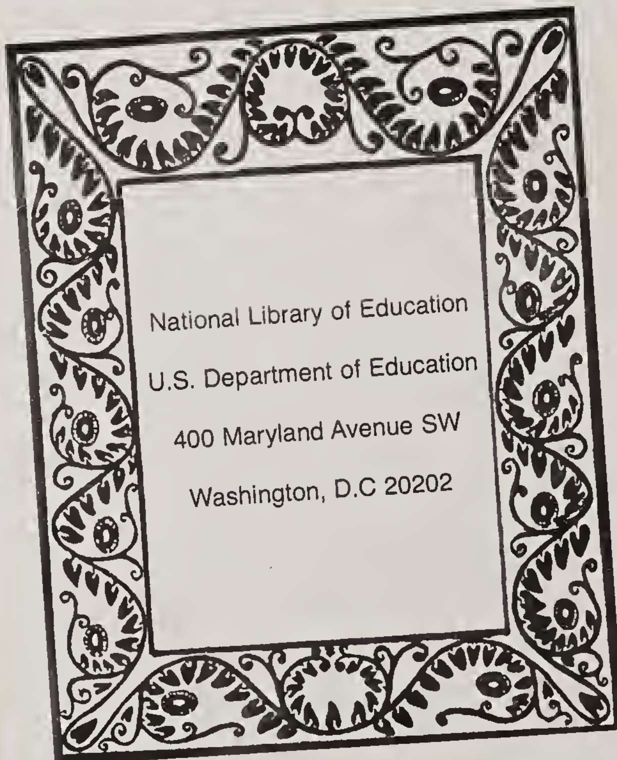
LIBRARY
JUL 31 1928
NATIONAL
EDUCATION ASSOCIATION



S·C·H·O·O·L L·I·F·E

OFFICIAL ORGAN OF THE UNITED STATES BUREAU OF EDUCATION
DEPARTMENT OF THE INTERIOR
Editor : : : : : : : : : JAMES C. BOYKIN

Volume XII

SEPTEMBER, 1926 – JUNE, 1927

UNITED STATES
GOVERNMENT PRINTING OFFICE
WASHINGTON
1927

INDEX, SCHOOL LIFE, VOLUME 12

A

Abel, James F.: Earnestly striving to revive Irish language and literature, 98–99, no. 5, Jan.
Ability grouping in New York high schools, 29, no. 2, Oct.
Accident prevention: Course in New York University, 47, no. 3, Nov.
Accrediting agency for Middle States secondary schools (Grizzell), 164, no. 9, May.
Adams, Charles A.: Public schools week precursor of American Education Week, 77, no. 4, Dec.
Adams, Selden C.: Superintendent's commission on the curriculum, 166, no. 9, May.
Adolescent child: Psychology, extension classes, West Chester, Pa., 159, no. 8, Apr.
Adult education: Association formed, 58, no 3, Nov.; Brazil, 60, no. 3, Nov.; Buncombe County, N. C., 176–179, no 9, May; general discussion, 33–35, no. 2; Oct.; Georgia, 184–187, no. 10, June; Prague, exhibit, 56, no. 3, Nov.; well-being and happiness promoted, 88–89, no. 5, Jan.; Welsh miners, 115, no. 6, Feb.
Agricultural education: Bolivia, 31, no, 2, Oct.
Agriculture: Vocational, Virginia, 155, no. 8, Apr.
Alabama: Crippled children, rehabilitation work, 49, no. 3, Nov.; schoolhouses, defective flues principal cause of fires, 28, no. 2, Oct.
Alabama girls win prizes for dressmaking, 29, no. 2, Oct.
Alaska: Boy Scout troop organized at school at Cape Prince of Wales, 32, no. 2, Oct.; history of introduction or reindeer, 170, no. 9, May. *See also* Reindeer.
Alaskan hospital ship: Successful cruise, 59, no. 3, Nov.
Alaskan reindeer meat widely used as food in Northwest, 149, no. 8, Apr.
Alderman, L. R.: Buncombe County's excellent work for adult illiterates, 176–179, no. 9, May; Well-being and happiness are promoted by adult study, 88–89, no. 5, Jan.
Alumni (collegiate): Headquarters in 45 cities, 127, no. 7, Mar.
America leads in education above elementary, 130–131, no. 7, Mar.
American Association for Adult Education: Organization, 58, no. 3, Nov.
American Association of University Women: Sponsors child study, 82, no. 5, Jan.
American Education Week: Observance, 77, no. 4, Dec.; 166, no. 9, May.
American Education Week will long continue, 30, no. 2, Oct.
American Home Economics Association: Home economics fellowship, 131, no. 7, Mar.; meeting, Asheville, N. C., 155, no. 8, Apr.
American Library Association: Meeting, Atlantic City, N. J., 56, no. 3, Nov.
Americanization activities by parent-teacher associations (Kohn), 9, no. 1, Sept.
Americanization work: Connecticut, civic pilgrimage, 175, no. 9, May.
Americans in Guatemala establish American school (Geissler), 32, no. 2, Oct.
Americans invited to the French memorial celebration, 169, no. 9, May.
Amoy, China: Education supported almost wholly by fees and private contributions, 29, no. 2, Oct.
Annusson, Juri: Independent Estonia promptly established an educational system, 64–67, no. 4, Dec.
Anthropometry: historical sketch, 128–129, no. 7, Mar.
Arbor Day: California, Luther Burbank honored, 63, no. 4, Dec.
Argentina: "United States schools," 108, no. 6, Feb.
Army (United States): Correspondence courses, 152–153, no. 8, Apr.; training camps, 168–169, no. 9, May.
Art: Circulating library, Picture club of Philadelphia, 59, no. 3, Nov.; Third International Exposition of Decorative Art, Monza, Italy, 7, no. 1, Sept.
Ashbaugh, E. J.: Need of uniformity in certification of high-school teachers, 154–155, no. 8, Apr.
Association of Colleges and Secondary Schools of the Middle States and Maryland: Grant to Commission on Secondary Schools from Carnegie Corporation, 187, no. 10, June.
Athletics: Philippine schools, overemphasis, 56, no. 3, Nov.; Texas rural schools, 119, no. 6, Feb.
Augusta, Kans.: Public-schools week, 99, no. 5, Jan.
Australia: English schoolboys' tour, 169, no. 9, May; funds to mothers, 190, no. 10, June. *See also* Victoria.
Australia (Western): Education, 171–173, no. 9, May; isolated children, instruction by correspondence, 188–189, no. 10, June.

B

Ballenger, Lou E.: Improvement of school yard becomes profitable community project, 12–15, no. 1, Sept.
Baltimore, Md.: Kindergarten children, vocabulary, 49, no. 3, Nov.; kindergarten pupils, record card, 146, no. 8, Apr.; public schools, bird boxes made by scholars, 49, no. 3, Nov.; school orchestras, 158, no. 8, Apr.; study of home economics, public schools, 165–166, no. 9, May; summer schools, advantageous to many children, 96, no. 5, Jan.; Western High School, home study investigation, 109, no. 6, Feb.
Banking and elementary economics: High schools, Wisconsin, 109, no. 6, Feb.
Basel, Switzerland: Expenditures for public education, 60, no. 3, Nov.
Bath house attendants: Training school, Hot Springs National Park, 71, no. 4, Dec.
Bayhay Agricultural School, Leyte, P. I.: Rubber seedlings' grain for distribution, 122, no. 7, Mar.
Belden, Charles F. D.: Looking forward to wider usefulness for public libraries, 59, no. 3, Nov.
Bennion, Milton: Character best developed by stimulating worthy social purposes, 1–2, no. 1, Sept.
Bible study: Portland, Oreg., high-school students, 39, no. 2, Oct.
Bird boxes: Made by boys in industrial art shops, Baltimore (Md.) public schools, 49, no. 3, Nov.
Bird life: Conservation, Rockford Park, Wilmington, Del., 198, no. 10, June.
Bishop, Nathan: First full-time city school superintendent, 70, no. 4, Dec.
Black Rock, Conn.: Juvenile protection, 91, no. 5, Jan.
Blais, Ralph J.: Industrial school in contact with manufacturing establishments, 93, no. 5, Jan.
Bliss, Walton B.: Good citizenship built upon civic integrity in high school, 121–122, no. 7, Mar.
Bohemia: Children go to school on skis, 58, no. 3, Nov.
Bolivia: Agricultural education, 31, no. 2, Oct.
Bostwick, Arthur E.: Children learn from libraries because they are interested, 51, no. 3, Nov.
Botany: University of Texas, 115, no. 6, Feb.
Boy Scouts: Organized in Alaskan school, 32, no. 2, Oct.
Brannon, Melvin A: Institution's location based on scientific survey, 48, no. 3, Nov.
Brazil: Commercial schools, now regulations, 28, no. 2, Oct.; diffusion of primary education, 60, no. 3, Nov.; girls' reform school, Recife, 60, no. 3, Nov.; rural primary schools and night schools for adults, 60, no. 3, Nov.; "United States schools," 108, no. 6, Feb.
Brazilian school named in honor of the United States (Morgan), 131, no. 7, Mar. *See also* "Escala Municipal Estados Unidos."
Buncombe County's excellent work for adult illiterates (Alderman), 176–179, no. 9, May.
Bunker, Frank F.: Education in Hawaii is directed to students of many races, 105–108, no. 6, Feb.
Bureau of Education. *See* United States Bureau of Education.
Butler, Nicholas M.: Essence of education, page 3 of cover, no. 3, Nov.; Lay the foundation for higher intellectual and spiritual life, page 4 of cover, no. 6, Feb.
Byler, *Mrs.* James W.: Washington associations aid dependent children, 97, no. 5, Jan.

C

California: Juvenile protection, 91, no. 5, Jan.; Public Schools Week, 77, no. 4, Dec.; Sonoma County rural schools, observance of National Music Week, 7, no. 1, Sept.; teacher placement, 139, no. 7, Mar.
Camp summer school housed in comfortable residence halls (Cassidy), 94–96, no. 5, Jan.
Carnegie Corporation: Grant to Commission on Secondary Schools, Association of Colleges and Secondary Schools of the Middle States and Maryland, 187, no. 10, June.
Cassidy, Rosalind: A camp summer school housed in comfortable residence halls, 94–96, no. 5, Jan.
Catholic schools: Growth in United States, 32, no. 2, Oct.
Certification of teachers: High schools, Need of uniformity, 154–155, no. 8, Apr.
Character best developed by stimulating worthy social purposes (Bennion), 1–2, no. 1, Sept.
Character education: General objectives, page 4 of cover, no. 1, Sept.
Character training: Work of "Knighthood of Youth," 36–37, no. 2, Oct.
Charles University, Prague: Attendance 119 no. 6, Feb.
Chicago Normal College: Song contests, 96, no. 5, Jan.
Chico (Calif.) State Teachers College: Summer School, 3–5, no. 1, Sept.
Child, George N.: A year of school life saved to children of Salt Lake City, 153, no. 8, Apr.
Child care taught with living subject, 68–69, no. 4, Dec.
Child health: Promotion by parent-teacher associations, 147–148, no. 8, Apr.
Child study: Fostered by university women, 82, no. 5, Jan.
Child Study Association of America: Conference to consider newer ways of dealing with children, 56, no. 3, Nov.
Children go to school on school skis (Lippert), 58, no. 3, Nov.
Children learn from libraries because they are interested (Bostwick), 51, no. 3, Nov.
Chilean students with American correspondents (Hopper), 7, no. 1, Sept.
Chili: Practical and cultural courses for railway employees and families, 60, no. 3, Nov.
Christmas season in the schools (Reynolds), page 3 of cover, no. 4, Dec.
Cities maintain schools in great variety, 23, no. 2, Oct.
Citizenship: Built upon civic integrity in high school, 121–122, no. 7, Mar.
City school board organized for efficient administration (Shull), 38–39, no. 2, Oct.
City school superintendent: First in United States, 70, no. 4, Dec.
Civic integrity in high schools: Good citizenship built upon, 121–122, no. 7, Mar.
Civilization has become a matter of applied science, page 4 of cover, no. 8, Apr.
Classics: Providence, R. I., high schools, 29, no. 2, Oct.
Code of ethics for parent-teacher associations (Pryor), page 3 of cover, no. 7, Mar.
College attendance beneficial, even in failure, 30, no. 2, Oct.
College catalogs aid high-school advisers, 198, no 10, June.
College entrance requirements: And junior high schools, 10 no. 1, Sept; and junior colleges, 16–17, no. 1, Sept.
College teaching: Discussion of objectives, page 3 of cover, no. 8, Apr.
Colleges and universities: Accredited, greatest number in New York State, 18, no. 1, Sept.; freshmen problems, 21–23, no. 2, Oct.; function to train common citizen page 3 of cover, no. 2, Oct.; parent-teacher work, courses, 57, no. 3, Nov.; Prague, Czechoslovakia, 119, no. 6, Feb.; preliminary instruction of freshmen, 7, no. 1, Sept.; residence and migration of students, 133–134, no. 7, Mar. *See also* Higher education; Universities.
Cologne, Germany: Vocational guidance, 109, no. 6, Feb.
Colorado: Juvenile protection, 91, no. 5, Jan.
Commercial education: Leeds, England, 123–127, no. 7, Mar.
Commercial problems in accounting: Philippine School of Commerce, 51, no. 3, Nov.
Commercial schools: Brazil, new regulations, 28, no. 2, Oct.
Commission on Secondary Schools (Association of Colleges and Secondary Schools of the Middle States and Maryland): Grant from Carnegie Corporation, 187, no. 10, June; meeting, Philadelphia, 164, no. 9, May.
Commonwealth Fund: Fellowships for Englishmen in American universities, 195, no. 10, June.
Complete State support wisest way to finance public schools (Swift), 81–82, no. 5, Jan.
Compulsory education law: Cuba, 39, no. 2, Oct.
Comstock, Lula M.: Cities maintain schools in great variety, 23, no. 2, Oct.
Conditions favor integration of junior colleges with high schools (Koos), 161–164, no. 9, May.
Congress of Neurology and Psychiatry, France: Americans invited, 169, no. 9, May.
Congress of Parents and Teachers: Juvenile protection work; 91, no. 5, Jan.
Congress of Parents and Teachers conducts courses for parents (Wilkinson), 57–58, no. 3, Nov.
Connecticut: Compensation to member of a town school committee not authorized, 148, no. 8, Apr.
Connecticut Americanization classes make civic pilgrimage, 175, no. 9, May.
Conservation of bird life made a community interest (Findlay), 198, no. 10, June.
Consolidation of schools: Farmington, Conn., 53–56, no. 3, Nov.
Constitution Day: Enrollment for free correspondence courses, 2, no. 1, Sept.
Constitution of the United States: Anniversary, 10, no. 1, Sept.
Cook, Katherine M.: Impressions of the Dallas meeting, Department of Superintendence, 151, no. 8, Apr.; National Education Association meets at Philadelphia, 11, no. 1, Sept.
Coolidge, Calvin: Greetings to Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, page 4 of cover, no. 10, June.
Correspondence courses: Land-grant colleges, women taking, 58, no. 3, Nov.; United States Army, 152–153, no. 8, Apr.; Western Australia, 188–189, no 10, June.
Costa Rica: American teachers of English, 199, No. 10, June; teachers' salaries, 60, no. 3, Nov.
Costa Rica offers prizes to native authors, 119, no. 6, Feb.
County boards of education: North Carolina, 139, no. 7, Mar.
Courses of Study: State, 30, no. 2, Oct.
Covert, Timon: Valley school holds summer sessions at foot of Mount Shasta, 3–5, no. 1, Sept.
Crime: Scientific study, Columbia University, 27, no. 2, Oct.
Crippled children: Rehabilitation work, Alabama, 49, no. 3, Nov.; Richmond (Va.), hospitals, education, 49, no. 3, Nov.
Crook County, Wyo.: Teachers and professional training, 189, no. 10, June.
Crusader spreading the gospel of health, ethics, and patriotism (Hammond) 167–69, no. 9, May.
Cuba: Compulsory education law, 39, no. 2, Oct.; "technical attaché in public instruction," 60, no. 3, Nov.
Culture of new and liberal tendencies evolved by Mexican people (Fernald), 143–146, no, 8, Apr.
Curriculum: Superintendents' commission on, 166, no. 9, May.

Curtis, Henry S.: Volley ball an excellent game for schools, 48, no. 3, Nov.
Czech language: Required subject in secondary schools and training colleges for teachers, Czechoslovakian Republic, 60, no. 3, Nov.
Czechoslovakia: Hotels for university students, 67, no. 4, Dec.; instruction on constitution, 60, no. 3, Nov.; kindergartens, 173, no. 9, May; public school houses used for instruction of illiterate soldiers, 17, no. 1, Sept.; schools for foresters, 139, no. 7, Mar.; teachers elect members of school board, 153, no. 8, Apr.; teachers of trade continuation schools, 60, no. 3, Nov.
Czechoslovakian university well attended, 119, no. 6, Feb.

D

Dallas meeting of the Department of Superintendence (Adams), 135, no. 7, Mar.
Dalton plan: Use in various cities, 108, no. 6, Feb.; Use of library increased, 49, no. 3, Nov.
Danielson, Clarence H.: Successful governmental experiment in correspondence instruction, 152–153, no. 8, Apr.
Davis, Mary D.: Conference of Council of Parental Education, 71, no. 4, Dec.
Davis, Roy T.: Trained Americans teach English in Costa Rica, 199, no. 10, June.
Dawson, Allan: New regulations prescribed for Brazilian commercial schools, 28, no. 2, Oct.
Deans of women: Formal instruction, 86, no. 5, Jan.
Definition-hunting: Milwaukee, Wis., public schools, 39, no. 2, Oct.
Delaware: State participation in cost of public education, 155, no. 8, Apr.
Deming, Robert C.: Connecticut Americanization classes make civic pilgrimage, 175, no. 9, May.
Denmark: School sessions, 60, no. 3, Nov.
Dental hygienists: New York State, employed in schools, 27, no. 2, Oct.
Department of Superintendence (National Education Association): Fourth curriculum study, 166, no. 9, May; meeting, Dallas, Tex., 135, no. 7, Mar. 151, no. 8, Apr.; meeting, Boston, Mass., 169, no. 9, May; resolution on children of rural districts, 142, no. 8, Apr.; resolution on U. S. Bureau of Education, 164, no. 9, May.
Dependent children: Washington, D. C., 97, no. 5, Jan.
Detroit, Mich.: Home economics, Cass Technical High School, 6–7, no. 1, Sept.; part-time employment of intermediate school children, 51, no. 3, Nov.; trade schools, 148, no. 8, Apr.
Detroit College of Medicine and Surgery: Work, 127, no. 7, Mar.
Diphtheria immunity for New York children, 27, no. 2, Oct.
Diphtheria test (Schick): Given pupils in Shelby County, Ohio, 29, no. 2, Oct.
Diplomas: State normal schools, Pennsylvania, 44, no. 3, Nov.
Discuss contemporary issues courageously and frankly, page 3 of cover, no. 8, Apr.
Dow, Edward: Intercourse of Dutch and American pupils, 19, no. 1, Sept.
Dressmaking: Alabama girls win prizes, 29, no. 2, Oct.
Duluth, Minn.: Leadership classes, 57, no. 3, Nov.
Dutch and American pupils: Correspondence between, 19, no. 1, Sept.
Dyeing: Model school and factory, Punjab, India, 32, no. 2, Oct.

E

Earnestly striving to revive Irish language and literature (Abel), 98–99, no. 5, Jan.
Eastern countries. *See* Oriental service.
Eastern Montana Normal School: Location based on scientific survey, 48, no. 3, Nov.
Eaton, George A.: Year of school life saved to children of Salt Lake City, 153, no. 8, Apr.
Educating a scanty population scattered over enormous area, 171–173, no. 9, May.
Education: Items from various sources, 60, no. 3, Nov.
Education and industry: Leeds, England, bridging gap between, 123–127, no. 7, Mar.
Education in Amoy supported wholly by fees and private contributions (Webber), 29, no. 2, Oct.
Education in Hawaii is directed to students of many races (Bunker), 105–108, no. 6, Feb.
Educational agency of great value, 50, no. 3, Nov.
Educational associations: American Association for Adult Education, organization, 58, no. 3, Nov.; American Association of University Women, sponsors child study, 82, no. 5, Jan.; American Home Economics Association, meeting, Asheville, N. C., 155, no. 8, Apr.; Association of Colleges and Secondary Schools of the Middle States and Maryland, grant to Commission on Secondary Schools from Carnegie Corporation, 187, no. 10, June; Child Study Association of America, meeting, Baltimore, Md., 56, no. 3, Nov.; Commission on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland, meeting, Philadelphia, Pa., 164, no. 9, May; Congress of Parents and Teachers, juvenile protection work, 91, no. 5, Jan.; four international conferences, 110, no. 6, Feb.; International Education Conference, meeting, Prague, Czechoslovakia, 103, no. 6, Feb.; International Federation of Students, meeting, Prague, 58, no. 3, Nov.; International Kindergarten Union, report of reading readiness committee, 74–76, no. 4, Dec.; National Committee on Research in Secondary Education, meeting, Dallas, Tex., 159, no. 8, Apr.; National Committee on Home Education, meeting, Washington, D. C., 56, no. 3, Nov.; National Committee on Research in Secondary Education, studies, 92–93, no. 5, Jan.; National Congress of Parents and Teachers, meeting, Oakland, Calif., 127, no. 7, Mar., preschool work, 111, no. 6, Feb., "summer round-up," 31, no. 2, Oct.; National Council of Parental Education, meeting, Detroit, Mich., 71, no. 4, Dec.; New Education Fellowship, meeting, Locarno, Switzerland, 111, no. 6, Feb.; World Conference on Education, meeting, Toronto, Canada, Aug. 7–12, 108, no. 6, Feb. *See also* Department of Superintendence; National Education Association; Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation.
Educational literature. *See* New books in education; Recent publications, U. S. Bureau of Education.
Educational surveys: Rutgers University, 50, no. 3, Nov.
Effective thrift work by parent-teacher associations (Wilkinson), 68–69, no. 4, Dec.
Elbeuf, France: Industrial manufacturing school, 93, no. 5, Jan.
Elementary schools: Six-year, 19, no. 1, Sept.
Ellis, Leon H.: American school in Guatemala begins auspiciously, 127, no. 7, Mar.
Engert, C. Van H.: Professors for Chile engaged in Europe, 150, no. 8, Apr.
Engineering education: Increase in number of students, 35, no. 2, Oct.
England: Technical courses desired, 50, no. 3, Nov.
England and Wales: School hygiene, 138–139, no. 7, Mar.
English city has bridged the gap between education and industry (Graham), 123–127, no. 7, Mar.
English language: Costa Rica, American teachers, 199, no. 10, June; Paraguay, schools and colleges, 60, no. 3, Nov.
English schoolboys make tour of Australia, 169, no. 9, May.
"Escala Municipal Estados Unidos," 130, no. 7, Mar.
Essence of education: Page 4 of cover, no. 3, Nov.
Estonia: Educational system, 64–67, no. 4, Dec.; ruling on name by Geographic Board, 70, no. 4, Dec.
Examinations to measure assimilation of knowledge (Lowell), page 4 of cover, no. 9, May.
Excellent material for kindergarten instruction often available but not recognized (Theile *and* Weed), 18, no. 1, Sept.
"Excursion day": Prairie View State Normal and Industrial College, Texas, 119, no 6, Feb.
Expositions: Educational value, 50, no. 3, Nov.
Eyesight Conservation Council of America: Bulletin, 59, no. 3, Nov.

F

Fabricant, Josephine M.: A teacher's thanksgiving, page 4 of cover, no. 4, Dec.; Truants, page 3 of cover, no. 9, May; Vicarious parenthood, page 3 of cover, no. 1, Sept.
Farmers, Alabama Polytechnic Institute, short courses, 82, no. 5, Jan.
Farmington, Conn.: Consolidation of schools, 53–56, no. 3, Nov.
Faulkner, Mary: Home economics to solve problems of social relationships, 165–166, no. 9, May.
Federal irrigation projects, 115, no. 6, Feb.
Fellowships for Englishmen in American universities, 195, no. 10, June.
Fernald, Frances M.: Culture of new and liberal tendencies evolved by Mexican people, 143–146, no. 8, Apr.
Ferriss, Emery N.: Wide variations of practice in small junior high schools, 193–195, no. 10, June.
Filipinos too enthusiastic in athletics, 56, no. 3, Nov.
Findlay, Violet: Conservation of bird life made a community interest, 198, no. 10, June.
Fire: Alabama schoolhouses, defective flues principal cause, 28, no. 2, Oct.
First city school superintendent, 70, no. 4, Dec.
Fletcher, Henry P: Italian Government permits exchange of professors, 142, no. 8, Apr.
For the interchange of ideas and experiences of Pacific nations (Work), 101–103, no. 6, Feb.
"Foreign language schools," Hawaii: Supreme Court decisions, 158, no. 8, Apr.
Foremost need of American secondary education (Pritchett), page 4 of cover, no. 5, Jan.
Foresters: Schools in Czechoslovakia, 139, no. 7, Mar.
Four international educational conferences are coming, 110, no. 6, Feb.
Free lectures: Board of Education, New York City, declining, 109, no. 6, Feb.
French language: Virginia high schools, 119, no. 6, Feb.
Freshmen problems are the most difficult that colleges must meet (Klein), 21–23, no. 2, Oct.
Function of the college to train the common citizen (Klein), page 3 of cover, no. 2, Oct.
Further development of junior colleges seems inevitable, 190, no. 10, June.

