igloo at Kotzebue

Indian home at Seldovia

Porte cochère effect common in the interior

Homes of well-to-do natives, Sitka

TYPICAL HOMES OF NATIVE ALASKANS

industrial education best adapted to the Eskimos inhabiting the barren, untimbered wastes of Arctic and sub-Arctic Alaska. Year after year new centers were established, until now the reindeer service has become a great wealth-producing industry affecting the entire coastal area from Point Barrow to the Aleutian Islands.

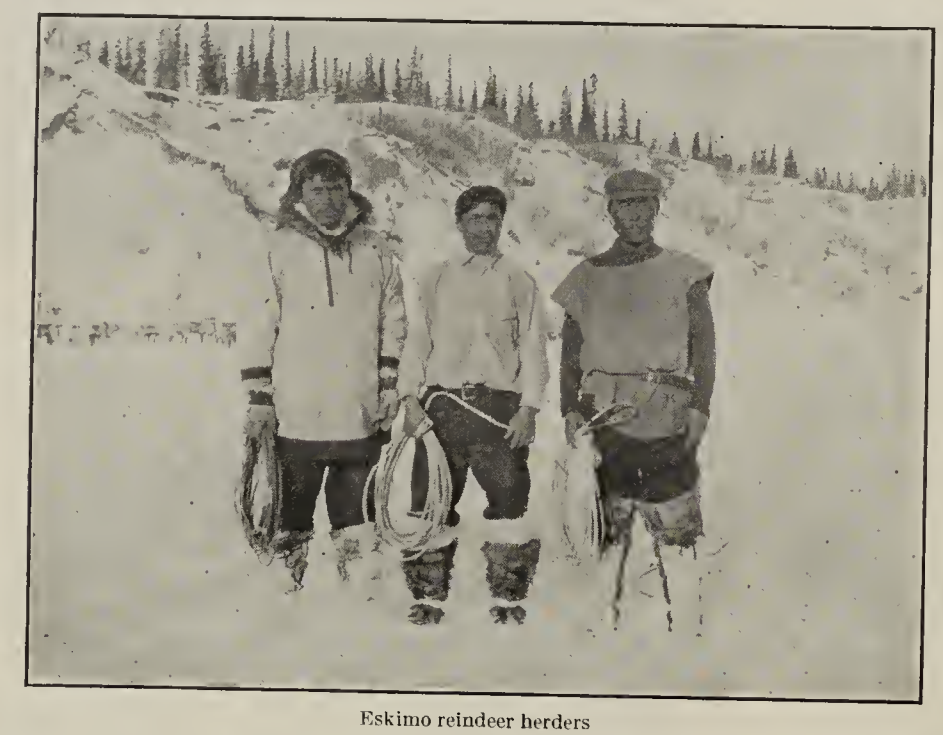
One thousand two hundred and eighty reindeer were imported from Siberia. There are now in Alaska more than 300,000, and two-thirds of them are the property of the Eskimos.

Within less than a generation the reindeer industry has advanced through one entire stage of civilization, the Eskimos inhabiting the grazing lands from the polar regions to the North Pacific Ocean; it has raised them from the primitive to the pastoral stage, from nomadic hunters to civilized men, having in their herds of reindeer assured support for themselves and opportunity to accumulate wealth.

It is estimated that there are in northern and western Aalska approximately 200,000 square miles of treeless regions, worthless for agriculture, which could furnish pasturage for about 4,000,000 reindeer. It is possible that at a date not far distant the United States may draw a considerable part of its meat supply from the reindeer herds in Alaska.

In making its public schools centers of social, industrial, and civic life in the native villages, the Bureau of Education took pioneer action in making an educational agency reach an entire community.

The establishment of the Alaska reindeer service was the earliest governmental action providing, by the introduction of a new industry, practical vocational training adapted to community needs, guaranteeing assured support, and resulting in training a primitive race into independence and responsible citizenship.



Eskimo reindeer herders

School Savings Successful In Small Community

That the school savings system works as well in small communities as in the cities is demonstrated by the schools of Gilbert, Minn. Within 10 weeks from the day the first savings were deposited, 1,950 out of the 2,066 pupils enrolled opened bank accounts.

Detail work of the system within the schools is in charge of W. A. Pike, head of the commercial department. Within two months more he expects that every child will have a bank account. Weekly and monthly reports showing the percentage standings of all the rooms are sent to every room in the district. It has been provided that as soon as every pupil in a school opens an account, the entire school gets a holiday.

Mexican Indians Surrender Homes to Establish Schools

The Department of Education, Mexico, is sending as many rural teachers as possible to the State of Chihuahua to meet the call for education among the Tarahumara Indians, according to the Bulletin of the Pan-Ameriean Union. These Indians formerly fled to the mountains at the sight of a white man, but were won over through an educational campaign conducted by the Mexican Government.

So eager were the Indians for enlightenment that one of their number offered his hut as the first "People's House," leaving only a tree as shelter for himself and his family. Six other Tarahumaras followed his example. These "people's houses" are made centers of activity against drunkenness and other vices.

Prompt Action Demanded of School Nurses

Foreign Bodies in the Eye Frequently Cause Trouble. Bites of Insects and Minor Injuries Require Attention

By ELLA D. FLEMING
Junior Specialist in School Hygiene, Bureau of Education

In the course of the school nurse's duty not often will it fall to her lot to give a child medical treatment, but emergencies often call forth her ability to do small things quickly and adeptly.

Some of the most frequent ones are: Removing a foreign body from the eye, irrigating a child's ear, care of a fainted child, treating insect bites.

Removing a foreign body from the eye may be accomplished by drawing the upper lid down over the eye, and causing the child to blow the nose forcibly at the same time. If the particle is under the upper lid, instruct the child to look down and inward, turn the lid back over a small pencil or match, and with the corner of a clean handkerchief or cloth, wipe off the inside. If the particle is under the lower lid, draw the lid down against the cheekbone and instruct the child to look up. If the body is imbedded in the eye-ball, do not touch it but have an oculist see the eye at once.

Suggestions of Practical Methods

In irrigating a ehild's ear when the doetor wishes it done and for any reason it ean not be done at home, lay the child down, draw the tip of the ear upward and backward, and syringe the ear gently with warm water. Be very careful not to poke into the ear or direct the stream of solution forcibly against the drum of the ear.

If a child has fainted, lower his head, give him fresh air in abundance and apply cold compresses to his head and chest. An attack may be averted by having a child lower his head between his knees.

For an insect bite such as from a bee or spider, soak the area effected in a solution of ammonia or baking-soda.

To Emphasize Local History

"A museum in every high school" is a new slogan in Kansas. Local history and the botany and geology of the respective localities are the subjects to be emphasized. The collections are to be made by the pupils to stimulate interest in their studies. Many high schools have found value.

Work of Rural Education Division

Conditions Particularly Unfavorable to Rural Children. Rural Education of Recent Growth as a Separate Branch of Teaching Profession. Important Field Service of Members of Division. Other Activities

By KATHERINE M. COOK

Chief Rural Education Division, Bureau of Education

RURAL education as a distinct and separate member of the education family worthy of special and expert consideration and study is relatively a recent addition. It has risen rapidly in importance and in the consideration received from the general public as well as from educators and students of economic and social life. Educationally the rural population represents the submerged half.

Katherine M. Cook

Rural education as a separate field in the work of the Bureau of Education began in a small way as part of the work of specialists on the regular staff. Not until about 1912 did it occupy the full time of even one person. A year later three more rural school specialists were added and in 1915 two additional assistants joined the staff, and the work took on the aspect and importance of a division within the bureau with a designated and assigned field of work. As recognition of rural education as a field involving special problems grew and as its professionalization earned gradual recognition, the scope of the work of the division grew also and the need of specialization became apparent.

Rural Education Presents Distinct Problem

The first step demanded the recognition of rural education as a problem distinct from urban education. The next step demanded the recognition of the necessity of division and specialization in this large field, based on its needs primarily but following in a general way the kind of division and specialization already recognized in urban education. During the past three years the division has been reorganized to permit a higher degree of specialization than was formerly possible following practice in and demands from the field.

Several important lines of work now engage the full attention of individual members of the staff assigned thereto, new lines being opened as rapidly as conditions permit. Important among the special activities and typical of the needs of and growth in this field are secondary education for farm children; centralization of small schools and districts; administrative reorganization for efficiency in control and support; teachers' needs and improvement in the field of teacher preparation; supervision of instruction.

Three Major Lines of Endeavor

Broadly classified, the work pursued in the division falls into three major lines of endeavor: (1) Service in the field, including educational surveys; (2) research investigation; (3) promoting the cause of education generally through the dissemination of information concerning educational conditions by publications, correspondence, conferences, and general advisory service.

Service in the field.—The survey service of the division is among its most important contributions to educational progress. Surveys made have been state-wide in scope, resulting in recommendations to legislatures as well as to the school officials, involving far-reaching fundamental policies for reorganization usually extending over a period of years. They are also county or district wide, or they may involve a centralizing program for communities with like interests looking forward to increased efficiency through larger taxing and administrative units and including reorganized programs for internal organization and curriculum making.

General field service rendered by the division covers participation in a variety of educational meetings.

Field work is also initiated on the part of the division staff itself in connection with research studies for the purpose of becoming informed on school practice and administrative procedure in different sections of the country. This is essential in order that the division may fulfill its function of acting as a clearing house of information on activities of interest in rural education.

Research and investigation.—Rural education as a special field for research investigation is so new as to be relatively uncharted. Administrative organization and practice worked out scientifically in cities has too often been adopted without adjustment or adaptation in rural school systems. Recognition in administrative organization, as well as in the curriculum, of special problems which arise because of the different environment and experiences of rural children warrant an amount of research and investigation of which the rural division has from its inception assumed as large a share as its facilities permit.

Promotion of the Cause of Education

Essential and of primary importance among the activities of the division is that of promoting the cause of education and disseminating educational information of value to the public and to school officials engaged in rural education. In addition to the types of field and research work previously referred to, the chief agencies in this service are public addresses, of which approximately 125 were made by members of the staff during the past fiscal year; conferences called by request or for special purposes, of which members of the staff participated in 10 during the past year; publications distributed as widely as possible throughout the United States and covering a variety of topics; and correspondence. The staff of the division aims to keep informed on all matters pertaining to special fields of investigation and to be in a position to give out information and advice covering a wide range of subjects, conditions, and activities. At the present time the bureau has for distribution on topics concerned with rural education 20 bulletins, 21 leaflets, 9 circulars, and other publications. Of these, approximately 20 are prepared in one fiscal year.

The correspondence of the division is concerned with inquiries on general educational conditions in rural communities, administration, organization, practice, and includes the wide variety of topics in with rural education and rural schools.

Distribution of slides and films.—For a number of years the bureau has had for distribution slides which were prepared with the idea of assisting school officials to help the public appreciate modern ideas in school buildings and school activities. During the past two years several hundred slides and several reels of moving-picture films have been added to the bureau's collection. The slides are

arranged in sets illustrating the advantages of consolidation; conditions and progress in transportation of pupils; improvement of one-teacher and other small school buildings; playground activities in rural schools.

The Rural News Letter.—In all parts of the country the local newspaper is the staunch friend of the rural school. Quick to see its needs the country editor gives freely his best efforts for its improvement. The rural schools division endeavors to capitalize this interest of agricultural journals and country newspapers by keeping them informed in regard to interesting and pertinent news items designed to arouse interest in and suggest improvements of the rural school situation. A monthly news letter is prepared and mailed to more than 5,000 agricultural journals, county weekly papers, and a large number of daily papers having rural circulation.

Special fields of investigation.—The scope and purpose of this article do not permit of complete treatment of the different fields of activities pursued. It is, however, worthy of special mention that during the past year it has been possible to concentrate full time work of at least one member of the staff on each of the larger and more outstanding in importance of the phases of education, brief accounts of which are given below.

The Teacher-Training Situation

With the increase in interest in rural education during the past 15 years has grown a simultaneous interest in the qualifications of rural teachers. This latter interest being less popular than the former has not received the same publicity and attention, to which it is entitled, from the public. Pioneers have kept faith and labored in the field, however, until the need for trained teachers is recognized as one of the key problems to the adequate solution of rural education. The rural division of the Bureau of Education has recently added a member to its staff who is to study this problem in its various aspects.

The need for teacher training is as great, if not greater, than ever before. The public conscience is slowly becoming aroused to this need. The estimate that three-fourths of all America's public school teachers are untrained, that is, have completed less than two years of advanced training beyond high school graduation, is startling. The majority of the deficient teachers are in rural, not city, schools. This fact should console no one.

School Consolidation and Transportation

Consolidation of schools and transportation of pupils at public expense are strong educational policies that began in the United States a little more than half a century ago. They have been adopted in some form by all the States and have grown until there are approximately 12,500 consolidated schools; at least $22,000,000 is spent annually for pupil transportation.

The Bureau of Education as early as 1894 began work along the lines of school consolidation. Commissioner Harris at that time gave over two chapters of his report to this aspect of education. In the one was presented a study of the school district because a tendency to modify the school unit made a general knowledge of the character of the existing unit valuable. The other was a compendium of information on transportation of pupils at public expense. Each succeeding year until 1905 the commissioner's annual report gave some data on consolidation and transportation, the attitude of the bureau from the first being favorable to it. Undoubtedly this consistent record of progress did much to further it.

In 1914 the bureau took up the consolidation movement and published a bulletin on the subject. Since then a considerable part of its rural school work has been along this line.

The Needs of the One-Teacher Schools

While the division aims to emphasize the importance of consolidation, it does not overlook the need for improving one and two teacher schools. There are in the United States approximately 175,000 one-teacher schools enrolling between three and four million children, approximately one-sixth of the entire school enrollment. These children will probably receive all of the elementary education they will ever get in these schools. Their efficiency is of paramount importance. The division of rural education, through its investigations, sets forth true conditions as to length of term, teachers' salaries, attendance, etc., in these schools; assists school officials in improved methods of organization, in the arrangement of daily schedules which avoid a multiplicity of recitations, as well as in the improvement of buildings, grounds, and equipment.

Rural School Supervision

The division of rural schools assigns one assistant specialist to the field of rural supervision. Activities of the present year include:

(1) Summarizing the salient points in recent professional books and current magazine articles on the subject of rural supervision and making them available for use through circulars, correspondence, and conferences.

What Supervision Has Actually Done

(2) Occasional talks before rural teachers along lines indicative of what rural supervisors may be able to do in improving one-teacher schools and before rural supervisors in which information regarding achievements in supervision has been given.

(3) The dissemination of information upon request, quoting expert educational opinion relative to particular problems met by rural supervisors and county superintendents.

The rural education division gives publicity to the ways in which rural supervision benefits rural schools; acquaints rural supervisors with successful efforts made here and there but not generally known; assists them to take up their problems vigorously, and aims to stimulate State and county superintendents to secure an increase in the number of rural supervisors employed.

Rural High Schools

The division of rural schools assigns one specialist to the field of secondary education. In addition, outstanding authorities in rural secondary education are employed as need arises for special studies. During the past year activities in this field have included (1) county and local district surveys for the purpose of recommending a program in secondary education, (2) occupational surveys of counties for the purpose of developing courses in the study of occupations and vocational guidance adapted to the particular unit studied, (3) initiation of a comprehensive study of rural high schools of the United States which when complete will embody reports on State practice in administration and supervision, internal organization and curricula, financial support, and intensive studies of individual high schools as types of rural high schools, (4) cooperation with and guidance of local administrative officers of high schools in the development of the details of secondary curricula adapted to the particular situation in which the school is placed, (5) dissemination of information upon request relative to particular problems of rural secondary education.

The primary effort in reorganization is in curriculum reorganization. From curriculum reorganization follow local administrative reorganization, new building and equipment policies and new financial policies. The demands for service in this field are growing rapidly and already exceed the facilities of the Bureau of Education for rendering such service.

Ten Chicago high schools have swimming tanks and include swimming in their course of training.

What the Bureau of Education Does for Primary Education

Study of Geography and Civics Stimulated by Bulletin, "Main Streets of the Nation." Improved Methods Result From Surveys. Unification of Kindergarten With Primary Grades. Important Field Work Accomplished

By FLORENCE C. FOX
Specialist in Educational Systems, Bureau of Education

"YOUR Bulletin, No. 38, called 'Main Streets of the Nation,'" writes the director of one of the national highways, "has gotten me into all sorts of trouble. The school children have taken it up from Maine to California and are writing me by every mail for something educational in the way of road building, and it keeps me constantly employed."

Florence C. Fox

This quotation expresses something of the use which is made of a type of service which the bureau renders through its contributions to the enrichment of curricula for boys and girls in the primary and intermediate schools. Similar letters have been received from principals, teachers, and directors of education in State and city school systems, regarding the series of projects for elementary schools which the bureau has published during the past three years.

Primary School Surveys

In the primary school surveys which the bureau undertakes from time to time a long list of advantages for the boys and girls who attend these schools has been reported from the field as a direct result of the investigations and recommendations made by the survey committee.

New buildings and equipment.—Peter and Joan are happier, healthier, and wiser because of these surveys. Their little old school building has been replaced by a more commodious and sanitary school home, with opportunity for exercise in a gymnasium and for self-expression in an auditorium. Longer periods for playtime out of doors with games and apparatus are reported. A wider choice of material in seat work eliminates the tedious repetition of word building with printed letters. Paper cutting, colored construction paper, clay modeling, and colored crayons for free expression in graphic art have been substituted for the exclusive use of word building. The children's physical comfort has been assured as they sit in seats which can be raised or lowered each semester to fit their length of limb and height of body as they progress from grade to grade through their years at school.

Misfits Removed from Regular Classes

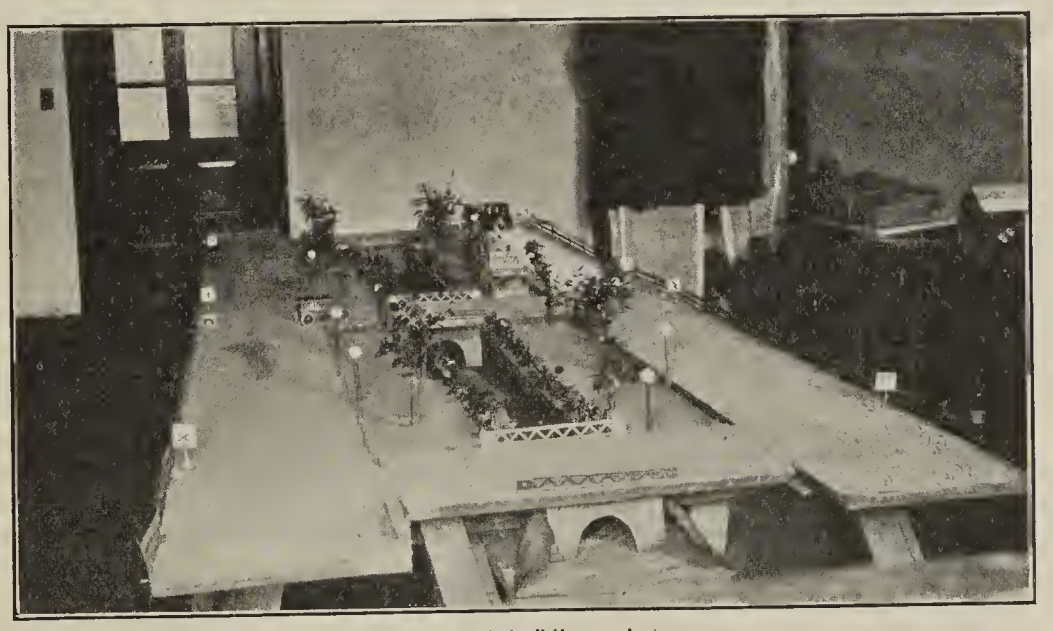
Uniform grading system.—Joan, who is aged 6, no longer recites in a class with boys and girls who range in age from 6 to 14. The overage pupils have been withdrawn to a special class and receive instruction adapted to their lesser abilities. Joan is graded by tests, three in each semester, and by her daily record in her classes. Peter, who is 9, finds himself promoted to a grade where all his time is occupied, and wasted hours for lack of work no longer inhibit his active mental processes.

Kindergarten and pre-primary established.—A kindergarten has been established where little sister may enter school a year earlier and receive that inestimable training in habit forming which only the kindergarten can give. Little brother can enter the pre-primary room and meet his first study of symbols, the bugbear of early education, in his games and plays and without his conscious effort in their mastery.

Contact with Things Feature of Modern Methods

Change in curricula and method.—Projects for Peter and Joan—a study of reading, writing, and arithmetic through the building of a farm on the sand table, with measurement of fields in perimeters and areas; the planting of grains in corn and wheat fields, with a study of the germination of the seeds, as they sprout and grow on the sand table; the modeling in clay of cows and horses for the home pasture already green with tiny blades of grass. Peter has tools and his work bench where he fashions a footstool for his mother's comfort and a bookrack for his father's convenience. Joan is beginning to sew her doll's dresses and to make her own aprons. These are only a few of the many innovations in curricula and method which have grown out of the school survey.

Per capita cost.—Joan's and Peter's education is worth more than it was. The school budget has been increased, but not above that of the average cities of like size and wealth, and Joan and Peter are happier, healthier, and wiser by far than under the old régime, as are all the school family, when the bureau plays the part of an impersonal and unprejudiced mentor for the benefit of those school systems that desire it.



Good roads building project
[From "Main Streets of the Nation."]

Kindergarten-First Grade Curriculum

The effort which the bureau is making to unify the work of the kindergarten and first grade has been expressed in many ways but more tangibly, perhaps, in its booklet entitled "Kindergarten-First Grade Curriculum," issued in 1922, wherein the lines of work begun in the former are carried forward into the more definite activities demanded by the latter. Many teachers testify to the value of this bulletin as a means of bridging over the chasm so long separating these two schools of similar aim and intention.

School Life, Vol. IX, No. 9, May, 1924

National Council of Primary Education

One of the special contributions to the primary school which the bureau has made in the past five years has been the publication of the Annual Report of the National Council of Primary Education. "From the time of its organization until now," writes Doctor Claxton in the fourth number of this report, "the Bureau of Education has cooperated with the council. One of the bureau's specialists has served as its secretary, and it has published the proceedings of the council's meetings and assisted in many other ways. It is, I believe, very desirable that the cooperation be continued and increased to as large an extent as the means of the bureau will permit."

Questionnaire and Addressograph Service

Some nation-wide inquiries have been conducted by the bureau for the council through its use of the bureau's questionnaire and addressograph department which have thrown some valuable light on conditions in primary schools throughout the country.

Failures in first grade.—It was found, for instance, that in 1918 through an inquiry into failures in the first grade, one child in every four, on an average, was retarded in the first grade. This startling fact has lead to a general effort on the part of principals, superintendents, and teachers to eliminate a condition so apparently rotten in the Denmark of our first grades.

Educational tests and mental testing have become quite generally the basis for promotions from kindergarten to first grade, and the immature children have lingered in the kindergarten until mature enough for the work of the first grade.

Approach to Primary Schools Made Easy

Pre-primary schools have been established where the beginnings of reading, writing, and arithmetic may be more pleasurably approached through plays and games and the more strenuous demands of the first grade be met after a term of initiation in the lower primary school.

Requirements for promotion.—An inquiry into requirements for promotion in primary grades has led to revelations concerning the diversity of standards of education for primary schools throughout the United States, and to the need for a unified program if we hope to give to every child his equal chance with the others in quality and quantity of material and methods.

Reading.—Information regarding the status of reading in 30 cities with minimum essentials, aims, use of texts, and method was secured through this method and furnished data for reports and replies to inquiries which did much to further the movement for silent reading now emphasized in elementary schools.

Use of activities.—Another inquiry revealed the fact that only 11 minutes per day on an average has been devoted to handwork in the first three grades and led to increased emphasis on this important activity in primary schools.

Field Work

State-wide institute lecture tours have been given by the bureau on courses of study and methods of teaching in elementary schools. Reorganizing a cotton mill village school on the project plan and conducting classes in materials and methods for primary teachers in State universities during the summer sessions are other contributions which the bureau has made to elementary education.

Wide is the field and many the opportunities, but quite inadequately equipped is the bureau to meet the demands for service now pressing upon it. May the passing years bring a greater appreciation of this service and a larger equipment with which to render it.

Commerce and the Engineer

Far-Reaching Results of Conferences to Coordinate Production and Marketing. Current Practices in Colleges Reported in Publications of Bureau of Education. Professional Course of Study Required for Commercial Engineer

By GLEN LEVIN SWIGGETT

Specialist in Commercial Education, Bureau of Education

IN THE DEVELOPMENT of business education in the United States emphasis from the beginning has been placed upon marketing. Only within the past 10 years has there been apparent the significant relationship between production and the exchange of goods. There has been a scientific approach to the engineering sciences in training for the manufacturing industries. As the articulation between the secondary and higher schools became more closely knit, more and more keen became the need for emphasis upon preparatory studies in the lower schools.

Commercial education, on the other hand, has had a development in the secondary schools apart from that in training for engineering careers. Largely as a result of a tendency to offer secondary commercial education as complete in itself, development of business education as a profession in colleges and universities has been somewhat retarded. This is due largely to two factors: Failure of the larger universities to recognize secondary commercial subjects, and the fact that in the secondary years business subjects have been offered without due consideration of the real objectives of business.