G

Games: Volley ball, 48, no. 3, Nov.
Games and equipment for rural schools, 166, no. 9, May.
Gardeners: School for training professional, Czechoslovakia, 159, no. 8, Apr.
Geissler, Arthur: Americans in Guatemala establish American school, 32, no. 2, Oct.
General Education Board: Civilization has become a matter of applied science, page 4 of cover, no. 8, Apr.
General objectives of character education, page 4 of cover, no. 1, Sept.
General survey of Rutgers University, 50, no. 3, Nov.
George Peabody College for Teachers: Bequest, 76 no. 4, Dec.
George Washington University: Social intelligence tests, 71, no. 4, Dec.
Georgia: Revolving farms plan, 184–187, no. 10, June.
Girl Scouts: United States, statistics, 127, no. 7, Mar.
Glass, James M.: Mission of junior high school is in articulation and guided exploration, 112–115, no. 6, Feb.
Good citizenship built upon civic integrity in high school (Bliss), 121–122, no. 70, Mar.
Good habits: Formation among children, 156–158, no. 8, Apr.
Graham, James: English city has bridged the gap between education and industry, 123–127, no. 7, Mar.
Greek: William Penn Charter School, Philadelphia, Pa., enrollment, 131, no. 7, Mar.
Greenleaf, Walter J.: High-school students as wage earners, 17, no. 1, Sept.
Grizzell, E. D.: Accrediting agency for Middle States secondary schools, 164, no. 9, May; Aid for Commissions on Secondary Schools, 187, no. 10, June.
Guatemala: Americans established school, 32, no. 2, Oct.; American schools, 127, no. 7, Mar.

H

Haeberle, A. T.: Result of war on Saxon school enrollment, 153, no. 8, Apr.
Haiti: Practical work for rural-school pupils, 39, no. 2, Oct.
Hammond, John H.: A crusader spreading the gospel of health, ethics, and patriotism, 167–169, no. 9, May.
Handicapped children: Marion, Ill., preparation of teachers for, 155, no. 8, Apr.
Harvard University: Fewer hours of teaching, 169, no. 9, May.
Haviland, Mary S.: "Knighthood of youth"—a new solution of an old problem, 36–37, no. 2, Oct.
Hawaii: Education, 105–108, no. 6, Feb.; "foreign language schools," decision of Supreme Court regarding, 158, no. 8, Apr.; libraries, 27, no. 2, Oct.; problems in education and engineering, 101–103, no. 6, Feb.
Hawaii National Park, volcanic phenomena and gorgeous vegetation, 116–118, no. 6, Feb.
Health education: Normal schools, Connecticut, 27, no. 2, Oct.
Health training: U. S. Army training camps, 167–169, no. 9, May.
Heingartner, Robert W.: Municipal lodging house for visiting school children, 19, no. 1, Sept.
High school of Practical Arts, Boston, Mass.: Store course in retail selling, 131, no. 7, Mar.
High-school students as wage earners (Greenleaf), 17, no. 1, Sept.
High schools: Certification of teachers, need of uniformity, 154–155, no. 8, Apr.; good citizenship built upon civic integrity in, 121–122, no. 7, Mar.; integration with junior colleges, 161–164, no. 9, May; Michigan, homogeneous grouping of pupils, 52, no. 3, Nov.; New York State, ability grouping, 29, no. 2, Oct.; Philippine Islands, tuition charge considered, 58, no. 3, Nov.; students in Greek classes, William Penn Charter School, Philadelphia, Pa., 131, no. 7, Mar.
Higher education, object, 61–63, no. 4, Dec. *See also* Colleges and universities; Universities.
Hiram College, Ohio: Self-help, 135, no. 7, Mar.
History (local): Taylor (Tex.) High School, 32, no. 2, Oct.
Hitch, Calvin M.: Expenditures for public education in Basel, Switzerland, 60, no. 3, Nov.
Home economics course influences personal conduct and strengthens character (Livingstone), 6–7, no. 1, Sept.
Home economics fellowship: American Home Economics Association, 131, no. 7, Mar.
Home economics to solve problems of social relationships (Faulkner), 165–166, no. 9, May.
Home education committee: Meeting, Washington, D. C., 56, no. 3, Nov.
Home improvement: Teachers' aid, Lineville, Ala., 49, no. 3, Nov.
Home making: New York City, public schools, 78–79, no. 4, Dec.
Home study: Western High School, Baltimore, Md., investigation among pupils, 109, no. 6, Feb.
Homogeneous grouping: Michigan high schools, value, 52, no. 3, Nov.
Homesteads: Acquired by pupils, Isabela (P. I.) Provincial High School at Cabagan.
Honour, Theo.: Pan-Pacific Conference in Honolulu marks beginning of new epoch, 191–192, 195, no. 10, June.
Hoover, Herbert: On free universal education, 28, no 2, Oct.
Hopper, George D.: Chilean students wish American correspondents, 7, no. 1, Sept.
Household equipment: Milwaukee, Wis., high schools, 131, no. 7, Mar.
How home making is taught in New York City public schools (Westfall), 78–79, no. 4, Dec.

I

If youth but knew that which men for themselves must learn (Work), page 4 of cover, no. 7, Mar.
Illiteracy: North Dakota, campaign against, 108, no. 6, Feb.; Porto Rico, campaign against, 67, no. 4, Dec.; India, 47, no. 3, Nov.

Illiterates: Education of adults, Buncombe County, N. C., 176-179, no. 9, May; teaching, 170, no. 9, May.
Important studies in secondary education are in progress, 92-93, no. 5, Jan.
Impressions of the Dallas meeting, Department of Superintendence (Cook), 151, no. 8, Apr.
Improvement of school yard becomes profitable community project (Ballenger), 12-15, no. 1, Sept.
Independent Estonia promptly established an educational system (Annusson), 64-67, no. 4, Dec.
India: Education, 47, no. 3, Nov.; illiteracy, 47, no. 3, Nov.; model school and factory, dyeing, 32, no. 2, Oct.; students in schools and colleges of Great Britain, 199, no. 10, June.
Indiana: Prevocational school for retarded girls, 83-86, no. 5, Jan.; teachers institutes, extension study, 139, no. 7, Mar.
Indianapolis (Ind.): Grade Teachers' Association, scholarship fund, 158, no. 8, Apr.
Industrial arts: Training teachers, Maryland, 159, no. 8, Apr.
Industrial school in contact with manufacturing establishments (Blais), 93, no. 5, Jan.
Industry and education: Leeds, England, bridging gap between, 123-127, no. 7, Mar.
Intelligence tests: George Washington University, 71, no. 4, Dec.
Intermediate school pupils work out of school hours, 51, no. 3, Nov.
International congress of students at Prague (Lippert), 58, no. 3, Nov.
International Education Conference: Meeting, Prague, Czechoslovakia, 103, no. 6, Feb.
International Exposition of Decorative Art (Third): Meeting, Monza, Italy, 7, no. 1, Sept.
International Federation of Students: Meeting, Prague, 58, no. 3, Nov.
International Kindergarten Union: Reading readiness committee, report, 74-76, no. 4, Dec.
Irish language and literature: Efforts to revive, 98-99, no. 5, Jan.
Ironwood, Mich.: Public school library, 87, no. 5, Jan.
Irrigation: United States, 115, no. 6, Feb.
Isolated children receive instruction by correspondence, 188-189, no. 10, June.
Italians make display of decorative art, 7, no. 1, Sept.
Italy: Universities, exchange of professors, 142, no. 8, Apr.

J

Japanese: Schools in Hawaii, 106-107, no. 6, Feb.
Jay, Peter A.: Pan-American interchange of students and professors, 119, no. 6, Feb.
Judd, Charles H.: A six-year elementary school, 19, no. 1, Sept.
Junior colleges: Further development, 190, no. 10, June; integration with high schools, 161-64, no. 9, May.
Junior high-school course based on two rotating cycles (Romer), 8-9, no. 1, Sept.
Junior high schools: Mission, 112-115, no. 6, Feb.; variations of practice, 193-195, no. 10, June.
Junior high schools and college entrance requirements (Klein), 16-17, no. 1, Sept.
Juvenile delinquency: Chicago, Ill., subnormality a factor, 76, no. 4, Dec.
Juvenile protection work of Congress of Parents and Teachers (Wilkinson), 91, no. 5, Jan.

K

Kansas City, Mo.: Parents' extension committee, 57, no. 3, Nov.
Kindergarten children: Baltimore, Md.; vocabulary, 49, no. 3, Nov.
Kindergartens: Baltimore, Md., record card for pupils, 146, no. 8, Apr.; Czechoslovakia, 173, no. 9, May; material for instruction, 18, no. 1, Sept.; Paraguay, 18, no. 1, Sept.
Klein, Arthur J.: Freshman problems are the most difficult that colleges must meet, 21-23, no. 2, Oct.; Function of the college to train the common citizen, page 3 of cover, no. 2, Oct.; Junior high schools and college entrance requirements, 16-17, no. 1, Sept.
"Knighthood of Youth"—a new solution of an old problem (Haviland), 36-37, no. 2, Oct.
Kohn, Laura U.: Americanization activities by parent-teacher associations, 9, no. 1, Sept.
Koos, Leonard V.: Conditions favor integration of junior colleges with high schools, 161-164, no. 9, May.
Kreeck, George: Kindergartens in Paraguay, 18, no. 1, Sept.; Study of English in schools and colleges in Paraguay, 60, no. 3, Nov.

L

Labor problems: Books in American libraries, 32, no. 2, Oct.
Lamport, Adelaide: Prevocational school serves special needs of retarded girls, 83-86, no. 5, Jan.
Land-grant colleges: Extension and correspondence courses, excess of women taking, 58, no. 3, Nov.
Languages of nations: Schools changing, 90-91, no. 5, Jan.
Latin: Providence, R. I., high school, 29, no. 2, Oct.
Latin students: Thomas Jefferson High School, New York City; highest in intelligence, 127, no. 7, Mar.
Lay the foundation for higher intellectual and spiritual life (Butler), page 4 of cover, no. 6, Feb.
Leadership courses, 57-58, no. 3, Nov.
Leeds, England: Bridging gap between education and industry, 123-127, no. 7, Mar.
Legitimate field of university is to inculcate the habit of learning (Work), 61-63, no. 4, Dec.
Leland Stanford Junior University: Elimination of freshmen and sophomore classes anticipated, 58, no. 3, Nov.
Let us profit by Australian experience, 150, no. 8, Apr.
Libraries: Books on labor problems, 32, no. 2, Oct.; children's work, 51, no. 3, Nov.; county service, 115, no. 6, Feb.; Jewish centers, 139, no. 7, Mar.; school, foremost in struggle for universal education, 45-47, no. 3, Nov.; Picture Club of Philadelphia, circulating library of art, 59, no. 3, Nov.; Prague, for workmen, 15, no. 1, Sept.; use increased under Dalton plan, 49, no. 3, Nov.; wider usefulness of public, 59, no. 3, Nov.
Library car: Missoula County (Mont.), 187, no. 10, June.
Library facilities in outlying dependencies, 27, no. 2, Oct.
Lineville, Ala.: Teacher's aid in home improvement, 49, no. 3, Nov.
Lippert, Emanuel V.: Children go to school on school skis, 58, no. 3, Nov.; Czechoslovakia university well attended, 119, no. 6, Feb.; International Congress of students at Prague, 58, no. 3, Nov.; Living accommodations for Czechoslovakian students, 67, no. 4, Dec.; Many small libraries for Prague workmen, 15, no. 1, Sept.; Methods and results of adult education, 56, no. 3, Nov.; Notes of Czechoslovakian kindergartens, 173, no. 9, May; Physicians give instruction for better motherhood, 39, no. 2, Oct.; Prague conducting active crusade against tuberculosis, 29, no. 2, Oct.; School for training professional gardeners, 159, no. 8, Apr.; Teachers elect members of school board, 153, no. 8, Apr.; Ten schools for training professional foresters, 139, no. 7, Mar.
Little, Martha R.: Whole families are at school under revolving farms plan, 184-187, no. 10, June.
Livingstone, Helen: Home economics course influences personal conduct and strengthens character, 6-7, no. 1, Sept.
Lloyd, Alfred H.: Inadequacy of teachers' salaries, 58, no. 3, Nov.
London: Enrollment of children of compulsory school age, 60, no. 3, Nov.
Looking forward to wider usefulness for public libraries (Belden), 59, no. 3, Nov.
Lowell, A. Lawrence: Examinations to measure assimilation of knowledge, page 4 of cover, no. 9, May.
Luther Burbank honored in Arbor Day, 63, no. 4, Dec.

M

McAndrew, William: Quality and responsibility of teaching, page 4 of cover, no. 2, Oct.
McBrien, J. L.: Nine months assured for Oklahoma schools, 169, no. 9, May.
Maintenance (school). *See* School support.
Man's effort to determine what is best in human proportions (Rogers), 128-129, no. 7, Mar.
Manual arts: Public schools, more time allotted, 82, no. 5, Jan.
Marshall, G. H.: Public schools' week in Augusta, Kans., 99, no. 5, Jan.
Maryland State Normal School: Training teachers in industrial arts, 159, no. 8, Apr.
Masonry: Stone-cutting and reinforced concrete, trade school at Paris, 60, no. 3, Nov.
Mather, Stephen T.: National parks are field laboratories for the study of nature, 41-44, no. 3, Nov.; Volcanic phenomena and gorgeous vegetation in Hawaii National Park, 116-118, no. 6, Feb.
Matter of geographic names, 70, no. 4, Dec.
Measurement: Bodily, 128-129, no. 7, Mar.
Medical extension classes: North Carolina, 131, no. 7, Mar.
Medical inspection of schools: England and Wales, 138-139, no. 7, Mar.
Mexico: Education, 143-146, no. 8, Apr.
Michigan: High schools, homogeneous grouping of pupils, 52, no. 3, Nov.
Mills, L. S.: School consolidation a gradual and spontaneous development, 53-56, no. 3, Nov.
Mills College, California: Summer camp, 94-96, no. 5, Jan.
Milwaukee, Wis.: Public schools, definition-hunting, 39, no. 2, Oct.; symphony concerts for school children, 67, no. 4, Dec.
Mississippi: Juvenile protection, 91, no. 5, Jan.
Mission of junior high school is in articulation and guided exploration (Glass), 112-115, no. 6, Feb.
Modern peoples express national ideals in public education (Work), 181-183, no. 10, June.
Montreal: School of printing, 60, no. 3, Nov.
Moral education: Report by committee of National Education Association, 1-2, no. 1, Sept.
More than law and medicine combined, 35, no. 2, Oct.
Morgan, Edwin V.: Brazilian school named in honor of the United States, 131, no. 7, Mar.
Morgan, Joy E.: School library foremost in struggle for universal education, 45-47, no. 3, Nov.
Motherhood: Institution, Prague, 39, no. 2, Oct.
Mountaineers: Georgia, education, 184-187, no. 10, June.
Moving train: School teaching, Ontario, 44, no. 3, Nov.
Municipal lodging house for visiting school children (Heingartner), 19, no. 1, Sept.
Music: Baltimore, Md., high schools, 89, no. 5, Jan. *See also* National Music Week.

N

National Association of Parents and Teachers: Michigan brand, membership, 27, no. 2, Oct.
National Child Welfare Association. *See* Knighthood of Youth.
National Committee on Home Education: Meeting, Washington, D. C., 5 6, no. 3, Nov.
National Committee on Research in Secondary Education: Meeting, 122, no. 7, Mar; program of studies, 92-93, no. 5, Jan.; (Windes), 159, no. 8, Apr.
National Congress of Parents and Teachers: Meeting, Oakland, Calif., 127, no. 7, Mar.; preschool work, 111, no. 6, Feb.; "summer round-up," 31, no. 2, Oct.
National Council of Parental Education: Meeting, Detroit, Mich., 71, no. 4, Dec.
National Education Association: Meeting, Philadelphia, Pa., 11, no. 1, Sept.; report of committee on character education, 1-2, no. 1, Sept. *See also* Department of Superintendence.
National Education Association (Committee on Character Education): General objectives of character education, page 4 of cover, no. 1, Sept.
National Education Association meets at Philadelphia (Cook), 11, no. 1, Sept.
National Music Week: Sonoma County, Calif., rural schools, 7, no. 1, Sept.
National parks are field laboratories for the study of nature (Mather), 41-44, no. 3, Nov.
National Physical Education Service: Activities, 72-73, no. 4, Dec.
National Recreation Congress: Meeting, Atlantic City, N. J., 71, no. 4, Dec.
National Recreation School, New York City: Training for leaders, 87, no. 5, Jan.
Nature study: National parks as field laboratories, 41-44, no. 3, Nov.
Need of uniformity in certification of high-school teachers (Ashbaugh), 154-155, no. 8, Apr.
Needs of many nations frankly set forth, 190, no. 10, June.
Nevada family: Public school for a single, 27, no. 2, Oct.
New books in education (Walcott), 20, no. 1, Sept.; 40, no. 2, Oct.; 80, no. 4, Dec.; 100, no. 5, Jan.; 120, no. 6, Feb.; 140, no. 7, Mar.; 160, no. 8, Apr.; 180, no. 9, May; 200, no. 10, June.
New Education Fellowship: Meeting, Locarno, Switzerland, 111, no. 6, Feb.
New regulations prescribed for Brazilian commercial schools (Dawson), 28, no. 2, Oct.
New school provides training for leaders in recreation (Panghurn), 87, no. 5, Jan.
New York City: Diphtheria immunity for children, 27, no. 2, Oct; public schools, home making, 78-79, no. 4, Dec.; school savings banks, deposits, 32, no. 2, Oct.; school visiting, 19, no. 1, Sept.; supervisor of thrift, 49, no. 3, Nov.
New York State: Accredited colleges, 18, no. 1, Sept.; dental hygienists employed in schools, 27, no. 2, Oct.; high schools, ability grouping, 29, no. 2, Oct.; public schools, religious instruction, 119, no. 6, Feb.
New York University: Accident prevention course, 47, no. 3, Nov.
Nicaragua: Government scholarships for education in foreign countries, 99, no. 5, Jan.
Nielsou, Minnie J.: Campaign against illiteracy in North Dakota, 108, no. 6, Feb.
Normal schools: Connecticut, courses in health education for nurses engaged in public-school health work, 27, no. 2, Oct.; Pennsylvania, more men in, 28, no. 2, Oct. *See also* Eastern Montana Normal School.
Normal schools (State): Pennsylvania, diplomas, 44, no. 3, Nov.
North Carolina: County boards of education, representative men on, 139, no. 7, Mar.; education of adult illiterates in Buncombe County, 176-179, no. 9, May; medical extension classes, 131, no. 7, Mar.
North Dakota: Campaign against illiteracy, 108, no. 6, Feb.; juvenile protection, 91, no. 5, Jan.
Nova Scotia: Graduates of normal schools, 139, no. 7, Mar.
Nursery-school problems discussed by New York conference, 189, no. 10, June.

O

Ohio State University: Seventh annual education conference, 115, no. 6, Feb.
Oklahoma: Nine months' school term, 169, no. 9, May.
Only those should teach who reach acceptable standards (Russell), page 3 of cover., no. 5, Jan.
Ontario: School teaching on moving train, 44, no. 3, Nov.
Orchestras (school): Baltimore, Md., 158, no. 8, Apr.
Oregon: Parents' educational bureau, 57, 58, no. 3, Nov.
Oregon State department issues Bible study course, 39, no. 2, Oct.
Organized summer camps for children have proved their worth (Ready), 24-27, no. 2, Oct.
Oriental service: School of Oriental Studies, London, 119, no. 6, Feb.

P

Pan-American interchange of students and professors, 119, no. 6, Feb.
Pan-Pacific Conference in Honolulu marks beginning of new epoch (Honour) 191-192, 195, no. 10, June.

Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation: Greetings by President Coolidge, page 4 of cover, no. 10, June; meeting, Apr. 11-16, 1927, Honolulu, 31, no. 2, Oct., 69, no. 4, Dec., 190, 191-192, 195, no. 10, June; opening address (Work), 181-183, no. 10, June; purpose, 101-103, no. 6, Feb.; resolutions, page 3 of cover, no. 10, June.
Pangburn, Weaver: New school provides training for leaders in recreation, 87, no. 5, Jan.; Playground beautification contest brings excellent results, 136-137, no. 7, Mar.
Paraguay: Kindergartens, 18, no. 1, Sept.; study of English in schools and colleges, 60, no. 3, Nov.
Parent-teacher associations: Americanization work, 9, no. 1, Sept.; code of ethics, page 3 of cover, no. 7, Mar.; effective thrift work, 68-69, no. 4, Dec.; health of children, 147-148, no. 8, Apr.; recreation promoted, 132, no. 7, Mar.
Parent-teacher associations actively support public education (Wilkinson), 196-197, 199, no. 10, June.
Parent-teacher associations maintain student loan funds (Wilkinson), 174-175, no. 9, May.
Parents: Courses for, Congress of Parents and Teachers, 57-58, no. 3, Nov.
Parents and teachers: Joint institute, Spokane, Wash., 97, no. 5, Jan.
Paris: Trade school of masonry, 60, no. 3, Nov.
Part-time employment: Intermediate school children, Detroit, Mich., 51, no. 3, Nov.
Patton, K. S.: Yugoslavia's teachers well trained but poorly paid, 19, no. 1, Sept.
Pennsylvania: Normal schools, more men in, 28, no. 2, Oct.; State normal schools, diploma only after two years' experience, 44, no. 3, Nov
Pennsylvania State College: New students photographed, 51, no. 3, Nov.
Pentathlon: Texas rural schools, 119, no. 6, Feb.
Peru: Campaign against illiteracy, 63, no. 4, Dec.
Philippine Islands: High schools, tuition charge considered, 58, no 3, Nov.; library facilities, 27, no. 2, Oct.; scholarship students, 60, no. 3, Nov.; student athletics, overemphasis, 56, no. 3, Nov.; student enrollment, 60, no. 3, Nov.
Philippine Postal Savings Bank: Student depositors, 60, no. 3, Nov.
Philippine School of Commerce: Commercial problems in accounting, 51, no. 3, Nov.
Phillips, May S.: Recent publications of the Bureau of Education, 15, no. 1, Sept.; 28, no. 2, Oct.; 58, no. 3, Nov.
Physical education: Promotion, 72-73, no. 4, Dec.
Picture Club of Philadelphia: Circulating library of art, 59, no. 3, Nov.
Pinel, Philippe: Memorial celebration, 169, no. 9, May.
Placement for teachers, 76, no. 4, Dec.
Platoon plan: Adopted in 34 cities, 28, no. 2, Oct.
Play: Organized, after school, 132, no. 7, Mar.
Playground beautification contest brings excellent results (Pangburn), 136-137, no. 7, Mar.
Playgrounds: Improvement, 12-15, no. 1, Sept.
Pointers for parents (Stitt), page 3 of cover, no. 6, Feb.
Popularity of reading courses is nation-wide, 50, no. 3, Nov.
Porrata, Oscar E.: Campaign against illiteracy in Porto Rico, 67, no. 4, Dec.
Portland, Oreg.: Bible study course, high school students, 39, no. 2, Oct.; school board, efficient administration, 38-39, no. 2, Oct.
Porto Rico: Campaign against illiteracy, 67, no. 4, Dec.; insurance of teachers, 60, no. 3, Nov.
"Posture drive": Junior 3 High School, Trenton, N. J., 17, no. 1, Sept.
Prague: Instruction for better motherhood, 39, no. 2, Oct.; libraries for workmen, 15, no. 1, Sept.; sanitarium for tuberculous school children, 29, no. 9, Oct.
Prairie View State Normal and Industrial College, Texas: "Excursion day," no. 6, Feb.
Preschool work of National Congress of Parents and Teachers (Wilkinson), 111, no. 6, Feb.
Prevocational school serves special needs of retarded girls (Lamport), 83-86, no. 5, Jan.
Price, Richard R.: Study as long as life lasts the ideal of adult education, 33-35, no. 2, Oct.
Printing, school: Montreal, 60, no. 3, Nov.
Pritchett, Henry S.: Foremost need of American secondary education, page 4 of cover, no. 5, Jan.
Promotion of child health a vital parent-teacher activity (Wilkinson), 147-148, no. 8, Apr.
Providence, R. I.: High schools, classical study maintains hold, 29, no. 2, Oct.
Pryor, H. C.: A code of ethics for parent-teacher associations, page 3 of cover, no. 7, Mar.
Public Health Service, United States: Reports available for subscription, 127, no. 7, Mar.
Public school for a single Nevada family, 27, no. 2, Oct.
Public Schools Week: Augusta, Kans., 99, no. 5, Jan.
Public Schools Week precursor of American Education Week (Adams), 77, no. 4, Dec.
Pupils' readiness for reading instruction upon entrance to first grade, 74-76, no. 4, Dec.

Q

Quality and responsibility of teaching (McAndrew), page 4 of cover, no. 2, Oct.

R

Radio and stereoptican: Combination for lecture purposes, Art Institute of Chicago, 103, no. 6, Feb.
Reading ability: Wheatland (Wyo.) graded school, overcoming differences, 109, no. 6, Feb.
Reading courses: U. S. Bureau of Education, popularity, 50, no. 3, Nov.
Reading readiness committee: International Kindergarten Union, report, 74-76, no. 4, Dec.
Ready, Marie M.: Organized summer camps for children have proved their worth, 24-27, no. 2, Oct.
Recent publications, U. S. Bureau of Education. *See* United States Bureau of Education, recent publications.
Recreation: New school provides for leaders, 87, no. 5, Jan.
Recreation is promoted by parent-teacher associations (Wilkinson), 132, no. 7, Mar.
Reindeer: Alaska, history of introduction, 170, no. 9, May; Canada contemplating purchase, 30, no. 2, Oct.
Reindeer meat: Widely used as food in Northwest, 149, no. 8, Apr.
Religious instruction: New York State, public schools, 119, no. 6, Feb.
Residence and migration of university and college students (Zook), 133-134, no. 7, Mar.
Retail selling: High School of Practical Arts, Boston, Mass., 131, no. 7, Mar.
Retarded girls: Prevocational school, South Bend, Ind., 83-86, no. 5, Jan.
Revolving-farms plan: Georgia, 184-187, no. 10, June.
Reynolds, Annie: The Christmas season in the schools, page 3 of cover, no. 4, Dec.
Richmond, Va.: Hospitals, instruction for crippled children, 49, no. 3, Nov.
Rochester, N. Y.: Scholarship fund, 149, no. 8, Apr.
Rogers, James F.: Man's effort to determine what is best in human proportions, 128-129, no. 7, Mar.; War-time disclosures led to National Physical Education Service, 72-73, no. 4, Dec.
Romer, Margaret: Junior high-school course based on two rotating cycles, 8-9, no. 1, Sept.
Rural churches: Pastors, special courses: 17, no. 1, Sept.
Rural districts: Children, 142, no. 8, Apr.
Rural education in Victoria is maintained at State expense, 141-142, no. 8, Apr.
Rural school children of California are familiar with high-class music, 7, no. 1, Sept.
Rural school meets: De Witt County, Tex., 67, no. 4, Dec.
Rural school supervisors: Conference, 97, no. 5, Jan.
Rural schools: Games and equipment, 166, no. 9, May; Haiti, practical work for pupils, 39, no. 2, Oct.
Russell, James E.: Only those should teach who reach acceptable standards, page 3 of cover, no. 5, Jan.
Russell, John H: Practical work for rural-school pupils, 39, no. 2, Oct.
Rutgers University: Survey, 50, no. 3, Nov.

S

Salt Lake City: Six-three-two plan, schools, 150, no. 8, Apr.
Salt Lake City's significant experiment, 150, no. 8, Apr.; 153, no. 8, Apr.
San Diego, Calif.: Memorial junior high school, activities, 8-9, no. 1, Sept.
Sargent, John G.: Young people do not acquire proper sense of responsibility, 89, no. 5, Jan.
Saskatchewan, Canada: Educational development, 118, no. 6, Feb.
Saxon elementary teachers must have university training (Waller), 104, no. 6, Feb.
Saxony: Elementary teachers and university education, 104, no. 6, Feb.; school enrollment, result of war, 153, no. 8, Apr.
Schoenfeld, Rudolf E.: Agricultural education in Bolivia, 31, no. 2, Oct.
Scholarship fund: Indianapolis, Ind., 158, no. 8, Apr.; Rochester, N. Y., 149, no. 8, Apr.
School boards: Czechoslovakia, teachers elect members, 153, no. 8, Apr.
School children: Municipal lodging house for visiting, Vienna, 19, no. 1, Sept.
School city: Cleveland, Ohio, organization, 103, no. 6, Feb.
School consolidation a gradual and spontaneous development (Mills), 53-56, no. 3, Nov.
School finance, 81-82, no. 5, Jan.
School grounds: Ontario, beautification, 166, no. 9, May.
School hygiene: England and Wales, 138-139, no. 7, Mar.; promotion by parent-teacher associations, 147-148, no. 8, Apr.
School library foremost in struggle for universal education (Morgan), 45-47, no. 3, Nov.
School news service: Trenton, N. J., 56, no. 3, Nov.
School of Oriental Studies, London: Preparation for service in Eastern countries, 119, no. 6, Feb.
School savings banks: New York City, deposits, 32, no. 2, Oct.
School sessions: Denmark, 60, no. 3, Nov.
School sites: New York State, 187, no. 10, June.
School superintendents (city): First in United States, 70, no. 4, Dec.
School support, 81-82, no. 5, Jan.
School support: State responsibility, 90, no. 5, Jan.
School term: Oklahoma, 169, no. 9, May.
School visiting: New York City, 19, no. 1, Sept.
School work: De Witt County, Tex., community occasion, 67, no. 4, Dec.
School yard: Improvement a profitable community project, 12-15, no. 1, Sept.
Schools are changing the languages of nations, 90-91, no. 5, Jan.
Scientific study of the value of homogeneous grouping (Wiudes), 52, no. 3, Nov.
Scottsville (Ky.) High School: Graduating class composed of teachers, lawyers, preachers, etc., 48, no. 3, Nov.
Secondary education: Foremost need, page 4 of cover, no. 5, Jan.; important studies in progress, 92-93, no. 5, Jan.; National Committee on Research, 122, no. 7, Mar.; United States leads other nations, 130-131, no. 7, Mar. *See also* Carnegie Corporation.
Sewing machine: School license to operate, seventh-grade pupils in School No. 3, Buffalo, N. Y., 129, no. 7, Mar. *See also* Carnegie Corporation.
Shaver, Helen M.: Using children's initiative to strengthen desirable habits (Shaver), 156-158, no. 8, Apr.
Shull, Frank L.: A city school board organized for efficient administration, 38-39, no. 2, Oct.
Shupe, Verna I.: Public school for a single Nevada family, 27, no. 2, Oct.
Sir George Newman's report on health of school children (Tait), 138-139, no. 7, Mar.
Six-three-two plan: Salt Lake City schools, 150, no. 8, Apr.; 153, no. 8, Apr.
Skis: Bohemian children go to school on, 58, no. 3, Nov.
Social intelligence test: George Washington University, 71, no. 4, Dec.
Song contests: Chicago Normal College, 96, no. 5, Jan.
State centralization in public school maintenance, 90, no. 5, Jan.
State universities. *See* Universities (State).
Stitt, Edward W.: Pointers for parents, page 3 of cover, no. 6, Feb.
Student government: University of Wisconsin, 48, no. 3, Nov.
Student loan funds: And parent-teacher associations, 174-175, no. 9, May.
Students: University and college, residence and migration, 133-134, no. 7, Mar.
Students photographed: Pennsylvania State College, 51, no. 3, Nov.
Study as long as life lasts the ideal of adult education (Price), 33-35, no. 2, Oct.
Subnormality a factor in juvenile delinquency, 76, no. 4, Dec.
Successful governmental experiment in correspondence instruction (Danielson), 152-153, no. 8, Apr.
Summer camps for children: Worth proved, 24-27, no. 2, Oct.
"Summer round-up" by National Congress of Parents and Teachers (Wilkinson), 31, no. 2, Oct.
Summer schools: Baltimore, Md., advantages to many children, 96, no. 5, Jan.; Chico (Calif.) State Teachers College, 3-5, no. 1, Sept.
Superior State courses of study are described, 30, no. 2, Oct.
Supplying the lack of youthful opportunity, 170, no. 9, May.
Supreme Court annuls Hawaiian statutes, 158, no. 8, Apr.
Surveys, educational. *See* Educational surveys.
Swift, Fletcher H.: Complete State support wisest way to finance public schools, 81-82, no. 5, Jan.
Symphony concerts for school children: Milwaukee, Wis., 67, no. 4, Dec.

T

Tait, Fred: Sir George Newman's report on health of school children, 138-139, no. 7, Mar.
Teacher placement: California, 139, no. 7, Mar.
Teachers: Acceptable standards, page 3 of cover, no. 5, Jan.; Crook County, Wyo.; 189, no. 10, June; Czechoslovakia, 153, no. 8, Apr.; 60, no. 3, Nov.; Nova Scotia, 139, no. 7, Mar.; placement, 76, no. 4, Dec.; Porto Rico, 60, no. 3, Nov.; preparation to teach handicapped children, Marion, Ill., 155, no. 8, Apr.; Saxony, 104, no. 6, Feb.; Yugoslavia, 19, no. 1, Sept.
Teacher's aid in home improvement: Lineville (Ala.) school, 49, no. 3, Nov.
Teachers' institutes: Indiana, extension study, 139, no. 7, Mar.
Teachers' insurance, Porto Rico, 60, no. 3, Nov.
Teachers must transmit ideals and traditions of Republic (Hoover), 28, no. 2, Oct.
Teachers' salaries: Costa Rica, 60, no. 3, Nov.; inadequacy, 58, no. 3, Nov.; payment during leave of absence, 51, no. 3, Nov.; Philadelphia elementary grades, 96, no. 5, Jan.
Teacher's thanksgiving: Fabricant, page 4 of cover, no. 4, Dec.
Teaching: Expertness, 115, no. 6, Feb.; quality and responsibility, page 4 of cover, no. 2, Oct.
Technical courses of study desired in England, 50, no. 3, Nov.
Technical education: Leeds, England, 123-127, no. 7, Mar.
Tests. *See* Intelligence tests.
Texas: School work, community occasion, De Witt County, 67, no. 4, Dec.
Thanksgiving (Work), page 4 of cover, no. 3, Nov.
Theile, Neele *and* Weed, Daisy: Excellent material for kindergarten instructions often available but not recognized, 18, no. 1, Sept.
Thrift: Inculcation by parent-teacher associations, 68-69, no. 4, Dec; supervisor, New York City, 49, no. 3, Nov.
Trade continuation schools: Czechoslovakia, teachers, 60, no. 3, Nov.
Trade schools: Detroit, Mich., 148, no. 8, Apr.
Trained minds bring practical benefit to mankind, 170, no. 9, May.
Training camps: U. S. Army, work, 167-169, no. 9, May.
Trenton, N. J.: School news service, 56, no. 3, Nov

Truants (Fabricant), page 3 of cover, no. 9, May.
Tuberculosis school children: Prague, 29, no. 2, Oct.
Tuition fees a departure from cherished tradition, 110, no. 6, Feb.
Turkey: Latin letters as medium for written and printed text, 131, no. 7, Mar.

U

Ultra-violet rays: Promotion of children's growth, 139, no. 7, Mar.
Unckles, Roderick W.: Costa Rica offers prizes to native authors, 119, no. 6, Feb.
United States: Educational system, 169, no. 9, May; leads in education above elementary, 130–131, no. 7, Mar.
United States Bureau of Education: Reading courses, popularity, 50, no. 3, Nov.; recent publications, 15, no. 1, Sept., 28, no. 2, Oct., 58, no. 3, Nov., 173, no. 9, May; requires additional specialists, 189, no. 10, June; resolution of Department of Superintendence, 164, no. 9, May.
United States Commissioner of Education: Annual report, 63, no. 4, Dec.
United States Public Health Service: Reports available for subscription, 127, no. 7, Mar.
"United States Schools:" South America, 108, no. 6, Feb.; 130, 131, no. 7, Mar.
Universities: American fellowships for Englishmen, 195, no. 10, June; inculcation of habit of learning, 61–63, no. 4, Dec.; Italy, exchange of professors, 142, no. 8, Apr. *See also* Colleges and universities; Higher education.
Universities (State): Expenditures, 67, no. 4, Dec.
University of Chile: Professors engaged in Europe, 150, no. 8, Apr.
University of London: Summer course for teachers, 187, no. 10, June.
University of Texas: Practical study of botany, 115, no. 6, Feb.
University of Virginia: Students investigate economic and local problems of State, 93, no. 5, Jan.
University of Wisconsin: Student government by men abandoned, 48, no. 3, Nov
Using children's initiative to strengthen desirable habits (Shaver), 156–158, no. 8, Apr.
Utah: School support, 81–82, no. 5, Jan.
Utrecht High School, New York City: Collection of college catalogs, 198, no. 10, June.

V

Valley school holds summer sessions at foot of Mount Shasta (Covert), 3–5, no. 1, Sept.
Vicarious parenthood (Fabricant), page 3 of cover, no. 1, Sept.
Victoria (Australasia): Education, 150, no. 8, Apr.; rural education, 141–142, no. 8, Apr.
Vienna: Municipal lodging house for visiting school children, 19, no. 1, Sept.
Virginia: Vocational agriculture, 155, no. 8, Apr.
Virginia University students investigate local conditions, 93, no. 5, Jan.
Vocabulary of Baltimore kindergarten children, 49, no. 3, Nov.
Vocational agriculture: Virginia, 155, no. 8, Apr.
Vocational guidance by German municipal institutes, 169, no. 6, Feb.
Volley ball an excellent game for schools (Curtis), 48, no. 3, Nov.

W

Wales: Adult education for young miners, 115, no. 6, Feb.
Walla Walla, Wash.: Adjusting high school students to new conditions, 93, no. 5, Jan.
Waller, George P.: Saxon elementary teachers must have university training, 104, no. 6, Feb.
War-time disclosures led to National Physical Education Service (Rogers), 72–73, no. 4, Dec.
Washington (D. C.) associations aid dependent children, 97, no. 5, Jan.
Webber, Leroy: Education in Amoy supported wholly by fees and private contributions, 29, no. 2, Oct.
Well-being and happiness are promoted by adult study (Alderman), 88–89, no. 5, Jan.
Western Australia: Education, 171–173, no. 9, May.
Westfall, Martha: How home making is taught in New York City public schools, 78–79, no. 4, Dec.
Wheatland, Wyo.: Reading ability tested in graded school, 109, no. 6, Feb.
Whole families are at school under revolving farms plan (Little), 184–187, no. 10, June.
Wide variations of practice in small junior high schools (Ferriss), 193–195, no. 10, June.
Wilkinson, Mildred R.: Congress of parents and teachers conducts courses for parents, 57–58, no. 3, Nov.; Effective thrift work by parent-teacher associations, 68–69, no. 4, Dec.; Juvenile protective work of Congress of Parents and Teachers, 91, no. 5, Jan ; Parent-teacher associations actively support public education, 196–197, 199, no. 10, June; Parent-teacher associations maintain student loan funds, 174–175, no. 9, May; Preschool work of National Congress of Parents and Teachers, 111, no. 6, Feb.; Promotion of child health a vital parent-teacher activity, 147–148, no. 8, Apr.; Recreation is promoted by parent-teacher associations, 132, no. 7, Mar.; "Summer round-up" by National Congress of Parents and Teachers, 31, no. 2, Oct.
Wilson, Lucy L. W.: Use of library increased threefold under Dalton plan, 49, no. 3, Nov.
Windes, Eustace E.: Scientific study of the value of homogeneous grouping, 52, no. 3, Nov.
Winnetka technique: Dalton plan, 108, no. 6, Feb.
Wisconsin: Lectures in schools on banking and elementary economics, 109, no. 6, Feb.
Wolcott, John D.: New books in education, 20, no. 1, Sept.; 40, no. 2, Oct.; 80, no. 4, Dec.; 100, no. 5, Jan.; 120, no. 6, Feb.; 140, no. 7, March; 160, no. 8, April; 180, no. 9, May; 200, no. 10, June.
Women: Correspondence and extension courses, land-grant colleges, 58, no. 3, Nov.
Work, Hubert: For the interchange of ideas and experiences of pacific nations, 101–103, no. 6, Feb.; If youth but knew that which we for themselves must learn, page 4 of cover, no. 7, March; Legitimate field of university is to inculcate the habit of learning, 61–63, no. 4, Dec.; Modern peoples express national ideals in public education, 181–183, no. 10, June; Thanksgiving, page 4 of cover, no. 3, Nov.
World Conference on Education: Meeting, Toronto, Canada, August 7–12, 108, no. 6, Feb.

Y

Year of school life saved to children of Salt Lake City (Child), 153, no. 8, Apr.
Yeomans, Henry A.: Fewer hours of teaching in Harvard College, 169, no. 9, May.
Young people do not acquire proper sense of responsibility (Sargent), 89, no. 5, Jan.
Yugoslavia: Teachers well trained but poorly paid, 19, no. 1, Sept.

Z

Zook, George F.: Residence and migration of university and college students, 133–134, no. 7, Mar.

O

SCHOOL LIFE

Volume XII
Number 1

September 1926

HALF THE CLASSES OF MOUNT SHASTA SUMMER SCHOOL MEET IN THE GROVES

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education Washington, D. C.

GOVERNMENT PRINTING OFFICE

CONTENTS

Page

Character Best Developed by Stimulating Worthy Purposes. *Milton Bennion* 1
Valley School Holds Summer Sessions at Foot of Mount Shasta. *Timon Covert* 3
Home Economics Course Influences Personal Conduct and Strengthens Character. *Helen Livingstone* 6
Rural School Children of California Are Familiar with High Class Music 7
Junior High School Course Based on Two Rotating Cycles. *Margaret Romer* 8
Americanization Activities by Parent-Teacher Associations. *Laura Underhill Kohn* . . . 9
Editorials: Junior High Schools and College Entrance 10
Observe the Anniversary of the Constitution 10
National Education Association Meets at Philadelphia. *Katherine M. Cook* 11
Improvement of School Yard Becomes a Profitable Community Project. *Lou E. Ballenger* . 12
Junior High Schools and College Entrance Requirements. *Arthur J. Klein* 16
Excellent Material for Kindergarten Instruction Often Available but Not Recognized. *Neele Theile and Daisy Weed* 18
Municipal Lodging House for Visiting School Children. *Robert W. Heingartner* 19
New Books in Education. *John D. Wolcott* 20
Vicarious Parenthood . . . . page 3 of cover
General Objectives of Character Education . . . . page 4 of cover

THE STORY OF THE DECLARATION OF INDEPENDENCE, a pamphlet of 20 pages, was recently published by the Bureau of Education in obedience to an act of Congress approved May 28, 1926. It contains the DECLARATION OF INDEPENDENCE, a brief summary of the historical events which resulted in its creation, and short biographical sketches of six of the foremost signers. It is intended to supply a copy of the pamphlet gratuitously to every school in the United States, both public and private. Any school superintendent who has not already received them may have, upon application to the Commissioner of Education, enough copies to supply every school building under his supervision. The number of buildings to be supplied should be stated in each application. The document is sold by the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents per copy, or $1 per hundred.

The Declaration of Independence in facsimile, printed on excellent paper 29 inches by 34 inches, may be purchased from the Superintendent of Documents at 15 cents per copy, post paid.

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

INDEX TO SCHOOL LIFE, Volume XI, September, 1925, to June, 1926, inclusive, has been issued. It will be sent free upon application to the Commissioner of Education, Washington, D. C.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., SEPTEMBER, 1926 No. 1

Character Best Developed by Stimulating Worthy Social Purposes

Committee of National Education Association on Character Education Submits Report. State Should Maintain Favorable Conditions for Moral Growth. Many Forces Must Cooperate for Development of Personality. Social Environment Outweighs All Other Influences. Ideals and Moral Standards Should, Nevertheless, be Taught in All Concrete Relations of Social Life

By MILTON BENNION
Dean School of Education, University of Utah; Chairman Committee on Character Education

CHARACTER is very complex; it is a quality of the whole of personality, and as a consequence character education can not be segregated from other aspects of education, even though these other aspects may go on without developing good character; there is no one method of obtaining character development, and since there are many processes involved in character formation there must also be many methods employed in furthering these processes. Upon these points there is full agreement in the committee on character education which was created in March, 1920, by the president of the National Council of Education. This committee became soon afterward a standing committee of the council and also a committee of the National Education Association.

Final Solution Not Possible Now

It is far from the thought of this committee to offer a final solution of its problem. The subject has become increasingly difficult and in some respects more complex and puzzling with progress of the study. On some points committee members have had diverse views. The aim has been, however, to include in the report only those views that are not objectionable, to say the least, to any member of the committee.

The public demand for discussion of the problem of character education has led the committee to prepare for publication such information as it could gather with its limited facilities rather than to wait for the results of investigations now in progess. Reports of committees and research bureaus 10 years hence should be much more definite and sure as to procedures recommended.

Objectives Must Be Clearly Defined

There is great need of detailed scientific study of the processes of character education and the procedures best adapted to further these processes. This study can not, however, proceed effectively until the investigators have made clear to themselves the meaning of good character; that is, the end to be attained must be clearly in mind before ways and means can be discovered. The committee, therefore, spent some time on the objectives of character education and in July, 1924, submitted a report on this phase of the subject. The point of view developed in the 1924 report is assumed in the report of 1925, which is the sole content of Bureau of Education Bulletin No. 7, 1926, soon to appear.

An outstanding characteristic of the report is the conclusion that character is not developed most effectively by predominant attention to precepts and externally controlled habits (if such can be called habits) but by stimulating in the developing personality the most worthy social purposes. The youth who becomes absorbed in realization of such purposes rises above his narrow, ego-centric self through absorption in the cause or causes with which he has become identified. This process of character development is illustrated in all the great characters of history. It is preeminently manifest in the character of Jesus and in His great missionary apostles. It is true of Moses and all the greater prophets of the Old Testament. In American history it is the most notable quality of George Washington, Abraham Lincoln, and numerous others. In the development of science Pasteur, Agassiz, Burbank, and Edison are typical examples. In the professions may be cited as types Dr. Walter Reed and Dr. Wilfred T. Grenfell in medicine, and Hugo Grotius and John Marshall in law. In the teaching profession are numerous illustrations, among them Pestalozzi and Froebel, Horace Mann, and Henry Barnard. A notable living example is Dr. Charles W. Eliot. One of Doctor Eliot's latest utterances through a current magazine is in striking confirmation of the point of view of this report.

Educational Counseling of Paramount Importance

What are the implications of this point of view as it relates to character education procedures? Evidently that more attention should be paid to the study of human nature and the ethical, social, civic, and economic problems of our time, to the end that parents, teachers, and preachers may be wiser guides or counselors of young people. That is to say, educational counseling, including vocational and moral guidance, is of paramount importance in education.

Exercise of this function calls for supplementing group work with study of each individual, together with such personal consultations as may be necessary in each

case. This will require a higher percentage of teachers to pupils, and that teachers be more thoroughly trained, more mature in judgment and purpose, and by nature and culture more humanly sympathetic. It calls also for more intelligent and generally more responsive parents—parents that are responsive to the ambitions and needs of childhood and youth. The associations of teacher and pupil can not be as intimate and sympathetic as is possible between parent and child. It is these intimate, sympathetic contacts that, generally speaking, have most to do with development of those ideals, attitudes, and ambitions that make for character development.

A Major Function of Religious Organizations

Character development is, too, a major function of religious organizations. Whatever their concern may be about the life hereafter, these organizations can not escape responsibility for developing the best there is in people in this life.

The State itself is, of course, sponsor for the public schools; but, in addition, it has responsibility for protecting youth against the snares of evildoers, of persons who would sacrifice both their own characters and that of their victims for the sake of material gain. This goes to the heart of the controversy about individual liberty in America. Does it mean liberty of the adult citizen to satisfy his own whim or appetite regardless of the general welfare, or must some account be taken of the right of the child to be protected from corrupting influences?