Among the many conferences carried on by the business education division of the Bureau of Education, none perhaps will have more far-reaching results than the conferences held in the effort to coordinate production and marketing. Assuming that preparation in school and college is important to the conduct of business, coordination of this character demands that an effort be made in school and college to correlate the basic subjects common to engineering and business sciences.

Two conferences on the subject of commercial engineering have been held under direction of the Bureau of Education. Reports of these conferences have been prepared and printed as bulletins of the bureau. In these reports are found the current practices in colleges relating to business training for engineers and engineering training for business men, coordination of college training with the industrial demand, civic and social training of the engineer and business man, and training of the engineer for management of overseas engineering projects.

Need for the commercial engineer in the United States is increasing. The new engineer is really the civil engineer of 1828, who, according to the London Charter of that year, was looked upon as "directing the great sources of power in nature for the use and convenience of man, as a means of production and of traffic in States, both for external and internal trade." Between the two is a group of design engineers who plan and create within the field of engineering construction.

The commercial engineer is not an engineer become a business man. That is only half the story. The man to coordinate industry and commerce must come prepared for this task by a professional course of study so framed as to afford the technique and principles of industry and commerce.

Services of the Division of Physical Education and School Hygiene

Centuries of Discussion Leading At Last to Constructive Effort. Whole Field of Physical Education Covered by Bureau's Division. Publications Helpful to Teachers and Specialists and to Parents As Well

By JAMES F. ROGERS

Chief Division of Physical Education and School Hygiene, Bureau of Education

MARK TWAIN once observed that "People are always talking about the weather, but nothing is ever done about it." Educators have been talking for centuries about the need for the physical education of children, but at last they are trying to do something about it in a really earnest way.

James F. Rogers

The Bureau of Education has not been behind the rest of the educational world in this merging of theory in practice—of talking in doing—and it now has a division of physical education and school hygiene which in personnel and activity rivals the sections of longer standing. The whole field of physical education is covered—from healthful school housing to the training of children to healthy habits of living; from physical examination and medical treatment to the teaching of the laws and methods of making a healthy home and a sanitary city.

All That Relates to School Sanitation

The division helps to point the way in the planning and construction of school buildings; in playground arrangement and equipment; in medical inspection; in school nursing; in the prevention of communicable diseases; in methods of arousing interest in health and of securing it in everyday practice; and in the teaching of the structure and working of the human body.

It has issued many publications which are helpful to the teacher, the school physician, the school nurse, and the special directors of physical education. Some of its publications help to link the school and the home.

That the work of this division is appreciated is evidenced by the flood of letters requesting these helps which pours into the bureau annually from every State and Territory and from all over the world. But, besides these requests, there is a host of special inquiries, which receive individual reply. Such questions are given the careful personal attention of the specialists in the several branches of health work.

Parents Intensely Interested in Health of Children

Not only do such inquiries come from teachers, but also from parents, who make use of the division as a source of advice in problems concerning the health of their children. Such communications reveal what the teacher sometimes overlooks, that the parent is intensely interested in the health of his child, and will gladly cooperate with the work of the school to this end, provided he is approached in the right way and given due consideration.

This division cooperates with outside agencies which are interested in school health work, and has brought together such workers for many valuable exchanges of experiences. It also cooperates with the other divisions of the bureau in surveys of school systems in which it, of course, studies the sanitation of the school plant, the facilities and practices in medical inspection, school lunches, health teaching, and physical training.

Though very young in years the division amply justifies by its recognized importance the prophecy of its existence, which was cried for so long a time in the wilderness of educational theory, by Rabelais, Locke, Pestalozzi, Montaigne, Milton, Rousseau, Spencer, and other great thinkers.

Subsidies for Danish Commercial Students

For assisting young Danish commercial men to obtain training in foreign countries, a number of subsidies are now available, according to a recent report by Marion Letcher, American consul general to Denmark.

As a rule grants are made only to applicants who hold foreign appointments or are proceeding to such appointments, but there is a fund available for distribution in 1924 which will be granted to commercial men seeking training, or intending to establish commercial connections with foreign places, especially overseas. Grants will be given not only to young men, but also to men of mature age if it is deemed that their sojourn in a foreign country may be to the benefit not only of the applicant himself, but also to the export trade of Denmark and to the commercial connections of the country with foreign markets.

Copies of regulations for street safety distributed among the children of the Quincy School, Boston, not only helped the children to understand how to use the streets but were the means of helping the foreign-born parents of many of them to learn some of the ways of their new country. The school is in a congested part of the city, and includes children of 30 different nationalities.

Class in child-care, Continuation School, New Bedford, Mass.

Land Grant Colleges and the Bureau of Education

Sixty-Seven Colleges of Agriculture and the Mechanic Arts Aided by Federal Government. Development of Curriculum Aided by Establishment of Experiment Stations. Institutions for Negroes on Different Basis

By WALTON C. JOHN

Specialist in Rural and Technical Education, Bureau of Education

ESTABLISHMENT of institutions of higher learning throughout the long ages of history has usually been the result of slow evolution. There have been periods, however, when schools and colleges have come more rapidly upon the scene following the wave of some particular interest or great movement. The establishment of 67 American colleges came as the result of activity during the first half of the 19th century which culminated in the passage of the famous Morrill Act, signed by President Lincoln, July 2, 1862.

Although the Civil War delayed the immediate establishment of all these institutions, shortly after 1870 most of the States had fulfilled the requirements of the law and were maintaining at least one college "where the leading object was, without excluding other scientific and classical studies and including military tactics, to teach such branches of learning as are related to agriculture and the mechanic arts in such a manner as the legislatures of the States might respectively prescribe." Other laws were passed which granted to these institutions from the Federal Treasury $50,000 a year for their more adequate support.

Administration of the funds appropriated for these colleges was placed in the hands of the Commissioner of Education. He is assisted by a specialist in charge of land grant college statistics.

Classical Traditions Lingered Long

During the earlier growth of these land-grant colleges considerable difference of opinion was found in the several States regarding the purpose and the content of the subject matter of agricultural and mechanic arts education. Many of these schools clung tenaciously to the classical traditions and agricultural education was largely theoretical. In many cases mechanic arts which involved engineering training did not amount to more than industrial education of secondary grade. It was therefore the duty of the Bureau of Education, during the earlier years, to assist in making interpretations clear, and to discourage the trend toward the older types of college training.

The establishment of the agricultural experiment stations placed within each institution a new force which created real subject matter for the colleges of agriculture and thus made it much easier for the Department of the Interior in assisting and enforcing the true meaning of the law. From time to time the Bureau of Education had to call attention to the importance of maintaining the inviolability of the principal and interest of the Morrill funds, particularly in seeing that the investments produced at least five per cent. In several cases the bureau has called attention to deficiencies, which the States have finally rectified by special acts of the legislatures. There are always a number of minor differences to be settled which do not involve more than simple suggestions and are immediately conceded by the institutions.

Clarify Relations with State Universities

At a later period the Bureau of Education was called to aid a number of States in determining more clearly the status of the land-grant college, particularly in relation to the State universities in those States in which both institutions existed side by side. This was done largely through a series of surveys which were carried on in Oregon, Iowa, Washington, North Dakota, South Dakota, Nevada, Arizona, Tennessee, Alabama, Kansas, and North Carolina. In these surveys the proper functions and relations of the independent land-grant college and the State university have been determined in order to avoid unnecessary and expensive duplication. Furthermore, the bureau has called attention to the general equivalence of the educational standards of the work done in the land-grant colleges and the State universities in similar divisions or departments. In assisting to clarify these issues the bureau has helped these States to overcome serious rivalries due to the jealousy of the alumni and to considerations involved in the appeal for State support.

Colleges for Negroes on Different Lines

According to provisions in the law the Southern States were permitted to provide separate land-grant colleges for the Negro race. The development of these institutions has been different from that of white institutions because of the need for trained teachers in agriculture and in the rural schools of the South. Special attention has been given to the trades and industries also, the field for engineering being very limited. In order to unify the standards of these institutions, the Commissioner of Education has for the past four years called in conference the presidents of the colored land-grant colleges with other leading white and colored educators of the South to formulate standards in agriculture, home economics, and mechanic arts education. These conferences have also considered financial problems and standards for the teacher-training courses for rural schools as well as the general academic standards. The Bureau of Education is planning in the future for a continued series of studies which will enable these colleges to aid in developing the South, both economically and for the best interest of the Negro population.

The Bureau of Education has cooperated with the land-grant college officials in developing more uniform statistics for the annual reports and in obtaining the information which is deemed essential for the public as well as for institutional use. Not until the past year, however, has any definite study been made of the great educational progress made in these institutions. During the past two years the Bureau of Education has compiled a report on the developments in the land-grant college movement as well as in a large number of specialities in the principal divisions of these institutions. In collecting these facts the Bureau of Education will assist in bringing before the public the enormous service which the land-grant colleges have rendered to the public, at the same time showing the possibilities of a system of Federal aided higher education administered through cooperation with the States.

Spaniards Desire American Equipment for Trade Schools

An appeal from Malaga, Spain, has come to the Bureau of Education, through Harold L. Smith, American vice consul, for information to aid in establishing trade schools. City authorities with leading citizens are planning a school for training boys to become carpenters, electricians, mechanics, railway trainmen, plumbers, bricklayers, road builders, and contractors. Certain classes will also be given for girls. It is proposed to model the Malaga schools after trade schools in the United States and to equip them with American products. Trade publications and catalogues from manufacturers of suitable equipment, and building plans are especially desired.

Filling to capacity a large conference room at the central library, a class in magazine writing, composed of men and women, meets every Monday evening at Portland Center, Oreg. This is one of the many classes conducted by the extension division of the University of Oregon.

Contributions to Kindergarten Progress

Specialists of Bureau of Education Especially Helpful to Kindergarten Teachers In Small Towns. Assistance by Personal Consultation and by Correspondence. Clearing House of Information Through Bulletins, Circulars, and Bibliographies

By MARY G. WAITE
Assistant Specialist in Kindergarten Education, Bureau of Education

THE kindergarten section of the city schools division of the Bureau of Education is organized "for the purpose of aiding kindergarten education in every possible way." Among the many duties suggested, one that is of utmost importance is to help the class room teacher improve her own practice. Many kindergarten teachers, especially those in the smaller towns, do not have the privilege of group conferences to discuss their special problems and often they do not have the help which is gained through constructive supervision. More and more these teachers are turning to the Bureau of Education for help. For this reason the bureau is, and necessarily must be, a clearing house for their problems.

Mary G. Waite

Cover Every Aspect of Kindergarten Work

Every day letters come to the kindergarten specialists asking about kindergarten theory or procedure, about training or supervision, or about planning, equipment, or support. Many of these questions are general in character, while others are definitely in relation to particular situations. Some questions require research work, but others can be easily answered as they are similar in type to questions which have been asked often. From time to time the kindergarten specialists have prepared bulletins and circulars upon the subject matter of the usual requests. Information about these publications is sent to all teachers, supervisors, and training teachers, whose schools are on the addressograph lists.

Another phase of the work of the kindergarten specialists is to aid teachers, superintendents, and others in establishing kindergartens. This is done partly through correspondence and partly by furnishing information and material for talks and articles. Wherever it is possible the specialists are glad to help by attending meetings at which child education is discussed.

The many and great changes in kindergarten and primary practice which have developed in the past few years have made teachers feel the need of help properly to plan their work along the new lines. To meet this need the Bureau of Education has published two bulletins on curriculum making: "The Kindergarten Curriculum" (Bulletin 1919, No. 16) and "A Kindergarten First-Grade Curriculum" (Bulletin 1922, No. 15).

Recent Changes in Kindergarten Materials

Besides the changes in method and curriculum, the new "conception of education calls for changes in some of the materials and for the addition of other supplementary materials." Partly to meet the questions arising out of the desire to substitute new materials for the old and partly to show the kind of kindergarten rooms which are suitable for the children's activities, the Bureau of Education has published the bulletin on "Housing and Equipment of the Kindergarten." (Bulletin 1921, No. 13.)

Teachers not only want to know the best things to do, but they also want to know how to do them. The term "project method" has needed interpretation for many teachers in the kindergarten as well as those in the grades. Kindergarten Circular No. 12, "Suggestions Concerning the Application of the Project Method to Kindergarten Education" was written to meet an immediate need.

Kindergarten methods have changed because of a changed attitude towards the amount and kind of individual thinking the children are to do. Circular No. 11, "Kindergartens Past and Present," illustrates some of the changes which have come about and especially emphasizes the modern conception of the school as a place to help children do creative work and to develop a sense of social responsibility.

If the kindergarten is to be an integral part of the school it is essential to know what the kindergarten does which may be used as a basis for school work. Circular No. 15, "How the Kindergarten Prepares Children for Primary Work." shows some of the specific ways in which the kindergarten makes definite provision for those habits, skills, attitudes, and funds of information upon which the primary teacher may build in helping children gain control of the tool subjects.

Kindergarten Humanizes School Life

In 1920 the Bureau of Education published "The Child and the Kindergarten" (Circular No. 6), which illustrates the newer kindergarten procedure. The examples in it are excellently chosen to show the value of the kindergarten in humanizing school life and in training children's imagination through the construction of toys, games, pictures, songs, and stories.

Realizing that physical and mental health are essential factors in school life and that right habits must be established early, the bureau published a pamphlet in the Health Series (No. 14) on "The Kindergarten and Health."

The Bureau of Education realizes that another of its duties to the kindergarten teachers is to help them keep in touch with the splendid current educational literature which is especially related to their particular work. For this reason two bibliographies have been published. A list of "Books on the Education of Early Childhood" (Circular No. 7) was made partly for kindergarten teachers and partly "in response to a demand emanating from a reading public which exists quite outside of school or professional circles. The list includes also a number of books that give the modern viewpoint in general education or special phases of educational work."

Concerns Home Life of Young Children

The second bibliography "References on Preschool and Kindergarten-Primary Education" is more technical in character. It contains some books and significant articles from recent periodicals which are especially intended for those who are interested in the home care of young children.

Because inspiration is as necessary for kindergarten teachers as for workers in other fields, and as there has been so much criticism of modern education from so many sources the kindergarten specialists are glad to call every teacher's attention to the circular on "Prefirst-Grade Training" (No. 13). It helps the kindergarten teacher to justify the faith that is hers and emphasizes the mission of the kindergarten in helping "the child to find himself emotionally and socially"; to increase his love of beauty and to establish early certain fundamental social and hygienic habits.

Credit in an approved course in general physical education must be presented to the State board of education by every teacher in Virginia schools on or before September, 1925, according to the "West law" recently enacted by the State legislature.

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How the Bureau of Education aids Home Economics

Correspondence, Personal Interviews, Public Addresses, and the Printed Page are the Means Used to Aid in Development of Home Economics. Productive Conference Recently Held in Washington

By EMELINE S. WHITCOMB
Specialist in Home Economics, Bureau of Education

BY MEANS of the press, the platform, and the conference, the division of home economics, by serving as a clearing house for all information pertaining to its subject, strives to make this science of greater value to every student and every home. To succeed in this attempt it is necessary to know its status in the schools, to make surveys and report findings, to formulate standards and assist in preparing courses of study. Of even greater importance is the persistent attention which must be given to the progress of the science in its laboratory achievements.

Emeline S. Whitcomb

Correlate School Work with the Home

From hemming a napkin to designing a dress, from providing for a small table to compiling menus for several hundred, from a personal interview to delivering an address, are lines which indicate but do not bound the field which is assigned to the home economics division of the Bureau of Education.

Another service of the division is in educating the public to appreciate the value of home economics. In one community where a school survey was made it appeared that home economics was not regarded as an important part of the girl's education. In reporting this survey the division of home economics suggested that the subject be presented in a more attractive and practical way. Organization of a day's work in the home, serving a dietary on the basis of food requirements of the individual, and personal responsibility were stressed but many other suggestions were made in detail.

Reaction Favors Home Economics

Too often is home economics education judged by material results only. The higher values of elementary education in home economics are just as tangible as those in English, geography, or mathematics. In recent surveys it has been noted that the proposals to eliminate home economics, music, art, industrial arts, and agriculture and to return to purely academic instruction, because they are cheaper, has led to a reaction and a marked stimulation of local interest in home economics. It is increasing in favor among school patrons.

Specialists of the Bureau of Education in home economics are frequently asked to address educational conventions and other gatherings. In this capacity the home economics division represented the bureau at the New England Home Economics Association, the American Home Economics Association, the Wisconsin State Educational Association, the Pennsylvania Schoolmen's Week, the Georgia State Home Economics Association, the Georgia State Teachers' Association, and the Association of Land Grant Colleges.

Reports of conference proceedings, results of surveys, and circulars containing information on different branches of the subject are prepared by the division and published by the Bureau of Education. Status of home economics instruction in junior and senior high schools, status of graduate work in home economics in colleges, universities, and normal schools, and bibliographies on various phases of home economics education were included in the special studies made by this division in 1923.

Room occupied by the specialists in commercial education, home economics, and educational legislation

Conferences of teachers and supervisors of home economics called by the Commissioner of Education are planned and arranged by the home economics division. A national conference of city supervisors of home economics which met in Washington April 21 to 24, inclusive, attracted attention in all the great educational centers. In preparing a program of nation-wide interest, of breadth of topic and intellectual tone, the division has been highly commended by those interested in the work. Outstanding problems of home economics education were discussed by experts and educators of high professional standing.

Emphasizes Relations with the Home

What the school expects of home economics, what the home expects of home economics, and how the teacher and the college are meeting these demands were questions which occupied the attention of the conference the first afternoon.

Indicative of the general interest in health education was the time given to "the challenge of the health education movement to home economics" and the subtopics "from the standpoint of the school organization, the health specialists, and the out-of-school agencies." On the same subject, "What Delaware home economics teachers are doing in relation to the health program" was a valuable contribution.

Under the main topic, "Contribution of home economics to the development of worthy home membership of boys and girls and to the development of citizenship" were the subtopics, "The spiritual qualities for citizenship which may be developed by home economics," "Home phases of citizenship and worthy home membership," and "Community." Such details as budgets, thrift, service, and cooperation were discussed from every angle.

Educational Bills Before Sixty-eighth Congress

Two Measures Propose Creation of Department of Education. One Would Enlarge Bureau of Education and Abolish Federal Board for Vocational Education. Proposal to Create National University Revived

By WILLIAM R. HOOD
Specialist in School Legislation, Bureau of Education

PROPOSED educational measures before the Sixty-eighth Congress are not yet so numerous as in some other Congresses of recent years, but the tendency toward national concern with public education shows little sign of subsiding. Many bills affecting education in one way or another have been introduced. Some of these are new proposals, but a considerable number will be recognized as measures proposed in former years and kept before Congress from session to session.

William R. Hood

A summary of such educational bills as would seem of general interest is given below. The summary is designed to be reasonably complete, but some proposed measures are not mentioned for the reason that they duplicate others. A House bill, for example, may contain exactly the same provisions as one introduced in the Senate and bearing a Senate number. Several bills relating to the District of Columbia are also omitted. One of these proposes to amend the teachers' pension law, and another would provide increases in teachers' salaries.

I. Federal Departments and Bureaus of Educational Character

Here there are three proposed measures of outstanding importance. First is the Sterling-Reed bill providing for a Department of Education. The provisions of this bill are essentially the same as those of similar bills of previous Congresses and are now well known. Very brief notice of its main features must therefore suffice These main features are three: (1) It elevates public education by giving it representation in the President's Cabinet; (2) it changes the policy of the Government from that of subsidizing special types of education to that of giving direct national aid to the public schools in general; (3) it increases by many millions the annual expenditures of the National Government for education.

Department of Education and Welfare

The second outstanding measure under this head is the Dallinger bill for a Department of Education and Welfare. Three main features of this bill are: (1) It seeks to coordinate the National Government's educational activities, being drafted in conformity with a plan to reorganize the executive departments at Washington on a more consistent and businesslike basis; (2) it raises the level of public education to that of a major national concern by providing for a Secretary in the Cabinet; (3) it leaves as at present the policy of restricting the Government's educational activities almost wholly to subsidy of special types of education, provision of educational facilities for dependent peoples such as Indians, and the giving of information, advice, and assistance.

The third important measure under this head is another bill introduced by Representative Dallinger. It provides for better definition and extension of the purpose and duties of the Bureau of Education. Under its terms the scope of the bureau's service to the educational interests of the country would be widened; certain important educational functions of the Government, including administration of the Smith-Hughes Act, would be vested in the Bureau of Education; and the annual appropriations to the bureau would be increased to make its service more effective.

Department of Education and Federal Appropriations

A. Departments and commissions.—1. S. 1337, Sterling.—To create a Department of Education, to authorize appropriations for the conduct of said department, to authorize the appropriation of money to encourage the States in the promotion and support of education, and for other purposes.

(*a*) Creates a Department of Education with a secretary in the President's Cabinet and with one assistant secretary.

(*b*) Transfers to this department the Bureau of Education and such other offices and bureaus as Congress may determine.

(*c*) Authorizes the department to conduct studies and investigations in various divisions of the field of education and to report thereon.

(*d*) Authorizes an annual appropriation of $500,000 for administration of the department.

(*e*) Authorizes appropriations aggregating $100,000,000, distributed as folfows: (1) Instruction of illiterates, $7,500,000; (2) Americanization of immigrants, $7,500,000; (3) To equalize educational opportunities (elementary and secondary schools), $50,000,000; (4) To promote physical education, $20,000,000; (5) To promote better preparation of teachers, $15,000,000.

(*f*) Provides that the State must provide by law for a school term of 24 weeks, must require all children between 7 and 14 years of age to attend school at least 24 weeks each year, and must require that the English language be the basic language of instruction in order to receive the benefits of the appropriation to equalize educational opportunities.

(*g*) To receive the benefits of the act, State must accept its provisions. To receive its share of any particular Federal appropriation, State or local authorities must provide an equal amount for the same purpose.

Schools to Remain Under State Control

(*h*) "This act shall not be construed to imply Federal control of education within the States, nor to impair the freedom of the States in the conduct and management of their respective school systems."

(*i*) Creates a "National Council on Education."

2. H. R. 3923, Reed of New York.—A companion bill of the Sterling bill in the Senate. Contains substantially the same provisions.

3. H. R. 5795, Dallinger.—To establish a Department of Education and Welfare, and for other purposes.

(*a*) Creates a Department of Education and Welfare with a secretary in the Cabinet and with four assistant secretaries.

(*b*) Provides for (1) a division of education, (2) a division of public health, (3) a division of social service, and (4) a division of veteran service.

(*c*) Abolishes the offices of Commissioner of Education, Surgeon General in the Treasury Department, Chief of the Children's Bureau, Director of the Veterans' Bureau, the Federal Board for Vocational Education, Board of Managers of the National Home for Disabled Volunteer Soldiers, and the Board of Commissioners of the Soldiers' Home and transfers their functions, powers, and duties to the Department of Education and Welfare.

(*d*) Transfers to the proposed new department the Bureau of Education, Bureau of Pensions, Public Health Service, Children's Bureau, Women's Bureau, Freedmen's Hospital, and the National Home for Disabled Volunteer Soldiers. Functions of Secretary of the Interior in respect to Columbia Institution for the Deaf, Howard University, and St. Elizabeths Hospital are transferred to Secretary of Education and Welfare.

Smithsonian Institution Under Proposed Department

(*e*) Transfers the Smithsonian Institution to the proposed department.

(*f*) Transfers to the proposed department the administration of the act providing compensation for employees injured in the Government service.

(*g*) Authorizes the President to transfer to the Department of Education and Welfare any other educational, health, or social welfare service or activity.

(*h*) Appropriates $10,000 to carry out the purposes of this act during the balance of the fiscal year ending June 30, 1924.

4. H. R. 5801, Tinkham.—To create a Department of Fine Arts.

(*a*) Creates a Department of Fine Arts with a secretary in the Cabinet and with an assistant secretary.

(*b*) Purpose of department is to increase knowledge of the arts and develop a taste for art. The secretary shall have charge and control of the National Gallery of Art.

5. S. 291, Spencer.—Creating a commission on the racial question.

(*a*) Provides for a "Commission on the racial question in the United States." To be composed of three white men from the South, three white men from the North, and three colored men, all appointed by the President.

(*b*) Authorizes the commission to inquire into and investigate the conditions surrounding the colored people in the United States.

New Divisions for Bureau of Education

6. H. R. 6821, Upshaw.—To create a commission to be known as the Federal Motion Picture Commission, and defining its powers and duties.

(*a*) Provides for a commission "under the Department of the Interior as a division of the Bureau of Education." To be composed of the Commissioner of Education ex officio and six members, two of whom shall be women, appointed by the Secretary of the Interior.

(*b*) Provides for licensing motion picture films for interstate and foreign commerce.

B. Bureau of Education and other bureaus.—7. S. 557, McLean.—To provide for a library information service in the Bureau of Education.

8. H. R. 108, Raker.—To create a bureau for the deaf and dumb in the Department of Labor.

(*a*) Creates a bureau to be in charge of a competent person having experience in the education of deaf persons or knowledge of their requirements.

(*b*) Makes it the duty of the chief of the bureau to study the industrial, social, and educational conditions of the deaf and to issue reports and bulletins.