Are not the right of the child to favorable conditions for the development of his personality and the right of the adult to live a moral life without unnecessary hindrances most fundamental of all?

State Concerned with Future Generations

An ethically right solution of these problems is a fundamental condition of the solution of character education as a State and a National problem. While maintenance of schools is a major responsibility of the State, this alone may be very inadequate. The State has a larger responsibility; not to compel people to be good; it can not do that; but to maintain the most favorable conditions for moral growth. The State, as such, is not concerned, as is the church, with the life after death; it is vitally concerned with the character and destiny of future generations and should act with that in view.

To the major social institutions may be added many minor civic, social, and vocational organizations as bearers of some measure of responsibility for the proper training of youth. Bar and medical associations, for instance, while concerned primarily with the advancement of their respective professions, should also have regard for moral and social welfare; such regard is, or ought to be, part of the professional ethics of every such associations. Business, civic, and social clubs generally are giving more and more attention to their moral and social responsibilities. This is manifest in the numerous business and vocational codes of ethics recently formulated.

Influences Come from Many Sources

Objection has been raised that widely cooperative effort involves such a diffusion of responsibility as to make all ineffective. These objectors contend that one institution, either the school or the home, should be made solely responsible. In the home, responsibility is too often left with one parent; some have suggested that it be assigned to one teacher in the school.

This application of a simple business principle is based upon a false analogy. Such a long drawn out and complex process as the development of a personality can never be a one-man job, except in so far as the personality concerned is self-directed. Outward influences for good or ill will of necessity come from many sources. The good can not be promoted nor evil most successfully combated by any one agency acting alone. It should be noted that in the moral development of youth influence of social environment far outweighs all other influences. Training in honesty in both home and school, for instance, may be so opposed by business practice as to transform in youth this quality of character into an attitude of cynicism or moral pessimism.

Train All Teachers in Modern Ethics

This emphasis upon the power of example should not lead to the inference that ideals may not be taught. The report is definitely favorable to the teaching of ideals and moral standards, not in the abstract merely, but in all the concrete relations of social life. It is a lamentable fact that for generations more care has been exercised in schools to insure knowledge and clear thinking in mathematics and linguistics than in moral and social problems. Moral ideals and social standards do not come by biological inheritance. They are part of the social inheritance, and, as in other aspects of this inheritance to which great importance is attached, care should be taken to see that they are properly and effectively transmitted to each succeeding generation. This can not be done by mere haphazard methods. There is need that all teachers be trained in both the theory and the applications of modern ethics. It is an essential part of the professional equipment of a teacher.

In the senior high school there is a proper place for elementary social ethics as a specific course. Provision for such a course is the only way to insure adequate attention to these most fundamental principles. The teacher of this course, however, should have special training in psychology, philosophy, and the social studies before undertaking the work. A course in ethics may easily be killed by an incompetent teacher. That it can succeed under favorable conditions has been demonstrated. Such a course may be made to strengthen the community life of the school and all other efforts toward character education; this because it tends to clarify thinking on moral issues, and helps to furnish moral leadership in the school community.

Schools Should Be Pupil-Centered

There is a growing tendency among educators to recognize the fact that all schools, and more especially those of elementary and secondary grade, should be pupil centered rather than subject centered. This calls for modification of programs for the professional training of teachers. Emphasis has already been given to study of the learning processes and the adjustment of teaching methods to these processes. This is all very good thus far, but much more should be done by way of study of human nature. The psychology of human behavior, both individual and social, is certainly of no less importance. These studies are foundational in any science of education. Education that aims at character development, as every sound educational plan must, needs in addition, a philosophy of education; this again must grow out of a philosophy of life. Securing results with speed and precision is of no value unless the results themselves are worth while. This point is too often missed in human activities, both in and out of school. A philosophy of education should give teachers vision to see what in education is most worth while.

The people demand that their physicians be very thoroughly trained in professional schools, supplemented with hospital practice. How long will they continue to be without universal provision for thoroughly trained, mature-minded teachers of the highest type of character and personality?

Teachers may enroll for a free correspondence course on the United States Constitution or obtain Constitution Day material for primary grades, grades 3–6, grades 6–8, and high school by applying to Etta V. Leighton, civic secretary, National Security League, 25 West Forty-third Street, New York City, N. Y.

Valley School Holds Summer Sessions at Foot of Mount Shasta

Chico State Teachers College Sought the Mountain Forests Eight Summers Ago. Attractiveness of Location Equals That of Expensive Summer Resorts. First Buildings were Constructed by Teachers and Students. Abundant Accommodations Now Provided. Notwithstanding the Requirement of Earnest Study, Ample Time is Allowed for Excursions to Famous Scenes

By TIMON COVERT
Assistant Specialist in Rural Education, Bureau of Education

"SUMMER SCHOOLS in the United States are fast becoming a substantial factor in the educational scheme of the country. * * * In increasing numbers the normal schools are conducting regular summer sessions for teachers * * * and accomplish tangible and practical results."

This quotation from the 1913 report of the United States Commissioner of Education, indicates that an extra term of work was offered in many institutions of higher learning during the summer months more than a decade ago. In fact, summer schools, or summer sessions, as they are now almost universally termed by colleges, universities, teachers, colleges, and normal schools, became general throughout the country early in the present century. It was near this time that the great increase in public-school enrollment took place, creating a demand for more and better-trained teachers. Many summer sessions were established to meet this demand, to supplement the work of the regular school year and to offer employed teachers an opportunity to pursue professional study during the summer vacations. One hundred and seventy-seven, or approximately 87 per cent of the State normal schools and teachers' colleges in the United States, reported summer sessions scheduled for the year 1926.

Summer Work Substantial and Attractive

These summer schools have been growing rapidly in popularity during recent years. Indeed, enrollment in them often exceeds that of any one term in the regular school year. This is due in large measure to the efforts put forth by the administrators of institutions offering summer-school courses, to make this work of the highest quality and enticingly attractive as well.

Like others who have worked to extend educational systems, those responsible for the establishment of summer school sessions have had many obstacles to overcome. One of the chief difficulties in the way of successful summer-school work in many instances has been the excessive heat of the summer months. Those schools favorably situated near large bodies of water or in high altitudes where the summer climate is pleasant have had a decided advantage in this respect, and it would seem impossible for institutions not so favorably situated to overcome this obstacle. But several schools located where summer temperatures are high desert the home grounds during the summer months and maintain summer sessions miles away from the regular school campuses, and in locations with surroundings as inviting as the most attractive summer resorts.

Location Secluded but Accessible

At an elevation of 3,400 feet, in its natural setting of the most beautiful trees imaginable, close to the base of Mount Shasta in northern California, and beside gushing springs that form the headwaters of the Sacramento River, is the summer campus of the State Teachers College of Chico, Calif. Such a location approaches the ideal for attractiveness and for study, and it would be difficult to find anywhere else a secluded spot of such easy access; for it is beside a main-line railroad, a paved automobile highway, and within a mile of the village of Mount Shasta where mail service is excellent and necessary supplies may be obtained.

People Contributed Land and Cash

Eight years ago President C. M. Osenbaugh, of the Chico (Calif.) State Teachers College, asked and received permission by his trustees to find a location for the summer session away from the heat of the valley. After a careful survey of several available sites he selected the wooded location at the foot of Spring Hill, where the pure waters from Mount Shasta's perpetual snows emerge from their underground passageway as the source of the beautiful Sacramento River. The people of the region expressed their approval of his selection and welcomed the summer school with a gift of 6 acres of land, $1,200 in cash, days of work on the first buildings, and open homes.

Only a few weeks after the site had been selected the first school (93 students and

Mount Shasta Fish Hatchery is frequently visited by the students

faculty) arrived. No buildings had been erected, but tents had been pitched, and there was lumber on the ground. The impromptu dinner that first evening was most delicious, according to the testimony of those present, and the talk around the camp fire that first night amounted to a real dedicatory service at which the charter members pledged their whole-hearted support to the Mount Shasta summer sessions of the Chico State Teachers College.

The resolutions made then were faithfully kept. In camp attire, faculty members and students demonstrated their ability at carpentry. The president acted as general, water boy, and tender of fires, and every spare hour from lessons was spent at manual labor. The second day in camp saw a cafeteria dining hall well under way and equipped with stoves, tables, and chairs. In due time a laundry, hot and cold shower rooms, tent floors, and classrooms began to appear.

Games are encouraged by the physical director

Excellent Equipment at Little Cost

With faithfulness and loyalty to their school and with a common purpose in view, these people have succeeded in building their campus to its present state. In addition to the buildings mentioned above are classrooms, a library, an administration building, dormitories, cottages, and an attractive lodge for recreation built by the alumni association. Other buildings are to be provided as funds permit. All of this has been accomplished by the good management of the committee in charge and without financial support from the State board of control.

From the very beginning the summer sessions have been recognized scholastically by the State board of education, and, to the great satisfaction of all the friends of the school, the present summer finds the State expressing its confidence financially in a program of expansion and improvement. Adjoining land has been purchased, making a 20-acre campus, and funds have been provided for additional buildings, so that all students will eventually have rooms in dormitories.

Those who have attended a six weeks' session at Mount Shasta are most enthusiastic about it, and a very large proportion of students return again and again to continue their study in the restful environment of this beautiful summer-school campus. Living in the midst of such a wonderland with the opportunity for study under the direction of able instructors appeals to the teachers of northern California. The cafeteria and other services, managed as they are on a cooperative basis, are remarkably reasonable. Rooms or tents with cots and mattresses are provided for all. This insures each person comfortable quarters. In spite of the low cost enough has been saved each year to carry on an improvement program.

As the school is maintained by State authority and for serious educational work, strict rules are observed throughout the session. The hours for rising, for meals, and for retiring are announced by a bugler. Incidentally, this is educational, for it gives training in good habit formation. Students wishing to leave the campus are required to obtain permission from the president or from the dean of women. Although in many respects the campus may resemble a picnic ground, in reality it is far different. From the time of the first bugle call until the closing day, school work is the primary concern. Throughout the day a bell announces the time to begin and to end each class. All other activity of the camp is planned subject to the demands of lessons and of study.

Goodly Array of Electives Offered

The program is designed primarily for California teachers, and required courses are given, but in addition, a goodly array of electives are offered. Students wishing to qualify for teachers' certificates, or to pursue regular courses, have no difficulty in selecting the work they need. However, the greatest demand is for such courses as the teaching of elementary and secondary school subjects, building the curriculum, educational psychology, child growth, methods in public-school music, physical education and playground coaching, and methods of teaching the sciences. Most classes meet during the morning hours, thereby keeping the afternoons as free as possible for study and recreation. High standards of work are required and the regular system of class marking is maintained. Students are not permitted to carry more than six units of work for the six weeks' term. This enables them to complete one-fifth of a year's work during the session.

Abundant fishing in the mountain lakes

The student body numbers about 350 and is made up of young men and women (*a*) who are finishing the work of a two-year professional teacher-training course of 60 semester hours plus 15 semester hours of collegiate work (or the equiva-

lent of such course), which entitles them to the California general elementary credential, (b) those who are completing a four-year professional teacher-training course and are qualifying for the bachelor's degree and junior high-school certificate, and (c) those who are pursuing advanced courses to qualify for the State general secondary, or administration certificate.

The faculty of 18 to 20 regular and visiting members outline the courses to meet the requirements established by the State credentials board and to satisfy the needs of prospective teachers. Lesson assignments call for a great deal of library work and each department has its reserve shelves in the library for lesson preparation. These and other books, daily papers, current magazines, and journals in the campus library make it a much used building. Certain courses require considerable field work and much practical information is obtained from such trips. Other courses require regular laboratory work, particularly the domestic science and art courses, and those studying these sciences meet in classrooms supplied with sufficient equipment to carry on projects in the household arts. About half of all classes meet in groves of trees about the campus. These attractive groves have been supplied with benches and are the most popular classrooms on the grounds.

Although school work is exacting, still there is ample time for recreation. Physical training directors, a music teacher, a librarian, a nature study guide, and others lead in various recreational activities. On the two athletic fields, after supper impromptu games of baseball and volley ball develop into lively contests enjoyed by participants and onlookers, and the usual number of challenged games are played before the session ends. Music, dancing, dramatics, and moving pictures in the lodge give variety to the entertainment programs. Around a camp fire each evening a circle gathers to gaze into the glowing embers, to swap yarns, and, incidentally, to satisfy an instinctive longing we all have to be near an open fire when the shadows deepen. Sunday services on the campus consist of a community service in the lodge before noon and a song service in a "templed grove" at evening.

Time free from study in the afternoons and Saturdays is used by students and faculty members for journeys into the hills far and near; for the region round about Mount Shasta is particularly attractive to those who love to learn from nature. A man who is familiar with the famous Swiss Alps said last summer as he stood looking down the canyon where the waters from Shasta Springs pour into the Sacramento River, "There is no place in the Alps more beautiful than this." In any direction one finds himself in a scenic wonderland.

Crater Lake, about 30 miles away, is the objective of many excursions

For the botanist there are miles of cedar, spruce, and fir on the mountain slopes nearby, desert plants on the dusty flat places, tender maidenhair ferns and flowers growing in the spray of noisy waterfalls, and acres of mountain meadows riotous with blossoms of many varieties. Those interested in geology may find lava flows of the most interesting nature, caves glistening with crystals, mountain peaks with glaciers and hot springs, and canyons with stratified walls. Persons who like to study geography, chemistry, or any other of the sciences have rich fields for their laboratories in such a region.

Hiking excursions to Mount Eddy, a 9,000-foot mountain to the west, to Castle Crags and Castle Lake, to Scotts Valley, and to the Black Buttes make wonderful short trips. Farther away, and reached by auto in one, two, or three day excursions, are the Mud River phenomenon coming from the McCloud Glacier on Mount Shasta, Medicine Lake with its curious surroundings, Klamath River, and Crater Lake. Besides these places there are the Mount Shasta fish hatchery a short distance from the campus, the many lumber camps, and the box factories in the vicinity, all of which make interesting and educational excursions.

An important event in the activities of the school each summer is the ascent of Mount Shasta, 14,380 feet, by a group of hardy mountain hikers. Under the faithful guidance of one of the regular professors who is an experienced mountain climber, the party travels halfway one afternoon, rests a few hours and then continues over the snow covered upper elevations to be at the summit as soon after sunrise as possible. Those who have made the ascent, and viewed the panorama of northern California from that elevation, proclaim the experience to be the most fascinating and delightful imaginable.

Coming Session is Eagerly Anticipated

These are only a few of the many places of interest near the campus which attract faculty members and students. With school duties and hiking expeditions demanding the time of all, the summer session is quickly passed. In the words of the librarian, "From the bustling first days when miracles of construction and adaptation transpire before one's eyes, until the day after regular cap-and-gown graduation in the lodge, there has been a life in common of strange reality and even stranger illusion. Friends have known each other at bedrock and the thrall of simplicity has withdrawn them from customary existence. When two trains have taken away a goodly population and when auto after auto has rolled out, packed to the guards, and few camp followers remain to store safely every bit of equipment and to sleep once more among the ghostly tent frames, there are few hearts that do not miss a beat at the thought that summer school is over, and as few that do not leap to the prospect of next year at Mount Shasta."

Home Economics Course Influences Personal Conduct and Strengthens Character

Every Girl in Cass Technical High School Required to Pursue a Course which is Planned to Cultivate Morality, Health, and Thrift. Opportunities for Establishment of Attitudes and Ideals of Citizenship. Girls Fix Their Own Principles of Conduct

By HELEN LIVINGSTONE

Dean of Girls and Head of Home Economics Department, Cass Technical High School, Detroit, Mich.

NO BREACH of moral conduct has occurred during the past three years among the girls of Cass Technical High School of Detroit, Mich., so far as the school authorities know. This condition is attributed to the fact that for the past six years each girl who entered the school was required to pursue for one semester a special course in the home economics department.

This course was planned to assist the girls in making the conscious social adjustments which they felt were important to the development of their personality and also in attaining good habits of health and thrift. In a general way the course has been divided into three sections: Social cooperation, health, and thrift, from the standpoint of the responsibility of the individual, the family and the community.

Capitalizes Desire for Social Approval

One impelling interest of adolescent girls is to secure the social approval of their group. Whatever lends itself to that end is interesting to them. It may be styles of hairdressing, finger nails, clothing, or manners and conduct, if, in their estimation, these enhance their personal appearance and attractiveness. Although the course does not aim to encourage girls to become social butterflies, it does capitalize this interest and helps the girls to accomplish their objectives through desirable means. By so doing the confidence of the girls is gained and they feel that they are understood and, in consequence, they are glad to accept guidance from the teaching staff. As the girls look into the approved social form for different occasions it ceases to be a purely personal affair when they discover that good form in manners and conduct involve the consideration of others and that they, as individuals, should learn to work harmoniously with the group whether that be school, family, or community.

Particular attention is given to the girls in the selection and solution of their own problems. Although the girls are members of a very cosmopolitan school group, they appear to have many problems in common. Cass Technical High School offers 10 different four-year curriculums to a city-wide girl enrollment representing homes differing widely in their interests and standards.

In this cosmopolitan group are girls carefully reared and girls who grew like the proverbial Topsy. There are gifted girls in art and music; capable, studious girls in science and nursing; practical-minded girls in the vocational courses; girls who are rich, girls who are in comfortable circumstances, and girls who are very poor; girls from typical American homes, and girls from homes in which no English is spoken.

These conditions seemed favorable to the experiment with a home economics course for "appreciation" that might be sufficiently adaptable to meet the needs of adolescent girls irrespective of their family types or vocational interests. It has been the experience of the school that if the girls lay down their own principles of moral conduct and formulate the rules for carrying them out, they will enforce them much more efficiently than the faculty of the school could even hope to do.

This is exemplified by the support which is given by the older girls of the school. A splendid general feeling of responsibility for good citizenship prevails. The severest reprimand that a girl can receive is to be told that her actions have the disapproval of the older girls of the school.

Home Training Invaluable in Character Building

As the course progresses and the girls attempt to find working bases for their problems, it becomes apparent that the contributions which home training makes to character building is invaluable. It takes only a step farther for them to realize that they have responsibilities toward helping create and sustain desirable family relationships in their homes and that such is definitely reflected in the community in civic interests, voting, education, work, and recreation. According to the background of the experience of the girls the course supports or amplifies previous home instruction in conduct and manners and by so doing places a new value upon it for the girls. At the same time it reaches those girls who have not been so fortunate as to receive the training at home.

Health becomes desirable only when the girls realize that good grooming, correct clothing, and proper food make for a more attractive and vigorous individual. They will then set up objectives and work out devices whereby they drill and check themselves until they attain the necessary health habits required.

Cooperation with Others Desirable for Health

Again, the girls find that in order to make progress with regard to health, cooperation with others is desirable in order to control disease, prevent illness, insure clean food, have healthful clothing, and be an attractive companion to others. These ideas develop into consideration of health as related to different members of the family and the appreciation of the relation of health to the maximum efficiency of a community.

Many of these girls are not interested in the usual courses offered in home economics for the preparation of food and construction of clothing because they think that such courses do not meet their present needs.

They are all consumers, however, and one objective of the course is to guide these adolescent girls toward an appreciation for wise selection and use and provide ways and means whereby a study of their own food requirements may be made. For this purpose the school lunch room becomes the practice laboratory for making wise selections.

Girls Learn to Shop Advantageously

Furthermore, a part of the requirement of the course is to visit department stores and learn to shop, under the direction of a teacher, for different types and prices of clothing, and observe different kinds of materials and garments as to serviceability and appropriateness for the wearer as demanded for different occasions. Other phases of this type of laboratory work are similar shopping trips to the markets in quest of the offerings of the seasons, the introduction and use of new foods, an appreciation of the methods of transportation and distribution of perishable foods, the conditions under which some foods grow, and the advance of the seasons in the United States. The care given food on display opens up avenues of wide civic interest in the sanitary devices used in handling food in large quantities, such as bread or milk, and the economic trend toward the use of by-products.

This instruction is preceded and followed by class work which leads on far beyond petty personal affairs and gives opportunities for establishment of attitudes and ideals of citizenship that are valuable.

The problem of selection and use always suggests the projects in thrift and

management. An interesting point in this connection is a time and energy program with the daily school schedule as a background. The girls plan enthusiastically a program allowing time for study, assistance at home, recreation, recitation hours, and come to the conclusion that it takes a good manager to distribute time so as to accomplish work efficiently and obtain proper recreation for the minimum expenditure of time and energy.

Distribution of time and energy leads to the consideration of the monetary value of both, and the keeping of expense accounts for short lengths of time follows. Plans for budgets and allowances for girls are considered preliminary to the girls assuming the responsibility for more of their needs as they develop the ability to spend more wisely.

Business Training is Also Included

They learn how to open savings accounts at the bank and many plan to save some of their allowance each week for some definite objective, such as vacation money, a ukelele, or article of clothing.

The relation of the girls' budgets to the family budgets immediately arises and leads to projects in thrift in the purchase of clothing and food, in knowing how to keep well, in trying to estimate the money value of their time, the value of education and the development of desirable attitudes of good citizens toward the use of time, energy, money, and educational opportunities for the purpose of greater happiness for the individual, family, and community.

The chief objective of the course is to guide and assist the girls in living a fuller and richer life as girls of their ages with a belief that this is the best preparation for their future lives. As in their youth they work together in this school group surely they will understand each other's problems better as adults.

Other objectives, in general, of the course are to instill a feeling of responsibility within each girl toward the establishment and maintenance of good home training for approved social relationships, health and thriftiness and good citizenship withal, for herself, her family, and her community; to foster the appreciation that home is the ideal place to receive such training and help to decide how a girl can cooperate with her present home and by so doing learn how to establish good attitudes toward home training in her future home; to bring the realization to each girl of the importance and value of an ideal American home.

Freshmen of about 40 colleges and universities report a week in advance of the formal opening in order to receive preliminary instruction intended to acquaint them with the life they are to lead in the institution.

Rural School Children of California are Familiar with High-Class Music

Many Individual Pupils and School Teams Make Perfect Scores in Music-Memory Contest in Sonoma County. First Prize Won by a Small One-Room School. Occasion Has Become an Annual Event

NATIONAL Music Week was fittingly observed by the rural schools of Sonoma County, Calif. More than 1,200 pupils, teachers, parents, and friends gathered in the high-school auditorium at Santa Rosa to take part in or witness a county music-memory contest, in which contestants were entered from Solano County also.

A list of 30 of the world's best musical compositions, such as the "Prelude in C Sharp Minor" by Rachmaninoff and "Waltz of the Flowers" from the "Nutcracker Suite" by Tschaikowsky, etc., had previously been sent to the schools by Miss Florence Dow, county supervisor of music, containing in addition to the selections, the names and nationalities of the composers. The selections were studied by means of the phonograph principally, although the radio and local musicians helped.

Twenty numbers were chosen from the list for the final contest, only a part of each number being played. Out of 141 contestants who entered, 36 made perfect scores and were presented with perfect-score pines. Twenty-three others missed the recognition of one selection, and received blue ribbons.

Each school was represented by a team of three, and team as well as individual prizes were given. Team prizes consisted of large beautifully framed pictures for the schoolroom. Arcadia, a small one-room school, won first place with three perfect scores. This same school won first place last year and second place the year before. El Verano, a three-room school, took second prize because, although every recognition was perfect, one member of the team made one error in spelling. Maacama, a one-room school, tied with Windsor, a three-room school for third place.

While the papers were being scored a program was given consisting of several miscellaneous numbers, interspersed with community singing, climaxed by an operetta, "An Adventure in Woodland," presented by 65 children from the fourth, fifth, and sixth grades of the Washington Grammar School, Petaluma.

An orchestra of 35 pieces and a chorus of 100 seventh and eighth grade pupils from nine rural schools added to the enjoyment of the afternoon.

This is the third year that Louise Clark, county superintendent of schools, has held a contest in the county, the last one being by far the largest. The pupils have learned 90 selections. The music-memory contest has become a yearly event in the rural school life of Sonoma County, and teachers and pupils alike look forward to it with pleasant anticipation and they enter into it with unbounded enthusiasm.

Italians Make Display of Decorative Art

The Third International Exposition of Decorative Art will be held from May to October, 1927, in the Villa Reale, of Monza, Italy, which is near Milan. Because of the magnificance of its architecture, the sumptuousness and variety of its halls, and the beauty of its gardens, this palace presents an ideal setting for an artistic display of this kind. The first and the second display were truly excellent, but the third is expected to be even greater.