9. H. R. 5089, Yates.—To establish a bureau for the study of delinquent, dependent, and defective classes.

(*a*) Provides for such a bureau in the Department of the Interior, to be in charge of a director.

Would Extend Functions of Bureau of Education

10. H. R. 6582, Dallinger.—To provide for the better definition and extension of the purpose and duties of the Bureau of Education, and for other purposes.

(*a*) Directs the bureau to conduct studies and investigations in the field of education and to report thereon. Defines more specifically the educational subjects to be reported on, as illiteracy, immigrant education, public school education, vocational education, physical education, the preparation of teachers, institutions of higher learning, and other subjects as the commissioner may deem proper.

(*b*) Provides for an assistant commissioner of education.

(*c*) Abolishes the Federal Board for Vocational Education and transfers its functions to the Bureau of Education.

(*d*) Authorizes an annual appropriation of $500,000 in addition to moneys now appropriated to the bureau and transfers to the Bureau of Education appropriations now accruing to the Federal Board for Vocational Education.

(*e*) Confers more specifically on the Commissioner of Education the functions, powers, and duties now conferred on the Department of the Interior in respect to the education and care of the natives of Alaska, the funds appropriated to agricultural and mechanical colleges, and the administration of Columbia Institution for the Deaf, Howard University, and Freedmen's Hospital.

(*f*) Creates in the Bureau the Federal Council on Education, to consist of one representative and one alternate from each executive department and of the Commissioner of Education ex officio. Makes it the duty of the council to coordinate the educational policies among the executive departments and to devise ways and means of improving the educational work of the Government.

(*g*) Authorizes the Commissioner of Education to appoint and associate with himself the National Council on Education, to consist of 15 members representing the various educational interests of the country.

(*Continued in June number.*)

Eight-Year Course Means Clear Loss of Year

Tests Show Elementary Course Satisfactorily Completed in Seven Years. Shorter Course Raises Level of Community

By GEORGE MELCHER

Assistant Superintendent of Schools, Kansas City

IT IS generally admitted that the European boy is ready for senior college work two years earlier than the American boy. Can America afford to handicap her youth in world competition?

There is nothing sacred about the American eight-year elementary school course. This course was developed before the American public high school was developed. It was developed when the school year was much shorter than now and before the time of skilled and trained teachers.

While the eight-year system may have been adapted to short school terms, lack of high schools and untrained teachers, it certainly is wasting a year in the life of pupils of the modern school.

It may reasonably be asked, can a standard elementary school course be satisfactorily completed in seven years? The answer to that is clear. In Kansas City, hundreds of thousands of standard tests have been given to the pupils in the elementary schools; it has been the policy for 10 years to check the seventh grade pupils in Kansas City against the eighth grade pupils in other cities, and the sixth grade in Kansas City against the seventh grade in other systems. In this comparison, we have found that scores of the seventh grade pupils in Kansas City on school achievement tests rank above the median scores made in other cities. In most cases our schools rank in the upper quartile of the cities of the United States; very rarely on any test do we fall below the median of other cities. Furthermore, the graduates of the Kansas City elementary schools enter high schools in any city and do satisfactory work; the graduates of our high schools, based on a seven-year elementary school course, do superior work in the standard colleges and universities of the country.

The seven-year system brings the following gains to a community:

1. A larger per cent of pupils continue their course into high school and college. More than 80 per cent of all the pupils graduate from the elementary school course in Kansas City. More than 30 per cent of all pupils who enter the elementary grades continue until they graduate from high school.

2. The seven-year system raises the educational level of the average pupil at least one year. It also raises the educational level of the community one to two years. Fifty per cent of all the pupils who enter the elementary schools in Kansas City are now completing the tenth grade, but most cities have lost 50 per cent by the end of the eighth grade.

Abstract of address before Department of Elementary School Principals, Chicago meeting.

Marine Biological Laboratory On Firm Foundation

The finest equipment for biological research in the world has been made possible by a gift of $1,400,000 to the Woods Hole (Mass.) Marine Biological Laboratory. A combined laboratory and library building to cost about $600,000 will be constructed at once, which with the present facilities will form an ideal plant for the institutions interested in this work.

The gift was a joint contribution from the Rockefeller Foundation, from Mr. John D. Rockefeller, jr., from the Friendship Fund endowed by Mr. Charles R. Crane, and from the Carnegie Corporation.

The laboratory was planned on a national cooperative basis, as it is open to all American institutions. During 1923 seventy universities and research organizations contributed to its support.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

BATCHELDER, SAMUEL F. Bits of Harvard history. Cambridge, Harvard university press, 1924. xiv, 323 p. front., plates. 8°.

This volume gathers from the three centuries of Harvard history a great store of tradition and fact based on contemporary records, fugitive pieces, official documents, and (for more recent years) personal recollections.

COE, GEORGE A. Law and freedom in the school, "can and cannot," "must and must not," "ought and ought not" in pupil projects. Chicago, Ill., The University of Chicago press [1924] ix, 133 p. 12°.

A discussion of the force of law—natural, common, and statute, economic, moral, and ideal—in the projects of the child. It treats of the present-day educational situation and suggests the possibilities of an efficient employment of the project method of teaching.

ELIOT, CHARLES W. Harvard memories, Cambridge, Harvard university press. 1923. viii, 143 p. plates. 8°.

The publication of this book seems appropriate in view of the recent celebration of ex-President Eliot's nineticth birthday. The contents consist of a reprint of three addresses on the traditions of Harvard college, The function of a university, and The Harvard yard and buildings.

FINCH, ROBERT. The approach to English literature. London, Evans brothers, limited [1924] 151 p. 12°.

The author here shows how an interest in and an appreciation of the best English literature may be imparted to school children. The methods described have been tested by successful experience in a well-known school in Middlesex, England.

FREEMAN, FRANK N., *ed.* Visual education; a comparative study of motion pictures and other methods of instruction. The report of an investigation made with the aid of a grant from the Commonwealth fund. Chicago, Ill., The University of Chicago press [1924] viii, 391 p. plates, illus., diagrs., tables. 8°.

The investigation described in this volume consists largely in a comparison between various forms of visual education or between visual and nonvisual methods. In each case the results of the instruction were subjected to tests which fell in general under the two heads of "information" and of "ability to do." The subjects of the investigation were nearly all pupils in the intermediate or upper grades of the public schools in Evanston, Urbana, Detroit, Cleveland, Oak Park, Joliet, and Chicago. The book gives the reports of 13 individual studies by the persons in charge, and a general summary of the whole by the editor. It was found that the relative effectiveness of verbal and visual instruction varies, according as emphasis is to be laid on concrete experience or on the generalizing and reasoning processes. The investigation does not show that motion pictures are of outstanding and unparalleled value as means of awakening interest in a subject or of stimulating activity, in comparison with advanced modern methods of instruction.

HUNT, CHARLES W. The cost and support of secondary schools in the state of New York. A report reviewed and presented by the Educational finance inquiry commission under the auspices of the American council on education, Washington, D. C. New York, The Macmillan company, 1924. x, 107 p. tables, diagrs., form (fold.). 8°. (The Educational finance inquiry, vol. III.)

This study presents data with respect to the per-pupil yearly cost of high schools, and of various high school subjects. In both cases the data are segregated within the state. In addition it investigates the school factors which have a bearing on high school costs, and the abilities of communities of all types to support secondary schools.

NATIONAL SOCIETY FOR THE STUDY OF EDUCATION. The twenty-third yearbook. Part I, The education of gifted children. Part II, Vocational guidance and vocational education for the industries. Ed. by Guy M. Whipple, secretary. Bloomington, Ill., Public school publishing company, 1924. 2 v. diagrs., tables. 8°.

This yearbook was discussed at the Chicago meeting of the National society, February 26, 1924. The first part contains the report of the society's committee on the education of gifted children. The members of the committee present in a series of papers their individual and independent convictions, which are not in agreement. After a historical and introductory paper, the general reports and summaries deal with methods of selecting superior or gifted children, problems of organization and administration, the special curriculum, personal and social characteristics of gifted children, and the relation of this phase of education to the democratic idea. The volume also includes a number of special studies and an annotated bibliography on gifted children. Part II shows the present status of vocational guidance activities in the public schools of typical large and small cities, and discusses vocational education for the industries in part-time or continuation schools, in day and evening industrial courses, etc.

OSUNA, JOHN JOSEPH. Education in Porto Rico. New York city, Teachers college, Columbia university, 1923. viii, 312 p. front. (fold. map) plates, tables. 8°. (Teachers college, Columbia university. Contributions to education, no. 133.)

Porto Rico presents a new problem in American education, since the island has to-day an American school system with 400 years of Spanish background. This volume gives a comprehensive history of educational activities in Porto Rico from the beginning of the Spanish occupation to the present.

PARKER, WILLIAM BELMONT. The life and public services of Justin Smith Morrill. Boston and New York, Houghton Mifflin company, 1924. 378 p. front. (port.) plates. 8°.

One chapter of this biography is devoted to the services of Senator Morrill to education in promoting the land-grant college acts.

SMITH, E. EHRLICH. The heart of the curriculum. Garden City, N. Y., Doubleday, Page & company, 1924. x, 363 p. diagrs. 12°.

A brief historical sketch of the expansion of our school curriculum from the original "three R's" to its present array of elementary school subjects is first given in this volume. The writer protests against the restricted position which tradition has assigned to reading as a school subject in the intermediate grades, and suggests a modification of our present courses of study—especially in regard to the subject of reading—so that the pupil may become better prepared for his social and civic duties. From actual classroom practice he presents illustrations of reading in grades four to eight, showing how properly organized and directed reading may be made to illuminate the other subjects of the curriculum. Because of its use as a means for the mastery, interpretation, and appreciation of history, geography, civics, current events, and other subjects, reading is clearly the most important subject of the curriculum, according to this book. Attention is called to the importance of implanting in the pupil a permanent interest in good reading, in order that his information and culture may be constantly renewed throughout life.

STEDMAN, LULU M. Education of gifted children. Yonkers-on-Hudson, N. Y., World book company, 1924. viii, 192 p. diagrs., tables. 12°. (Measurement and adjustment series, ed. by L. M. Terman.)

In the training department of the Southern branch of the University of California at Los Angeles, formerly the State normal school, there is a department called the opportunity room for the training of gifted children, which was organized by the author of this book. She here describes her work with this special class, both in general and in relation to a number of individual cases, one of them a child possessing the highest I Q yet reported, 214. The children in the opportunity room are encouraged to think independently and to undertake original work. The measures of intelligence and the group projects and activities employed in the room are described. The book ends with a summary and conclusions, in which she advocates the segregation of gifted children in opportunity rooms during their elementary school education, and opposes sending the gifted child to the high school at an age at which he is socially unable to affiliate with his classmates.

THOMAS, CHARLES SWAIN, *ed.* The Atlantic book of junior plays; edited with introduction, comment, and interpretative questions. Boston, The Atlantic monthly press [1924] xxxiii, 320 p. 12°.

This book contains a collection of 13 junior plays, preceded by an introduction on appreciating the drama. Its design is to help to establish a surer taste for the type of play that is worth while, not only for acting, but also for reading, and to serve as an introduction to the later study of Shakespearean drama. The plays are followed by interpretative notes.

Three problem children; narratives from the case records of a child guidance clinic. New York, Joint committee on methods of preventing delinquency [1924] 146 p. 8°. (Publication no. 2.)

Here are published the narratives of three children who presented problems of conduct, in order to give some indication of the assistance offered by modern science to those seeking to understand such cases and to guide them into normal development. Psychiatry affords a new approach to the handling of children who are delinquent, or maladjusted, or unhappy. A general discussion of the three cases is contributed to the volume by Prof. Henry C. Morrison, of the University of Chicago.

Influence of Statistics in Unifying American Education

Uniform Terminology and Uniform Methods of Accounting the Outstanding Needs. Accuracy and Promptness Attainable Only Through Full Cooperation of Reporting Officers. Limited Field Force Now Available for Special Help

By FRANK M. PHILLIPS

Chief Division of Statistics, Bureau of Education

EDUCATIONAL STATISTICS to be of value should be (1) comprehensive, (2) clear, (3) current, (4) accurate, (5) recent. These various items will be discussed in turn, in an attempt to show how the statistics of the Bureau of Education may be made applicable to the problem of unifying certain phases of American education.

Frank M. Phillips

Statistics should be comprehensive; that is, they should cover the field. They should be complete. The various items included in any statistical unit should readily be subject to analysis, isolation, and identification. Each separate phase of the system important enough to receive recognition, should have its own place in a statistical analysis.

First Essential Is Uniform Terminology

In order to make statistics comprehensive and to know that they are complete, one of the first essentials is a system of uniform terminology and a uniform system of keeping records. This is not possible without some unification in educational systems in the various divisions of the United States. Proper definition is necessary so that when school men are discussing any subject they will all be talking about the same thing; so that when school men undertake to answer questions on the schedule designed for gathering educational data, they will all be answering the same question. This means that the terminology should be uniform so that a specific question will not mean one thing to one school official and something else to another.

Marked differences of definition arise in discussing matters of expenditure, sources of revenue—in fact, in practically every statistical item that might be included in any comparison that it may be desired to make between school systems. It ought to be possible, for example, to know when to include and when to exclude a particular item under capital outlays. It ought to be possible to decide when the cost of a replacement ceases to be mere repairs and begins to be a charge against new construction. When a building has been damaged by fire and the insurance received and the repairs made with such modifications and additions as may be necessary or advisable, how much of that ought to be charged to repairs and replacements and how much to capital outlays?

Cooperation to Reach Uniform Accounting

There ought to be some agreement among the school officials so that certain items would not appear as equipment in one school system and as supplies in another school system. It is a function of the bureau to cooperate with serious-minded groups of individuals, well-meaning associations of various kinds, and arrive at a system of uniform terminology and a system of keeping records, accounts, and all kinds of educational statistics that would be uniform.

Educational statistics should be clear; that is, subject to a single interpretation which can be reached without a great amount of study. No perplexities should arise as to what the figures mean. The first essential in having clearness depends, of course, upon uniform terminology mentioned under the previous heading.

The statistics of the Bureau of Education should be current, that is, they should be continuous. If statistics are comprehensive, clear, and current it is possible for anyone interested in a particular phase of education to study changes that are taking place and that have taken place from time to time, and thus show secular changes as well as short-time changes in the important phases of that particular item. Statistics to be current need not necessarily be annual, but if annual they should be always annual, if biennial they should be always by two-year periods, and not annual part of the time and then by three or five year periods for the remaining part of the time.

"Statistics" Must Necessarily be Facts

Educational statistics as well as all other kinds should be accurate. Statistics are sometimes defined as mathematical facts—that is, facts expressed in numbers, or measured facts. To be statistics, then, the data gathered should be facts to begin with. There are no recognized ways of eliminating errors from data that have been carelessly collected, inaccurately stated, or purposely given in other terms than in accurate figures. The inaccuracies that have crept in during the past have been caused by a lack of uniform terminology and of a proper understanding of exactly what various items on the schedule may mean. In answer to a particular question, educational organizations are frequently found not to be reporting on the same thing. This brings us back to the point stressed in the previous paragraph, that uniform

One of the offices of the statistical division

terminology is one of the first essentials in a statistical report.

Statistical reports to be of interest and of value should be recent; that is, they should be up to date. Delays in compilation are often caused by delays in reports from the field. Some school systems close in May or June; frequently there is no responsible officer on the ground until the next September or October, and no one is responsible for getting out a summarization of the activities of that particular institution for the past year. Such delays can not well be prevented unless these institutions have some system of keeping accounts so that a person with limited statistical experience might draw from these accounts such items as are necessary in making up a statistical report.

After the schedules have been received from the field and additional inquiries made regarding missing data and the interpretation of finished data, it requires some time to formulate these statistics into a final report.

Under the present plan field workers are designated to visit school organizations throughout the United States and assist them in filling the Bureau schedules. This does not mean that a sufficient force has been provided to visit every one of the forty or fifty thousand reporting units in a single year, or even in a two-year period. It is the expectation that the field agents will be used only for those organizations requiring assistance in the isolation of data and requiring an explanation of what the various statistical items include. It is also the feeling that a preliminary report containing a very few of the more important items should be issued as soon as practicable after sufficient time has been given for the various types of schools to send in reports.

One of the chief functions of the Bureau of Education is the dissemination of information. That information must of necessity be gathered from the field from the various types of educational institutions. In order that the published statistics may be comprehensive, clear, current, accurate, and recent, the information gathered by the bureau must possess all these qualities. An important function of the bureau then, related to this dissemination of information, is in unifying statistical reports and such unification ought to add materially in the unifying of American educational aims, results, and costs.

Home economics and agricultural classes cooperate at Trousdale, Kans. The boys killed and dressed a hog for a farmer, and the girls studied the cuts of meat in a very practical way.

National Conference on Home Education

Educating the Public Described as a National Pastime. Evanescent Impressions do not Develop Mastery.

TO DEFINE the aims of home education and set a goal toward which all may work in cooperation, Commissioner Tigert, of the Bureau of Education, called a national conference for May 7, 1924. The conference was held in Minneapolis in conjunction with the annual meeting of the National Congress of Mothers and Parent-Teacher Associations. Librarians, extension directors in universities, and leaders in parent-teacher associations were invited to assist in this effort to promote adult education.

In pointing out some of the means employed by university extension divisions, and in advocating a system of correspondence study which would make formal instruction available to everyone, W. S. Bittner remarked that "educating the public is a national pastime" but a game infinitely varied and the goal as well as the rules uncertain. He declared that it was the aim of the university to popularize knowledge and that "Every family that owns an automobile, a radio set, or a phonograph should have a correspondence study course in the mail box."

Ephemeral Impressions Are Not Study

Continuing the discussion, R. R. Price expressed the view that from popular lectures, the radio, moving pictures, and newspaper or magazine reading "people learn, but this is not study." Taking what comes one's way without any specific goal in mind may give a superficial knowledge of many things but it lacks the mastery resulting from a determined grappling with a difficulty. The two methods often merge, but there is a clear distinction in the intellectual processes involved. "Radio and moving pictures go by so quickly, leaving only a temporary and usually evanescent impression" that they are useful merely as aids, in the opinion of Mr. Price.

For the 2,000,000 who leave school and are out of touch with any formal method of schooling before they reach twenty-one, Elmore Peterson sees a task for adult education and the necessity of widely advertising the education which is available.

"Safeguarding the mental health of children," a course given to a class in Boston, including both parents and teachers, as presented by James A. Moyer, furnished a concrete example of what may be accomplished in parent teaching.

A library demonstration made by the Parent-Teachers Associations of New Jersey, showing how libraries may be extended into the rural home, was reported by Miss Sarah Askew. A van was equipped with books and a librarian who knew the rural community went out with the van to reach these people. The demonstration was so successful that the State of New Jersey took it over as part of its regular library work.

Americanization work by the Seattle public library, the Readers' Bureau at Chicago, and similar work in Detroit, Cleveland, and Milwaukee were cited by Carl H. Milam in making suggestions for the library's part in the home-education movement.

Service by Interviews and Educational Guidance

"Too few of us realize how many are suffering from intellectual hunger," stated Webster Wheelock, "or how many there are whose appetites would be whetted if the feast were spread before them." Recalling his own experience in seeking advice from busy college professors, he set forth the great service which the library may render by personal interviews and educational guidance.

In discussing the methods of cooperation in educating for parenthood, Mrs. A. H. Reeve lamented the fact that millions of men and women are yearly entering the most exacting of vocations with no more than a grammar-school preparation. She paid high tribute to the parent-teacher association, the mothers' club, the pre-school circles, and the National Congress of Mothers' for their work among mothers in awakening a consciousness of ignorance and a desire to learn. Mrs. Arthur C. Watkins outlined the credit course of parent-teacher associations which she has conducted at the Columbia University summer school for the past three years and spoke briefly of the 1924 course.

It was agreed by the groups in conference that a nation-wide campaign of publicity should be instituted in order to bring the opportunities for adult education of various kinds before the people of the United States. It is expected that the proceedings of this conference will be published and distributed by the Bureau of Education.

Ellen C. Lombard, director of home education, United States Bureau of Education, was executive secretary for the conference.

In answer to the question "What shall I do to be healthy?" the physical welfare department of the Cleveland schools has arranged a series of public lectures on food, health habits, and recreation.

School Life, Vol. IX, No. 9, May, 1924

Communities Extend to Ends of Bus Lines

Four-Day Jubilee Marks Achievement of Consolidating 61 One-Room Schools to Form 11 Graded Schools. About Half the Children Transported Daily in 53 Comfortable Motor Busses

By JAMES F. ABEL
Assistant in Rural Education, Bureau of Education

ESTABLISHMENT of 11 fine consolidated schools to take the place of 61 one-room schools was the occasion of the Western Kansas School Jubilee held at Oakley, January 22 to 25. The four-day jubilee sponsored by the State teachers' colleges at Emporia and Hays, the Oakley schools, and the business men of Oakley, was the largest exposition of consolidated schools ever held in Kansas.

James F. Abel

It began with a rally, ran through two days of touring the communities and visiting the 11 consolidated schools, and closed with the dedication of the new $125,000 grade building at Oakley. The touring party of 40 consisted of county and city superintendents, members of boards of education, and representatives of the State's educational institutions. One of the visitors asked a resident how large Colby is, and was answered, "I can't exactly say. This community extends to the end of the bus lines.'

More than 1,500 people were present at the dedication of the fine new grade building at Oakley. A parade of 15 educational floats from the Oakley schools and 30 busses from neighboring schools was one of the fine features of the day's program.

The jubilee was in celebration of an achievement in school consolidation that has been carried out in Logan and Thomas Counties in the sparsely settled section of Western Kansas. Eleven consolidated districts, each with one central school, comprise an area of 861 square miles, offer elementary education to more than 2,100 children, and make it possible for every boy and girl within that area to have a good high-school education without leaving home.

About half the 2,100 school children are transported to and from school daily in 53 motor busses driven by teachers, pupils, or farmers. A mechanic is hired by nearly every school to keep the busses in repair, and there is always one extra or "utility" bus. This winter there has been an average of not more than three "mud" holidays in each of the schools. Busses are heated and drivers are under strict rules regarding speed limits and full stops at all railroad crossings.

Valuation from One to Three Million

The lowest assessed valuation for any of the 11 districts is a little less than one million dollars; the highest, a little more than three million. The average tax levy is between 11 and 13 mills. In several cases this covers the cost of new buildings and equipment.

Note the size of the districts. With the exception of Colby, a county seat, none of them is smaller than 50 square miles. The Brownville school is in the open country 14 miles from the nearest post office. At Oakley the average length of bus route is 16½ miles.

Oakley Consolidated High and Graded School

Some of the facts about the districts are:

Name of district.	Area.	Grade pupils.	High-school pupils.	Number of busses.	Number of teachers.	Value of plant.
	Sq. mi.					
Monument	80	70	35	5	5	$18,000
Russell Springs	80	50	30	4	4	12,000
Winona	100	125	50	5	6	20,000
Brownville	125	80	40	5	4	12,000
Brewster	100	80	50	6	8	100,000
Levant	50	50	28	3	5	39,000
Colby	20	325	125	3	12	125,000
Gem	66	90	45	2	7	70,000
Rexford	125	100	46	4	7	100,000
Menlo	84	130	45	5	9	75,000
Oakley	120	265	106	9	16	250,000

Winona Consolidated School

The consolidated schools have done more than any other agency to develop a community spirit in western Kansas. The fact that their boys and girls are mingling with the town children in social activities offers an inducement for the parents who live in the country to come in and join in the entertainments and revels. The line of demarcation between town and country is now so lightly drawn that it is almost imperceptible.

The patrons of the Oakley district are proud of their "Class A" high school and their "Standard" grade school. Any student in the 120 square miles of the Oakley district may take his choice of five high-school courses; college preparatory, normal training, industrial training, commercial, or general. The taxpayers take the stand that no matter what consolidation costs, it is worth it. The communities have reached out to the ends of the bus lines.

A committee composed of faculty and student representatives elected by the students to consider improvements in the various courses is an innovation instituted in the Instituto Padagógico in Santiago, Chile. The student body also elects an instructor to represent it in the faculty council.—*Bulletin of Pan American Union.*

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Department of the Interior Number

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HOME OF THE DEPARTMENT OF THE INTERIOR

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CONTENTS

Special Number EMPHASIZING *the* EDUCATIONAL WORK *of the* DEPARTMENT OF THE INTERIOR *in recognition of the Meeting of the* NATIONAL EDUCATION ASSOCIATION *in* WASHINGTON, JUNE 29 *to* JULY 4

THE DEPARTMENT OF THE INTERIOR issues publications in great variety which are useful to teachers. Many of them, especially those of the Bureau of Education, are directly concerned with the processes of education; others relate to science and geography, and contain excellent material for instruction. The articles in this number indicate in general terms the character of the material published. Specific information will be furnished upon application to the Secretary of the Interior or to the bureau chiefs named on page 3 of the cover.

The purpose of this special number of SCHOOL LIFE is to aid teachers by informing them of the opportunities which the Department freely offers to them.

SCHOOL LIFE is issued monthly except in July and August. The subscription price covers only the actual cost of printing; it is now 30 cents a year, but if the improved form of the May and June numbers is continued in response to the general demand, an increase of a few cents for new subscriptions will probably be necessary.

ON TO WASHINGTON

THE SIXTY-SECOND annual meeting of the National Education Association will be held in Washington, June 29 to July 4. Every teacher who can possibly do so should attend. The officers of the National Education Association, the officers of more than a score of allied organizations and departments, the schools of the District of Columbia, the staff of the United States Bureau of Education, and other educational workers are cooperating to make this the most notable meeting yet held by the Association. Attention is especially called to the following points:

FIRST, the place is Washington, the most beautiful city in America and the most beautiful capital in the world. The Association does not often meet in Washington. This is the first time since 1898 that the summer convention has been held in the Nation's Capital.

SECOND, the program which President Olive M. Jones has prepared for the Association and the programs of departments and allied organizations are unusually rich because of the large amount of available talent in the cities of the eastern seaboard.

THIRD, outstanding representatives of the Government will speak at a time when the relation of education to government and the preservation of law and order is of unusual interest.

FOURTH, receptions are scheduled at headquarters of the National Education Association, the Bureau of Education, the American Red Cross, Women's University Club, Pan American Union, and other national organizations having headquarters in Washington.

FIFTH, the Bureau of Education will offer an exhibit of its activities and of the educational work of the Department of the Interior.

SIXTH, the Commissioner of Education of the United States will give a dinner at the Cosmos Club on Tuesday evening, July 1, to the State commissioners of education and State superintendents of public instruction. Miss Olive Jones, President of the National Education Association, will be the special guest of honor.

SEVENTH, in addition to the receptions at headquarters of national associations one afternoon is left free to enable visitors to study interesting points in and near Washington.

EIGHTH, the meeting will close with patriotic pilgrimages to shrines every teacher wishes to visit. A feature of each pilgrimage will be a suitable program with a brief address.

The Convention opens on Sunday afternoon, June 29, at 4 o'clock, with a Vesper Service on the steps of the National Capitol, and continues throughout the week as follows: Sunday afternoon, union open air meeting on the general theme Religion, Morality, and Education; Monday morning, June 30, general session for the discussion of the Education Bill, Tenure, and Retirement Systems; Monday afternoon is left free; Monday evening, general session on the subject The Association's Service to Education and the Nation; Tuesday morning, July 1, first session of the Representative Assembly; Tuesday afternoon, meetings of departments and allied organizations; Tuesday evening, general meeting at which speakers will describe the contributions to education of all branches of the profession; Wednesday morning, July 2, second session of the Representative Assembly; Wednesday afternoon, reception at headquarters of various national associations; Wednesday evening, dinners and receptions; Thursday morning, July 3, third session of the Representative Assembly; Thursday afternoon, meetings of departments and allied organizations; Thursday evening, general session on the theme Education and Government; Friday morning, July 4, patriotic union service followed by patriotic pilgrimages to historic shrines.

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Office of the Secretary of the Interior

SCHOOL LIFE

PUBLISHED MONTHLY *by the* DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Secretary of the Interior, HUBERT WORK - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. IX WASHINGTON, D. C., JUNE, 1924 No. 10

Directs General Educational Work of National Government

Excepting Agencies for Special Education, Department of the Interior Comprises Principal Educational Activities of the United States Government. Propagation of Knowledge the Primary Duty of Many of Its Bureaus. Directly Controls Education of Aboriginal Peoples in Continental United States and in Alaska. Supervises Two Institutions for Higher Education

By HUBERT WORK, *Secretary of the Interior*

PUBLIC EDUCATION is one of the most important functions of the Department of the Interior. No other branch of the Government deals so directly with the intellectual development of the American people.

Propagation of knowledge is the primary duty of many of its 14 bureaus. There are two higher institutions of learning under the immediate supervision of the Interior Department—Howard University and the Columbia Institution for the Deaf.

Hubert Work

The Bureau of Education, of course, is the principal Governmental agency held responsible for awakening the popular interest in the necessity of education and in promoting the efficiency of the Nation's schools. Physical, industrial, and rural education in all their phases is the subject of continuous study by this bureau, the results of which are spread broadcast to educators and the general public. Educational surveys in the field are also undertaken at the request of school authorities in the various States to assist them in keeping abreast with new methods of instruction and teaching. The bureau has many specialists who make intensive studies of various features of educational work which are published for the collective benefit of the people.

But among the other bureaus of the Department of the Interior there are a number whose duties are distinctly educational. The Bureau of Indian Affairs has organized among the 193 Indian tribes of the country a regular educational system under its direct control. The sum of $5,000,000 is spent annually for this purpose, including the salaries of teachers and other expenses of operating the schools. Altogether there are 251 boarding and day schools maintained by the Government and attended by 24,222 Indian children. There are also 81 mission schools on Indian reservations with an enrollment of 6,470, and 34,301 Indian children are sent to the public schools at the expense of the United States. The Indians are not only given a common-school education, but they receive vocational training, including domestic and agricultural sciences. Although no Indian reservation is without school facilities, there are still 20,746 Indian children who are unable to receive educational advantages, due to the inadequacy of facilities among the Southwest and the Navajo Indians.

The Bureau of Mines, created originally for the purpose of technical research into the mining, oil, and other metallurgical industries, has developed many educational features. It conducts special courses of instruction in mine-rescue and first-aid work, having trained over 100,000 miners, and through an extensive inquiry into the causes and preventions of mine explosions has so educated workers in the mining industry that the toll of human life from these sources has been reduced. The bureau has also conducted a campaign of education in the domestic and industrial uses of fuels of every variety. Technical bulletins running into the hundreds are published and distributed every year for the benefit of the public.

The Geological Survey is another one of the bureaus of the Interior Department with functions that are almost exclusively educational in their scope. Through a continuous study of the earth's crust it furnishes information published in pamphlet form to the people of the country on the location of mineral deposits, including oil, gas, coal, gold, silver, and other minerals. The Geological Survey likewise makes accurate investigations of the topography of the country, the results of which are recorded in publications circulated for educational purposes. It has mapped topographically more than 40 per cent of the United States and during the past year has distributed nearly a million and a quarter publications, 600,000 of which were sold to the public.

A comprehensive course of instruction for the farmers living on Government irrigation projects will shortly be inaugurated by the reorganized Bureau of Reclamation, adding to the educational work of the Department of the Interior. In the past it has been the custom of the bureau to construct dams, canals, and other engineering works for the distribution of water over the arid and semiarid lands of the West, leaving the problem of irrigating the farms and raising crops upon them to the farmers. This plan has proven a failure, and a new program has been adopted which provides for a system

of education of these farmers in the proper mode of irrigating and using water, the intensive cultivation of their small farms, the products to raise compatible with the soil and climate of their particular districts, and other agricultural problems connected with irrigation farming.

A Definite Program of Medical Education

St. Elizabeths Hospital, the Government hospital for the insane at Washington, does more comprehensive educational work than is undertaken by any other institution for mental diseases in the United States. Besides its special courses of training for nurses, regular classes are conducted for members of the Army Medical School, the Naval Hospital School, the United States Veterans' Bureau, the Walter Reed Hospital, and for postgraduates from many universities. A program of medical education for both physicians and nurses is also successfully carried out at the Freedmen's Hospital at Washington and under supervision of the Interior Department.

Howard University, the Nation's institution for the education of the colored race, is one of the very few colleges in the United States of its character. Its enrollment of students number approximately 2,300, with curriculums in all branches of higher education. Among its special courses of instruction are medical, dental, and pharmaceutical schools. Sixty colored physicians and surgeons are graduated annually. The students come from practically every State in the Union and from many foreign countries, the principal ones being Africa, British West Indies, Canada, British Guinea, Porto Rico, England, Central America, Jamaica, Panama, and the Virgin Islands.

Another educational institution under the supervision of the Interior Department is the Columbia Institution for the Deaf, the only place in the world where the deaf have an opportunity to obtain higher education. It is also the only institution in which a deaf child without education may enter and receive the advantage of both a common-school and collegiate education. About 400 have graduated from the Columbia Institution with bachelor's degrees.

Spots of Scenic Beauty for Public Use

The National Park Service, operating 19 national parks and 30 national monuments, plays no small rôle in the education of American citizens. All of these national parks are spots of scenic beauty and historic interest that have been set aside by the Government to be maintained intact for the public benefit. Many of them contain ruins of ancient people, while others represent distortions of nature that have educational and scientific value. Last year more than 1,200,000 people visited the national parks and national monuments of the United States.

The Patent Office, through its various publications, furnishes information of educational advantage to the people regarding new inventions and new discoveries of science and industry.

Federal and Private Organizations Encourage Recreation

Conference called by President Coolidge to Promote Physical Vigor by Stimulating the Desire for Life in the Open

"TO PLACE the chance for out-of-door pleasure within the grasp of the rank and file of our people, the little man as well as the big man," was the aim of a National Conference on Outdoor Recreation which met at the call of President Coolidge in Washington, May 22, 23, and 24.

Invitations were sent to 122 organizations. From New England and from the Pacific coast, from the middle West and from the South, letters of acceptance came in, indicating a wide-felt need for the promotion of recreation. Delegates were appointed from health associations, forestry associations, from camp and trail clubs, fishery societies, athletic unions, automobile associations, and a hundred other organizations whose fields embrace or impinge upon the subject of recreation.

For arranging the conference the President appointed a committee consisting of Secretaries Weeks, Work, Wallace, Hoover, and Davis, with Theodore Roosevelt, Assistant Secretary of the Navy, as executive chairman. Echoing the voice of the conference is the statement of the committee that "From life in the open much of the American spirit of freedom springs. The physical vigor, moral strength, and clear simplicity of the American people can be immeasurably furthered by properly developed opportunities for life in the open as afforded by our mountains, forests, and waterways."

Fifteen specific committees served in an advisory capacity to the conference, reporting on fish, birds, flowers, Government activities, playgrounds, and related subjects.

Encouragement of outdoor recreation as a Federal function was considered as a means of promoting higher standards of citizenship, general conditions of health, and as a measure of military preparedness. In the promotion of mental development, of health and physical development, in raising social and moral standards, and in deepening an appreciation of the attractions of rural life, outdoor recreation was regarded as a prime factor.

Recreational, economic, and scientific value of wild life, including birds, fish, plants, and the fur-bearing animals, was ranked among the great resources of the United States. Control and management of parks, forests, and roads received serious attention and national cooperation was urged in the promotion of recreation.

Although there is a growing demand for "a place in the shade," industrial and economic development has been cutting down trees and turning picnic grounds into factory sites. In placing the chance for out-of-door pleasure within the grasp of the rank and file of our people and insuring for future generations an opportunity for outdoor recreation a national problem is recognized. Those who attended the conference feel that a big step has been taken toward the formulation of a national policy and toward a coordinated program for outdoor recreation.

I DO NOT yield to any man . . . in my support of public schools. I have as high an opinion of the great work of the public schools as any person can possibly have. . . . I am anxious to create in the minds of the people a desire to keep up public schools and an attachment for the public-school system.—*Henry M. Teller, Secretary of the Interior, 1882–1885.*

Religious Fraternity Demands High Moral Standards

For the purpose of preserving and propagating Christian character and the fundamentals of Christianity a religious fraternity, the Delta Phi Alpha, has been organized at Mount Union College, Alliance, Ohio. College men who give evidence of possessing a Christian character; who abstain from the use of tobacco, drugs, and alcoholic beverages; who show high ethical standards of honesty in their academic work, and who have successfully completed one semester's work, are eligible to membership. It is expected that chapters will be established in other colleges.

In providing homes for teachers, Texas claims to surpass all other States, a recent report showing a total of 635. Nearly 600 of these homes are in rural districts.

Educational Activities of Interior Department Displayed for Visitors

Corridors Filled with Attractive Exhibits. Lighthouse Represents Activities of Bureau of Education. Unusual Processes and Instruments in Operation. Productive Farms Where Sage brush Grew. Areas of Extraordinary Scenic Beauty. Methods of Rescue from Burning Mines. Indians as Artists and Artisans. Continuous Program of Motion Pictures

DISPLAYED against a background of white marble and covering a floor space of approximately 8,000 square feet in the lower front corridor of the Interior Department Building, bureaus and services of the department which are engaged in educational work will unite in an exhibit for the benefit of the members of the National Education Association. It has been arranged to show what the Interior Department is contributing to the cause of education, and especially how the Bureau of Education can be helpful to the teachers of the country.

This exhibit will include only educational work and does not aim to cover all the activities of the department. The Bureau of Education acts as a clearing house of educational data and statistics, not only for the United States but for foreign countries as well. To indicate some of its work bulletins, maps, charts, and photographs will be exhibited. A full set of publications from the beginning to the present time, dealing with all phases of education, will be on exhibit. One feature which will be of interest to teachers of primary and elementary grades is a representation in cardboard sloyd of improved indoor and outdoor activities, prepared by pupils of the schools of Alexandria, Va.

Graphs prepared by the specialist in legislation show a comparative study of the three big educational bills now before Congress. In one graph the Bureau of Education is shown as a small lighthouse. Representing the wider service which is hoped for in an expanded organization stands a taller lighthouse, sending out more gleams and distributing its light over a greater area. Some fields are inadequately illuminated by the gleams of the bureau as it stands to-day.

Carvings, baskets, and other articles illustrating the work of school children and the life of the Eskimos will be included in the exhibit of the Alaska division of the Bureau of Education. A map of Alaska superimposed upon a map of the United States shows the wide area and extent over which school, reindeer, and medical services are distributed. Charts and photographs will indicate the nature and progress of the work.

Salt River Dam, Arizona, one of the pictures displayed by the Bureau of Reclamation

Suggestive of the effort to help parents to further their own education and give them an understanding of child nature and child care, a large rest room, at one end of the corridor, with comfortable chairs, rugs, table, and books will invite visitors to rest and refresh themselves while examining the exhibit of the home education reading courses. These courses and the books contained in the lists for home reading will be exhibited. As a feature of this rest room a cooling drink will be served from time to time during the week by members of the staff.

A valuable contribution to education is made by the United States Geological Survey. Its work is divided into six branches—geologic, topographic, water resources, land classification, administration, and publications. Of interest to all educators is the Survey's display of maps. Teachers of geography and physiography will be delighted with the topographic maps, particularly the sets selected specially for school use. Each of these portrays one or more of the natural features of our country. A great variety of other maps will be displayed, including maps in colors showing the oil, gas, and coal fields, and base and relief maps of both continental United States and Alaska.

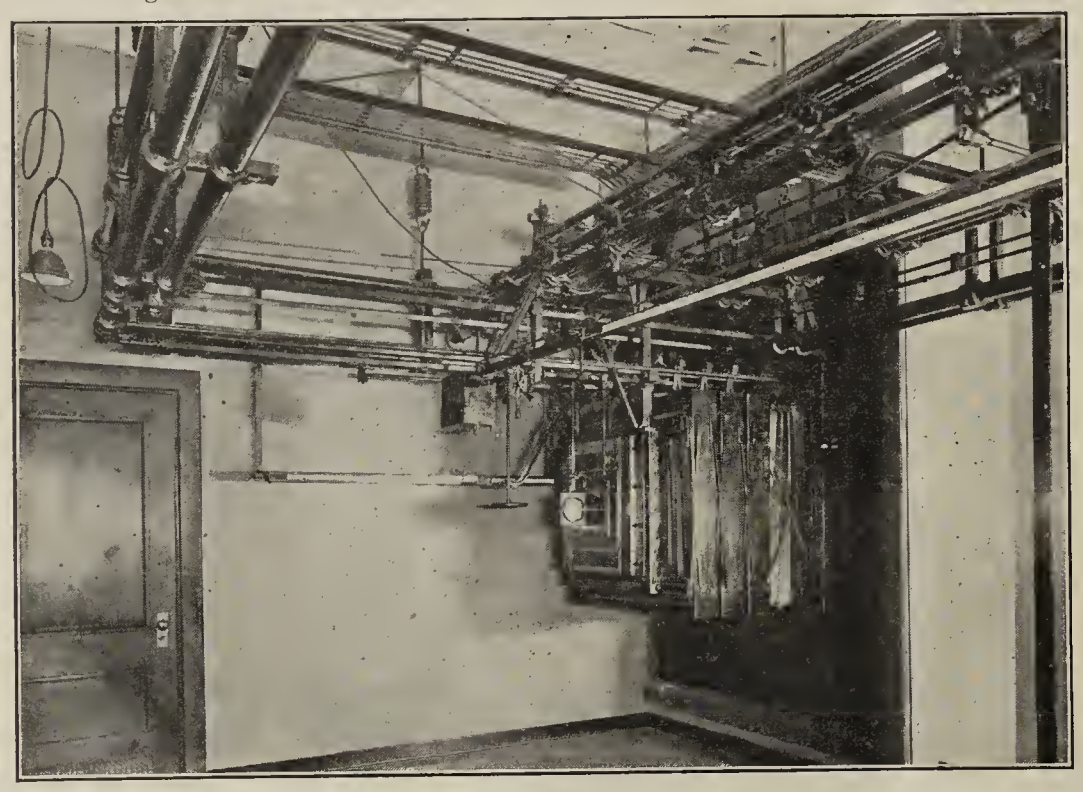
The entire map-making plant of the Geological Survey will be open to visitors—an extraordinary opportunity, for it is the largest map-making plant in the Government service and one of the finest in the world.

The finest class of map work is that which is produced by copper-plate engraving. A "transfer" is then made to stone or metal and the map is printed in the appropriate colors. The largest sized sheet printed by the Survey is 44 by 64 inches and is printed on what is known as the Hall-multicolor press. This press prints from aluminum, four colors at a time and in perfect register.

Some of the colored maps printed by the Survey require as many as 23 impressions; that is to say, the color distinctions entering into the map require that the sheet pass through the press 23 times. This

work calls for extreme care, accuracy, and a thorough treatment of the paper to insure proper fitting of the colors.

It has been found that the best results in engraving are obtained by specializing the work. To one engraver is assigned the lettering which is seen on the map or chart. Others specialize in "culture," namely, the engraving of very intricate representations of cities and towns where great refinement must be maintained. Others are known as "contour engravers." They engrave the contour lines on the topographic maps. These lines are at times very difficult to engrave owing to the great amount of detail that must be shown. Another class of engravers are those who engrave the water lines, marshes, etc., which are usually printed in blue.



Camera of unusual construction and proportions, used and exhibited by the Geological Survey

Processes of Unusual Interest

During the period of the National Education Association's meetings all the processes of map making will be shown to visitors as a part of the Interior Department's exhibit.

For use in copying intricate and complicated geological maps, thousands of which are made by the department every year, a monster camera is used in the photographic laboratory. The work requires absolute accuracy. Ordinary cameras have been unsatisfactory because they are not permanently rigid. To meet these requirements Mr. A. H. Linsenmeyer, chief photographer of the bureau, designed a giant camera, weighing 3½ tons. It hangs from the ceiling, and dispenses with the perplexing problems of alignment, focusing, etc. It responds to direction by electricity or by hand more readily than the tiny kodak. That absolute scale is secured in the reproduction of every map is due to the fact that the big machine is exact in every movement to the smallest fraction of an inch.

Save for the bellows and curtain-slide, the camera is made entirely of steel. A rigid tubular frame, 10 by 16 feet, is suspended from the ceiling by springs so attached as to offset any possible vibration of the building. From this massive frame hang the several parts of the camera, in the operation of which the usual method of copying is reversed. In one corner is the plate holder, projecting into the darkroom. In front of this is the bellows, terminating in lens and prism, attached to a carriage which moves on two parallel rod rails. Resting on this carriage and traveling at right angles is a second carriage supporting the copyholder.

The lens and copyholder move toward or away from each other, according to the size and scale of map desired, but the plate holder remains stationary inside the darkroom. This dispenses with the constant squaring up of camera and copyholder and eliminates the time-consuming operation of focusing. The lens is moved forward or backward by the motion of the first carriage, which opens and closes the bellows in accordion-like fashion.

This camera as well as other instruments and processes of the photographic laboratory will be shown and explained to visitors by competent guides.

Incidents of explorations in the Grand Canyon of the Colorado, made by the Survey in the summer of 1923, will be related in the exhibit in a wonderful series of pictures, bromide enlargements, 7 by 3½ feet.

Arid Land Reclaimed for Fertile Farms

Reclaiming 3,000,000 acres of arid land for fertile farms and rich grazing country is a task of the Department of the Interior which is assigned to the Bureau of Reclamation. As a result of the work nearly half a million prosperous farmers are now living on land which was once a desert. More than 15,000 miles of canals, ditches, and drains, including 131,000 canal structures have been developed. Illustrating this work and especially the storage and diversion dams which have been constructed, a score or more of enlarged and colored photographs will be viewed by the visitors.

Press room in which maps of the Geological Survey are printed

For the Pleasure of All the People

Governing the National Park Service are three fundamental principles: The national parks, 19 in number, must be

maintained in absolutely unimpaired form for the use of future generations as well as those of our own time; they are set apart for the use, observation, health, and pleasure of the people; and the national interest must dictate all decisions affecting public or private enterprise.

Natural Life Preserved Unimpaired

In an attempt to emphasize the importance of these parks as great centers of nature study, in addition to the films shown in the auditorium, the Park Service will display a series of enlarged photographs, 30 by 34 inches. In those parks no trees are cut down, but all are allowed to reach their utmost size and age; no animals are killed except mountain lions and other predatory beasts; every attempt is made to conserve the native wild life both animal and vegetable. These areas of extraordinary scenic beauty and remarkable phenomena are, therefore, great museums of the titanic forces which shaped and are still shaping this land.

Under the Department of the Interior the United States Bureau of Mines studies methods of mining, including safety devices, treatment of mineral substances, and the use of explosives, and tests and analyzes coals, lignites, and other mineral fuel substances. Of signal importance are its investigations in mine gases and experiments with safety measures.

Exhibiting rescue work and first-aid training, the bureau will show apparatus and methods used. It will also present an exhibit of publications and equipment used in instructing safety engineers and employees of mining companies in the methods of first aid, in the care and use of mine rescue apparatus, and in giving instruction in general mine safety.

Directs Education and Welfare of Indians

All matters relating to the civilization of the Indian from a material, educational, and health standpoint are under the management of the Commissioner of Indian Affairs. To show something of the educational progress of Indians a splendid array of their work is planned for the exhibit. Work of Indian girls in original designing, embroidery, fancy articles, needle work and clothing, basketry, Navajo blankets, and Indian pottery are among the articles which will be on display. Water color drawings of Indian ceremonials, table oil-cloth centerpieces with Indian designs painted in oil, and furniture with Indian decorations are promised from the schools. Of unusual interest are the textiles with Indian embroidery. It is probable that many of these articles will be for sale at the close of the exhibit.

Moving pictures will provide an attractive feature of the exhibit. The pictures will be shown in the auditorium of the Interior Building throughout the week, and definite announcements will be made at the National Education Association meetings and in the local papers at that time. Stream gauging by hydraulic engineers will be shown by the Geological Survey, and three reels will be used to tell the story of the trip of the Survey party down the Grand Canyon in the summer of 1923. One or more films will be shown by the National Park Service. These pictures "make one uneasy to be off on a long trail through a great forest, over a mountain pass, or along a quiet flowery valley of one of our national parks."

Another film of beauty and interest is the "Alaskan tour" presented by the Alaskan Railroad division. This picture was made last summer at the time of the presidential journey through Alaska. President Harding appears in the picture several times.

Lake St. Mary, Glacier National Park. One of the pictures shown by the National Park Service

THE common-school system, designed to furnish every citizen with an education which ought to be a strict necessity for his daily work of life, constitutes the foundation of our democracy. But this is not enough to satisfy its instincts. In the history of nations democracies have been the cradles of pure thought and art. The same cause which operated on them exists in American society, and, whether through a national university or in fragmentary institutions in the several States, sooner or later, a higher education, higher than the common school or the academy or the college can furnish, will alone realize and express the aspirations of American democracy.—*L. Q. C. Lamar, Secretary of the Interior, 1885–1888.*

Bureau of Education Conducts School Building Survey for Portland

Problem Is to Supply Fireproof Buildings with Modern Facilities. Program Worked Out to Cover Fifteen Years. Work-Study-Play Plan Provides Richer Education at Less Cost

By ALICE BARROWS

Specialist in Industrial and Economic Relations, Bureau of Education

UPON the invitation of the board of directors of school district No. 1, Multnomah County, Portland, Oreg., the United States Bureau of Education in September, 1923, undertook a school building survey of the Portland (Oreg.) schools. The United States Commissioner of Education, Jno. J. Tigert, appointed Alice Barrows, specialist in industrial and economic relations in education, Bureau of Education, as director of the survey; William Wirt, superintendent of schools, Gary, Ind., as consultant on the building program; Dr. Frank M. Phillips, Chief Division of Statistics, Bureau of Education, as statistician.

The situation in the Portland schools at the time that the survey was started was briefly as follows: There were 68 elementary schools with an enrollment of 33,171 pupils and 9 high schools with an enrollment of 9,834 pupils—a total enrollment of 43,005 pupils in 77 buildings. There were 2,112 pupils in excess of capacity in the high schools, but only 96 pupils in excess of capacity in the elementary schools. Of the 68 elementary school buildings, only 16 were of a fire proof or semi fireproof construction, and only 26.5 per cent of all the children in the elementary schools were housed in these 16 buildings.