Exhibits are invited from all Italy and from the principal foreign countries which pride themselves upon their ancient traditions well maintained, or upon their recent successful manifestations of decorative art. Participation by the United States is especially desired. The Italian ambassador has written to the Secretary of State to that effect.

Chilean Students Wish American Correspondents

Business and commercial students in the Commercial Institute of Antofagasta, Chile, desire to correspond in English or Spanish with pupils pursuing similar courses in the United States. About 40 boys are enrolled in the commercial course, which includes the study of English, and they range in age from 12 to 18 years. Their object is improvement in the use of languages, a broader acquaintance with commercial geography, and cultivation of more friendly relations with commercial students in the United States. This school is a public institution, and honor graduates are sometimes sent by the Chilean Government to the United States to complete their education. Communications should be addressed to Prof. Regino Mesa, Prat 1028, Castilla (P. O. Box) 300, Antofagasta, Chile.—*George D. Hopper, American Consul, Antofagasta.*

Junior High-School Course Based on Two Rotating Cycles

Freshman Year of San Diego School Planned for Exploration and Orientation. Subjects in Widely Diversified Fields Enable Teachers to Plan Individual Programs for Remaining Years. Excellent Building and Equipment

By MARGARET ROMER
Memorial Junior High School, San Diego, Calif

MEMORIAL Junior High School in San Diego, Calif., is a typical western junior high school. Let us note the balance of the departments that makes it a model. Many schools are especially strong in one field or department—a feature good in itself but not ideal for a school as a whole. Memorial has that splendid balance which makes it an ideal school.

On approaching the plant the visitor is first impressed with the commanding architecture of the buildings, which are made of brick faced with cement, and tinted a soft dull yellow. The plant consists of three buildings—the administration building; the science building directly back of it; and the technical arts building, a long one-story structure to the east of the administration building.

The administration and science buildings with their connecting arcades inclose a rectangle that has been converted into a garden of marvelous beauty. A velvety lawn spreads like a rug in the center. This is bordered with San Diego palms and surrounded by a walk. Flower beds that are a mass of color fill the space between the walks and the buildings on two sides, and the walks and the arcades on the two ends. A large lawn dotted with shrubs and young trees stretches in front of the group of buildings.

During first year in the junior high school the student is given two cycle courses. They are so called because the subjects rotate. In one cycle the students take five different subjects each semester and spend four weeks on each subject. Four weeks are spent learning how to use the library. Library arrangement is the same throughout the country, thus if a student learns how to find what he wants in one library he can do the same in any library. Not only is he taught how to find the particular book he wants but he is taught also how to look up any given topic. How many adults can do this unaided?

Memorial has a splendid library containing some 3,000 volumes. It is housed on the second floor of the administration building in a large, light, and airy room.

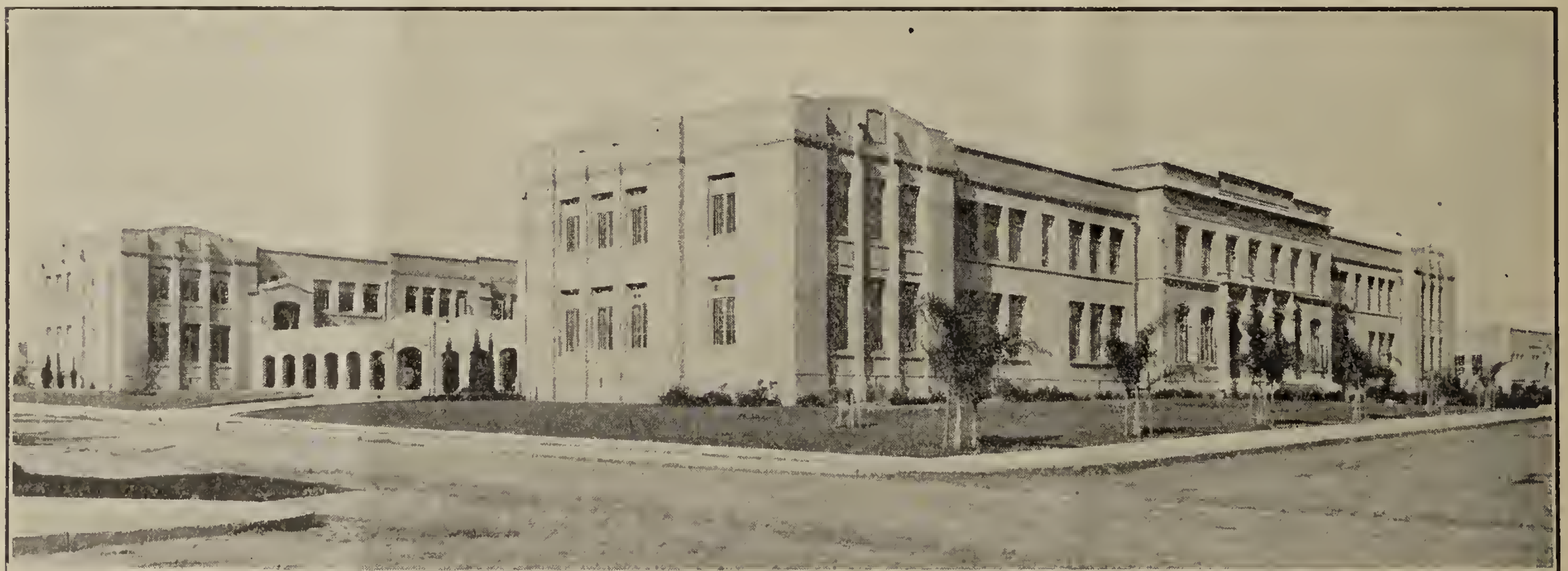
After the four weeks' study of library usage the students take four weeks of penmanship and four weeks of spelling. The purpose of these reviews is obvious. Next they are given a brief course in hygiene as a reminder of how to care for their bodies. Lastly, they are given four weeks in horticulture to give them at least a little acquaintance with plant life.

Another cycle rotates at the same time. In this second cycle the boys take two different shop subjects and fine arts, and the girls take cooking, sewing, and fine arts. This last cycle has the very definite purpose of finding out in what line the students' abilities lie and the things for which they are best fitted. It will be observed that the subjects are in widely diversified fields. With this knowledge the vice principals can better guide the students in their two remaining years in Memorial and help them plan their programs to meet the demands of their future life work. The cycle idea originated at Memorial and has proven so successful that it has since been adopted by a number of other junior high schools.

The room to which the student goes the first period in the morning is known as his "home room" and the teacher therein is his home-room teacher—the one to whom the student takes his troubles if he has any. Each home room has a president, and the student-body council is made up of the presidents of the several home rooms. This council takes care of all matters of discipline outside of the classroom. Under the direction of the council, each home room in turn serves as school guards. These guards wear brass badges of authority and are stationed at various posts inside the building and out to see that the rules made by the council are enforced. The result is splendid order in the halls and on the grounds. It is rare indeed that a teacher needs to interfere.

Extra-Curricular Activities are Encouraged

Every alternate Wednesday is club day. On that day the afternoon periods are shortened to allow time for an extra period. This is known as club period. There are some 30 different clubs including Boy and Girl Scouts, Camp Fire Girls, Girl Reserves, and many others. Every student is permitted to join any club he wishes. If he does not select a club he must go to study hall, but there are few in study hall because the clubs offer so many attractions, and opportunities to learn in unusual and delightful ways.



The plant of the Memorial Junior High School consists of the Administration Building, the Science Building, and the Technical Arts Building

All the boys in the school are members of the Boys' Federation, an organization intended to be helpful to the boys and to promote good wholesome activities among them. Its board of directors consists of its officers, a representative from each grade, and a representative from each boys' club, and three men teachers. The girls have a similar organization known as the Girls' League in which matters of special interest to the girls are considered.

Assembly Day an Important Occasion

Thursday is assembly day. On that day the schedule is slightly altered to allow for two assemblies at different times. The first is for the eighth and ninth grades and the second is for the seventh grade. Many prominent people honor Memorial with talks on these days. Often, too, the assembly programs are arranged by different home rooms. In the latter case, the program is supposed to bring before all the students the work done in that particular classroom.

A special two-year course in home making is given at Memorial. It aims to teach its girls everything that should be known by an ideal home maker. The distinction is made between a housekeeper and a home maker. The former can be hired, but the latter is God-given. The course naturally teaches housekeeping as a part of the duties and responsibilities of a home maker, but it also aims to teach the girls the finer things that go to make up the ideal mother and the maker of an ideal American home. The academic subjects given in this course are English, geography, history, music, and household mathematics. In this latter subject, the mathematics used in the home are stressed. The girls are taught how to compute gas and electric bills and the cost of various electrical appliances. They are taught budgets, both personal and family, and how to keep the family accounts. It is certainly a worth while course.

Cafeteria Pays Its Own Way

The school cafeteria is on the first floor of the science building, and is headed by a manager who employs five regular full-time helpers and 27 boys and girls who earn from 25 to 50 cents a day by working noons, thus helping to pay their way through school. A look into the kitchen would draw forth the natural exclamation, "Why, I never expected the cafeteria to be so large!" More than 500 sandwiches are made daily. An average of 600 students are fed each day in the dining room and about 150 boys are taken care of in the sandwich line outside. The growth of the school has made a double lunch period imperative this year. The cafeteria is not a profit-making business. It is so managed that it pays its own way, for that is all that is expected or desired. This makes it possible to serve lunches to the boys and girls at an average cost to them of 15 to 20 cents.

Americanization Activities by Parent-Teacher Associations

By LAURA UNDERHILL KOHN

Manager Publicity Bureau, National Congress of Parents and Teachers

THE New York branch of the National Congress of Parents and Teachers has been stressing the work among the Italians living in the State. Mr. Moncado, an Italian minister of Newburg, N. Y., sent a letter to his parishioners to explain the aims and benefits of the parent-teacher association. A translation of his letter follows:

DEAR FRIENDS: For a long time your children have been attending the public schools where they have learned the language, the history, and the customs of the United States. The teachers of your children, however, have remained strangers to you because you do not know them, and you have remained as strangers to them, because they do not know you. You have complained that your children were not growing properly and were not trained as you wished; and the teachers have complained that your children were not properly trained at home, that they were not studying as well as they might, and that the parents did not care about the instruction and education of their children.

In order to remedy this state of affairs an association has been organized under the name of parent-teacher association, which meets once a month in the school building where your children go, to see the progress that scholars make, to discuss anything that may help the children, develop the school or the education of the young, and the mutual knowledge and cooperation of teachers and parents.

This association exists, therefore, in order that the teachers may know the parents and that the parents may know the teachers, and thus understand and help each other.

It serves also to enable both teachers and parents to follow the same conduct in dealing with a particular scholar. It serves to give everybody an opportunity to take an interest in the school; the school does not belong to the Government but to the people—the parents. It serves to establish a friendly and social relation among the teachers, the parents, and the pupils and thus unite for a common purpose the home and school. It serves for these and many other beneficial purposes for the present and future advancement and welfare of the individual of the city or the Nation.

To join this association you have only to apply to your children's teacher or to the principal of the school where your children go, and they will be glad to tell you about the next meeting of the association.

Here you will find many teachers and parents who will welcome you most warmly and who are ready to give you all the assistance and help for the success of your children and who will appreciate greatly all the help that you may give them along the same lines.

The public school is the place where people of all nationalities meet on equal basis to work together as citizens of the United States of America for the common good. The parent-teacher association is here to help you realize this common good.

THE Connecticut branch of the national congress has, for the past year, been doing excellent Americanization work. Nearly all the associations of the State, guided by an efficient State chairman, have been working along the following lines:

1. To get in touch (and keep in touch) with all educational activities conducted among the foreign born by your own committees.

2. If no such educational activities are conducted in your town, bring pressure to bear upon your boards of education and boards of finance to establish such work. The requests should be backed up by the results of a canvass among the non-English speaking adults of the community.

3. Give parties or teas for the teachers and pupils of the women's classes. Club women should attend the parties and become acquainted with the women attending.

4. Assume the expense of a teacher's training at the Yale Summer School, this teacher to work among classes in your town.

5. Form a central council of all organizations doing work among the foreign born to avoid overlapping and duplication of effort, this council to cooperate with the local Americanization bureau and serve as a clearing house for all activities initiated and sponsored by local organizations.

6. Visit the local Americanization classes at least once during the sessions, and cooperate at closing exercises by attendance or by help on program, music, presentation of plays or pageants by the foreign-born pupils; they need aid in costuming and in securing correct historical facts and episodes.

7. Canvass for foreign-born parents as members of your associations.

8. Each club member should make herself responsible for one foreign-born woman by securing her friendship and helping her to seek instruction in English, American customs, and principles of American life.

IDAHO having a large number of Mexicans, Greeks, Japanese, and Basques, is doing constructive Americanization work through its parent-teacher associations. One association reports that an interview with a Japanese business man led to meetings in which the Japanese men and women became members of the association. As a result the Americans became understandingly interested in their neighbors and the Japanese learned to appreciate the schools and the community opportunities.

IT remained for Hood River, Oreg., to strike a new note in parent-teacher work. A parent-teacher association was recently organized in that county, of which all members are Japanese. A prominent Japanese merchant was made president and another was elected as secretary. The avowed purpose of the group is to give their race a better understanding of public schools. Japanese children, they say, must be taught American ideals and standards.

THE sixth district parent-teacher association of Cincinnati, Ohio, has a foreign class in one school, and members make a special effort to welcome the foreign mothers. At every meeting there is at least one mother who can not speak or understand the English language.

· SCHOOL LIFE ·

Issued Monthly, except July and August *By* THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - James C. Boykin

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

SEPTEMBER, 1926

Junior High Schools and College Entrance

ONE who is inclined to chafe at the rigidity of the college prescriptions for entrance should consult the college catalogues of 50 years ago. Perhaps the difference will reconcile him to present conditions—and lead him to hope for further elasticity.

At that time the requirement for admission was likely to be so many books of Xenophon's Anabasis and of Homer's Iliad; certain portions of Cæsar, Cicero, and Vergil; algebra through quadratics; plain and solid geometry; and specified pages of a specified history. No two colleges required the same things, and the prospective student was obliged to prepare for a particular institution. Confusion, imperfect articulation, and lack of uniformity naturally resulted.

In a representative preparatory school 20 classes were necessary for 40 seniors. If a boy wished to attend a college other than that for which he was definitely prepared, or if a student decided late in his high-school course to go to college he was in the midst of difficulties, and it was not always possible to find a way out.

The accrediting system, the college entrance examination board, the elective system, the joint associations of colleges and secondary schools, and, above all, a generous spirit of accommodation have made a marked improvement in the relations of the two classes of institutions.

Nevertheless the ideal condition is still far away. Many secondary school men would like the colleges to admit any graduate of a good high-school course of study, and the college men insist upon greater concentration and more thorough preparation in the high schools.

Tests of mental power are accepted more and more as evidence of fitness for college entrance, but because of the necessity for a proper foundation for their own courses even if mental power be proved, the colleges continue to demand knowledge possession in specific subjects. And the high-school directors hold that they are compelled by social conditions to extend their instruction beyond the requirements of college entrance.

Thus the controversy without acrimony continues, as it has continued since the advent of public high schools with the function of preparing the children of all the people for the duties of all the walks of life.

Now a new factor is injected into the discussion—the junior high school. So long as that innovation is merely a matter of administrative convenience combining departmentalized seventh and eighth grades with the first high-school year without substantial change, no difficulty arises, for the colleges may still have their 15 units as well as in the four-year high school.

New functions, however, are assigned to the junior high school in the accepted practice. It is designed not only to provide suitable environment for adolescent children and to permit gradual transition to higher schools, but also to introduce the pupil to the important departments of human knowledge, to afford opportunity for vocational exploration, to offer suitable courses to those whose school life will not continue beyond the ninth year, and finally to prepare the pupils for specialized work in the following years.

The general tenor of this fits ill into the scheme of college preparation. Exploratory courses, expansive general studies, and completion curricula can scarcely be translated into units. And the question arises, What is to be done about it? The answer must be made, for the junior high school is clearly to be a permanent feature in American education, and the colleges realize that fact, nolens volens.

The accrediting agencies have taken up the matter and the discussion has become general. The Bureau of Education recently made inquiry of the colleges concerning their practices in relation to applicants for admission who had pursued the junior high-school course. The results were set forth in a circular prepared by Dr. Arthur J. Klein, which was recently distributed. The substance of it is printed in another column in this issue.

Few colleges are now accepting students upon the basis of senior high-school work only, but three-fourths of them would do so, apparently, if that procedure were approved by the accrediting agencies. Clearly the solution of the problem must come from that direction.

Observe the Anniversary of the Constitution

VENERATION for America's noblest contribution to political science, the Constitution of the United States, grows with the passing years. Ardent Americans there are in plenty who fondly believe that our country is blessed of Heaven and they unhesitatingly claim divine inspiration for the men who drew the instrument upon which our national greatness rests.

Benjamin Franklin said during the Constitutional Convention: "I have lived, sir, a long time, and the longer I live the more convincing proofs I see of this truth—that God governs in the affairs of men. And if a sparrow can not fall to the ground without His notice, is it probable that an empire can rise without His aid?" And God-fearing America is comforted in the belief that beneficent Providence guided not only the able men who framed the Constitution but also those who procured its adoption and those who directed the Nation's affairs in the crises through which it has passed since.

But belief in the direct interposition of the Deity in earthly affairs is not necessary to enable one to recognize in the Constitution a production of creative genius of the highest type. It excels all other efforts in political science as Hamlet excels in literature, as the Parthenon excels in art, and as the steam engine excels in invention. In its merit as a political conception and in the benefits that have come from its operation no other single production of man is comparable with it. To understand its provisions is the duty of every American, and to inculcate the knowledge of it is the duty of every teacher.

The anniversary of the completion and signing of the Constitution, September 17, is approaching. The day should be recognized in every school. Formal exercises are appropriate if the preferences of the teacher are in that direction; but whether such exercises are conducted or not, the attention of every child should be directed to the anniversary; and the events which led up to the convention, the characteristics of the Constitution, and the results that followed its adoption should be discussed.

The Constitution Anniversary Association, with headquarters at 28 East Jackson Boulevard, Chicago, is promoting the observance of the anniversary, and the bulletins of that association contain much that is useful to teachers. The association urges that September 12–18 be observed as Constitution Week, but does not recommend that the schools devote more than an hour to the anniversary.

The National Security League, 17 East Forty-ninth Street, New York City, has been particularly active in forwarding the laws requiring the teaching of the Constitution, and it has done much to aid teachers to make their instruction effective and inspiring. It is now offering free correspondence lessons for that purpose.

These are representative examples of organizations devoted to the encouragement of love and respect for the Constitution. And every patriotic and civic association in America works in its own way to similar ends.

National Education Association Meets at Philadelphia

By KATHERINE M. COOK
Chief, Rural Education Division, Bureau of Education

PHILADELPHIA, 1926: The Sesquicentennial Exposition and the charms of historic Philadelphia vied with the sessions of the National Education Association in holding the attention of teachers and school officers at the sixty-fourth annual meeting of the National Education Association June 27 to July 2, 1926. Large general sessions were held in the auditorium at the Sesquicentennial grounds. Other general sessions and sectional meetings were in the Garrick and Forrest theaters and at several hotels. Business and other meetings of the representative assembly, with general headquarters, were in the Academy of Music. Meetings were conveniently centralized in the business district, with the exception of those held in the auditorium on the Sesquicentennial grounds.

Means of Transportation Were Ample

Two-story busses, taxis, and street cars furnished an abundance of easy transportation to the grounds; evenings—and most of the auditorium meetings were held in the evening—were reasonably cool; with the sightseeing opportunities en route there was diverting as well as profitable experience for those who attended the general sessions at the Sesquicentennial grounds.

Delegates and visitors were scattered among the several large hotels, somewhat less conveniently housed, so far as lobby visiting was concerned, than at other meetings with a "headquarters" hotel. Apparently the largest number were at the Ben Franklin Hotel, though many of the best known and most regular convention attendants were at the Bellevue-Stratford and elsewhere.

Philadelphia is eminently an attractive convention city, bedecked in holiday attire not only for the National Education Association but for Sesquicentennial visitors in general. Decorations of flags and bunting in the national colors; electric lights in soft-shaded red, white, and blues outlining historic buildings; and the replica of the grand old bell of sacred memory in electric lights at the entrance to the Sesquicentennial grounds were enough to put visitors in a mood for patriotic service, despite the weather man. At any rate, the meetings were well and attentively attended. The one day given to sight seeing, a commendable practice followed in recent meetings, offered reasonable opportunity to satisfy the visitor's interest in the city's numerous attractions and added, no doubt, to the faithfulness with which delegates attended the various meetings.

The annual election of the president aroused more than usual interest, at least among nondelegates. It may not have been more enthusiastic but the enthusiasm was certainly more apparent throughout the week. Illinois came "lined up" for its candidate and with frequent demonstrations, much display of badges and banners, and general acclaim announced its intention to elect State Superintendent Blair to guide the affairs of the National Education Association in A. D. 1926–27. Missouri was equally loyal to the one opposing candidate, President Uel Lamkin of the Northwest Missouri State Teachers College, Maryville. The spirit of the delegate assembly was on the whole somewhat reminiscent of Alabama and its 24 votes for Underwood. The nominating speeches aroused special interest. Preparation and oratory versus extemporaneous witticisms with the honors, if the result is a criterion, to oratory. At any rate Superintendent Blair received the majority of votes, and his election was made unanimous on motion of his opponent.

Many Novel Features in the Program

Much interest in the program was expressed because of its difference from the ordinary National Education Association program. President McSkimmon discovered many new and interesting people outside the regulation educational circles usually drawn upon for speakers. Among the interesting and brilliant persons who added significance and value to the program and expressed an "extramural" point of view on educational matters a few seem worthy of special mention. There were Cameron Beck, personnel director of the New York City Stock Exchange, delightful and interesting; Grace Abbott, Chief of the Children's Bureau of the Department of Labor, enlightening as well as entertaining; Members of the Congress of the United States, Representatives William D. Upshaw and Brooks Fletcher, the former discussing "The child and the movies," the latter giving an unusual exposition of "Means used for getting the viewpoint of children." David Dietz, representing the newspaper profession; W. E. Harkness representing the radio world, were others among the many delightful contributors varying from our more or less staid educational expectations. Other new personalities were Miss Kate Wofford, of Laurens County, S. C., with a new and enthusiastic note on "The child in the new South;" Katherine Dosier, of Gainesville, Ga., and Mrs. Reeves, the dignified president of the National Congress of Parents and Teachers. Several excellent reports featured the delegate assembly meeting of Thursday morning.

Distinguished Speakers at General Meetings

Significant programs were those of Monday evening, addressed by Superintendent McAndrew, of Chicago; Dr. John Finley, of the New York Times; and President McSkimmon; of Wednesday evening, addressed by Angelo Patri, Representative Fletcher, and President Condon, of the department of superintendence; of Thursday morning in both the Garrick and Forrest Theaters, in which addresses were given by Bird Baldwin, director of the child welfare research station of the University of Iowa; Sarah Louise Arnold, president of the Girl Scouts of America; Edwin Starbuck, of the philosophy department of the University of Iowa; Julia E. Sullivan, department of classroom teachers, Boston; James F. Hosic, of Teachers College, Columbia; and John J. Tigert, United States Commissioner of Education; and Thursday evening at the auditorium, when Doctor Winship, Rabbi Wise, and Henry Turner Bailey were the speakers.

The theaters were exceptionally comfortable meeting places. The joy of auditorium meetings was somewhat marred, however, by the usual difficulty of hearing in large assembly halls. Speakers apparently need practice and a certain resonance of voice to speak successfully through the microphone.

Vesper Service a Popular Feature

The vesper service, now a feature of the summer meetings on the opening Sunday, addressed this year by President William Mather Lewis, of Washington, and the Tuesday night recital of the Philadelphia Orchestra, were delightful high-light events of the week. The opportunity to hear the Philadelphia Orchestra as guests of the teachers and citizens of Philadelphia was a memorable one—worth a long journey on the part of those who do not often have the privilege of hearing this great musical organization. These two occasions were certainly among the most enjoyable experiences of the summer meeting.

Improvement of School Yard Becomes Profitable Community Project

Uninviting Vacant Lot Adjoining School Property Transformed into Productive Garden, Beautified by Flowering Plants and Vines. Pupils of all Grades Participate in Work With Great Enthusiasm. Boys Enjoy Digging Post Holes and Cutting Down Hills. Girls, Big and Little, Plant and Tend Flower Beds. Parents and Public Officers Show Interest and Give Aid

By LOU E. BALLENGER
Principal Corcoran School, Washington, D. C.

EDUCATORS of to-day tell us the school should be the place where the child actually lives a part of his day, in hearty purposeful activity, with the opportunity for social experience, initiative, and cooperation with his fellows in some common purpose. "It is during the conscious pursuit of ends that the greater part of human learning takes place," says Doctor Hosic.

The following accounts the work of an elementary school in the District of Columbia, where a genuine need for civic development was evident. At first, no definite idea of the project was in mind, but it soon burst forth into an opportunity to work out an all-school project, and the teachers with their respective classes all concentrating their energies on a plan for a purposeful activity by which to inspire pride in their school and community, better school spirit and real life situations for classroom activities.

Vacant Lot is Government Property

Between Rock Creek Park and Potomac Park lies a strip of land bordering Rock Creek which was originally of great beauty. With the growth of the city, however, it had been denuded of its natural features and portions of it had become little better than a common dumping ground. That land has recently been bought by the Federal Government, and eventually it will be restored to its former attractiveness and transformed into an appropriate connecting link between the two great parks of Washington. No provision has yet been made for the improvement and it is probable that several years will pass before anything is done with it.

Approximately an acre of that land abuts the yard of Corcoran School. Its condition at the beginning of this story was that of a typical unclaimed vacant lot in an out-of-the-way neighborhood. Holes that had been cellars remained to indicate that houses had once been there. Hillocks of débris were piled here and there, and in the hollows between them pools of water stagnated until the summer sun dried them up. A motley collection of broken furniture, discarded garments, tin cans, blocks of concrete, twisted iron pipe, bottles, and dead animals adorned the surface, and at least two or three rickety wagons were habitually parked there.

The disrespect which the residents of the vicinity showed for the vacant lot naturally extended to the school yard which adjoined it, and the occupants of the neighboring houses used the school yard impartially with the vacant lot as a thoroughfare for themselves and their animals in going from their back gates to the nearest street.

Leveling the hills was enjoyed as a sport

To describe the situation is to state the problem and suggest the remedy. During the winter of 1924–25 the principal of the school, the teachers, and the "nature teacher" discussed the matter at length, and plans for improvement were developed.

The officers in charge of public buildings and grounds readily agreed to allow the teachers to clear and to use the vacant property. The task was then to fill the excavations, cut down the hills, remove the débris, fence the entire lot, and with police protection maintain the improved condition.

The project concerned the entire school and the community as well, and the undertaking was approached from that standpoint. The pupils and their parents responded readily and enthusiastically to the suggestions which the teachers made.

The boys of the seventh and eighth grades had long wanted a baseball diamond. Here was the opportunity to make one for themselves, and it was difficult to hold them back until the earth was in condition for digging. The sixth grade specializes in gardening in its spring nature study, so the children of that grade were overjoyed at the prospect of a plot for a vegetable garden. The first graders were anxious for a bed of morning-glories, and the fourth-grade children wanted a flower garden. Thus, each grade had a particular interest in the yard project, and the first care of the teachers was to stimulate their enthusiasm.

Actual work was begun with a vim during February, 1925, and teachers, pupils,

and parents committed themselves wholeheartedly to the work. City officers cooperated effectively; they promptly caused the removal of much of the objectionable material that had accumulated on the lot, erected signs warning trespassers away, and caused 48 loads of ashes to be dumped in the abandoned cellars. A contractor who was excavating in the neighborhood was glad to finish the job with a hundred truck loads of loam which he would have been obliged otherwise to haul several blocks further.

Big boys claimed the privilege of digging up the posts

Soon every wheelbarrow, pick, shovel, and rake in the neighborhood was put into use. These, with the tools furnished by the nature department, gave an ample supply for many hands. All the children wanted to be useful. Boys whose parents and teachers found difficulty in overcoming tardiness, were eager to be there at 8 o'clock, if permitted to use the wheelbarrow. Many days the spades were busy and wheelbarrows squeaked for an hour before school, during every recess, and after dismissal, usually continuing until 5 o'clock.

Interest of Community was Aroused

Daily, each class above third grade had one period of supervised out-door work. Never was a group at work that people did not stand on the pavement and watch. Here the opportunity to solicit community interest was grasped. It was quite the usual occurrence for men to call and ask if they could help. Mother Earth was luring the grown-ups too. Several strong young men who had previously attended the school were free in the afternoons to help. Frequently, on Friday, a call would be made for Saturday morning volunteer workers, sometimes 10 and other times 20, according to the work to be done. It was usually necessary to cut the lists of names sent in, as the supply exceeded the requirement. To work became a privilege.

Things were finally in readiness for a garden where children could raise vegetables, for improving the landscape to develop a love for beauty, and for desirable space to add to the school playground. Space was measured off for the garden. To have this successful, it should be fenced in. Through the aid of the park commission, a vacant lot near the river front was found from which 15 splendid cedar fence posts could be obtained provided the school could dig and haul them.

Four large boys insisted that this be assigned to them. The nature teacher who accompanied and directed them hauled the posts, making many trips, for not more than two could be brought at a time through the city streets on the bumpers of her coupé. Three 8-foot posts were set 4 feet in the ground. These were most difficult to move. This time a man with a tractor offered aid. A near-by blacksmith was kind enough to lend a cable, and the tractor pulled out the three stumps.

The garden was laid off and stakes placed for the post holes. Two large boys were in charge of the digging of each hole. The Parent-Teacher Association had given authority to the principal to purchase any necessities, and sufficient 6-foot wire for the fence was bought. It was a notable day when the wire was stretched and stapled to the posts.

Cooperation of Manual Training Shop

In the meanwhile, five eighth-grade boys wanted to make the gate, and working drawings were prepared. With the cooperation of the manual training teacher, the gate was completed in the shop during the next lesson period. A mother donated a splendid lock and hasp. Manure was furnished by the nature department of the city schools and spread over the space thus inclosed.

It was now realized that to make the trespassing signs really effective a fence inclosing the entire lot was necessary. One of the leading builders of the city, hearing of the undertaking, offered to furnish 250 feet of lumber, 25 posts, one-half keg of nails, and a carpenter to build the fence. The materials were gladly accepted but the carpenter was declined, for the children were getting a real feeling of pride and ownership with every nail or staple they drove; and that feeling was better than a perfect fence. This fence was lined off along the pavement, posts placed, a single board nailed at the top, and chicken wire was stretched below.

The little folks watered their vines during recess

In front of this fence the first and second grades planted morning-glory seeds. The little folks rarely had a recess without watering or noting the growth of their garden. A triangular corner near the school building was assigned the kindergarten. Here castor beans were planted in a cluster and back of them, near a fence, were planted morning-glories to hide an untidy neighboring yard. The border along the stone wall of the actual school yard was used by the third, fourth, and fifth grades. Boston ivy was planted, and an abundance of zinnias and cosmos formed the border. Everything planted was with the purpose of getting the quickest and most effective results.

Hoeing the garden was done without urging

As all of the slopes were not cut down, their bare sides must be made green. Grass was out of the question. Through the courtesy of one of the officials of the Agricultural Department, a number of vines, honeysuckle, kudzu, and ivy were procured and planted. These slopes became the pride of the seventh and eighth grade girls. The inclosed garden was the project of the sixth grade, the girls taking the border and the boys the plots for vegetables. The purple flowering bean was used to cover the fence and zinnias and marigolds were to make a showy, hardy border.

Close Correlation with Classroom Studies

In what ways did this outside activity correlate with the work of the classroom? Barely a day passed after it was first discussed that there was not some associated activity, some work motivated by it. Here was a wealth of material for oral and written English. From the kindergarten through the eighth grade each week oral reports of the work were given and paragraphs or letters written when a class had accomplished a specific piece of work. "Our yard, now and as it will be," was the subject of one of the weekly assemblies at which a representative from grades 2 to 8, inclusive, reported to the school on its own activity.

The vision belonged to practically every child, for they frequently referred to their yard as later to become one of the beautiful Washington parks.

The two upper grades took charge of the correspondence. When anything had to be ordered, or requested, the business letter became the school exercise, and the children selected the best letter to be sent. Numbers of notes of thanks to men in business and official life, who contributed their advice or substantial gifts such as lumber, rose bushes, shrubs, or vines, were written in class and sent in the name of the school.

Near the close of the term, the eighth grade outlined for itself the entire work as a matter of record, using the headings, grading, fencing, planting, and donations received. Problems in arithmetic based on the garden work appeared on the blackboards during the spring term and the children were prompt in building their original problems on this vital subject. Both spelling and penmanship were easily and frequently motivated by this interest.

In May, 20 splendid photographs, taken by a photographer from the Agricultural Department, were sent to the school. These gave a genuine thrill to teachers as well as to the pupils, especially the youngsters who happened to be in the picture. Realizing the joy of appearing in a school picture, a number of kodak views were taken of the class groups at work in the yard.

Parent-Teacher Association is Interested

Here was splendid material for use at an evening meeting of the parent-teacher association with the theme "Our school yard." A representative from each grade was selected by the class to be on the program. Each told what his group had done to improve the school grounds. Garden songs were sung and an inspiring speech was given by the assistant superintendent of the schools. The kodak pictures and those taken by the Agricultural Department were mounted and hung along a wall of the kindergarten room. Invitations written by the children of grades above the second, as a class lesson,

Vegetables were sold at market prices

requested the parents to come see the pictures of their children at work in the school yard. This proved a successful drawing card, for never had there been such a large attendance. Here was an excellent opportunity to solicit the interest of the neighborhood in the protection during the vacation period.

Work is Continued During Vacation

During the summer vacation this building was open six weeks from 8.30 to 12.30 for a summer school, the playground was supervised from 1 to 6 o'clock daily except Sundays under the direction of the municipal playground director, and the garden work continued under the leadership of the nature teacher. A number of boys and girls worked three mornings a week in the garden throughout the summer. Parsley, carrots, beets, Swiss chard, beans, tomatoes, and radishes, in sufficient quantities for family consumption, were taken home each time. Much genuine knowledge of plants, their pests, and how to overcome them, was gained by the young farmers, as well as wholesome exercise, a greater love for nature, a spirit of cooperation and respect for property rights. Some of the insect pests caught in the garden were put in an insect cage for study when the young worker was weary of weeding and hoeing.

When school opened in September the pride and enthusiasm was greater than in the spring, for the entire yard was transformed. Flowers were cut for decoration, as well as for drawing and for language lessons.

Workers Receive Public Recognition

An outdoor assembly was held one morning late in September, to which the supervisor, the official from the Agricultural Department who had taken such an interest in the endeavor, the head teacher of the nature department, and the nature teacher of the school were the invited guests. It formed an inspiring picture, as the classes stood beside the garden. Three children gave reports of their summer work, the visitors spoke briefly, and then came the important moment when the 17 boys and girls who had remained at their tasks the entire summer were presented with certificates—diplomas they called them—stating that they had completed the garden course at the school during the summer, 1925. These were signed by the supervisor, principal, and nature teacher, rolled, and tied with ribbons of the school colors. This recognition of the garden workers proved its worth, for there will be no trouble getting children to stick to their garden work in the coming summer.

By October 1 the vegetable garden was cleaned and a sale of vegetables was held for two days. Popular market prices were sought, signs painted, and a stand arranged on which the produce was attractively exhibited. Twenty dollars profit brought joy to the gardeners whose crops had been taken home throughout the summer. This money they turned into the fund for materials for the next summer's garden work.

Exhibition of Photographs Stimulates Interest

The interest of friends continued, for one fall day the second assistant superintendent visited the school, bringing as a present plants to be put into the yard. A lad brought chicken wire and with the help of a companion built a protection for the small shrubs. Again through the kindness of the Department of Agriculture a tremendous spur to interest was possible. Twenty of the pictures taken during the summer had been made into hand-colored lantern slides. As the school had just purchased a projector, this material was shown the children of all the grades. They had genuine joy in recalling each of the endeavors shown. The following evening these slides gave equal pleasure to the parents at the parent-teacher association meeting.

With such a safe, attractive play space, supplied with ladder, slide, swings, bars, basket-ball goals, it seemed a waste not to have supervised play after school hours. Cooperation was quickly demonstrated, for a mere request brought results from the municipal playground office. A young lady director was in charge from 3 to 6 on school days and 9 to 1 on Saturdays. In the fall the request for a man two afternoons a week was granted also. They aided in forming the school teams of basket ball, soccer, and dodge ball, and gave necessary practice to enter championship games or athletic tests. Often as late as 5 o'clock there would be 50 children at play. Mothers whose little ones were safe only indoors left them to play until dinner time under the care of a skilled teacher.

Children Enjoy Participation Notwithstanding Labor

Has this project proved satisfying? To realize its value one has only to study the group spirit, the joy with which each child is looking forward to the spring when he can get out to help make the garden. To be deprived from assisting in any endeavor there, no matter how hard the labor involved, is considered a punishment by any of the children. Certainly here the children have met a vital situation, dealt with the real problem of every day life, and so have gotten something out of life and have given something to it. In so doing they have been attaining a better citizenship in the community.

Recent Publications of the Bureau of Education

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

Progress and prospect in school health work. J. F. Rogers. (School Health Studies, No. 10.) 5 cents.

School nurse administration. J. F. Rogers. (School Health Studies, No. 11.) 5 cents.

List of references on vocational guidance. (Library Leaflet, No. 32.) 5 cents.

Recent progress in legal education. A. Z. Reed. (Bulletin, 1926, No. 3.) 5 cents.

Motivation of arithmetic. G. M. Wilson. (Bulletin, 1925, No. 43.) 10 cents.

Land-grant colleges. W. J. Greenleaf. (Bulletin, 1925, No. 44.) 10 cents.

Statistics of universities, colleges and professional schools. (Bulletin, 1925, No. 45.) 25 cents.

Progress in home economics education. Emeline S. Whitcomb. (Bulletin, 1926, No. 4.) 5 cents.

General university extension. T. H. Shelby. (Bulletin, 1926, No. 5.) 5 cents.

Dr. John De La Howe Industrial School, Willington, S. C. (Industrial Education Circular, No. 24.) 5 cents.

Characteristic features of recent superior State courses of study. Annie Reynolds. (Rural School Leaflet, No. 41.) 5 cents.

Rhodes Scholarships, 1926. (Higher Education Circular, No. 31.) 5 cents.

The story of the Declaration of Independence. J. C. Boykin. 5 cents each, or $1 per hundred—*Mary S. Phillips.*

Many Small Libraries for Prague Workmen

In the number of libraries for workmen the city of Prague surpassed all other cities. The state statistical bureau announces that 490 libraries of this class are maintained in the city, with 208,127 volumes—an average of 425 volumes per library. The "Czechoslovak Professional Assembly" founded 93 of these libraries, with 44,686 books; the Czechoslovak Workmen's Union founded 82 with 40,124 books; and the International Professional Workmen's Union founded 70 libraries with 32,523 books. The last-named organization maintains a central library of 18,618 books. The union of compositors, lithographers, and printers has a library of 10,008 books. It was established in 1862.—*Emanuel V. Lippert.*

Junior High Schools and College Entrance Requirements

Attitude of College and University Officers Upon Question of Considering Senior High-School Record Only—Few now Accept Three Years' Work, but Majority Would Follow Lead of Accrediting Agencies

By ARTHUR J. KLEIN
Chief Division of Higher Education, Bureau of Education

THE CLAIM is made by schoolmen interested in the development of the junior high school, that present college entrance requirements restrict the junior high school in the development of unified completion programs. This question has aroused so much discussion and has brought the proposal to modify existing college entrance requirements so prominently before State and regional accrediting agencies, that upon May 1, 1926, the United States Bureau of Education sent the following questionnaire to the 744 colleges and universities listed in the Educational Directory for 1926:

1. Do you at present accept three years of senior high-school work (12 units) for admission without reference to preceding work?
2. (a) Do you require a record of the last year of junior high-school work in addition to the three-year senior high-school record?
   (b) May a graduate of a junior high school offer his certificate of graduation from the junior high school as the equivalent of three elective units for entrance credit?
3. Do you give any entrance credit for work done before the third year in the junior high school (language, for instance)?
4. Would you be inclined to accept 12 units of senior high-school work for entrance if other institutions and accrediting agencies approve such procedure?
5. If you care to make further comment upon this subject, please do so below.

Portions of a mimeographed circular distributed by the Bureau of Education.

Replies were received from 626 institutions. The results of the inquiry are shown in the following tables:

FOUR-YEAR COLLEGES

	Yes	Per cent	No	Per cent
Question 1	39	7.8	452	92.2
Question 2(a)	404	89.9	45	10.1
Question 2(b)	30	11.1	241	88.9
Question 3	102	22.9	342	77.1
Question 4	312	73.2	114	26.8

JUNIOR COLLEGES

	Yes	Per cent	No	Per cent
Question 1	5	5.5	86	94.5
Question 2(a)	80	91.9	7	8.1
Question 2(b)	4	8.5	43	91.5
Question 3	25	27.7	65	72.3
Question 4	75	84.2	14	15.8

A higher percentage, 9.4 per cent, of colleges with enrollments of less than 500 admit upon the sole basis of 12 units earned in the three-year senior high school than is the case with any of the other classes of institutions for which tabulations are made. Private colleges enrolling over 1,500, with 5.4 per cent, are the most conservative of the groups tabulated upon the basis of size. The medium-sized institutions, with 7.4 per cent, also fall short of the general percentage, 7.8 per cent, for all four-year institutions. State universities, with 75 per cent, are only slightly less liberal than the general run of four-year institutions, but the percentage for all State-supported colleges and universities, 5.3 per cent, falls considerably short of this.

Tabulations by territory included in each of the regional accrediting associations show that practice in regard to admission to college upon the basis of 12 senior high school units is most liberal in the region covered by the North Central Association. Over 12 per cent of the colleges reporting admit upon the 12-unit basis without reference to preceding work. The territories of the New England and the Northwest associations are most conservative, with 2.9 per cent and 3.2 per cent, respectively. In the region of the Southern Association the percentage, 7.8 per cent, of institutions admitting on the 12-unit basis is the same as the general percentage for all four-year institutions. Percentages determined upon a regional basis are of course affected by the degree to which the 6–3–3 plan of organization has developed.

Three Units for Junior High School

Thirty 4-year colleges of a total of 271, 11.1 per cent, whose replies or comments were such as to indicate that the question was understood, allow graduation from junior high school to count as the equivalent of three elective units in making up the 15 required for admission; of the 30, 20 are institutions with an enrollment of less than 500. The number in the other classes of institutions covered by the tabulations is negligible.

Almost one-quarter of the four-year colleges, 22.9 per cent, 102 institutions out of a total of 444, allow credit for certain subjects carried on before the third year in junior high school. In this case private colleges with an enrollment of 500 to 1,500 are most liberal, 26.9 per cent making such allowance.

Seventy-three and two-tenths per cent of the four-year colleges would be inclined to accept the 12-unit method of admission if other institutions and accrediting associations approved the procedure. State universities with 78.5 per cent are most inclined to adopt this plan. Private colleges with enrollments of from 500 to 1,500 are most conservative with 66.6 per cent, while private colleges with enrollments of over 1,500 with 70 per cent are also less inclined to change than are four-year colleges as a whole. Of the colleges in the territory of the North Central Association 83.4 per cent are willing to adopt the plan. In the territory of no other association are the colleges so hospitable to the plan as the four-year colleges as a whole. The institutions in the territory covered by the New England Association are most conservative, with 58.3 per cent, but the colleges in the region of the Middle States and Maryland, with 59.1 per cent are only slightly less reluctant.

Many Follow Accrediting Associations

Several comments raise points of significance. Twenty-eight institutions go no further than to state that they follow or "are controlled by" one of the regional accrediting associations, the State university or the State department of education. Twenty-two state simply that no official action has been taken, but 25 others add in effect that the question is up for consideration and adjustment of divided opinion. Several call attention to this resolution of the North Central Association upon the subject:

> That the commission on secondary schools request the association to repeat its urgent invitation to the colleges included within the North Central territory to revise their terms of admission in such a manner as to permit students to qualify for entrance on the basis of units of work—11 or 12 in number—accomplished in the tenth, eleventh, and twelfth grades of the secondary school.

Others recall that the Southern Association has a committee to consider the matter. Copies of a report adopted by the New England Association of Colleges and Secondary Schools were also furnished. This report reads as follows:

> The junior high school is an established fact in the organization of secondary education, and the chief burden of preparation for college must rest on the senior high school. It should be possible for the pupil who has followed a noncollege preparatory curriculum in the junior high school to meet the college entrance requirements in the senior high school.

Definite Plan Devised in Nebraska

The plan of the University of Nebraska, which several institutions follow, was also supplied and described. The quotation from a publication issued by the university follows:

The University of Nebraska has adopted the plan of admission from senior high schools for all high schools, leaving the former plan as optional temporarily.

Graduates of accredited high schools may have full admission to freshman standing on 12 units (24 points), conditional admission on 11 units completed in the senior high school (grades 10, 11, and 12), provided that a year of algebra and a year of foreign language may be counted from work carried in grade 9, in such instances the total credits earned in grades 9 to 12 being fewer than 15 units (30 points).

Nine academic units are required, seven of which shall consist of a major (3 units) and two minors (2 units each), which shall include English and mathematics for all colleges. Academic subjects are defined as English, foreign languages, mathematics, natural sciences, and social sciences. A major in foreign languages may consist of a year of one language and two of another, but a minor must be a in single language.

College Preparation Confined to Three Years

A committee appointed by the Pennsylvania State Educational Association "to consider the question of the junior high school and its relation to college entrance requirements," the Lafayette Chapter of the American Association of College Professors, and a series of conferences held in connection with "Schoolmen's Week" at the University of Pennsylvania in March, 1925, agree upon the following:

That a certificate for 12 units from a senior (three-year) high school for a student who has previously completed a three-year course in a standardized junior high school be accepted for college entrance and accorded the same recognition as is given a certificate for 15 units from a four-year high school. Specific preparation for college should be restricted to the last three years of the high school, thus freeing the junior high school from the responsibility of direct preparation for college entrance.

The University of Kansas states "the question is now being considered by the chancellor's cabinet, made up of deans of schools and heads of divisions." Several other institutions have appointed committees or taken other formal action to study the question. Clark University reports that the policy which will be adopted will probably be in accord with the following principles: "First, base admission on three-year senior high school, crediting to the full the language and mathematics which may be started in the junior high school and continued; second, if this does not provide 15 units, will accept specified units taken in the last year of the junior high school. Probably general science would be preferred."

Desire Standardization of Junior Schools

Desire is expressed by 12 institutions that previous to adoption of the plan the junior high school be standardized to insure satisfactory work prior to the three-year senior high school; "because many so-called junior high schools are merely seventh and eighth grades," is characteristic of this comment. The University of Washington states that so long as the third year of the junior high school is equivalent to the ninth grade, or the first year of the four-year high school, no trouble is to be expected, but when the junior high school is standardized to the point where it is offering unified three-year courses, difficulties will arise.

In four instances in this connection the conviction is expressed that the foreign-language work should be started in the junior high school period, thus implying the necessity of reference to junior high school records or the belief that foreign-language work acceptable for college entrance from senior high school should not include beginning language courses.

One institution suggests that a five-year period be allowed for adjustment to some definite plan looking to admission on the 12-unit basis. Favor of the plan appears in 25 cases to be conditional upon assurance that the 12 units of senior high school work cover definite prescriptions in English, foreign language, mathematics, and science. The institutions are inclined, therefore, to favor for the present admission on the basis of 12 credits from the senior high school and 3 elective credits from the junior high school.

To Direct Pupils' Attention to Posture

Four girls and five boys were selected as the most physically fit pupils in a "posture drive" conducted last session in Junior 3 High School, Trenton, N. J. In a contest following two weeks of special emphasis on good posture, after combing the entire student body to find the best groups, 28 boys and 38 girls were chosen as of excellent posture. Careful elimination by a committee composed of the State director of physical education, the city director of health education, and the supervisor of physical education, resulted in selecting four girls and five boys as the best physical specimens in the school. For the 75 boys and 106 girls classified as of poor posture special corrective exercises were prescribed.

Special Courses for Pastors of Rural Churches

Nineteen States and at least eight religious denominations were represented this year in the enrollment of 68 country pastors and priests in the rural church summer school conducted by the University of Wisconsin. Upon satisfactory completion of three consecutive sessions of summer study at the university and the carrying out of certain requirod project work in their parishes during the year, 10 rural church certificates were awarded, and 4 special certificates were given for completion of equivalent work with at least one session of residence.

High School Students as Wage Earners

Of the 2,947 students at Central High School, Washington, D. C., in 1925–26, 245 (230 boys and 15 girls) stated that they were partially self-supporting, in response to a questionnaire circulated by the class in statistics.