Although there was considerable congestion in many of the schools, the real problem in working out a school building program was to give Portland a modern school building plant and to provide for future growth. The building program was worked out for a 15-year period from 1922 to 1937, and the estimated increase in school population for that period was 60.8 per cent for the elementary schools and 75 per cent for the high schools. That meant that the school building program had to provide for the housing of 70,603 children in modern school buildings by 1937.

The results of the survey showed that in order to provide by 1937 a satisfactory school plant for Portland on the traditional plan, $23,962,150 would have to be expended and that an excess capacity for 132 classes would be provided. On the work-study-play plan, $14,564,800 would have to be expended and an excess capacity for 206 classes would be provided. The difference in cost between the two plans is approximately $9,397,350. The difference in the excess capacity under the two plans, i. e., 74 classes, is worth $1,000,000 for growth needs.

The important difference in the two plans, however, was not so much the difference in cost as the fact that under the work-study-play plan much richer educational facilities could be provided for the children than under the traditional plan. It is also true that this richer program costs less than the more limited program under the traditional plan.

THE DEFINITION of education now generally accepted runs: "Act or process of educating. The impartation or acquisition of knowledge, skill, or discipline. The totality of the qualities acquired through individual instruction, social training, etc." Teaching is much stressed, but learning is not mentioned.

The difference between teaching and learning is that between hearing and knowing. The habit of being taught is quite apart from the habit of learning. The one implies information; the other knowledge. The one is another's knowledge; the other is the beginning of wisdom. The habit of learning will lead to an education. The teacher-taught pupil may be helpless; the farm-learned boy never is.

Pupils of the little red schoolhouse were largely untaught, but studied for what they got, which was little enough but the necessity of learning it for themselves formed the habit that later educated them.

It would not be possible for instructors to differentiate between the value to the student of that part of the year spent at home and that spent in school. Both are essential to a rounded education. All teachers know the influence of the home atmosphere. If our social fabric is to be renewed, the necessary coloring must be done in the home, and that, too, in the farm homes of the United States, where there are 7,700,000 children under 10 years of age.—*Hubert Work, Secretary of the Interior, 1923*.

Although the building program under the work-study-play plan costs only half as much as under the traditional plan, yet 203 special activity rooms are provided in addition to classrooms, manual training rooms, cooking and sewing rooms. This space, under the traditional plan, has to be used for classrooms, since every child under that plan has to have a reserved seat which no other child may use. This means that there have to be as many classrooms as there are classes. Under the work-study-play plan, however, as only half the total number of classes is in classrooms at one time, while the other half of the school is working and playing in auditoriums, gymnasiums, and special activity rooms, only half as many classrooms as classes have to be provided.

In Portland the standard school is a 24-unit building. Under the traditional plan only 24 classes can be accommodated in this building, whereas under the work-study-play plan 32 classes can be accommodated. Sixteen rooms are used as classrooms which leaves eight rooms that can be used for drawing studios, science laboratories, primary handwork rooms, nature-study rooms, etc. These rooms are in addition to the manual training, cooking, and sewing rooms.

In the report of the survey submitted to the board of school directors programs were worked out for the schools on the work-study-play plan. These programs show that it is not necessary to have any more teachers than classes under this plan, that the teachers do not have to work any more hours than under the traditional plan, although the day for the children is lengthened, thus taking the children from the vicious influences of the street and alley and providing for them a day full of wholesome activity in work and study and play. Further information in regard to this survey may be obtained from the United States Bureau of Education.

College Campaign for Increasing Legume Yield

In an endeavor to boost the crop yield of legumes, the Kansas State Agricultural college will send out a motor caravan known as the "Legume and prosperity special," carrying exhibits and a corps of speakers. One-day outdoor meetings will be held in each county. Lectures by heads of departments will be given on correct rotations and soil-improvement practices, utilization of legumes by dairy cattle, and the value of legumes in livestock feeding. An attendance of 1,000 farmers is expected in each county during the nine-day tour, July 8 to 17.

The National Education Association of the United States

A Unifying and Stimulating Force in Developing American Education. An Accretion of Organizations Representing Every Phase of Educational Activity. Establishment of Headquarters in Washington Marked Beginning of Greatest Growth. Representative Assembly Through Which Every Member Has a Voice in Management

By J. W. CRABTREE, *Secretary*

SINCE 1857 the National Education Association has been a unifying and stimulating force in the development of American education. In the beginning days its service was primarily that of discussion and the promotion of mutual acquaintance among educational workers who were then doing pioneer duty on the educational frontier. Its early meetings were attended by only a few hundred persons each year, but they laid foundations of large significance.

J. W. Crabtree

Originally the organization was known as the National Teachers' Association. In 1870 there were amalgamated with it the American Normal School Association and the National Association of School Superintendents under the new name of the National Educational Association. This was the beginning of a development which has given the association more than a score of departments, representing every phase of educational activity and bringing together in one association a wider variety of interests than are usually found in similar organizations in other countries.

The meeting in 1884, just 40 years ago, under the presidency of Dr. Thomas W. Bicknell, marked another turning point in the Association's history. This meeting was widely heralded and well attended. Held in Madison, Wis., it attracted educational leaders from a wider radius than any previous meeting. President Bicknell's lengthy speech suggests the beginnings of the association's more recent service program.

The greatest advances in the association's development have occurred since its headquarters were moved to Washington in 1917.

The bringing of headquarters to the Nation's Capital was followed by a sharp increase in the association's membership, from 7,000 active members in 1917 to 10,000 in 1918, 23,000 in 1919, and more than 50,000 in 1920. There were 82,322 members on January 1, 1922, 118,132 on January 1, 1923, and 140,191 at the highest peak of membership during that year. While the association has now enrolled a very large proportion of the better trained and more highly paid teachers, it is expected that the membership will exceed 150,000 during 1924.

The power of the association's program depends upon the size of its membership. Plans are best projected when they represent the great mass of the rank and file. Every added member gives increased weight to policies and becomes a center from which the professional ideals of the association may radiate. In enlisting members the secretary has stressed what the teacher can give rather than what he can get, even though each member receives an indirect service worth many times what he contributes in the small membership fee. The secretary's office works through State directors, who represent the association in the various States, through State and city superintendents of schools, through officers of State and local associations, and through principals of schools, who have been of the greatest service in enlisting members.

Home of the National Education Association, corner of 16th and M Sts., Washington

There are several classes of members. Institutions and persons wishing to receive all the regular publications of the association take out a five dollar membership. Persons who have a large and permanent interest in the profession pay one hundred dollars for a life membership giving the privileges of the five dollar membership during life. By far the greater part of the membership is composed of two dollar members who pay their dues each year. It is little short of marvelous that so small a fee can be made to cover The Journal, finance the legislative program, maintain numerous research and committee activities, provide for the annual meeting, and care for the increasing overhead that the mere fact of rapid growth makes necessary. The association has a few other sources of income, but all of them together are small compared with the income from the $2 fees which are sent in by the rank and file as an expression of their loyalty, their devotion, and their vision.

Organization Like that of United States

A reorganization of the association in 1920 created a representative assembly to which delegates are elected from State and local associations. This follows in a measure the plan of organization of the Congress of the United States—one element representing the States as a whole and another representing localities. The changes in the by-laws necessary to put the representative organization into operation were made at Salt Lake City in 1920. The first meeting of the representative assembly occurred in Des Moines, Iowa, in 1921. The plan worked admirably from the start. The representative assembly adopted a brief code of rules for its guidance and proceeded to consider seriously and carefully the business of the profession. It had now become possible for each of the hundreds of thousands of teachers of the Nation to have a voice in the management of the national association.

The second meeting of the representative assembly was held in Boston in 1922, and the third in Oakland, Calif., in 1923. There were 881 registered delegates to the Oakland meeting of the assembly, which has grown steadily since the first meeting, which brought together only 468 delegates. To be a delegate to the representative assembly of the National Education Association is considered one of the greatest honors that can come to an educational worker. Each delegate derives the right to speak for his colleagues from the fact that he is selected by them and feels under obligation to carry home a careful report of the transactions of the assembly.

As the association grew in membership and came through its assembly to represent the teachers of the entire Nation, need was felt for a platform of service which every teacher could understand and work for. In 1920 a service program was adopted which gives expression in more dynamic form to the ideals which the association has been developing throughout 66 years of growth. In brief this platform calls for:

1. A competent, well-trained teacher in every public-school position.

2. Increased facilities for the training of teachers, and such inducements to enter the teaching profession as will attract men and women of the highest character and ability.

3. Such an awakening of the people to a realization of the importance and value of education as will elevate the profession of teaching to a higher plane in the public esteem and insure just compensation, social recognition, and permanent tenure on the basis of efficient service.

4. Continued and thorough investigation of educational problems as the basis for revised educational standards and methods.

5. The establishment of a Department of Education with Secretary in the President's Cabinet, and Federal aid to encourage and assist the States in the promotion of education.

6. The unification and federation of the educational forces of the country in one great professional organization devoted to the advancement of the teaching profession, and through education, the promotion of the highest welfare of the Nation.

> IF THERE is one picture in the United States that is disgraceful to this democracy it is the manner in which we have treated the most sacred institution we have, upon which our whole Government rests, and that is the public school. It is probable that not many of you know who the teacher is that teaches your children. So I say, put in your good school, your graded school, that will gather up the children of the neighborhood, and let that school be articulated with the life of the community so that the boy is not taught about Russia before he is taught about the United States. And have just one language taught in that school, and that the American language. And in that community there should be a community center—a place where the people can gather together, where they can have their own life and express themselves as they desire.—*Franklin K. Lane, Secretary of the Interior, 1913–1920.*

7. Active assistance to State and local affiliated associations in securing needed legislation and in promoting the interests of such associations and the welfare of their members.

Equality in Salaries in all Schools

8. Equal salaries for equal service to all teachers of equivalent training, experience, and success, and the promotion of sympathetic cooperation between school authorities and teachers by utilizing under recognized authority and responsible leadership suggestions and advice based upon classroom experience.

9. Cooperation with other organizations and with men and women of intelligence and vision everywhere who recognize that only through education can be solved many of the serious problems confronting our Nation.

10. The National Education Association is committed to a program of service—service to the teachers, service to the profession, service to the Nation. Its supreme purpose is the welfare of the childhood of America.

The far-reaching work of the association is carried on by a variety of agencies: First comes the individual member, whose fee sustains the association's treasury and whose local influence makes the association's ideals and policies a living reality in the remotest localities of the Nation. Second are the association's committees, which have studied many problems relating to the teacher's work and position and the organization of the school system. There is hardly a phase of our public school activity, whether it be the organization of the school into grades or the organization of material in the various subjects of the curriculum, that has not been profoundly influenced by the studies and activities of these committees.

Educational Workers are Grouped According to Interests

Departments within the association bring together educational workers in the different branches of education, thus promoting professional spirit and personal acquaintance within the various groups of educational workers.

During the past 6 years the association has developed in Washington a headquarters staff which regularly employs from 50 to 75 persons, who are constantly at the service of the profession. The headquarters organization includes the general secretary's office and a group of divisions, whose directors work under the guidance of the executive secretary.

The division of records and accounts was established in 1917 and is responsible for the association's records and the making of addressograph plates which are used in mailing the Journal and other publications. Mrs. Helen T. Hixson is director.

The division of field work was established in 1918, with Mr. Hugh S. Magill as field secretary. When Mr. Magill became executive secretary of the International Council of Religious Education, Mr. J. O. Engleman, formerly superintendent of schools, Joliet, Ill., and Miss Charl Ormand Williams, formerly superintendent of schools, Shelby County, Tenn., were elected field secretaries.

Business Men Direct Business Activities

The business division was established in 1919 under the directorship of Mr. Ray S. Erlandson. Mr. Erlandson is now business manager of the International Council of Religious Education. Mr. Harold A. Allan, formerly assistant State superintendent in Maine, now directs the association's business activities, including Journal advertising, commercial exhibits, arrangements for meetings, and other similar matters.

The division of publications was established in 1920, under the direction of Mr. Joy Elmer Morgan, who came directly from his work with the enlarged program of the American Library Association. This division has developed the Journal, has charge of printing the Proceedings and other publications and of publicity. The association's publications during the school year of 1922–23 reached a total of nearly 111,000,000 pages.

The division of research was established in 1922 under the direction of Mr. John K. Norton, formerly a member of the faculty of the California State Normal School, at San Jose. This division has coordinated the work of educational research agencies throughout the Nation and has issued bulletins and reports giving a wealth of facts in usable form.

Actual Classroom Experience is Utilized

The division of classroom service was also established in 1922, with Miss Agnes S. Winn, formerly a classroom teacher in Seattle, Wash., as director. This division brings to the association the experience and point of view of classroom workers.

The executive secretaryship of the department of superintendence was established in 1922, with Mr. S. D. Shankland in charge. Under his direction the department has enrolled a paid membership which enables it to maintain its own activities, thus setting an example which other departments are making plans to follow.

The president of the association is elected each year and along with the other members of the executive committee and board of directors stands between the headquarters staff and the profession at large. During recent years the plan has been established of electing a woman one year and a man the next. The association is fortunate in having had a long line of presidents of distinction and ability who represented the various branches of the profession and various sections of the country, thus adding to the association's effectiveness and representative character.

Cooperation with Bureau of Education

The United States Commissioner of Education is a life director of the association and a permanent member of its representative assembly. The association which speaks for the profession, and the Bureau of Education which represents the Government, work in the closest cooperation to the end that there shall be a fair educational opportunity for every American child, guided by the best light of experience and scientific study.

With this far-reaching organization the association is particularly the product of American life and the spokesman of the American people in matters educational. Its work has been conducted on a high plane and it is everywhere recognized as disinterested and sane in its leadership. Other organizations are glad to be associated with it and to support its program for the extension and improvement of public education.

WATCH your cat! This is the season in which she is likely to do irreparable damage by destroying young birds in the vicinty of your home. Protect the birds and teach your children to protect them. Let them live to add their notes and their plumage to the attractiveness of your neighborhood. And let them help you to reduce the damage from insect pests. It will be well worth your while.

EDUCATION, the foundation of self-government, must be of a character that will fit men and women for work. The great majority of citizens will earn a living by manual work. Our system of education should supply this need by providing trade schools. Thus will manual labor be properly recognized. Combine intelligence with muscle, train the eye and hand with the mind, and we then fit the boy or girl really to enjoy equal opportunity in life's work. Furthermore, by such education, manual labor is dignified as it should be. A trained farmer or mechanic is a far better citizen than a man whose education has made him look down upon manual labor and whose capacity enables him to be but a poor clerk.—*James R. Garfield, Secretary of the Interior, 1907–1909.*

Promote Educational Extension by Reading Courses

Commend Parent-Teacher Associations, Public Libraries, Extension Work by Universities, and Bureau of Education

REPRESENTATIVES of parent-teacher associations, university extension divisions, and libraries assembled in the Second National Conference on Home Education, in Minneapolis, Minn., May 7, at the call of United States Commissioner of Education John J. Tigert. The following minutes were adopted:

1. We are grateful for the immense contribution which has been and can be made by the United States Bureau of Education in fostering and developing adult education.

2. The parent-teacher associations, serving as a connecting link between the home and the educational system, is an indispensable agency in home education, necessary in every community. All agencies concerned with home education should cooperate with the parent-teacher associations in their efforts to promote publicity, to further legislation, and to arouse parents to avail themselves of the opportunities in home education.

3. We recognize the importance of maintaining in every university a well-organized extension division, which, through its extension teaching service and public-welfare service, is in a position to make important contributions to the educational program of the State.

4. We believe that every community should maintain a public library, serving rural as well as urban population; that every library should be encouraged, with reasonable financial support, to emphasize those types of service which are distinctly educational in character; and that public schools and public libraries in cooperation should provide such library facilities and instruction as will insure the training of every pupil in habits of reading and studying.

5. We recommend that the United States Commissioner of Education ask each of the following organizations—The National Congress of Mothers and Parent-Teacher Associations, The National University Extension Association, and the American Library Association—to appoint two members, these six to serve with a representative from the United States Bureau of Education as a Committee of Seven to make a study of the whole subject of reading courses in home education, with the understanding that the recommendations of the committee will not be regarded as the sentiment of the several associations until formally adopted by them.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN
Assistant Editor - - EDITH F. HOLMES

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JUNE, 1924

Interior Department Deserves Credit for Bureau's Progress

THE Bureau of Education owes a tremendous debt of gratitude to the Department of the Interior. The facts of history and decent appreciation of benefits received demand that this acknowledgment be made whole-heartedly and without equivocation.

The insignificant "department" which preceded the bureau was an outright failure. It could not command the respect of the country nor the support of the Congress, notwithstanding the fact that an able and distinguished educator was at the head of it. It could not grow; it could not even exist. It required for both the prestige and the driving power of a great Executive department with its complex machinery, its approach to the President, and its standing with congressional committees. None of these advantages could be enjoyed by an independent organization of four men; all of them were supplied to the Bureau of Education when its connection was made with the Department of the Interior. Development began almost immediately and has continued to this day.

The aid of the Secretaries of the Interior has been given freely and successfully in that development. No word of deprecation has come from any of them with a single exception, and that Secretary went out of office before the Bureau of Education became a part of the department. Orville H. Browning, who held the office under President Johnson, suggested to the Congress in a report written in November, 1868, that the act which provided for Federal participation in educational affairs be wholly rescinded. But even at the time the report was written General Grant was President-elect, and on March 4, 1869, Secretary Browning's place was filled by another, whose views on that matter were diametrically opposite.

The Bureau of Education was transferred to the Department of the Interior in the following July. In every annual report that he made to the Congress the new Secretary, Jacob D. Cox, urged that the Bureau of Education receive appropriate recognition. Its real beginning occurred during his administration. All the Secretaries since have followed his example. Naturally so. It is the duty and the privilege of every Government officer to forward the interests under his charge, and the Bureau of Education is an integral part of the Department of the Interior.

The Secretaries of the Interior have been able and patriotic men. They have upheld the cause of public education as all patriotic Americans do. The Bureau of Education has been fortunate, indeed, to enjoy the guidance and to receive the benefits of the influence of men of the caliber of Carl Schurz, Samuel J. Kirkwood, L. Q. C. Lamar, David R. Francis, Cornelius N. Bliss, Franklin K. Lane, and the others who were not a whit inferior, even though it is not practicable to name them all.

Whatever the future may hold for the Bureau of Education its past progress must unquestionably be credited to the Department of the Interior.

Give Thought Now to American Education Week

DEVOTING a week every year to arousing and renewing the enthusiasm of the Nation for its public-school system has proved its worth. The benefits have abundantly justified the wisdom of Dr. P. P. Claxton, who initiated the practice in 1920 while he was Commissioner of Education.

The success of the plan has attracted attention in other countries and repeated inquiries have come to us, particularly from England, Australia, and New Zealand, about methods and results. In England much has already been done in the same line, but the efforts so far have been local only, and no widespread, concerted movement has appeared.

With us, it is probable that Education Week will become a permanent institution like Thanksgiving Day. There is as much reason for it; and it is eminently appropropriate that the two should be associated. The public schools are among our choicest blessings, for they are the foundation stones of America's well-being. Gratitude for their benefits by right ought to be included in the reasons for the thankfulness which Americans express every year on the last Thursday in November.

Steps are already in progress for the observance this year. The American Legion, the National Education Association, and the Bureau of Education have renewed their alliance for this purpose, and the week of November 17 to 23 has been designated.

Let every organization, governmental, civic, social, commercial, and religious, join in the movement. As every aspect of society is benefited by the increase of intelligence among the people of the country, so every organization without regard to its ordinary purpose and habit ought to take part in upholding the hands of those who direct our educational institutions.

Every individual is aided by public education, in himself, in his children, and in his interests, even though he may never enter a public school; and doubly blessed is he who receives not only the indirect but the direct benefits as well. None should withhold his support to the celebration of American Education Week; everyone among us should cooperate to the full extent of his ability according to his station.

The Special Numbers of School Life

EDUCATIONAL activities of the Department of the Interior are the special subject of this issue of SCHOOL LIFE. Like the May number, it is more elaborate than the sum charged for subscription justifies, and several thousand copies are printed for free distribution. The necessary expenditure for this was authorized by the Bureau of the Budget in order that teachers, especially those who attend the National Education Association, may be the better informed of the assistance which the Federal Government offers to them through the bureaus of the Department of the Interior.

Correspondence and personal visits are cordially invited by all the agencies of the department. Inquiries will be welcomed concerning the functions of the department and the means by which they may be utilized in instruction.

It is not expected that SCHOOL LIFE will be published regularly in this form. To do so would require a corresponding increase in the subscription price, and no change in this is contemplated unless an unmistakable demand appears for it. The charge for subscription must cover the actual cost of printing, and it would be necessary to make the price 40 cents a year instead of 30 cents if this form, with the additional number of pages, were continued. As usual, no numbers will be issued in July and August, and the September number will probably be in the accustomed style and extent.

LEARNING, intellect, character; the best of these is character. Without it, the others may be but spirits of evil; with it, angels of light and leading.—*Wm. F. Vilas, Secretary of the Interior, 1888–89.*

Educational Work at St. Elizabeths Hospital

As a Branch of the Interior Department, Its National Character Enables St. Elizabeths Hospital to Do More Comprehensive Educational Work Than That Undertaken by Similar Institutions

By SHEPHERD IVORY FRANZ, M. D.
Assistant Superintendent St. Elizabeths Hospital

THE EDUCATIONAL WORK that usually pertains to institutions for the insane is most frequently that associated with the demonstration of various types of psychoses to groups of students in neighboring medical colleges, or to those in courses in psychology of universities. This kind of instruction is widespread throughout the United States, more particularly in those State institutions which are located near educational centers.

S. I. Franz, M. D.

The work at St. Elizabeths Hospital not only has the character of that undertaken as a public duty in many of the State institutions, but it is broader and more comprehensive. It is more varied and it is carried out for a much greater number and for a more diverse clientele. Included in those who have been instructed are the members of classes from the Army Medical School, the Naval Medical School, the medical schools of George Washington, Georgetown, and Howard Universities, graduate students from George Washington and Catholic Universities, nurses who have come to the hospital for training, and those who belong to affiliated nursing schools, and special classes from the Walter Reed Hospital and from the United States Veterans' Bureau.

Psychiatry.—Naturally the greatest stress is placed upon the topic which is uppermost in the function of the institution, viz, the mental diseases. Each year a course has been given by Dr. W. A. White to the graduate classes from the Army and Naval Medical Schools, in which also students from the Georgetown and George Washington University Medical Schools have been instructed. A separate course has been given for a number of years to the medical students from Howard University by Dr. B. Karpmann. These courses have dealt with the main facts regarding the psychoses and with the presentation of typical cases so that the students may be able to recognize and diagnose the conditions when they are found in their subsequent practice.

Clinical neurology.—With psychiatry there is usually grouped work in clinical neurology, and here the staff has offered courses to the students from the Naval Medical School (Dr. S. I. Franz), to those from George Washington University (Drs. M. O'Malley, D. C. Main, and J. E. Lind), and to those from Georgetown University (Dr. W. A. White).

A combination course in both psychiatry and neurology was given last year to a group of 50 student officers from the United States Veterans' Bureau, which lasted four months and took the whole time of the students for that period. Every senior member of the staff took part in the instruction in this course, and there were in addition many lecturers from the eastern section of the country and as far west as Chicago. This course was doubtless the most comprehensive that had ever been given in these two lines. It included not only the clinical aspects of the work, but reviews of the fundamental subjects upon which the clinical studies depend, and at the same time a number of lectures were included which gave a broad outlook upon the general problems with which these Veterans' Bureau officers would doubtless come in contact.

Blackburn Laboratory, containing facilities for instruction

The foregoing course shows an extension of courses which have been offered during the past dozen years to our internes to prepare them better to carry out their work in the institution. These courses are supplementary to whatever courses have been attended by the internes in their medical school work. Our experience has been that the recent graduate in medicine, because of the little time devoted to neurology and psychiatry in their medical school curriculum, has not been able to approach these problems with any degree of facility, his attention being directed largely to those bodily disturbances which can be dealt with surgically or by drugs.

Other medical subjects.—Although it might seem that an institution for the psychotic would be the last place in which topics in general medicine and surgery could profitably be taught to students of medicine, this view was not taken by the dean of the George Washington Medical School, for each week classes were sent for instruction in these lines (Doctors Eldridge and Hawes). At the same time, the association of the work in pathology which was first brought about 40 years ago through the then pathologist, Dr. I. W. Blackburn, has been continued, and students have been sent to observe autopsy technique and to learn regarding neuropathology (Dr. N. D. C. Lewis).

Allied topics.—Graduate courses for students at the George Washington University have been conducted by Dr. S. I. Franz in psychology, and by Dr. N. D. C. Lewis in pathology. The former also has conducted classes for graduate students at Johns Hopkins University, and has acted as a student consultant for special students who have been registered for higher degrees at American University.

Courses for nurses and attendants.—Special courses for nurses and attendants have been begun each year and those who have come to the institution untrained in their chosen work have been given the opportunity to acquire the special knowledge required of them. This work has been under the direction of Miss Alice Vaughan, chief of the nurses' training school.

Other formal training courses.—During the present year courses for social service workers and policewomen were inaugurated at George Washington University under the direction of Dr. W. Richmond and Miss Dinwiddie, which have been attended by many who were interested in these aspects of the work.

Miscellaneous. — Mention should be made in this connection of the broader aspects of the educational policy of the hospital in a number of ways. The establishment and the continuation of a mental hygiene clinic has brought before the

Airplane view of the main body of St. Elizabeths Hospital

general public the view that the institution for the insane is not a thing apart from the community, but is an integral part of the whole. It has been shown that such an institution has functions other than that of caring for those who are entrusted to its care by process of law, that part of its function at least is to see that the individuals who are ready for discharge have a good chance to return as working members of the community, and that one of its functions should be to prevent the formation of psychoses, if this can be done. This work has been under the direction of Dr. L. B. T. Johnson.

A special form of educational work is that of keeping the medical profession in touch with the advances that are made in psychiatry. This has been accomplished by the numerous papers which have been presented to various medical society groups, both local and National. The Washington Society for Nervous and Mental Diseases, the District of Columbia Medical Society, the American Psychiatric Association, the American Psycho-pathological Association, and many other societies have been addressed by members of the staff on the work which they have accomplished.

Besides these lectures, which must be technical, numerous lectures of a popular and semipopular nature are given each year to groups whose interests run in directions which are represented among the staff members. Thus, the Womens Welfare Association, the League of American Pen Women, the Washington Psychological Society, and others have availed themselves of the services of many members of the staff in the presentation of the problems and viewpoint in neuro-psychiatric work.

> I WOULD leave no legitimate effort unused and no constitutional means unemployed which would give to every human being in this country that highest title to American citizenship—virtue, knowledge, and judgment.—*L. Q. C. Lamar, Secretary of the Interior, 1885–1888.*

Besides the group lectures and demonstrations, appeals are met almost daily for the elucidation of special problems of individuals, mostly connected with other Government Bureaus. Thus, there are brought to mind at this moment requests for special information and guidance from an employee of the Signal Corps of the United States Army, from the Bureau of Personnel of the Institute for Government Research in connection with certain problems of the training in radio for the United States Navy, and from a naval officer regarding research in connection with problems of flying.

Mention of educational endeavors would not be complete without mention of the editorial work which is carried on in connection with the Psychoanalytic Review and the Nervous and Mental Disease Monographs (by Dr. W. A. White) and with the Psychological Bulletin and the Psychological monographs (by Dr. S. I. Franz). In addition to these publications, both of these members of the staff are associate editors on a number of other publications.

Indians Making Progress in Learning the White Man's Way

Government Schools Seek to Avoid Repetition and Non-Essentials in Studies. Productive Industrial Work is Not Only Educative but Necessary. Day Schools Carry Civilization to Indians; Boarding Schools Carry Indians to Civilization. Night Schools Established at Request of Adult Indians are Highly Successful

By CHARLES H. BURKE, *United States Commissioner of Indian Affairs*

THERE are many differences of opinion on what should and what should not be done for Indians, but on one phase of Indian administration there is general agreement, namely, Indian children must be educated. Perhaps a few extremists would have them left entirely alone to grow up and continue to live as their parents have lived, and there are some who would confine any educational effort to preparing the young people to do only those things now done by their people. The great majority of thoughtful people agree, however, that Indian boys and girls must be educated to live and to do as the youth of other races who are citizens of the United States.

Charles H. Burke

During these years of unsettled conditions and general restlessness following the great World War it is realized as never before that the citizens of the Nation must be an English-speaking and English-reading people. Illiteracy must be eliminated not only among the youth but among the adults as well. It is certainly as important to eliminate illiteracy from the Indian population and to provide for the education of all of the Indian children as it is to make an English-speaking people of the foreign element of the Nation. What has been and what is now done to that end among the Indian population of 340,000 is known and appreciated by comparatively few people.

The early settlers of the country recognized the necessity of educating the natives and soon after the earliest colonies were organized limited missionary effort was begun to establish schools for the Indians. Religious education was originally the principal aim, but gradually it came to be realized that if the Indians were to become desirable neighbors and citizens they must be educated and trained along the same lines as were the children generally. Feeble efforts were made therefore by missions to teach not only religion and purely academic subjects but to give also simple industrial instruction, particularly in agriculture. Industrial training which has become such a very important phase of education in this country, was introduced by the very early missionaries among the Indians. Gradually and largely through the influence of missionary effort it became recognized that the Indian people would be permanently a part of the population of the country and therefore must be educated.

As the Indians had unfortunately been segregated and had been geographically so settled as to make it unfair and in fact impossible for the States to undertake to educate them, the responsibility was accepted by the Federal Government. For many years the responsibility rested very lightly upon the Government, but in 1880 there was an awakening to a fuller realization of duty and opportunity, and from that time to this there has been a steady but sure acceptance of responsibility and a commendable development of an efficient system of schools for the Indian youth as well as a program of educational effort among adult Indians.

The central idea of the course of study for Indian schools is the elimination of needless studies and the employment of a natural system of instruction built out of actual activities in industry, esthetics, civics, and community interests. The development of the all-round efficient citizen is the dominating feature. So we are now teaching the Indian boys and girls to design and make beautiful and useful things with their hands; to study and understand the practical application of the laws of nature, and to apply and appreciate art in the cooking and serving of a meal, in the making and fitting of a garment, and in the furnishing and decorating of homes; in designing and making useful tools and furniture, in building convenient, comfortable, and sanitary houses.

Blackfeet Indians in tribal costume visiting their children in a Government school

The larger schools have literary societies, religious organizations, brass bands,

Main Building, Sherman Institute, Riverside, Calif.

orchestras, choirs, athletic clubs, physical culture classes, art classes, and various other student organizations and enterprises for cultural training.

Traditional Curriculum Full of Useless Repetition

Educators everywhere are more and more recognizing the fact that the conventional curriculum of the ordinary school is an accumulation of years of custom, and that there is all too much of nonessentials and unprofitable repetition in the elementary courses. As the Government Indian schools constitute an independent educational system they are at liberty to deviate from the conventional and fit their courses of study to conform to the needs of their pupils.

With studies properly adjusted to the pupils' needs and with nonessentials and useless repetition eliminated, it is possible to provide daily three to four hours of productive industrial work on the farm, in the shops, or in the various domestic departments of the schools without serious detriment to academic work. Along with this productive work is given definite, systematic instruction, so that the pupil learns the theory while acquiring skill in doing.

The course of study for Indian schools requires that all teachers, both academic and industrial, prepare daily lesson outlines and follow them as closely as possible. In addition to the primary and prevocational courses, vocational courses are provided in agriculture, mechanic arts, and home economics.

In agriculture the aim is to produce not a specialist but a practical, capable farmer. In the mechanic arts the purpose is to help a boy find himself; if inclined to craftsmanship, to select the trade for which he seems best fitted, and to give to him such knowledge and training as will enable him after leaving school to become through experience and further study a skilled workman capable of being a foreman or manager.

Special effort is made in the home economics course to train girls to become model housewives and mothers in the community in which they will live. This work is practical rather than idealistic, and is conducted with the home of the farmer or workman of moderate means in mind, and with a view to fitting Indian girls for making their future homes pleasant.

Schools are Centers of Community Interests

The academic instruction is correlated closely with this industrial and domestic training, and it all begins in an elementary way in most of the 150 day schools for Indian children, where usually each school is conducted by a man and his wife, as teacher and housekeeper, respectively. A garden plot and facilities for teaching boys the use of a few tools and girls the simpler elements of household work are generally provided. This form of school carries civilization to the great mass of Indians; other types of schools carry a few Indians to civilization. The influence of these schools, planted almost at the door of Indian homes, is not limited to the children alone, but reaches the parents and entire community, and every day leaves its permanent mark. It becomes, when properly equipped and managed by competent teachers, the center of community interests. All kinds of helpful activities in farming, dairying, gardening, stock-raising, cooking, canning, sewing, nursing, household management, and sanitation may be and are introduced into these communities.

Training Essential to Domestic Life

The 43 reservation boarding schools enroll children from the first to the sixth grade, inclusive. Their work parallels in all academic features that of the public schools, but introduces in the last three years much prevocational training practically essential to the domestic and industrial life of the rural home. In their home training, girls have regular instruction and practice in cooking, sewing, laundering, nursing, and poultry raising. Boys are given agricultural courses and practice in farming, which includes stock raising, plant production, care of implements, roads, and grounds, and dairying, together with such knowledge of carpentry, painting, masonry, blacksmithing, engineering, etc., as is ordinarily needed

on a farm. All pupils are taught gardening.

This instruction and practice in the art of doing the essential things required in the daily life of those who must later support themselves is further enlarged in the 26 nonreservation boarding schools, some of which continue vocational work through the eighth grade, but seven of Indian women who can do any kind of house work, care for children according to the hygienic methods and give to their homes a touch of art that makes them attractive.

This product of the schools, asserting itself in the new generation, is not returning to the "blanket life," as sometimes carelessly asserted. Such criticism will

A typical group of girl pupils of Sherman Institute

the larger give four-year vocational courses above the sixth grade, and one gives six years. In this school two years of normal training and two years of business training are offered. The work of all boarding schools is thoroughly systematized, and the pupils are under such control as to acquire the most useful education possible within the time allotted, while those who complete the higher vocational training are equal, and in some respects superior, in qualification to the graduates from public high schools.

In Government Indian schools a large amount of productive work not only affords practical training, but it is necessary to the proper support of the schools, as they could not possibly be maintained on the legislative appropriations hitherto provided. In fact at many of the boarding schools much of the upkeep labor is performed by students, and in addition the farming, gardening, dairying, and other activities yield considerable subsistence and occasionally a marketable surplus.

As a result of this practical training there are many hundreds of young men among the Indians who can, if necessary, shoe a horse and repair its harness, set a wagon tire, lay a concrete walk, and even build a house, and there are as many young apply to only a negligible percentage. As a rule, the returned student is the leader and substantial civilizer of the red race, and the greatest reconstructive force that can be employed to that end.

The literary work of advanced students in the boarding schools compares favorably with that of the best public high schools and would often do credit to colleges. These young men and women take great interest in American history and general literature, and keep posted on current events through periodicals with which the school reading rooms are generally well supplied. They prepare theses on historical, social, and other live subjects, and their discussion of questions in debate shows a wide range of scientific information and a good grasp of political issues. In these literary societies they, of course, gain a knowledge of parliamentary usage and orderly procedure, with much in the way of initiative and self-reliance.

Privileges Extended to Religious Denominations

In all school work prominence is given to moral training and definite time is set apart for instruction in manners and right conduct. General regulations for religious worship, applicable to every Government school, provide for the attendance of pupils at Sunday school and church, and superintendents are expected to see that impartial privileges are extended to all Christian denominations. In the preparation of the Indians for citizenship nothing is placed above character building.

The health of the pupil is the first purpose of the boarding school, and the daily routine as to balanced diet, bathing, calisthenics, sleeping facilities, periodical weighing and examination of pupils, supervised nursing supplied by the Indian girls, and other features, furnishes an organized system for the formation of health habits, and the boys and girls to a large extent retain these habits in after years. Two of the most obstinate diseases known, tuberculosis and trachoma, which in the past have spread unspeakable

A track team from Haskell Institute

A class in harness making at Phoenix, Ariz.

havoc among the Indians, are now practically eliminated from Indian boarding schools.

The day and boarding school system has demonstrated very effectively its value and adaptation to the needs of Indian boys and girls. Its results are now unmistakable. It has enabled the Indian to make greater progress than any other pagan race in a like period of which there is any written record. Wherever found, on the reservation, or in the many occupations of business and the professions, Indian school graduates reveal a new understanding of the world about them, of the dignity of labor, the rewards of honest industry, the pleasures and blessings of cultured home and family relations, the satisfactions of provident living, and the aspiration to have their children educated and successful.

Nearly as many Indian children are now in public schools as in Government, mission, and private schools. This is desirable, and is encouraged whenever conditions reasonably permit. Tuition is paid for children of Indians who pay no taxes, and special effort is made to cooperate with State public school officials to secure increased attendance. The results are especially successful in the case of mixed-bloods who do not invite race prejudice, and a great economic advantage is in the release of public funds for the extension of school facilities in districts where the Indians are largely full-bloods and few public schools are established.

Another phase of Indian education received attention for the first time during the year just passed. It is the night school for adult Indians. One school is conducted in northern North Dakota, and another in Vamori village on the Papago Reservation in southern Arizona. The latter school was established at the request of Mathias Hendricks, the chief of the village, who attends the school himself and encourages his people to do so. The Indians are greatly interested in the school, and it is all the more successful because they initiated the plan.

Denver Boys Spend Week in Training Camp

Military cadets who do satisfactory work in their studies in the Denver schools are excused from school the last week in order that they may attend the cadet camp, according to "School Review," the official publication of the Denver schools. During the week in camp the cadet is required to lead the real life of a soldier, and here he is instructed in those subjects which it is not possible to touch at school, such as guard duty, scouting and patrolling, rifle practice, and minor tactics.

The military training in the Denver high schools is under the supervision of the United States Government. Three hundred and seventy students received military instruction in 1923.

Committee on College Standards is Appreciative

At the meeting of the Committee on College Standards of the American Council on Education, held April 30 and May 1, in the conference room of the Department of the Interior, through the courtesy of the Bureau of Education, the following resolution was unanimously passed:

"*Resolved*, That the Committee on College Standards of the American Council on Education expresses its thanks and appreciation to the Commissioner of Education for the gracious hospitality and courtesy extended to the committee, and for the convenient and delightful arrangements made for its meeting and for luncheon."—*C. R. Mann, Director American Council on Education.*

Special Attention to Training Teachers In Service

Money so Spent is Best Investment Imaginable. Provision for Travel, for Summer Study, and for Extension Courses

By JOSEPH P. O'HERN
Assistant Superintendent, Rochester, N. Y.

ROCHESTER, N. Y., spends approximately $30,000 a year for training teachers in service, and considers it an excellent investment. It keeps alive the spirit of inquiry and study, and avoids to a large extent the danger of falling into a rut, the bane of every profession.

The sabbatical year has been in operation 15 years, the summer school plan 10 years, and the university extension plan 5 years. The average number of teachers taking advantage of the sabbatical year is approximately 12; the number taking advantage of the summer school plan between 300 and 400; and the number taking university courses every year in the neighborhood of 500.

We have teachers' institutes every year and different divisions of the teaching body have study clubs. The Rochester Teachers' Association provides a course of lectures, the board of education contributing $200 a year to it. The first three days of the year are devoted to teachers' institutes.

Any supervisor, principal, or teacher who has served 7 years may be granted leave of absence for study or travel for not less than one semester nor more than one year. It is not granted more than once in 8 consecutive years. One-half the regular salary is paid during such absence, provided the amount does not exceed $1,000 a year.

For summer school work $50 is allowed if the attendance is outside the city of Rochester, and not exceeding $25 if summer courses are pursued in an institution within the city.

Fees for tuition and registration fees for extension courses offered by the University of Rochester are paid by the board of education for regularly appointed teachers under certain specified conditions. These payments are made through the Rochester Teachers' Association.

Eleven States have laws definitely prohibiting discrimination between men and women teachers in the matter of salary, and some other States have by administrative action recognized the principle of "equal pay for equal work." Those which have passed prohibitory laws are California, Colorado, Maryland, Montana, Nevada, New York (for New York City), Oregon, Texas, Utah, Washington, and Wyoming.

Howard, the National University of the Negro Race

Established by Gen. O. O. Howard During Reconstruction Period. All Work Now of Collegiate Grade. Medical School Rated as a "Class A" School. School of Law and of Religion

By EMMET J. SCOTT
Secretary-Treasurer Howard University

TWELVE million colored people of the United States need college-trained leaders in the professions. Nearly every profession among them is pathetically undermanned. These professional leaders must be trained largely in their own schools. Howard University is strategically located and undertakes the place of leadership in giving direction to these proper aspirations of the Negro people. Founded by Gen. O. O. Howard in the days of reconstruction following the Civil War, Howard for over half a century has fulfilled the high hopes and prayers of her founders. She has supplied the colored race with leaders in every profession and walk of life. When the call came for men in the war across the seas, almost 2,000 of her sons entered the ranks as officers and enlisted men.

Emmet J. Scott

Howard University each year, by sending forth hundreds of graduates from its collegiate and professional schools, is justifying its right to leadership in the educational life of this great body of American citizens.

All Secondary Work Discontinued

Following the lead of the most advanced American colleges, Howard in 1919 adopted a new plan of organization. By vote of its board of trustees, all secondary schools were discontinued, thereby devoting the facilities of the university wholly to collegiate and professional training. A junior college consisting of the first two years of the college course was established with Prof. Kelly Miller as dean. The courses in the junior college are made preliminary to entrance to the schools of liberal arts, education, applied science, commerce and finance, religion, medicine, music, and law.

The adoption of the quarter system by the university was another step in its progressive policy. This system has proved advantageous over the semester plan. It intensifies the work and raises the standard of scholarship. Perhaps its most appealing advantages has been that students may enter at the beginning of any quarter and receive full credit toward their degree.

Howard has seen fit to provide in its program opportunity for those who for economic and other reasons are not privileged to attend its day sessions by the establishment of evening classes. These classes are of full college grade and yield the usual credit toward academic degrees.

Recognizing the importance of the teacher as one of the two indispensable components of any school, the administration of Howard University has in the past three years set about getting into sympathetic touch with every outstanding negro scholar who might be available for the work of the university, and the faculty has been strengthened by the addition of several capable men and women. Parallel with this effort to add to the faculty new strength and vigor from without has been the generous policy in force toward teachers on the staff who are ambitious to pursue further studies. A number of such teachers have spent a year on leave engaged in study in the great universities of the North and West. One of the first research fellowships granted by the National Research Council was given to Dr. E. E. Just, a professor of Howard University.

The professional schools at Howard offer special advantages to ambitious students. The Howard School of Medicine is rated as a "class A" institution by the American Medical Association. Freedmen's Hospital, erected by the Federal Government at a cost of $600,000, is closely allied with the school of medicine.

In 1920 the General Education Board of New York City, after a thorough inspection of the facilities of the School of Medicine of Howard University, made a conditional gift of $250,000 provided a like sum be raised by the university within a given time, the purpose being to maintain the school of medicine as a class A institution.

Howard University, with the help of its alumni, officers, faculty, student body, and friends, met the challenge of the General Education Board. The cooperation and support which the university has had from its alumni and friends in its efforts to secure this conditional gift is evidence of the large place which Howard occupies in the hearts of the colored people of the United States. One of the significant things brought out by this campaign is the new spirit of philanthropy among colored people as shown by the sixty-eight individuals and organizations making a gift of $1,000 each and one making a gift of $10,000.

During the school year 1922–23, 2,100 students were enrolled in Howard University. The graduating class that year numbered 311.

Main building, Howard University

The school of law, because of its downtown location, is in easy reach of the city courts, the Federal courts, and the Supreme Court of the United States. Its evening classes make it convenient for those engaged in other work to pursue courses in law.

Thirkield Science Hall, Howard University

The school of religion is undenominational and foremost in the training of Christian ministers for the colored people not only in this country but also in Central and South America.

Physical and Military Training

Special provision has been made for the physical and moral training of the students. A department of physical education for both men and women has been established under competent instructors.

The War Department maintains at the university a unit of the Reserve Officers' Training Corps. Its object is to qualify students for commissions in the Officers' Reserve Corps by a systematic and standardized method of training. At the commencement exercises held in June, 1922, 17 students were awarded commissions in the United States Army as second lieutenants, and at the commencement exercises in June, 1923, 35 students received commissions.

"National Congress of Parents and Teachers"

New Name Adopted by National Congress of Mothers and Parent-Teacher Associations. Report of Conference in St. Paul.

By FANNIE A. ABBOTT

Publicity Committee, National Congress of Parents and Teachers

"TRAINING for parenthood" was the central theme of the twenty-eighth annual convention of the National Congress of Mothers and Parent-Teacher Associations, held in St. Paul, Minn., early in May. This was the last meeting to be held under the old name, for the "National Congress of Parents and Teachers" is the title which was adopted for the organization.

A striking feature of the convention which indicates the growing cooperation of the Nation's educational forces was the joint meetings of May 8 in which the second annual conference for Home Education called by the Commissioner of Education participated with the Congress of Mothers and Parent-Teacher Associations. These meetings were reported in the May number of SCHOOL LIFE (p. 223) and that account need not be repeated.

Dr. Richard Burton, of the University of Minnesota, closed the cooperative conference with an address on "Good literature in the home," in which he made a plea for more family reading, as in the days of the past. Doctor Burton allows no excuses for reading poor books when so many good ones are available and so many experts are at work preparing lists for all ages and minds.

A motion picture, "Playing for Health," by Dr. C. Ward Crampton, of New York City, national chairman of physical education, was followed by an address on "Recreation for young and old" and a demonstration of games.

An address on "Training for parenthood" was made by Alma Binzel, of the Federation for Child Study, and in an illustrated lecture Dr. Bird T. Baldwin, director of child welfare research station, Iowa University, stressed the responsibility of parents in making or marring the character of the child and building for healthy, happy life or sending him out into the world a victim of every temptation, mental and physical, that bescts his path. That more time, money, and energy are expended every year for the study of child problems was shown by both speakers. Doctor Baldwin stated that as many as 105 children of from 2 to 6 years are brought to the research station daily for observation.

Reports of State presidents, following a "presidents' pageant," showed tremendous growth in numbers and activities in all parts of the Nation. Minnesota won the membership banner by an increase in membership of more than 200 per cent. Chairmen of the committees of better films, program service, spiritual training, and humane education reported great advance in their work. Scores of cities and towns are cooperating with the congress by permitting approved films only. To educate the public to know what good films are and how to obtain them is one of the aims of the parent-teacher association.

The department of home service was represented by papers on "Children's home reading," by Sarah Askew; "Home economics," by Abbie L. Marlatt; "Home education," by Ellen Lombard; "Pre-school circles," by Mrs. Clifford Walker; "Recreation and social standards," by Mrs. B. L. Langworthy; and "Thrift," by Mrs. Ella C. Porter.

The executive secretary, Mrs. Arthur Watkins, reported that universities and normal schools in many States offer parent-teacher courses in their summer schools.

The educational exhibit, to which 20 National organizations representing various aspects of child welfare contributed, was an outstanding feature of the convention and was in line with the program topic. The twenty-ninth annual convention will be held in Austin, Tex., in May, 1925. The National Congress of Parents and Teachers will have a part in the next convention of the International Congress of Women.

The present membership of the Congress is more than 651,000. Forty-six States are organized and carrying on programs in line with the national aims and purposes. Study circles, pre-school circles, expert lecturers, and courses in child psychology are included in the programs. Health teaching in school and home, health habits and principles will be stressed throughout the land and "Cooperation with every organization concerned with the welfare of the child" will be a slogan.

Prompt Action on Uniontown Survey Report

After a survey of the school-building situation in Uniontown, Pa., in February, 1924, the United States Bureau of Education suggested a definite program of improvement. In April the people voted 8 to 1 in favor of a bond issue of $600,000 to erect and equip two junior high school buildings as recommended in the survey report.

Program for American Education Week, 1924

November 17 to November 23, inclusive

CONSTITUTION DAY

Monday, November 17—"The Constitution—The Bulwark of Democracy and Happiness"

1. Life, liberty, justice, security, and opportunity.
2. How our Constitution guarantees these rights.
3. Revolutionists, communists, and extreme pacifists are a menace to these guarantees.
4. One Constitution, one Union, one Flag, one History.

Slogans:

Ballots, not bullets.
Master the English language.
Visit the schools to-day.

PATRIOTISM DAY

Tuesday, November 18—"The United States Flag is the Living Symbol of the Ideals and Institutions of our Republic"

1. The red flag means death, destruction, poverty, starvation, disease, anarchy and dictatorship.
2. Help the immigrants and aliens to become American citizens.
3. Take an active interest in governmental affairs.
4. Stamp out revolutionary radicalism.
5. To vote is the primary duty of the patriot.

Slogans:

America first.
The red flag—danger.
Visit the schools to-day.

SCHOOL AND TEACHER DAY

Wednesday, November 19—"The Teacher—The Guiding Influence of Future America."

1. The necessity of schools.
2. The teacher as a nation builder.
3. The school influence on the coming generation.
4. The school as a productive institution.
5. School needs in the community.
6. Music influence upon a nation.

Slogans:

Better trained and better paid teachers, more adequate buildings.
Schools are the nation's greatest asset.
Visit the schools to-day.

ILLITERACY DAY

Thursday, November 20—"Informed Intelligence is the Foundation of Representative Government"

1. Illiteracy is a menace to our Nation.
2. An American's duty toward the uneducated.
3. Provide school opportunity for every illiterate.
4. Illiteracy creates misunderstanding.
5. An illiterate who obtains only second-hand information is a tool of the radical.

Slogans:

No illiteracy by 1930.
Education is a godly nation's greatest need.
The dictionary is the beacon light to understanding.
Visit the schools to-day.

PHYSICAL EDUCATION DAY

Friday, November 21—"Playgrounds and Athletic Fields Mean a Strong Healthy Nation"

1. A playground for every child.
2. Physical education and health habits for all.
3. Adequate parks for city, State, and Nation.
4. Safety education saves life.
5. Encourage sane athletics for all.
6. Physical education is a character builder.