A higher percentage of seniors worked than of any other class. Of the 330 boys, 58 were working, but of the 452 girls only 8 indicated that they were employed. The typical age of the class was 17, and that of the workers was 18 years. The principal jobs were as salesmen, clerks at soda fountains, newspaper employees, musicians, and office workers, but a few worked as auto mechanic, filling-station attendant, moving picture operator, gymnasium instructor, usher, collector, page, painter, printer, etc. The highest rate of pay was received by the musicians—from $1 to $4.50 per hour. The students averaged 17½ hours per week at 59 cents per hour, or about $10.50 per week. Half of them were obliged to contribute to their support in order to remain in school.

The freshmen workers were employed chiefly in serving newspapers; their average age was 14½ years and their work averaged 13 hours per week at 42 cents per hour. The sophomores and juniors worked principally as clerks in grocery or drug stores; their normal age was from 15 to 16 years; about 17 or 18 hours were required per week at a wage of 33 cents per hour.

Of the senior girls, two worked Saturdays in department stores, at $2.40 per day; two worked afternoons and Saturdays in offices at $10 per week; one was cashier on Saturdays at $3 per day; one worked afternoons as playground assistant at $40 per month; one did hostess work evenings at $6 per week and meals; one worked in a gift shop afternoons and Saturdays for board, room and 1 per cent on sales. Five of these girls were working to remain in school, and the other three earned pin money.

Some of the students stated that they were saving the money to pay tuition at college. It is probable that many students were working but did not answer the questionnaire. The survey shows, however, the nature of the work that high-school students do, and that a considerably larger proportion of the boys are working than of the girls.—*Walter J. Greenleaf.*

The military authorities of Czechoslovakia may use the public schoolhouses for the instruction of illiterate soldiers, according to a recent order of the ministry of education.

Excellent Material for Kindergarten Instruction Often Available but not Recognized

A Luncheon Party Made the Occasion of Teaching Nature, Handwork, Aesthetics, and Behavior. Children Entered into Project with Eagerness. Educational Value was Great and Little Expenditure was Required

By NEELE THEILE and DAISY WEED
Austin, Tex.

THE CRY has been loud and long for more materials for kindergartens. This cry is heard often in districts that are introducing kindergartens and in districts that have greater educational ambitions than available funds. With this cry comes the question, "What are the necessary materials?" The materials necessary are those that can best express in concrete form experiences and ideas of the pupil and the teacher. Many times this material is within reach but unrecognized. A project combining nature study and a luncheon party was worked out so that very little expensive material was used.

A hen was brought to the school; the habits of chickens studied and a strip of pictures of chicks for the blackboard was developed through hand work using crayolas, colored chalk, paper, and paste. A live rabbit and toy rabbits made of papier-mâché, brought by the children, were cared for, studied, played with, and loved. The children then were taken upon an observation tour to see the blooming fruit trees, early birds, and wild flowers. Many flowers were gathered and the children soon learned that flowers look better in vases than in jars and bottles. Busy hands put on aprons made from window-shades, and then painted the bottles of many shapes. The bases were made green, because green harmonizes with all colors. A bare branch was converted into the semblance of a peach tree by pasting blossoms and green leaves cut from wrapping paper. This tree was planted in a wooden cheese box filled with sand. Birds were studied, pictures of them were cut from paper and placed among the branches of the tree. Small baskets were made of brightly colored paper to hold the candies that were to help to transform the regular daily lunch into a party. Three of the papier-mâché rabbits were used to add festive air to the lunch table.

On the appointed day, all of the children were excited and eager to help. Teachers supervised the work and the children arranged their tables, and placed white paper runners, placed the rabbits in nests of grass, and placed the flowers in the newly painted vases upon the tables. Each child was given a paper napkin, a bottle of milk, and a graham cracker, all of which was paid for with 5 cents brought by each child. Gay colored baskets were filled with candies, furnished by the teachers, and placed at every place.

Two of the children were sent to escort the principal to the place of honor. He asked that a picture be taken of the project. The blessing was asked in unison, and the girls and boys were eating and chatting when the photographer arrived.

Through the preparation for and the serving of the party, the children gained much knowledge about nature, handwork, aesthetic environment, and table manners. In the entire project the educational value was great, but it required very little expenditure, having been developed through the use of materials that were easily obtainable.

Each child had a bottle of milk and a graham cracker

Greatest Number of Accredited Colleges in New York

New York ranks first among the States in the number of colleges and universities on the accepted list of the Association of American Universities. According to Bulletin, 1926, No. 10, of the Interior Department, Bureau of Education, "Accredited Higher Institutions," the State of New York had, on November 1, 1924, 22 institutions on the list, Ohio came next with 18, then Pennsylvania with 16, Massachusetts 14, and Illinois 13. Indiana and Iowa had 8 accepted institutions each, California 7, Minnesota and Virginia 6 each, and Missouri and Wisconsin 5 each. Four States had 4 accepted institutions each; 5, including the District of Columbia, had 3 each; eight States had 2 each, and 13 had 1 accepted institution each. Two States had no institutions on the accepted list.

Announcement has been made by the association that hereafter institutions will be expected to meet point by point, as a minimum requirement, standards proposed by the American Council on Education; that admission and graduation requirements, the size and training of faculty, teaching schedule, income, buildings, and equipment will all be taken into account in making future admissions to the accepted list.

Kindergartens will be established in the public schools of Paraguay as rapidly as possible, in accordance with the policy announced by Don Ramon L. Cordaso, Director General of Schools. A course of study preparatory to teaching the subject has been introduced in the normal school.—*George Kreeck, American minister, Asuncion.*

Intercourse of Dutch and American Pupils

Efforts to bring Dutch and American school children into direct contact with each other through regular correspondence were recently discussed in a meeting of the Netherlands-American Chamber of Commerce. The chamber has been advised that the first letters from the United States would be dispatched as soon as schools open, about September 1. The Institute of Foreign Travel, established by the trans-Atlantic lines and American railway companies, states that many teachers have been granted a year's leave of absence to take trips abroad for the purpose of increasing their general experience. This institute has asked as to the cost of a sojourn in the Netherlands and whether it is possible that it could receive financial assistance in taking part in one manner or another in instruction in Dutch schools. The chamber is preparing a table of living costs in Holland for the information of American teachers, and have under consideration the second suggestion, which they have placed also in the hands of the chief inspector of elementary instruction, who is accustomed to commercial instruction.—*Edward Dow, United States Consul at Rotterdam.*

School Visiting upon Systematic Plan

Interschool visits by kindergarten teachers, accompanied by a member of the kindergarten department, for observation of methods of other teachers have proved successful after two years' operation in New York City. Visits are made in groups of 10 teachers, according to a regular schedule, and in schools observed prominence is given to the particular phase of work it is desired to demonstrate for the visiting group. At a conference held the following week after school hours, which the visiting teachers and the teacher observed are required to attend, two questions previously submitted to the supervisor by each visiting teacher are made the basis of discussion.

Municipal Lodging House for Visiting School Children

Vienna and Other Austrian Cities Promote School Excursions and "Direct Teaching" by Providing Quarters and Food at Low Prices for Visiting Pupils. Car Tickets, Opera, and Theaters at Nominal Cost

By ROBERT W. HEINGARTNER
United States Consul at Vienna, Austria

A MUNICIPAL lodging house containing 180 beds has been placed at the disposal of school children who visit Vienna for sight-seeing. This lodging house is considered by the city authorities as a step forward in Austrian school reform, an important feature of which is the co-called direct method of teaching—that is, taking the school children on excursions so that they may learn from objects which are shown them outside the school room. Vienna children are often taken to the country to study geography, geology, etc., on the bank of a stream, near a mountain, or in a forest; and on the other hand country children are brought to Vienna by their teachers to see the buildings and traffic of a great city.

Formerly there were great difficulties in arranging excursions from distant points because there was no appropriate place where the children could be lodged and fed at reasonable prices, but this difficulty is now overcome. The children who come to Vienna on school excursions are now able to stay at the new municipal lodging house for a nominal charge and they are also furnished with breakfast and supper at cost prices. Moreover, the municipality furnishes the visiting children with free or reduced street car tickets and they are also able to visit the opera and the theaters at small cost.

The lodging house contains ten sleeping rooms with 180 beds, a lounging and a dining room, a hospital, kitchen, and shower baths. All the rooms are light, cheerful, and ornamented with appropriate pictures.

The municipality maintained several smaller lodging houses before the new one was opened, all of which have been closed with the exception of one with 70 beds. The city therefore now has 250 beds at the disposal of visiting school children.

During the year 1925 the number of children visiting Vienna was 3,349, many of whom had never travelled on a railway before, and perhaps the half of these children had never seen a building more than three stories high until they came to Vienna. There have already been 2,695 such visitors to Vienna during the present year, and it is expected that these numbers will grow rapidly.

Other Austrian cities are following the example of Vienna and similar lodging houses have already been opened in Salzburg, Vordernberg, Puchberg, and Gruenbach. One will be opened in Linz.

Official report to the Secretary of State.

Yugoslavia's Teachers Well Trained but Poorly Paid

Teachers of primary schools of Yugoslavia must be graduates of normal schools and teachers in secondary schools must have university diplomas. The prospective secondary-school teacher begins his career with a period of apprenticeship. After three years, but not later than five years, he must take an examination in the branch which he intends to make his main subject. After passing this examination he is promoted to the grade of "professor" in the subject chosen and may then be appointed a professor in any secondary school in the kingdom.

The primary school embraces four years and the secondary school the following eight years. Pupils are, therefore, under teachers of university training from the beginning of their fifth school year. Notwithstanding the relatively high educational preparation demanded of teachers, their salaries are lower than the wages paid to clerks in business establishments.—*K. S. Patton, United States Consul, Belgrade.*

A SIX-YEAR ELEMENTARY SCHOOL should be organized to take care of all the fundamental training of pupils. Following this should be a secondary school six years in length covering what is now covered in the ordinary high school and in the first two years of college. At the end of these 12 years the pupil's general education should be measurably completed and he should be equipped with the mathematics and languages and elementary science necessary to prepare him for specialized study. At 18 years of age, instead of 20, he ought to be ready for the advanced professional training which must now wait until he is 22. The six-year secondary school which is thus proposed should not only train its pupils in general lines, it should also select its pupils for various types of advanced work. Thus it should deliver to the professional schools a group of students especially equipped for advanced study.—*Charles H. Judd.*

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

Brewer, John M., *and others*. Case studies in educational and vocational guidance. Boston, New York [etc.] Ginn and company [1926]. xxiv, 243 p. 12°.

A series of concrete problems involving educational and vocational guidance and adjustment is presented in this volume for the use of college and university classes and other students of education. The authors have selected out of their own educational experience more than 100 cases, some completed, others pending, designed to give a general survey of the great variety of everyday problems common to the experience of school and college counselors. The introduction gives full directions for the use of the cases and the questions which follow each case.

Brown, Zaidee, *ed*. Standard catalogue for high-school libraries; a selected list of 2,600 books chosen with the help of educators and school librarians, with added lists of pamphlets, maps, and pictures. Part 1—A classified list with notes, a guide in selection. New York, The H. W. Wilson company, 1926. 9 p. l., 271 p. 8°.

As high-school libraries increase in numbers and in efficiency, they more and more require improved and up-to-date aids in book selection, a need which this standard catalogue is designed to meet.

Douglass, Harl R. Modern methods in high-school teaching. Boston, New York [etc.] Houghton Mifflin company [1926]. xix, 544 p. diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

This volume contains a progressive organization of the technique of teaching in high schools, and describes the best recent experimentation in the field of teaching practice. Beginning with a statement of the desirable outcomes of teaching and their development, the author then passes step by step from the simpler to the more difficult teaching procedures, pointing out the nature, application, usefulness, and limitations of each special form of teaching technique considered.

Eaton, Theodore H. Education and vocations; principles and problems of vocational education. New York, John Wiley and sons, inc., 1926. vi, 300 p. 8°. (Books on education, ed. by A. K. Getman and C. E. Ladd.)

Problems of vocations are considered in this book from the standpoint of the individual, of the group of individuals organized for a particular purpose, and of economic society as a whole. The problems of education are considered from the standpoint of the basic principles of psychology and the laws of learning, the principles of economics and sociology, and the principles and practices of sound school administration. Consideration is also given to purpose, content, methods of teaching, and school organization, with a view of proposing a unified program of vocational education.

Hanus, Paul H. Opportunity and accomplishment in secondary education. Cambridge, Harvard university press, 1926. viii, 60 p. 12°. (The Inglis lectures, 1926.)

The second in the series of lectures on secondary education established at Harvard in memory of the late Prof. A. J. Inglis is embodied in this brochure. The lecturer begins with a survey of recent progress in adapting American secondary education to the needs of the pupils, an improvement especially ascribed by him to the voluntary cooperation of individuals working together in regional associations of teachers and in the National Education Association. He describes the present situation in secondary education as a great opportunity, since we have a junior-senior high school that is a refining and unifying force in our complex society, offering general culture, physical and vocational training, educational and vocational guidance, etc., to all adolescents. The inclusive aim of our secondary education should be to lift the general level of our prospective citizens in health, knowledge, power, character, vocational efficiency, and political judgment, and to do this so as to make the most of every grade of ability, suiting the work to each grade and giving particular opportunity for advancement to the superior pupils.

Hollingworth, Leta S. Gifted children; their nature and nurture. New York, The Macmillan company, 1926. xxiv, 374 p. illus., tables, diagrs. 8°. (Experimental education series, ed. by M. V. O'Shea.)

During the past 10 years increasing attention has come to be paid by psychologists, educationists, and thoughtful people in general, to the characteristics and training of intellectually gifted children. Previously the unfortunate deviates—the stupid, the delinquent, the dependent—monopolized nearly all this attention, and it was thought the "bright" children could take care of themselves, without assistance. Doctor Hollingworth presents the facts which have been ascertained regarding the frequency of gifted individuals in the whole group of children; the physical and mental traits exhibited by those who possess superior ability; how they are regarded by their associates and their teachers; and especially, what kind of educational régime seems best adapted to their powers and their needs. The final chapter on social-economic implications discusses the social function, whether beneficent or injurious, of gifted persons, the question of the economic reward of intellect, and similar topics.

Meyer, Harold D. A handbook of extracurricular activities in the high school especially adapted to the needs of the small high school. New York, A. S. Barnes and company, 1926. xiv, 402 p. illus., diagrs., forms. 8°.

Material is here collected for answering many of the current questions regarding specific extracurricular activities of the high school; the object being to aid the schools in meeting the situations and needs; to offer suggestions to the leader and supervisor of activities; to stress the purposes and values of each activity, and to lead those interested to further study and effort, especially by providing a comprehensive bibliography for each topic.

Mort, Paul R. State support for public schools. New York City. Bureau of publications, Teachers college, Columbia university, 1926. xiii, 104 p. tables, diagrs. 8°. (School administration series, ed. by George D. Strayer and N. L. Engelhardt.)

This monograph is the first in a series of contributions in the field of educational administration to be issued by Teachers College, Columbia University. Part I of this study presents the general structure upon which a proper system of State aid to public schools should be built. It seems to the author that in the future development of State-aid systems "payment for effort" will be either entirely eliminated or reduced to a minimum, and accordingly he deals largely with the interpretation of the demands of equalization of educational opportunity. Other plans of State aid are, however, also taken up. Techniques of applying the principles involved are given in Part II, and are illustrated throughout by applications to New York State data taken from an investigation of educational need in New York State by the writer.

Thwing, Charles Franklin. The college president. New York, The Macmillan company, 1926. x, 345 p. 8°.

The qualities of the actual and typical college or university president are analyzed in this volume by Doctor Thwing on the basis of his long experience as president of Western Reserve University. After general consideration of the office and title, he discusses the interior relations of the president to trustees, faculty, students, and graduates, and his exterior relations to the general community and various institutions and persons. The characteristics of the president as an officer and as a personality with respect to health, scholarship, and organizing power, and in various other connections, are next examined. The conclusion is that in the last analysis it is the man himself, being a personality composed of unnumbered forces, who serves ill or who serves well. A chapter points out the perils of the college president as belonging first to his condition or environment—the exterior dangers, and second, to the things personal, or of official relationship—subjective, the latter type being the more serious. The rewards of the college president are made up both of elements peculiarly personal, and of those which arise largely from exterior relations. The book concludes with a forecast of the future of the office. Its pages are enlivened by many concrete illustrations drawn from the careers of notable college and university executives.

Touton, Frank Charles, *and* Struthers, Alice Ball. Junior-high-school procedure. Boston, New York [etc.] Ginn and company [1926]. xvii, 595 p. front., illus., forms, diagrs. 12°.

In this volume the best procedure in school organization, administration, supervision, and instruction for the attainment of the proposed junior-high-school objectives is set forth in a comprehensive manner. In this connection the general topics receive treatment and also the particular subjects of the high-school curriculum. In dealing with the management of study helps it may be noted that in accordance with modern practice the school library receives adequate attention from the authors.

Washburn, Earle L. Accounting for universities. New York, The Ronald press company [1926] viii, 126 p. tables, forms. 12°. (Monograph library—no. 41.)

Out of his experiences as auditor of New York University, Mr. Washburn has prepared this brief treatise, which suggests and explains methods of keeping the financial records of universities and preparing the annual report and budget, so as to afford the most efficient control over the finances of these institutions.

○

VICARIOUS PARENTHOOD

Say not that we are childless though we call
No maiden daughter nor young manhood son.
A thousand lives and more have touched our own
In fellowship as sweet as that of home.
The precious substance of a human life
Into our care is given to shape, to mould
Like that fair model of the Father-Mind
Who looked upon His work and called it good.
More potent than the personal ties of blood
Is that unselfish love enfolding all,
So rich in giving though it harvests not
The fields of golden grain that it has sown.

—Josephine M. Fabricant,
De Witt Clinton High School, New York City.

Copyrighted 1926.

GENERAL OBJECTIVES OF CHARACTER EDUCATION

The general objectives of character education may be stated briefly as follows:

1. *To develop socially valuable purposes, leading in youth or early maturity to the development of life purposes.*

2. *To develop enthusiasm for the realization of these purposes; and coupled with this enthusiasm, intelligent use of time and energy.*

3. *To develop the moral judgment—the ability to know what is right in any given situation.*

4. *To develop the moral imagination—the ability to picture vividly the good or evil consequences to self and to others of any type of behavior.*

5. *To develop all socially valuable natural capacities of the individual, and to direct the resultant abilities toward successfully fulfilling all one's moral obligations.*

¶ Investigations thus far warrant the conclusion that the prime factor in the development of any personality is the influence of other personalities. This fact gives emphasis to the conviction that character education is a problem of community life, and that all social institutions and social agencies should share cooperatively this responsibility.

—Report of Committee on Character Education of the National Education Association.

SCHOOL LIFE

OCT 1

Volume XII
Number 2

October
1926

FLAG RAISING AT BOY SCOUT CAMP, IDYLWILD ISLAND, MONTANA
PHOTO BY K. D. SWAN. COURTESY U. S. FOREST SERVICE.

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education Washington, D. C.

GOVERNMENT PRINTING OFFICE

CONTENTS

Page

Freshman Problems are the Most Difficult that Colleges Must Meet. *Arthur J. Klein* . 21

Organized Summer Camps for Children Have Proved Their Worth. *Marie M. Ready* . 24

New Regulations Prescribed for Brazilian Commercial Schools. *Allan Dawson* . . . 28

Education in Amoy Supported Wholly by Fees and Private Contributions. *Leroy Webber* 29

Editorial: American Education Week Will Long Continue 30

College Attendance Beneficial, Even in Failure 30

"Summer Round-up" by National Congress of Parents and Teachers. *Mildred Rumbold Wilkinson* 31

Americans in Guatemala Establish American School. *Arthur Geissler* 32

Study as Long as Life Lasts the Ideal of Adult Education. *Richard R. Price* . . . 33

"Knighthood of Youth"—a New Solution of an Old Problem. *Mary S. Haviland* . . 36

A City School Board Organized for Efficient Administration. *Frank L. Shull* . . . 38

New Books in Education. *John D. Wolcott* 40

Function of the College to Train the Common Citizen . . . . page 3 of cover

Quality and Responsibility of Teaching . . . . page 4 of cover

THE STORY OF THE DECLARATION OF INDEPENDENCE, a pamphlet of 20 pages, was recently published by the Bureau of Education in obedience to an act of Congress approved May 28, 1926. It contains the DECLARATION OF INDEPENDENCE, a brief summary of the historical events which resulted in its creation, and short biographical sketches of six of the foremost signers. It is intended to supply a copy of the pamphlet gratuitously to every school in the United States, both public and private. Any school superintendent who has not already received them may have, upon application to the Commissioner of Education, enough copies to supply every school building under his supervision. The number of buildings to be supplied should be stated in each application. The document is sold by the Superintendent of Documents, Government Printing Office, Washington, D. C., at 5 cents per copy, or $1 per hundred.

The Declaration of Independence in facsimile, printed on excellent paper 29 inches by 34 inches, may be purchased from the Superintendent of Documents at 15 cents per copy, post paid.

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., OCTOBER, 1926 No. 2

Freshman Problems are the Most Difficult that Colleges Must Meet

Transition from Protection of School to Freedom of College Demoralizes Many Young Men. Lack of Ability not an Important Factor in Failure. "Freshman Year" and "Freshman Week" are Valuable Remedies. Plan of Sectioning Classes is Developing Rapidly. College Entrance upon Basis of Personal Characteristics. Psychological Tests are of Limited Application

By ARTHUR J. KLEIN
Chief, Higher Education Division, Bureau of Education

CAREFUL selection of students for admission to college implies that the work offered after admission will meet their needs to the fullest possible extent and will give their abilities the greatest possible opportunity for development, and that college life outside the hours of formal instruction will contribute definitely to the well-being of students and will aid directly in their preparation to participate in the privileges and obligations of their adult life.

In the University of Wisconsin by February, 1923, 11 per cent of the class entering in the preceding fall had dropped out; in February, 1924, the corresponding figure for the class which entered in the fall of 1923 was 13 per cent. In Harvard only 76 per cent of the freshmen who registered in September, 1923, were promoted in good standing at the end of the freshman year.

Extra Curricular Activities Often Cause Failure

Lack of ability is the least important factor in accounting for such losses; overenthusiasm for sports and other extra-curricular activities is perhaps the most frequent cause. Leaving the freshman almost entirely to his own devices in making his entrance into the official and social life of the institution results in homesickness and discouragement or in useless effort and dependence upon chance influences. Naturally his fellow freshmen and older students give him a one-sided conception of college life, a picture made up largely of athletics, social life, and extra-curricular employments. The college authorities, the faculty, and study, under such conditions, contend upon unequal terms with "activities" in presenting their claims to his time and attention. He has little direct personal contact with college officials and official purposes, and that little is under what he and his fellows regard as compulsion.

The difficulties of the transition from school to college are fully recognized by college administrators. The organization of a common freshman year at Yale was an outstanding effort to overcome those difficulties so far as they may be overcome by watchful supervision by sympathetic college officers. President James Roland Angell regarded this as "perhaps the most striking single contribution which Yale has in recent years made to the improvement of collegiate methods." Men selected for conspicuous ability as teachers under an able dean comprise the faculty of the freshman year. Volunteer counselors in the ratio of 1 to about 15 students are the chief agency by which the university maintain helpful contact with its new students.

Harvard's Freshmen Advisers are Helpful

Especial attention has been given to the freshman year at Harvard, too, although the separate organization in which Yale is the pioneer has not been adopted. Stress is laid upon "freshmen advisers" who assist students in choosing their studies and help them in other ways during their first year in college.

Several institutions, following the lead of the University of Maine, the University of Rochester, and the Agricultural and Mechanical College of Texas, which are pioneers in the movement, have adopted the device known as "freshman week" in order to deal systematically with the conditions described. A study made in 1923–24 by Mary Frazer Smith, of Wellesley College, shows that 41 institutions have adopted this method of orienting freshmen. These institutions require that freshmen report in advance of upper classmen for conferences and lectures, tests, and inspection of the institutional plant.

Acquaint New Students With College Customs

Although called quite generally "freshman week" the actual time devoted to freshman orientation may vary from 1 hour to 10 days. The purpose is to acquaint the new student with the aims, opportunities, and customs of the institution and to secure information, by means of psychological or other tests, which will aid in more careful personal educational service during the freshman year and thereafter. The plan is so simple, results obtained so excellent, and the possibilities for further development so obvious, that general adoption of the device of freshman week may be looked for among institutions which are seriously trying to meet their educational and social problems.