Slogans:

A sick body makes a sick mind.
Athletes all.
Visit the schools to-day.

COMMUNITY DAY

Saturday, November 22—"Service to Community, State, and Nation Is the Duty of Every Citizen"

1. Equality of opportunity in education for every American boy and girl.
2. Better rural schools.
3. Adequate public library service for every community.
4. A community's concern for education measures its interest in its own future.
5. Good roads build a community.

Slogans:

Get acquainted with your neighbor.
A square deal for the country boy and girl.
Children to-day—Citizens to-morrow.

FOR GOD AND COUNTRY DAY

Sunday, November 23—"Religion, Morality, and Education Are Necessary for Good Government"

1. Education in the home.
2. Education in the school.
3. Education in the church.

Slogan: A godly nation can not fail.

Ministers of all denominations are urged to preach a sermon on education, either morning or evening. All communities are urged to hold mass meetings. Requests for speakers should be made to the American Legion posts throughout the country for meetings during this week.

> AMONG the inherent, equal rights of all men is the right of knowledge, enjoyable by everyone according to his powers. . . . To the security and excellence of the Republic, education of men is an absolute condition . . . an over-ruling obligation of the State to its citizens.—*Wm. F. Vilas, Secretary of the Interior, 1888–89.*

More California Schools Taking up Biology

Biology, according to a study of science in California reported in the University High School Journal, has made rapid development in that State within the past few years. In 1907–8 biology appeared in only two high schools. In 1922–23 it was given in 59.5 per cent of the schools and is still on the increase. General science, more evenly distributed than any other science except physics and chemistry, appears in 96.4 per cent of schools with an enrollment of 1,000 or over.

New Zealand University Rejects Accrediting System

A plan for admitting graduates of accredited secondary schools without examination was recently rejected at the "session" of New Zealand University. The proposed reform was vigorously opposed by the professors, and one of the reasons given was that Harvard and other great American universities refuse to accept the plan.

Wyoming farm people of all ages attended evening agricultural classes last winter. Short intensive courses were given in dairying and poultry raising in which vocational agricultural departments of the local high schools cooperated. People in all sections where schools were held are interested in similar work for next year.

Some Educational Features of the Bureau of Mines

Organized Primarily for Scientific Research, Circumstances Have Imposed Duties Distinctly Educational. Direct Cooperation with Universities. Mine Safety Cars

By H. FOSTER BAIN
Director Bureau of Mines

THE BUREAU OF MINES, that branch of Uncle Sam's big governmental organization which devotes its energies to the betterment of conditions in the Nation's far-reaching mineral industrics, is in reality an active educational institution, instructing annually 15,000 to 20,000 persons in first aid to the injured and mine rescue work, and conferring certificates of proficiency on persons who successfully pass prescribed examinations.

H. Foster Bain

Although the Bureau of Mines was organized primarily for conducting scientific research for increasing safety and efficiency in the mining, treatment, and utilization of the numerous mineral materials, force of circumstances has imposed upon the bureau many distinctively educational duties. The mere knowledge that there is a Federal Bureau of Mines in a Nation whose mineral production amounts to from four to seven billions of dollars in a year, and leads the world in the production of the great basic minerals, such as coal, iron, petroleum, natural gas, copper, lead, and zinc, is sufficient to induce a veritable flood of requests for information—what these minerals are like, how they are mined, what they are good for, and how best to make use of them. This has developed until the information service of the Bureau of Mines receives every year more than 100,000 letters asking for information and publications.

The results of the scientific findings of the Bureau of Mines are made available to the public in its publications, which number some 1,500 or more reports, and the distribution of them often approximates a million copies yearly. Necessarily most of the bureau's publications are written in scientific phraseology and are technical in nature. The bureau's scope of activities is, however, much wider. Its field of investigations includes not only the safe and efficient mining of minerals, but also their utilization; and this gives to many of the publications a considerable degree of popular educational interest. Thus, in connection with its studies in the technology of mineral fuels, the bureau has issued a number of popular reports relating to the economical and efficient use of coal in househeating furnaces; the use of natural gas in kitchen ranges; efficiency in the operation of automobile engines; and the abatement of the smoke nuisance in cities. The bureau has published bulletins relating to safety in handling gasoline; the hazard of operating automobile engines in closed garages; the danger of using improperly made and improperly connected natural gas heaters; sanitation, housing, and disease prevention in mining communities and oil camps; and the safe and proper use of explosives.

First-aid team at Winterquarters, Utah

The bureau's "Manual of First Aid Instruction for Miners" and its "Chart on Resuscitation from Gas Asphyxiation, Drowning, and Electric Shock" have attained very large circulation. Many of the bureau's publications relating directly to the technology of the different minerals contain much of popular interest. Some of these publications have circulated beyond the 100,000 mark, and a number have been made the subject of special instruction in graded and high schools.

Out in the mountain valleys, and under the prairies where the million miners of the United States toil in the depths day by day that the Nation may have the minerals essential to make its wheels go round, literally thousands of miners spend hours nightly in the study of the bureau's simply written miners' circulars, which contain information designed to render more safe the working conditions under which those men earn their daily bread.

The publications of the bureau are listed in catalogues which are obtainable on request. Descriptive lists of new publications are mailed from time to time without charge to anyone who requests them. Something like 100,000 names are at present upon this mailing list, many thousands of whom are connected with educational institutions.

Another educational medium employed by the Bureau of Mines is the industrial motion-picture film. These films, which are prepared in cooperation with prominent industrial concerns, illustrate vividly and graphically the production, preparation, and utilization of the several minerals and their commercial by-products. The films are available for presentation before school and other audiences free of charge, except that it is asked that transportation both ways be paid by the exhibitor.

Distribution of the films is made from the Bureau of Mines experimcnt station

at Pittsburgh, Pa., and from various State distribution centers, most of which are the bureaus of visual education of colleges and universities. The bureau now has more than 300 sets of films in circulation, which are valued at more than half a million dollars. Typical

Experiment station of the Bureau of Mines, Pittsburgh

subjects covered are: The World's Struggle for Oil, the Story of Steel, the Story of Natural Gas, the Story of Sulphur, the Story of Coal, the Story of Asbestos. During the past fiscal year these motion pictures were shown in 48 States and Alaska to 2,567 audiences, with a total of more than 693,000 persons. Lists of motion-picture films available for distribution may be obtained from the Bureau of Mines, Pittsburgh, Pa. At its Pittsburgh station the bureau also has available for distribution a considerable number of lantern slides illustrating the mineral industries.

Of the bureau's 14 mining experiment stations in the different mining fields of the country, 11 are conducted in cooperation with the mining or metallurgical departments of universities. These are the Pacific experiment station at the University of California, Berkeley; the southern experiment station at the University of Alabama, Tuscaloosa; the ceramic experiment station at Ohio State University, Columbus; the north central experiment station at the University of Minnesota, Minneapolis; the nonmetallic mineral station at Rutgers College, New Brunswick, N. J.; the rare and precious metals station at the University of Nevada, Reno; the intermountain experiment station at the University of Utah, Salt Lake City; the northwest experiment station at the University of Washington, Seattle; the Mississippi Valley experiment station at the Missouri School of Mines and Metallurgy, Rolla; the southwest experiment station at the University of Arizona, Tucson; and the central district experiment station at the University of Illinois, Urbana. The Moscow (Idaho) field office cooperates with the University of Idaho. At Pittsburgh, Pa., the Bureau of Mines is cooperating closely with the Carnegie Institute of Technology. At other institutions the Bureau of Mines cooperates in giving special mining courses.

Graduate fellowships in mining, metallurgical, and chemical research have been offered for some years past by various institutions of learning, in cooperation with the Bureau of Mines. The purpose of these fellowships is to undertake the solution of problems studied by the bureau that are of especial importance to the regions in which the institutions are located. They afford excellent opportunities for qualified young men to become experts in the fields of mining, metallurgy, and chemical technology, and to prepare themselves for highly technical work in these fields.

Interior of mine rescue car

For the college year 1924–25 the following institutions offer such fellowships: University of Alabama, Carnegie Institute of Technology, University of Arizona, University of Missouri, Ohio State University, University of Utah, University of Washington, University of Idaho.

A unique feature of the bureau's general educational program is the work of the 10 mine safety cars, the crews of which are constantly engaged in giving first-aid-to-the-injured and mine-rescue training to miners. Not only are the miners trained, but the first-aid instruction is given also to their wives and children, to the pupils of the schools, and to other interested persons residing in the community. By this system scores of persons skilled in first-aid methods are always available in a mining community in time of mine disaster or other emergency, and it is of record that many lives have thus been saved. This training has been given by Bureau of Mines men to entire classes in mining engineering at various universities. Many nonmining industries, recognizing the value of the first-aid training, have had their employees take the bureau's course. The police and fire departments of many cities and the employees of telephone companies, railroads, etc., have availed themselves of the training. In the past fiscal year practically 15,000 persons were given the mine-rescue and first-aid training, and a total of 115,000 persons have to date taken these courses.

Another innovation in the "selling" of scientific information is the work of the bureau's laboratory car "Holmes," named in honor of the first director of the bureau. This car has been sent to various brick-making and other clay-working plants, where practical demonstrations in fuel-efficiency methods are given to the employees of the plants by the bureau's fuel engineers.

Educational Features of the Freedmen's Hospital

Once an Asylum for "Contrabands," Now a Prime Factor in Training Colored Physicians and a Center for Diffusing Knowledge of Hygiene Among a People in Sore Need of It

By WILLIAM A. WARFIELD, M. D.
Surgeon-in-Chief Freedmen's Hospital

DURING the closing years of the Civil War great numbers of the freed people, or "contrabands," as they were called, came to Washington. Many who were aged and infirm became sick and without means, and it was necessary for the Government to adopt measures for their care. At first temporary quarters and camps were established at different sections of the city. Finally the Freedmen's Hospital and Asylum was established. While it was not limited to any special class, it became essentially the poor man's retreat. Later, Howard University Medical School began, in a very limited way, to make use of its wards for the benefit of medical students.

W. A. Warfield, M. D.

It was not until 1894, however, that the hospital began to emerge from its poorhouse features and to develop along educational lines. It was during this year that the interne system was adopted and a training school for nurses was established.

In 1908 the new hospital buildings were occupied and the service organized on a modern basis with up-to-date equipment, thus placing in reach of not only the young colored medical graduates and the student nurses the best possible opportunities but also the physicians of this city, who constituted the visiting staff.

The hospital comprises now an area of four city blocks in buildings and grounds, between Fourth and Sixth Streets and W and College Streets, with Howard University in the background. The hospital has cared for 120,055 bed patients since 1875, and during the fiscal year of 1923 has treated 8,492 patients in the outdoor clinics.

The visiting staff comprises 69 persons who have arrived or are about to arrive in the field of medicine. In many instances they have been students in the Howard Medical School. Here they received, in their early training, the direct benefits of the clinical material afforded by the hospital. Many served an internship in the hospital. Subsequent to internship those appointed to the visiting staff have selected their respective fields, and have found the hospital their greatest instructor.

The internes are the immediate aids to the visiting staff. Some of these men have graduated from the Howard University Medical School, and others from distant schools are introduced for the first time to the actual practice of medicine. They are raw recruits in medicine. They have received degrees, but are certainly not prepared to render the highest service to the communities that have offered their education. It becomes a part of our program to train them for efficiency. From them surgeons, internists, trained men in tuberculosis, pediatrics, and other branches of medicine are developed. When they have completed their internship, some spend one year or more in their special fields at Freedmen's.

The program of medical education here is not limited to the undergraduate student, but is extended to the post graduate as well. Each year men who have toiled in various communities journey here for a six weeks' course of study. The hospital has returned them to their communities, all the better for their work here.

The department of nurse training, carrying out its part in the program, gives to young women theoretical instruction as a stepping stone. Hygiene, recognition of the needs of patients, and the administration of these needs are taught. The visiting staff renders its service to the young women in the classroom. Then comes actual bedside instruction, and they are taught the art of nursing. Upon graduation, they are eligible for membership in the Freedmen's Hospital Nurse Training Association. In this community their work is carried on as practicing nurses. Their services are often required in hospitals as superintendents and head nurses.

In rendering service to the great masses of people, the educational program of Freedmen's Hospital has its greatest task and response. In its earliest days Freedmen's Hospital was an asylum. The care of the sick gradually grew out of the asylum feature. The clinics for visiting patients have now a scope unlimited and duty in keeping with it. These clinics are so divided that all diseases are covered. Poor economic and hygienic conditions are as much responsible for disease as "social susceptibility," if not more so. The hospital has advised these patients as to hygiene in order to protect themselves and the other members of their families. The emergency dressing station during the fiscal year handled 1,225 accident cases, without regard for race or creed. These cases after treatment are advised for further care, many of them being admitted to the hospital.

Vaccine and serum therapy is a feature in the program for the benefit of school children. Vaccinations, parathyroid inoculations, Schick tests, and tuberculin tests are means of conserving child health and of insuring a higher health efficiency. The laboratory and the X-ray departments are necessary adjuncts in the confirmation of early diagnosis of tuberculosis, diabetes, etc.; local infections of the ear, nose and throat are recognized in the children as well as adults, and are referred to the various indoor services for correction.

These problems are visible ones, but the hospital's activity has gone to the realm of the invisible. Through the prenatal clinics, it has attempted to handle a difficult problem. From the time of conception to the time of the birth, the mother is guarded and personal hygiene, exercise, and laboratory results are eagerly watched. In this way the maximum care given results in better babies. To further this, the children's clinic begins the problem after birth and carries it to the twelfth year. The parents are happier and healthier, the new born, despite home environments, is developed into a healthy normal being. Truly then, the educational activity of the hospital embraces every opportunity to justify its existence.

> I BELIEVE that it is the primary duty of States to supply free public schools for the children in their borders, and that much should be sacrificed and endured by these communities for this purpose. . . . An educated community will demand, and will in some way obtain, suitable educational facilities for all classes of children within its borders; but an ignorant community neither knows nor believes in their education; it has not thought; it suffers daily and hourly by evils —social, commercial, and moral—for which it has no remedy and from which it has no refuge.—*Henry M. Teller, Secretary of the Interior, 1882–1885.*

Bureau of Information on the World's Greatest Mineral Storehouse

Geological Survey Studies Every Part of the Earth's Crust Within the Borders of the United States. Its Maps and Reports are Indispensable to Map Makers, Engineers, Miners, and Scientists, and Are of Interest to Everybody. Statistics Prove Field Investigators are Good Walkers

By GUY ELLIOTT MITCHELL, *Chief Executive Division, Geological Survey*

ON THE last day of May the Geological Survey published its three thousand three hundred and forty-ninth topographic map, a fact signifying that during the past forty-odd years this branch of the Department of the Interior has been making many field topographic surveys and engraving and printing the resulting topographic maps. This bureau has published and sold about fifteen million copies of its topographic maps.

George Otis Smith, Director

But this is engineering work, you may say. What has map making or any other work of the Geological Survey to do with education? A little study of the work of this bureau will show that every phase of its activity is educational and that its motto might well be, like that of the Smithsonian Institution, "For the increase and diffusion of knowledge among men," and "men," of course, includes also the women and boys and girls of the United States.

Naturally, the Geological Survey makes geological investigations, but these form only one part of its activities; it does topographic mapping, investigates the surface and underground waters of the United States, does much chemical work in its Washington office, makes searches all over the United States and Alaska for deposits of useful and precious metals and minerals, and compiles statistics obtained directly from every mineral producer in the United States to make a report which is an annual encyclopedia of the mineral industry. Though some of these activities consist of engineering work, others are purely scientific, and still others are statistical; yet they all yield distinct contributions to human knowledge and, indeed, many of them touch very closely the everyday routine of a great many people throughout the country.

Let us take, for example, the topographic mapping. Every year some 12,000 square miles of the surface of the United States is topographically mapped by the Geological Survey, and most of the maps are published on a scale of 1 mile to 1 inch, each representing an area of about 225 square miles. This is a large scale, as maps go—a map of the whole United States on this scale would cover about an acre—and each map is so accurate and so detailed that it shows almost everything that can be seen on the ground. Every railroad, highway, bridge, canal, town, and even every individual farmhouse is shown in black on these maps in its exact relation to everything else on the map; all streams and lakes are shown in blue, and the topography itself—that is, the ups and downs of the country, the mountain peaks, valleys, slopes, and swales—are indicated by brown contour lines. So the map itself is really a good picture of a colored model, and a model, of course, is a replica in miniature of the country it represents.

A topographic engineer at the highest point in the United States, the top of Mount Whitney

These maps are not only vital to all engineering projects, from the greatest to the smallest, but are of almost equal interest to every one—man or woman, boy or girl—who may hike through the country, automobile across it, or go hunting and fishing in its wild places. One of the most interesting features of these maps consists of the contour lines, by which the altitude of any part of the country mapped may be found. You can determine not only the height above sea level of every town, crossroad, or bridge but that of every mountain peak or knoll or any part of their slopes. You can trace downstream any river or creek and determine its fall in any part of its course.

All privately published maps—road maps, route maps, etc.—are based on the Geological Survey's topographic maps, so far as these have been printed; and the careful student of such maps can discover that where new roads or other changes have made the Survey maps no longer accurate the privately published map is ordinarily wrong. The railroad engineer who uses these maps need not run trial lines; he can spread out a topographic map on his table and lay out his route. The irrigation engineer can pick out his reservoir sites; the contour lines will show him the location and capacity of his reservoirs and his tentative dam sites. The farmer can plan his small drainage project with confidence. The geologist or the soil surveyor can plat on his map the ore deposits that he is investigating or that he has discovered or the character of soil that he finds. The hiker can lose himself in the mountains and then, with

the topographic map as a guide, can find himself again.

It costs the Government $4,000 or $5,000, or for some areas possibly $10,000, to survey one of these quadrangles, which includes a couple of hundred square miles, and in addition there is the cost of

A Government geologist in the field

engraving the copper plates from which the maps are printed; yet the finished product is sold at a price that covers only about the cost of paper and printing—that is, 10 cents a map, or 6 cents if ordered in wholesale lots.

About 43 per cent of the United States has now been topographically mapped—the more thickly populated areas—and to map this much of the country the topographic engineers of the Geological Survey have tramped about 9,000,000 miles, for the average amount of walking required varies from 5 miles for every square mile surveyed in ordinary country to 10 or more miles in rough country.

The study of the surface and underground waters of the country is another very practical work of the Geological Survey, work that is educational in the best sense of the word. Winter and summer, rain or shine, during chinook and blizzard, the work of the hydraulic engineers is carried on in all parts of the country. They are the men who measure the flow of the rivers of the United States. If you are trying to learn all the eccentricities as well as the normal flow of a river, you must measure it every day in the year, because one month it may be a raging torrent 40 feet deep and the next month you may be able to wade across it. Moreover, the engineer who is making a report involving the expenditure of several millions of dollars for the construction of dams and canals on this river will want to know how the river has acted every day in the year, not only for one year, but for a term of years, perhaps 10 or even 20 years, because just as one year or series of years may be dry or wet years, so the river will have a large or small or medium flow.

Flow of Water Computed Accurately

These measurements are made by what are known as electric current meters. The engineer first makes a survey of the river bottom, determining its depths at intervals, say, 5 feet apart. Then he drops his current meter into the river at 5-foot intervals, and as he knows the height of the water in the river he is able to compute the amount of its flow at that time and place. Thus for many years we have records of the flow of some of our large rivers, showing the number of cubic feet of water flowing down their channels. From this information the value of a stream for irrigation or for power may be computed to a nicety; and even the height and width of its dangerous floods, the capacity of its channel for drainage, and its value for municipal water supply may be studied intelligently.

To measure rivers in this way the hydraulic engineers employ various devices. Some shallow streams they wade across, dropping their electric meters at intervals and recording the flow. At some places they make measurements from bridges, and where there are no bridges they stretch across the rivers wire cables carrying movable cages or cars, in which they sit, using their electric meters in the same way as from the bridges. In the northern sections of the country they cut holes in the ice at intervals of 5 or 10 feet all the way across the stream, and in this way they make their measurements throughout the winter.

Modern Magic in Locating Underground Streams

The underground-water geologist is an up-to-date wizard. Several hundred years ago he might have been burned at the stake for practicing black magic. He appears to be able to look down into the ground to depths of a hundred or a thousand feet and tell you confidently whether there is water there or not, yet he does not use a witch-hazel divining wand. How he does it is too long a story to tell, but it is a fact that he does; and the Geological Survey has hundreds of maps showing the depth at which water will be found underground and indicating whether it must be pumped or whether it will yield an artesian flow.

A little side line of the work of Uncle Sam's water men has been a survey of the driest, hottest, and least explored parts of the desert regions of the Southwest, a work of the greatest educational value to the region and one of no little human interest. This work has made the desert relatively safe. About 60,000 square miles of the driest part of our Great American Desert has been sign posted to direct travelers to springs and water holes. This has greatly reduced the dangers of desert travel.

How do the geologists add to the sum of human knowledge by their geologic maps? Of what use are those maps?

Measuring the flow of a stream in winter

They are applied to many uses. Maps of areas that include pools of oil and natural gas show the lay of the rocks deep below the surface, the places at which drilling is most likely to produce oil wells, and the depths at which the oil will be struck. Maps of coal land show what areas are underlain by coal and

A section of the library of the Geological Survey

the depth of the coal below the surface. Geologists learn so much about the rock strata thousands of feet below the surface that many of their coal reports, for instance, state the tonnage of coal to the acre for given areas; and maps of many mining districts show the locality most favorable for prospecting for ore deposits. Where the geologist leaves off the prospector and the mining engineer take hold, and in examining and appraising a mineral property the mining engineer first asks for the map and report of the Government geologist.

The Geological Survey has thus mapped and reported on hundreds of thousands of square miles in the United States and Alaska, showing the location of coal beds, phosphate beds, iron ores, gold-bearing rocks and placers, silver, copper, lead, and zinc bearing rocks, limestone, marble, granite, and slate—in fact, every kind of precious and useful mineral, from rare minerals, such as radium ores and gem-bearing formations, to deposits of common brick clay. So careful and comprehensive has been the work of the Geological Survey that it has been possible to estimate the reserve supply of some of the minerals in the ground, both in local deposits and in the country as a whole. Our total known coal reserve, for instance, is estimated at 3,500 billion tons or about 7,000 times as much as is mined in a year; and our known highgrade iron ore reserve is estimated at $7\frac{1}{2}$ billion tons, or about 250 times as much as is mined in an average year.

The Geological Survey is the bureau of information concerning Uncle Sam's mineral storehouse, the greatest mineral storehouse in the world.

The chemist of the Geological Survey works hand in hand with the geologist and the water engineer. He analyzes a multitude of rock specimens and water samples, and he makes important chemical and mineral studies, many of them too difficult to describe briefly.

The results of all this work of the Geological Survey are avialable to the people of the United States in the form of topographic maps and numerous reports, ranging from two-page pamphlets to large volumes. All the publications are issued in small free editions, and when these are exhausted copies may be obtained from the Superintendent of Documents at prices representing the cost of printing. An important feature of the Survey's work is the free distribution of the reports and maps to several hundred of the principal libraries of the United States.

Reciprocal Relations Proposed for Mexico and Brazil

The National University of Mexico City has proposed to the University of Rio de Janeiro that a course in the Castilian tongue upon the geography, history, and literature of Mexico be instituted in the latter university, and that a similar course be arranged in Portuguese with reference to Brazil in the National University of Mexico. The Brazilian Government, through its Ministry of Justice, is considering the proposal.—*E. V. Morgan, American ambassador to Brazil.*

Fellowship for British Student in America

American Living in London Fosters Study of International Problems. Must Attend Institution in Middle West

TO FOSTER a better understanding in Great Britain of social conditions and currents of opinion in the United States and to establish friendly contacts between the two countries, a fellowship permitting a graduate of Oxford or Cambridge to study for one year at any university in the Middle Western region of the United States has been founded by Clarence Graff, an American living in London. This fellowship will be awarded to a man who expects to enter upon a career which will bring him in contact with a large and varied public. It must be clear that the successful candidate is genuinely interested in international problems, especially those arising from the relationships between the United States and the British Empire, and that his knowledge of the United States has reached a point at which a period of residence, study, and observation in this country will be a profitable supplement to his education. Preference will be given to candidates whose training and interests are humanitarian rather than commercial or narrowly scientific.

The winner of the fellowship will be elected by the founder with the advice of a committee consisting of officials of the American University Union and of the Universities Bureau of the British Empire. The successful candidate may choose any college or university in the region west of the Allegheny Mountains and east of the Rocky Mountains. He will be expected to pursue a definite course of study and to be a candidate for a degree. The fellowship will carry a stipend of 250 pounds beside tuition fees. Full information may be obtained from the American University Union in Europe, J. W. Cunliffe, American Secretary, Columbia University, New York City.

Platoon Plan a Summer-School Feature

Organized and conducted on the platoon plan, a demonstration school will be conducted at the West Virginia University summer school, June 17 to August 15, for the benefit of junior and senior high-school teachers.

P. C. Hatton, principal of the observation school in Teachers' College, University of Akron, an experienced specialist in this plan of school organization, will be in charge of the school.

Educational Notes from Czechoslovakia

By EMANUEL V. LIPPERT
Comenius Institut, Prague

A new order from the Ministry of Education provides for a time schedule for schools which will enable out-of-town pupils, depending on railway trains, to arrive at school on time.

Child Psychology Receives Special Attention

At the Congress for Child Study at Brno, June 7 to 9, inclusive, considerable time and thought will be devoted to child psychology and sexual education. Pathology, sociology, and physical development were also given prominent places on the program.

One-Fifth the Population Under Instruction

Czechoslovakia is now giving systematic instruction to 19.1 per cent of her 13,611,349 population. She is maintaining 19,239 schools with a total enrollment of 2,602,722. Of this number, 27,580 are students in the universities or other schools of university grade; students in secondary and teacher-preparing schools number 100,218; agricultural, commercial, and industrial schools have an aggregate enrollment of 218,117 students.

Experimental Work a Feature in Normal Schools

Two new schools for teachers have recently been established in Prague and Brno, Czechoslovakia. An institute of experimental pedagogy and one of experimental psychology are connected with the school at Prague. The school at Brno also has an institute of experimental pedagogy. At both schools Saturday and Sunday classes are held for the convenience of teachers employed in the country schools.

Exhibit of Education to Show Approved Methods

An exhibition of Slovakian schools will be held at Bratislava at the conclusion of the school year in June. Textbooks, writings of pupils, samples of penmanship and homework, diagrams and models made by pupils or teachers, and articles made by students in the manual training classes will be exhibited. A model class in contrast with a bad one; model libraries, including one for a one-class school; model equipment for various schools, and exhibits showing hygienic instruction and care of children will be some of the attractive features of the exhibition.

Primary-School Teachers Study Visual Education

Under the auspices of the Union of Czechoslovak Primary-School Teachers and the Association of Czechoslovakian Professors, a course of lectures on the cinematograph was given April 16 to 19.

Illustrating the use and value of the motion picture for educational purposes, demonstrations were given showing special uses of films in different schools. Instruction was given in the operation of the motion-picture machine and measures of economy suggested in the care and use of films. About 50 teachers attended these lectures.

Girls in Training for Home Making

To prepare girls for home making Czechoslovakia has established what is known as the "family school." The care of babies, food science, household management, knowledge of dress materials, millinery, sewing, pedagogy, hygiene, civics, arithmetic, physical training, singing, the Czech language, and a foreign language are included in the one-year course. More advanced courses are offered in costume designing, embroidering, decorating, and housecrafts. There are 86 such schools with a total of 17,979 students enrolled. More than 700 girls are enrolled in schools for lace making and embroidering.

Traditional Methods Discarded in Experimental Schools

That Czechoslovakia is making progress in her educational methods is indicated by the number of experimental projects listed in a recent number of Vestnik Pedagogicky. One of the several experimental classes at Prague is a class in school hygiene and physical education with special regard to the child's individual needs. An experimental work-study school, coeducational, of three classes, is in the form of a school community. Another is in the form of a well-organized family in which each child has great freedom for independent, individual work. An experimental school for physically defective children is self-governing and gives free choice of work. In a home for war orphans an experimental school and workroom has been provided, and an open-air school has been established at Olomuc. A "free work school" has been started for the boys and girls of miners and foundry workers at Kladno. Eliminating Latin for the first four years and making educational hand work obligatory is an experiment in a secondary school at Prague.

Some Features of Guam's New School System

Athletic tests must be passed successfully by pupils in Guam before they are permitted to receive their eighth-grade diplomas. Agriculture, sewing, cooking, and current events are also included in the curriculum for both boys and girls. Guam pupils may not graduate from the eighth grade until they have learned that they are of the people, and as such must interest themselves in all movements for the betterment of the people; that it is their duty to become a vital part of the community. They must learn politeness, how to take proper care of the body, respect for their superiors and respect for the law. Private and public schools are compelled to use the same course of study, the same texts, etc.

All teachers in Guam, regardless of preparation or experience, are required to attend the annual summer normal school during the months of June and July. Medical certificates alone excuse teachers from attendance. They receive full pay while attending these normal sessions.

British Scientists Will Meet In Toronto

To give stronger impulse and more systematic direction to scientific inquiry, the British Association for the Advancement of Science will hold its ninety-second annual meeting in Toronto August 6 to 13. Almost concurrently the International Mathematics Congress will be held in the same city. More than 430 scientists from Great Britain have already signified their intention of coming and a great number from Canada and the United States are expected to attend. For the 83 years previous to 1920 the average attendance of the association was 2,300.

No technical qualification is required for admission to membership in the association nor is there any limitation in respect to nationality. A preliminary program will be forwarded on application to the local secretary, British Association, Physics Building, University, Toronto.

A course in visual education will be given at the summer session of George Washington University, Washington, D. C., beginning July 7, and continuing six weeks. The course will be devoted to the study of motion pictures in education. Chief topics: Film production, distribution, and exhibition; films available for teaching and when, where, and how to use them.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

AGNEW, WALTER D. The administration of professional schools for teachers. Baltimore, Warwick & York, inc., 1924. 262 p. tables, diagr. 8°.

This study has been made in view of tbe fact that the professional schools for teacbers in tbe United States are now passing througb a rapid transition from the normal school stage to teachers' colleges. After an bistorical introduction, current administrative practices in 30 of these growing institutions in 18 states are discussed with recommendations for tbeir improvement. The various agencies of college administration and tbeir functions are taken up in detail. It is emphasized that a teachers' college should be of full collegiate grade in its equipment and curriculum, and that faculty and students should be granted adequate participation in the policies and social life of the institution.

BOBBITT, FRANKLIN. How to make a curriculum. Boston, New York [etc.] Houghton Mifflin company [1924] 292 p. 12°.

Here are presented tbe point of view and the method of work employed in the 10-year program of curriculum improvement wbicb was begun two years ago by tbe teachers and supervisory officials of Los Angeles, with the advisory assistance of Prof. Bobbitt, of the University of Chicago. The objectives here given for curriculum making are devised entirely from the needs of the community, and are free from what the autbor regards as the academic attitudes, valuations, and traditions often held hy teacbers. Tbis particular study fits in well with the general activity in curriculum improvement which is now prevalent over tbe entire country. At Los Angeles, the program of curriculum improvement wbicb bas been inaugurated will require a generation or more for its consummation. It is believed tbat tbe general line of progress for the future has been accurately forecasted, and that tbe exact road to be traversed will open up step by step as development is made.

COOPER, HOMER E. Cost of training teachers; a method of determining cost and its application in the State of New York. Baltimore, Warwick & York, inc., 1924. 112 p. tables, diagrs. 8°.

For various reasons during the past five years there bas been a persistent demand that the State sbould redetermine tbeir policy of teacher training. This study is concerned with tbose tests which relate to the financial part of a training policy. When the data for these questions have been assembled and their relative importance determined, it is possible to decide upon a financial policy of teacher training, wbicb is worked out in this book for the State of New York.

COY, GENEVIEVE LENORE. The interests, abilities, and achievements of a special class for gifted children. New York city, Teachers college, Columbia university, 1923. v, 194 p. tables, diagrs. 8°. (Teachers college, Columbia university. Contributions to education, no. 131.)

A detailed account is here given of a class for gifted cbildren which was held for about three and one-half scmesters in Columbus, O Following the history of the class as a group with reference to activities, tests, intercsts and amhitions, etc., are case studies of tbe individual children, and an account of wbat bappened to the hoys and girls after leaving the special class. The final chapter contains suggestions for further experimentation in the field of the education of the gifted. A full bibliography of the subject is included.

EDMONSON, J. B., *and* LEWIS, ERWIN E. Problems in the administration of a school system. Bloomington, Ill., Public school publishing company [1924] 94 leaves. 4°.

This book contains a collection of practical problems in school administration for the use of students, precedcd by suggestions to the student and a list of selected books and bulletins on tbe subject.

IRWIN, ELISABETH A., *and* MARKS, LOUIS A. Fitting the school to the child; an experiment in public education. New York, The Macmillan company, 1924. xxvi, 339 p. tables, diagrs. 8°. (Experimental education series, ed. by M. V. O'Shea.)

Tbis is the story of the grading of children in Public school no. 64, Manhattan, one of New York city's largest public schools, an experiment carried on by the Public education association of that city in cooperation with the school authorities. Financial assistance for the work was received from the Commonwealtb fund. The first object was to ascertain, as accurately as possible with existing measurements, the mental and pbysical capacities of the children as they entered school. On the basis of this information and of supplementary data regarding the forces which were affecting tbe welfare of the children, in and out of school, an effort was made to adapt educational experiences to individual needs. Tbe school concerned is situated on the lower east side of New York, and the children, mainly of foreign parentage, come from a typical tenement district of Manhattan. The life and work of this school were transformed as a consequence of the adoption of tbe psychological methods employed in the investigation, whicb casts light on the general problem of adapting instruction to individual abilities and requirements.

KANDEL, I. L., *ed.* Twenty-five years of American education; collected essays, New York, The Macmillan Company, 1924. xvi, 469 p. 8°.

A number of former students of Prof. Paul Monroe have joined in contributing to this volume in appreciation of his completion of 25 years of service at Teachers college, Columbia university. These essays summarize the achievements in American education during the first quarter of tbe 20th century, and are written by specialists in their respective subjects. The principal aspects of educational development are covered, including educational philosophy and psychology, tests and measurements, method, administration, finance, elementary, secondary, and vocational education; also tbe education of women, cxceptional children, and the negro. President Henry Suzzallo contributes the introduction, which is a personal appreciation of Paul Monroe and his services to education.

MACPHAIL, ANDREW HAMILTON. The intelligence of college students. A study of intclligence as a factor in the selection, rctention, and guidance of collegc students: based on investigations made at many different institutions and at Brown university in particular. Baltimore, Warwick & York, inc., 1924. 176 p. tables, forms. 8°.

The great number of students pressing into tbe colleges and universities in recent years made necessary a revision of the standards for admission to these institutions. This book presents a survey of current practice in methods of admission to colleges and universities with spccial reference to tbe use of intelligence examinations, and a critical study of criteria of admission and retention at Brown university.

MINOR, RUBY. Principles of teaching practically applied. Boston, New York [etc.] Houghton Mifflin company [1924] xiii, 281 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The student in training and tbe teacber in service nay find in this volume the more important types of concrete experiences and practices and procedure, of the classroom, organized under certain fundamental psychological and pedagogical principles, with an explanation of how these principles apply in the daily work of the classroom teacher in the elementary scbool. The author names various educational principles which experience has proved to be essential, justifies tbe selection from the standpoint of child psychology, and illustrates tbeir use by concrete cases from classroom procedure. The plan of tbe book is both practical and scientific. Eacb chapter is followed by a summary of the educational principles involved, and by lists of problems for investigation and references for collateral reading.

MOEHLMAN, ARTHUR B. Child accounting; a discussion of the general principles underlying educational child accounting together with the development of a uniform procedure. Issued by Courtis standard tests. Detroit, Mich., Friesema bros. press, 1924. 205 p. tables, diagrs. forms (partly fold.) 8°.

The problem of child accounting is defined in tbis book as tbe recording of all activities, instructional and executive, that are necessary in the keeping of tbe essential records of tbe individual cbild during his school life. Tbe author's object in the work is practical, since he recognizes tbe fact tbat bis statisties are not to be collected for their own sake, bufor use in the appraisal and improvement of instruct tion. The treatment of the subject is comprehensive, including general principles of organization and administration, and cbild accounting metbod. Various child accounting forms are dcscribed in the text, and are brought together at the close in graphic and tabulated form as a composite of the entire scheme.

THWING, CHARLES FRANKLIN. What education has the most worth? A study in educational values, conditions, methods, forces, and results. New York, The Macmillan company, 1924. x, 235 p. 8°.

The autbor takes up the contents, methods, forces, limitations, conditions, and results of our whole educational procéss. He also includes a consideration of tbe educational value of many modern movements, such as tbe project method and the moving picture. The discussion makes a certain application or extension of Herbert Spencer's principles.

For the Complete Education of The Deaf

Children Without Hearing May Enter First Primary Grade and Graduate with Collegiate Degrees. Only Institution in the World for Higher Education of the Deaf

By PERCIVAL HALL

President Columbio Institution for the Deof

AMOS KENDALL, one of the most distinguished statesmen of his time, became aroused to the needs of the deaf children in Washington, and in 1856 was moved to assist in the establishment of a school for them. Not satisfied with the work that was at first done, he himself gave a house and three acres of land from his estate lying on Boundary Street NE., and employed a highly qualified young man, Edward Miner Gallaudet, of Hartford, as principal of a new school. An act of incorporation of the Columbia Institution for the Instruction of the Deaf and the Blind was obtained from Congress in 1857 through the efforts of Mr. Kendall and his friends, and from the first it was provided that the United States Government should give financial assistance to the school.

Percival Hall

The instruction of the blind was continued for a short time only, and thereafter blind children of the District of Columbia were taught at a well-organized school for the blind in Baltimore, Md.

Father's Ambition Realized by Son

Edward Miner Gallaudet, the principal of the Columbia Institution, was the youngest son of Thomas Hopkins Gallaudet, the founder of the first free school for deaf children in this country, at Hartford. The latter had planned and hoped for an institution for the higher education of the deaf, but it was left for his son to establish such work. On April 8, 1864, President Lincoln signed an act granting to the Columbia Institution the power to grant collegiate degrees. A faculty of well-educated men was at once assembled and the collegiate department of the institution was opened in the fall of 1864.

Ever since that time the Columbia Institution for the Deaf, as it is now legally entitled, has had two unique distinctions. First, it is the only institution of the kind in the world which provides higher education for the deaf; second, it is the only institution in which a deaf child with no formal education whatever may enter and in the course of years be graduated with a well-rounded, broad education and a collegiate degree.

Seporote School for Young Children

The educational work of the institution is carried on in two distinct departments, one known as the Kendall School, in honor of Amos Kendall the founder of the institution, and the advanced department, known as Gallaudet College, in honor of Thomas Hopkins Gallaudet, the founder of education for the deaf in this country.

The course of instruction in the Kendall School covers the usual work done in the grammar grades of the public schools, together with some high-school work, such as English history, physics, and algebra. Manual training is also required of all the pupils. The younger children are taught color work, paper cutting, and weaving, basket making, crocheting, simple woodworking, and drawing. The older girls are given careful instruction in sewing and cooking and take their turns in practical demonstration in their dormitory where their own kitchen and dining room are conducted. The older boys have an opportunity to work in the carpenter shop, learning carpentry work and painting, in the printing shop, learning hand composition and presswork, and on the farm, learning something about gardening, dairying, and chicken raising.

The children of this department are largely from the District of Columbia. All such children, of good mentality, too deaf to make reasonable progress in the public schools, are provided for in the Kendall School at the expense of the District Government. The institution is authorized by law to take in pupils also from other States, Territories, or countries.

Orol Method Used When Practicoble

All of the pupils in the Kendall School are taught, as far as possible, by means of speech and writing, but manual spelling is not forbidden and the language of natural gestures and pantomime are used in many entertaining, instructive lectures, and plays, in some of which the children themselves take part.

This lower department of the institution is a boarding school, as it is the firm belief of the authorities of the institution that the regular life of the children in such a school, with definite hours for work and play and study, with carefully regulated diet, and supervision by a first-class children's specialist, gives the best results in lessons, in health, and in habits of work. Training in morals and manners is constantly given by teachers and employees. Weight charts of all pupils are carefully kept, and the medical department has a record of few serious illnesses and no deaths in a generation of helpful work with its pupils.

Chapel Hall

In the Kendall School the pupils maintain a literary society, basketball teams for the boys and girls, and assist in editing their little school paper "Just Once a Month." While their hours of study and play and sleep are regulated carefully, occasional visits to the better class of movies, excursions to the zoo and other

points of interest in Washington, athletic contests with other schools, social gatherings, literary meetings, and plays of their own arrangement, furnish a sufficient variety to keep them happy and interested. Graduates of the school are located in Washington and elsewhere in various trades, independent and useful in their life work.

Kendall School and Dawes House

The collegiate department at first was open only to young men, but since 1887 has been open also to young women, and has grown steadily until it numbers from 125 to 135 students, about two-fifths of whom are women.

Collegiate Course Comprises Five Years

The course in Gallaudet College continues through five years, the first a preparatory year necessary to finish the preparation of students entering from the schools for the deaf throughout the country. In the preparatory year algebra and plane geometry are completed, the study of ancient history is taken up, together with instruction in English composition, elementary Latin, drawing, and the use of the library. The four higher years present to students an opportunity to study French, Latin, mathematics, philosophy, English literature, mediaeval and modern history, political history of the United States, physics, chemistry, biology, astronomy, psychology, and many other subjects. Instruction in practical subjects is also provided, among them agriculture, printing, chemical analysis, and bacteriology for the young men, and library cataloging, domestic science, and domestic art for the young women.

Admission to Gallaudet College is by examination. Graduates from many schools throughout the country apply for admission and, as a rule, some 30 States are annually represented in the student body. Free scholarships are provided for those students whose parents can not afford to pay any reasonable part of the tuition and maintenance fees.

The work of instruction is largely done by speech, manual spelling, and writing, definite educational standards for success being required, rather than facility in any one manner of expression.

All students are required to live within the institution grounds. All are expected to take regular physical exercises either on the athletic field or in the gymnasium. The young men maintain basket ball, baseball, and football teams regularly and often have wrestling, tennis, and track teams besides. The young women give their energies largely to basket ball in the fall and winter and to tennis in the spring. All the teams are under student management and arrange contests with near-by colleges, in many of which they are successful.

A portion of the campus

The young men and young women maintain separate literary and dramatic societies, fraternities, and sororities, a monthly magazine, the "Buff and Blue," written, edited, set up, and printed in the college print shop. They lead a normal and happy life. They are able to get much inspiration and instruction from the libraries and museums of the Capital City and are put on their mettle in their association with young men and young women prepared in other schools throughout the country.

Since the opening of the college department some 1,400 students have been enrolled, and of these more than 400 have received bachelor's degrees.

Graduates Become Useful Citizens

After leaving college many of these young men and women have become teachers of the deaf in schools throughout the country, and in this work a number have been unusually successful. Some of them have founded schools in the Southern and Western States, and a number have been principals of school departments. Another field which has attracted some of the most successful graduates has been that of the ministry. Churches for the deaf in Philadelphia, New York, and Chicago are under the leadership of deaf men who have received their degrees from Gallaudet. Besides these there are a number of ordained ministers and missionaries of all denominations who travel from one State to another preaching and ministering to congregations of deaf people. There are successful chemists, editors, publishers, real estate operators, agriculturists, and business men among the graduates of Gallaudet.

The women graduates have made their mark as teachers and as home makers, and the record runs straight and clear that nearly every one of these young people, in spite of a serious physical handicap, is doing his or her part as an independent and useful citizen.

Educational Bills Before Sixty-Eighth Congress

By WILLIAM R. HOOD
Specialist in School Legislation, Bureau of Education

(*Continued from May number, p. 220*)

II. National Educational Institutions

Two proposed measures in this class have been before the public in previous years. One of these is Senator Fletcher's bill providing for a national conservatory of music, and the other is Senator Fess's bill to create a national university. From the statement below, it will be seen that the proposed university is intended to do work only above the grade required for a master's degree and to confer no academic degrees whatever.

1. S. 808 and 1320, Fletcher.—To establish a National Conservatory of Music for the education of pupils in all its branches, vocal and instrumental, and for other purposes.

2. S. 2310, McKinley, and H. R. 3857, Langley.—To provide a site for the erection of a building for the National Conservatory of Music.

3. S. 1410, Fess.—To create a National University at the seat of the Federal Government.

(*a*) Provides that the threefold purpose shall be (1) to promote the advancement of science and the liberal and fine arts, (2) to provide instruction and training for public service, and (3) to cooperate with the scientific branches of the Government and with State institutions of higher learning.

(*b*) Provides that no student shall be admitted unless he shall have obtained the degree of M. S. or M. A. from a recognized institution. The university shall confer no academic degree.

All States Represented in Advisory Council

(*c*) Provides for a board of trustees to consist of the Commissioner of Education and 12 members appointed by the President, and for an advisory council to consist of one member from each State.

(*d*) Authorizes an appropriation of $500,000.

4. H. R. 124, Raker.—To make accessible to all the people the valuable scientific and other research work conducted by the United States through establishment of a national school of correspondence.

5. H. R. 3920, Morin.—To establish a department of economics, government, and history at the United States Military Academy at West Point.

6. H. R. 3967, Raker.—To place control of Columbia Institution for the Deaf entirely under the president and directors of the institution and Congress.

7. H. R. 5211, Vaile.—To provide for the applicability to certain classes of persons of the provisions of Articles III and IV of the War Risk Insurance Act, as amended.

(*a*) Provides that said articles "shall not be construed as inapplicable to persons admitted into the United States Military or Naval Academies after six months from the passage of the act of October 6, 1917."

8. H. R. 7011, Bacon.—To create a commission to ascertain the feasibility of establishing a National Conservatory of Music.

III. National Aid to Education and Institutions

An increase of appropriations for the benefit of State agricultural experiment stations, extension of the benefits of the "Smith-Hughes" funds and similar subsidies to the Territories and insular possessions, and the provision of industrial schools for educationally retarded sections and for the natives of Alaska are some of the noteworthy proposals embodied in bills classified under this head.

1. S. 137, Ladd.—To authorize the more complete endowment of agricultural experiment stations, and for other purposes. (Increased appropriations.)

2. S. 618, Caraway.—To authorize the payment of 50 per cent of the proceeds arising from the sale of timber from the national forest reserves in Arkansas for the promotion of agriculture, domestic economy, animal husbandry, and dairying in the State, and for other purposes.

3. S. 1211, Ransdell.—To furnish copies of the Congressional Record to all high schools.

4. H. R. 152 and 153, Raker.—To provide for the establishment and maintenance of a forest experiment station in cooperation with the University of California.

To Promote Education of Mountain Children

5. H. R. 571, Tillman.—To create the National Board of Rural Industrial Schools for mountain children, to establish and maintain such schools, and for other purposes.

(*a*) Provides for a board of three members to be appointed by the President.

(*b*) Directs the board to establish and maintain in mountain sections 20 industrial schools for mountain children. Authorizes appropriation of $300,000.

6. H. R. 4121, Jarrett.—To extend the provisions of certain laws to the Territory of Hawaii. (Enacted into law March 10, 1924.)

(*a*) Extends to Hawaii the benefits of the Vocational Education Act of February 23, 1917, and the Vocational Rehabilitation Act of June 2, 1920, as well as certain other acts not educational in character.

7. H. R. 4825, Sutherland.—Providing for the establishment of industrial schools for Alaskan native children.

(*a*) Authorizes the Secretary of the Interior through the Bureau of Education to provide vocational training for the native peoples of Alaska. Appropriates $200,000.

8. H. R. 4835, Leavitt.—Providing for the payment for tuition of Indian children attending public schools.

9. H. R. 6294, Davila.—To extend the provisions of certain laws to Porto Rico.

(*a*) Extends to Porto Rico the benefits of the Vocational Education Act of February 23, 1917, and the Vocational Rehabilitation Act of June 2, 1920.

10. H. R. 7646, Sutherland.—To extend the provisions of certain laws to the Territory of Alaska.

(*a*) Extends to Alaska the benefits of the Vocational Education Act and the Vocational Rehabilitation Act.

11. H. J. Res. 18, Timberlake.—Providing for the distribution to State educational institutions of certain war material.

> THERE MAY be other means besides popular education to tear the scepter from the hand of a tyrant, but there is no other way to place it safely into the hands of the people.—*Carl Schurz, Secretary of the Interior, 1877–1881.*

IV. Land Grants for Education

Grants are to be distinguished from subsidies. The national policy of granting lands from the public domain for school-endowment purposes had its origin in an ordinance of 1785. Money subsidies for education may be thought of as having originated with the passage in 1887 of the so-called "Hatch Act," establishing agricultural experiment stations in connection with State colleges of agriculture and the mechanic arts. The persistence of the older of these policies is seen in the bills noted here.

1. S. 101, Harreld.—Granting to the State of Oklahoma 210,000 acres of unappropriated nonmineral land for the benefit of its agricultural and mechanical colleges, * * * .

2. S. 382, Jones of New Mexico.—Granting to the State of New Mexico 300,000 acres of land in said State for the use and benefit of the military institutions of New Mexico.

3. S. 511, Ashurst.—To authorize the Secretary of the Interior to issue patent in fee simple to the Board of Regents of the University of Arizona for a certain described tract of land (one quarter-section).

4. S. 667, Smoot.—Granting to the State of Utah the Fort Duchesne Reservation for its use as a branch agricultural college.

5. S. 922, King.—Granting additional lands from the Fort Douglas Military Reservation to the University of Utah.

6. S. 1222, Smoot.—To grant certain lands to Brigham Young University for educational purposes.

7. H. R. 100, Morrow.—Granting title lands granted to the States and Territories in aid of common or public schools.

8. H. R. 4496, Morrow.—Granting to the State of New Mexico 250,000 acres of land in the said State for the use and benefit of educational purposes.

(*Continued in September number.*)

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