Freshman week affords an opportunity for obtaining information which will enable the institution to group students according to their abilities, as revealed by previous academic records or by special tests. The plan of sectioning classes in this way is developing rather rapidly. Eleven institutions, in addition to two

Portion of a chapter in the forthcoming Biennial Survey of Education.

10346°—26——1

now following the plan, intend to inaugurate such sectioning in the near future. The chief hindrances in the way of satisfactory sectioning are the desire of students for specific instructors and schedule difficulties which prevent free passage from one section to another in accordance with the record made by the student in his college work.

Those of us who in college were more concerned in choosing the men under whom we took our work than in choosing the subjects which made up our curriculum, sympathize with the student who insists upon being permitted to study under a chosen instructor. To be sure, freedom of choice leads frequently to the selection of professors who have reputations for giving "snap" courses, but there is a sound element in the judgment of students which it may be a mistake to ignore. Usually students wish to work under good teachers.

Sectioning Must Involve Some Shifting

If the sectioning plan is to mean anything real it must involve shifting from lower to higher groups as the student develops or displays his ability to work with such groups. This is especially true in view of the records and tests upon the basis of which sectioning is made in the first place. No one seems to have unlimited confidence in preparatory school records, in entrance examinations, or in the results of psychological testing.

At the same time that it limited its enrollment in the entering class to 1,000, Harvard changed its entrance requirements to provide that 75 per cent must be obtained on the entrance examination and also that the boys admitted without examination must in their preparatory work rank among the highest seventh of boys in the class. The University of Illinois requires a grade of 10 per cent better than passing in the institution from which the student comes. The Kansas State Board of Administration has recommended that the plan of admitting graduates of accredited high schools upon an automatic basis be abolished. In general, many college executives are coming to believe that the selective process upon the basis of high rating in the preparatory work results in reduction of the number of students who will not profit sufficiently from college work. It is a real selective device.

Increased Emphasis on Personal Qualities

It seems to have been established by various investigations, notably at the University of Minnesota, that failures on the part of freshmen are not due so much to lack of ability as to lack of personal qualities and characteristics which enable the student to adjust himself to the environment and work of the college. Increased emphasis has been placed, therefore, upon admission to college upon the basis of personal qualities, including the physical. Scoring of applicants for college entrance upon the basis of personal characteristics attempts to cover good habits, industry, manners, respect for law, perseverance, alertness, competence, vigor, promptness, accuracy, participation in activities, and financial condition.

Personal Interview an Important Factor

The University of Chicago, Oberlin, Harvard, Kansas Agricultural College, Leland Stanford University, Reed College, Ripon College, and Swarthmore all have in a serious way attempted such scoring as the basis for admission. The scoring may be a very formal matter, conducted upon the basis of a blank furnished to the principal or other officer of the secondary school, and may involve in addition to such procedure a personal interview between the student and a representative of the college authorities. Northwestern University plans to undertake such scoring upon an extensive scale. Swarthmore, where the plan has been in effect for some time, states that the real entrance examination is the personal interview.

In addition to the service which character scoring renders in securing students who are fitted for good college work, the results of such personal knowledge of students should aid the institution in rendering careful instructional service. In the past the professors under whom students took their work knew little about the high-school records of their students, nothing in most cases about the parents and home conditions from which the students came, and only so much of their mental abilities and tendencies of character as they might derive from classroom contact. The personal history and estimate of students, if made available to the instructing staff, should contribute to improved college-teaching procedure.

Psychological Tests Little Developed

Enthusiasts about the possibilities of psychological tests frequently have urged that the psychological test be used as a basis of admission to college. So far development in this line seems to be insignificant. One investigation, made by the North Central Association in 1924, shows that institutions within its territory were not using mental testing for admission to any great extent.

A study made in the University of Minnesota indicates that the psychological method of testing is less reliable than high-school records in prognosticating future work. Mental testing has made enormous strides since the Army tests were applied to so many young Americans, and institutions have attempted to make greater use of them for such rating of students as is implied in the plan for sectioning classes. The results have not been so satisfactory as the friends of psychological testing would desire. Toops and Bridges assert that to be valuable the correlation between test and scholastic record must be between 0.70 and 0.80. No such high correlation has been obtained. Many authorities seem to doubt whether the mental tests have a higher predictive value than other criteria. In a study made in the public schools it was found that the correlation between public-school teachers' ranking and the subsequent work of students was 0.70 or above, which is higher than has been obtained to date between the mental tests and students' work.

Extravagant Claims Have Been Made

President Coffman, of the University of Minnesota, makes a statement which perhaps represents with considerable justice the present attitude toward the tests: "I would not for a minute speak disrespectfully of intelligence testing, but those who are the members of this cult have in some instances claimed that by a series of intelligence tests it is possible for them to determine in a few minutes of time what students can profit by a university and even what vocations they should follow."

The conclusion, stated somewhat humorously, is that because of innate perversity or obstinacy of mind many of us are not entirely convinced. The use of psychological tests for purposes of sectioning is admitted generally, however, to be of value even though the ability of the test to avoid injustice to the individual is not admitted. The test makes insufficient or no allowance for extraordinary ambition and industry. Students who would be excluded upon the basis of a psychological test if this were the method of determining admission to college have, under the restricted application of the test to sectioning, an opportunity to overcome poor records upon the test by means of extra effort. If the test has been wrong in rating them, the injustice can be repaired. In general, educators appear to feel that the psychological test can not yet be trusted to determine the limits of educability and kind of educability, yet their usefulness is admitted even by sober-minded men who are not carried away by a new experimental process.

Difficult to Understand University Organization

One of the charges brought against colleges and universities is that they are overorganized. A multiplicity of schools, of departments, and of courses offered

are of necessity confusing to the immature student. He comes from an institution where his work has been pretty largely prescribed and almost altogether carried on under the immediate direction of his instructors. When he finds his new institution made up of a number of schools which bid more or less independently for his patronage, and of an even larger series of departments magnifying the work and importance of their subjects, it is a difficult problem for a freshman to understand the relationship existing between the bodies of knowledge which these schools and departments represent. He is likely to go through college with the idea that the department or school which he chooses upon ground of initial interest or personal suggestion represents the whole or nearly the whole body of knowledge required of an educated man.

Special Orientation Courses for Freshmen

To overcome the difficulties of the student and to mitigate the effects of departmental mindedness as distinguished, in the phrase of Dr. R. L. Kelley, from curriculum mindedness, institutions have followed the lead of Columbia University in offering special orientation courses for freshmen. Just as freshmen week is intended to orient the student in his new administrative and social environment, the orientation course is intended to orient him in the fields of knowledge which are spread before him in the college curricula. The orientation course is intended to unify the material of the curriculum; to constitute what may be called, following the terminology of vocational education, a preeducational course. More specifically, they are intended to train the student to think and to introduce him to a general survey of the nature of the world and of man. Committee G of the American Association of University Professors has issued a study of such courses offered by Amherst, Antioch, Brown, Columbia, Dartmouth, Johns Hopkins, Leland Stanford, Missouri, Princeton, Rutgers, and Williams.

Orientation in Life is Sought

One institution at least, Reed College, has carried this idea further; the college course is intended as an orientation one, but orientation in life rather than in college is sought. Of course colleges have always made the claim that this was their purpose. Reed seems to have attacked the problem from a somewhat fresh standpoint and without the restraints of traditional organization. The criticism, so frequently directed against the colleges, that the attitude of instruction is chronological rather than functional, applies in many cases to the work of the orientation courses. Even at Reed, for instance, the first two years of work are directed to providing a historical background. This method of approach is also the one frequently adopted by the freshmen orientation courses.

Relate Instruction Material to Student's Life

Historical interest usually develops in a student only after a considerable body of information has been accumulated with no, or little, chronological unification. Desire to unify and coordinate through the agency of time or logical classifications is a comparatively late development. The filing system comes after accumulation of correspondence. Although it may require a high order of genius to relate instruction material to the familiar life of the entering college student, some element of such relationship is always introduced by good teachers. In this way only can reality be given to knowledge and intellectual attainments. The present orientation courses, excellent as they are under the limitations of chronological approach, might be greatly strengthened if more systematically and consciously related to student experience.

The attitude of college and university administrations indicated by class sectioning and orientation courses implies changed methods in the latter part of the college course. Measures of the kind already described are in large part preliminary to meeting other general criticisms of college work. It is charged that the colleges do not develop a high type of scholarship. The Phi Beta Kappa Society of the Upper Hudson has been sending out speakers to talk to college students about scholarship, since it is maintained that they have very little opportunity to hear about scholarship, and great opportunity to hear about athletics and money-making. It is charged that the processes of college are machinelike and that under the formal standards set up education tends to become more interested in meeting formal standards than in education itself. It is asserted that the work of the regional and national standardizing agencies contribute to destruction of individual aims and institutional character.

Consider Matters of Curriculum Revision

In the attempt to meet these and similar criticisms institutions have considered carefully matters of curriculum revision, and watched with interest surveys of special fields of instruction such as those conducted by the American Classical League, Modern Language Association, and the Society for the Promotion of Engineering Education. They have even begun to plan to take definite steps toward the development of better college teaching. Systems of providing special honors and distinction to induce interest on the part of students in scholarship and in work have made considerable growth. More striking, perhaps, than any of these attempts is the development of honor courses and the tendency to recognize the value of comprehensive examinations. Each of these measures is worthy of consideration. Comment upon proposals with reference to improvement and economy in graduate work will also be discussed before turning to problems of social and college life.

Cities Maintain Schools in Great Variety

Approximately one person in every five living in continental United States, in cities of 10,000 or more population, attends a public school, according to figures recently compiled by the Bureau of Education, Interior Department, published in Bulletin, 1925, No. 41, Statistics of city school systems, 1923–24. The exact percentage of school enrollment during that year was 19.4 per cent of population, based on the 1920 census.

In 773 cities of 10,000 or more population public day schools were in operation for an average of 185 days during the school year, and were attended by 8,742,969 pupils, of whom 81.4 per cent were in average daily attendance. Pupils ranged from kindergarten to collegiate grade, and were enrolled in day schools, including vocational schools, and schools for the deaf, blind, and other special classes; but these figures do not include pupils in continuation, night, and summer schools. An average of 36.3 pupils were enrolled per teacher employed. Operation of these schools necessitated employment of 256,020 principals, superintendents, and instructors, and the maintenance of 14,922 buildings, at a total expenditure of $907,807,163, exclusive of payments on principal of school debts.

Public schools in towns and villages of 2,500 to 10,000 population were maintained at a total expenditure for the year of $195,668,708, exclusive of night and summer schools. These schools employed a teaching force of 80,271 persons and enrolled 2,491,197 pupils.

Altogether, during the school year 1923–24, for the instruction of 12,693,495 pupils, 2,881 city school systems in continental United States maintained day schools, night schools, summer and continuation schools, under a teaching force of 373,649 persons, at a grand total expenditure for the school year of $1,118,926,543. This amount does not include payments made during the year toward liquidation of school debts.—*Lula M. Comstock.*

Organized Summer Camps for Children Have Proved Their Worth

Not only Furnish Wholesome Recreation but Provide Abundant Opportunity for Education. Camps for Boys Operated 20 Years before Benefits were Extended to Girls. Chicago Board of Education Maintains Camp in Rural Environment. California has 14 Camps Controlled by City Recreation Departments. Provision in Many Places for Delicate Children

By MARIE M. READY
Assistant Specialist in Physical Education, Bureau of Education.

ERNEST BALCH established a camp for a group of boys on Lake Asquam, N. H., about 1880. The experiment proved so successful that shortly afterwards other camps were established, and the movement began to grow steadily. From its very beginning the summer camp proved an excellent means not only for furnishing wholesome recreation, but also for providing educational work for children. The success of this work is largely attributed to the fact that the method of organization or management includes a well-balanced schedule of work and play. Each camper must assume some responsibility and contribute something toward maintaining the camp.

A street in Camp Roosevelt, Chicago's public school camp

During the early stages of this movement, only camps for boys were established. Not only teachers and parents realized the great benefits which were thereby made possible for their sons, but the boys who had these opportunities valued them as great events of their lives. Practically every account of these early camps not only praised the movement but also urged the establishment of many more.

The health, educational, and recreational values of summer camps had become so well recognized by 1900 that a similar movement for girls was launched. Mr. and Mrs. C. E. Cobb established a camp for girls at Bridgeton, Me., and a few years later the movement was fostered by Dr. and Mrs. L. H. Gulick, who opened Camp Aloha at Fairlee, Vt., and Mrs. Charles Farnsworth, who established the Hanoum Camps at Thetford, Vt.

In 1910 the directors of boys' summer camps formed an association which meets every year to consider problems of camp direction or camp management. A similar association of the directors of girls' camps was formed in 1916. These associations are working not merely to improve the summer camps for the few children of the well-to-do, but also to give the camp a permanent place in education.

The idea of having every child spend several summers in an organized summer camp is gaining headway not only in the United States but also in foreign countries, especially in England and Sweden.

The following excerpt from the Teachers World, June 10, 1925, shows what Swedish educators think about camping as a factor in education:

> Sweden is determined to make its men and women the healthiest in the world. If you want to be really healthy and strong, and good at games, you must begin when you are very young, before your bones have become stiff and set. So the Gymnastic Association of Skania, the southmost Province of Sweden, invited boys and girls from all the national schools for a week's open-air holiday to be spent entirely in games, dances, and gymnastics. Women teachers went with the girls, and men teachers went with the boys, and they all lived together in the glades of a lovely birch forest by the Lake of Ringsion. The army chiefs helped the camp by lending military tents sufficient for everybody, and not only the dishes and pots and pans and traveling kitchens but the many cooks as well. The boys and girls loved every minute of the time. * * * Toward the end of their stay the children did their exercises together; and 12,000 people, many of them parents, came to watch. On the last day there was great excitement, for the Crown Prince of Sweden visited the camp and watched the gymnastic display. The week was spent in every kind of gymnastic exercise, together with plenty of games and sports, and even lessons in swimming.

An announcement was also made in this journal that on the 25th of June a still larger camp was to be held. During the first week there would be encamped 3,000 children and 500 teachers. During the second week teachers from all over

Bathing beach at Camp Roosevelt

Sweden were to receive practical training, and during the last week a great gymnastic festival was to take place.

Camp Roosevelt, Chicago's public-school camp, was established in 1919. The establishment of this camp was mainly the work of Maj. F. L. Beals, who not only planned the project but tried in every way to have the camp carried on without cost to the boys or to the board of education. The operating expenses of such a big project proved to be so great that this idea had to be abandoned, and the plan finally adopted was that each camper should contribute his share of the bare operating expenses.

Rest period, Summer Health Camp, Prendergast, Mass.

Camp Roosevelt is situated at Lake Harbor, in Michigan, 5 miles from Muskegon, in a strictly rural environment. The healthfulness of this location was previously investigated by the city health departments of Muskegon and Chicago. Special attention is given to the matter of a safe water supply, bathing facilities, drainage, sewerage, freedom from mosquitoes, etc. The problem of food supply is solved by arranging to keep all perishable foods in a refrigeration plant at Muskegon, and the camp is supplied daily by motor-truck delivery.

Great Care to Prevent Overexertion

A physical examination is given to each camper at entrance. Great care is taken throughout the season to protect every boy from overexertion. This is the special work of the physical directors.

Splendid results are accomplished in school work. Each camper studies two academic subjects during the summer, for which he receives credit on his return to school in September. No special classrooms are provided. The classes are held in various places, such as in tents or out of doors under trees, and the work is carried on in an informal manner.

A very practical way in which camping has been utilized as a factor in education is the movement for organized camps for boys and girls carried on by the extension divisions of the agricultural departments of colleges and universities, in cooperation with the Department of Agriculture. This movement originated about eight years ago, and has grown rapidly since 1922. Camps of this kind are called boys' and girls' club camps. Each club is composed of a group of boys and girls working on some special project concerning home economics or agriculture under the direction of an extension or demonstration agent. These clubs usually meet once a month throughout the year, and hold a special camp session in June or July.

The main purpose of these camps is to provide practical demonstration work for the boys and girls. They also include in their program wholesome recreational activities suitable for these rural school children. They are called the 4-H camps; and their aim, as stated in the club creed, is to develop head, hands, heart, and health.

Municipal camps have been established in Michigan, New York, California, and elsewhere. California has 14 municipal camps maintained by the recreation departments of cities with the cooperation of the United States Forestry Service. Oakland maintains two summer camps. One of these is located in the Sierra Nevada Mountains and provides for supervised groups of boys, alternating with supervised groups of girls, during periods of two weeks. It also provides for family groups during the entire summer.

Wooded Mountains Touched by Human Genius

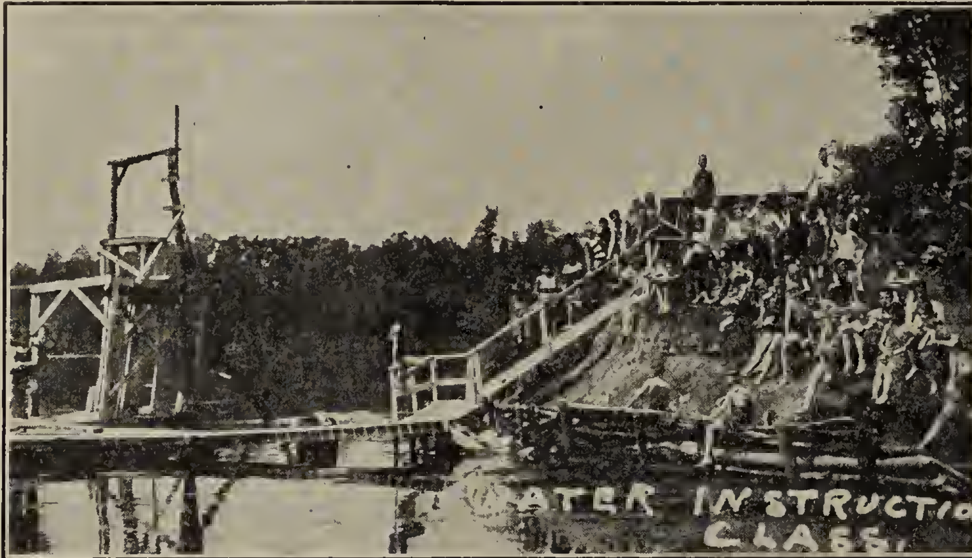
The Palisades Interstate Park at Bear Mountain, N. Y., provides for a great variety of camps. Many mountains are located in this region, and 35 artificial lakes were made by damming the mountain streams. This park has been described as "a wilderness of wooded mountains, touched by human genius, to conserve its wildwood aspects and to utilize them for well-directed purposes of rational recreation and education."

The first camp established in this park was the work of Miss Ruby M. Joliffe in 1911. Miss Joliffe is now superintendent of the camp department of the park,

Summer Health Camp is well named

which provides for the enjoyment of camp life by 8,000 children every summer under the supervision of various social and religious organizations and educational associations.

Recently there has been a movement for the establishment of special health camps for malnourished or tubercular children. This work, however, is carried on largely by private organizations. The National Tuberculosis Association has been very active in helping in the organization of these camps. In many instances the children cared for are selected by the school nurses and doctors, and in a few instances there is a direct connection between the public school and the health camp.



Water sports for Boy Scouts in their camp at Hammond, Ind.

Recent reports show that such camps are being established not only in the United States but also in South America, Germany, Spain, and France. All of the reports point to the fact that many children suffering from incipient tuberculosis show a remarkable improvement after spending 6 to 10 weeks in outdoor life with daily exposure to the sunlight.

Outdoor Life for Children is Economical

Massachusetts has taken the lead in establishing health camps. The State department of education has fostered this plan with the idea that the cost of providing supervised outdoor life for children would be much less than the cost of maintaining sanitariums for incurable adults.

The Board of Education of Cambridge, Mass., maintains two summer camp schools for malnourished or otherwise sickly children. Two regular school buildings are used in this work. One of these is practically a summer play school. Most of the time is spent out of doors in a neighboring park, although the midday lunch is served inside the school building.

The Board of Education of Dubuque, Iowa, furnishes two teachers for a summer health camp established by the Dubuque Visiting Nurses' Association in cooperation with the civic health organizations. This camp provides for about 90 boys and girls during a period of six weeks.

Camps for malnourished children are maintained at Malden, Mass.; Utica, N. Y.; East St. Louis, Ill.; Reading, Pa.; Williamsport, Pa.; and South Casco, Me. These camps are supported by private organizations, but take care of school children selected by school nurses and doctors.

A unique plan has been tried out in Le Havre, France. A special auto, furnished by a private organization, calls each day at the homes of children having incipient tuberculosis and takes the group out into the country to a solarium. At this place the children are placed on cots and exposed at intervals to the sunlight and then brought back to their homes in the evening. This plan is splendid for small children, inasmuch as it allows them to spend the nights at home with their parents and also permits parents to see the gradual improvement of their children.

This account of the British Residential Open-Air School was published in The Schoolmaster and Woman Teachers' Chronicle, May, 1925:

> The camp school is maintained by a local education authority, the inmates being elementary school children who have been certified by their school doctor as weakling or ailing. * * * The children are sent from London in parties of 40, each batch of boys or girls from a selected school. * * * This method enables the children to share what they regard as a great adventure with their own schoolmates and greatly adds to their enjoyment. Moreover, it reduces homesickness to a minimum. One other feature is deserving of special notice. The cooperation of the head teacher and the good will of the staff of the school selected make it possible for the children to be accompanied by their teachers. In this way orthodox convalescent treatment can be combined with the ordered life of a boarding school, with its wholesome discipline and fixed hours of study. * * * Camp life can be made an education of the highest value, particularly in the case of children living below the poverty line. It is no secret that in the poorest households such things as toothbrushes and nightgowns are too often lacking. * * * Doubtless the lesson in hygiene will have emphasized the importance of these necessary articles in everyday life. But that unfortunately is not enough. The trouble is that precepts, however admirable in themselves, lose much of their educative force where they can not be put into practice. So it is in this case. But let the child be selected for a camp party; at once a new factor is introduced. It is as if a swimming bath were provided for a child whose knowledge of swimming has been confined to lying flat on a table and making the correct movements with arms and legs. In other words, an outfit is insisted upon, with the result that the more glaring deficiencies in the child's wardrobe will have to be made good by the parents. * * * For children who come mostly from crowded two or three roomed tenements, the home life of the camp is a continuous course of training, notably the weekly hot bath, the white cloth for dinner, inspections for cleanliness, and, not least, the separate bed. Out of doors also the life might well be described as a succession of surprises.

The summer health camp for malnourished children in the United States is beyond the experimental stage. It has demonstrated clearly that child health is improved by hygienic living out of doors, and it is to be hoped that not only the sickly but all children will soon be pro-

Sleeping quarters for small children, Palisades Interstate Park

vided with opportunities for this outdoor life during the summer, and that the ordinary elementary and high school curricula will be made to include more outdoor school work throughout the year. The medical inspectors and school nurses may forever continue pointing out physical defects, but unless more attention is given to the health of the child throughout school life their work will have little constructive value for the child.

Colleges Train Camp Councilors

The demand for camp councilors is so great that courses of instruction for camping are now given by eight leading colleges and universities and nine special schools of physical education. The greatest emphasis given to camping by any educational institution has been that of the special schools of physical education. Many of these schools, in addition to providing courses in the theory of camping, also require two or four months of camp life as a part of their professional course in physical education.

The Camp Directors' Association conducts yearly an intensive training course for camp councilors. This course includes instruction in swimming, canoeing, nature lore, and arts and crafts. The courses are given during 7 to 10 days during the month of June.

Special training courses for camp directors are also given by the Boy Scouts and Girl Scouts organizations. These organizations are doing real pioneer work in establishing and carrying on summer camps for boys and girls which involve practically no expense except for food.

Courses in swimming and life-saving are conducted several times each year by the American Red Cross. It is absolutely necessary that all swimming councilors be qualified for life-saving. Inasmuch as swimming and boating are the main activities of camp life, the work of the Red Cross in helping to train responsible people for these positions is invaluable.

National Parks Offer Nature-Lore Courses

A few other courses of training are offered in various sections of the country. These courses are especially helpful for nature-lore councilors. The Yosemite School for Field Natural History was opened at Yosemite National Park in the summer of 1925. Enrollment in this course is limited to 20 students, and two years of college work is required for entrance.

The Museum of Natural History of New York, N. Y., has just established in the Palisades Interstate Park a museum of live insects to offer field instruction in entomology.

A course in field biology is conducted by the University of Pennsylvania at Nawakwa Lodge in the Allegheny Mountains. This course was promoted by the Pittsburgh Nature Study Club, composed of city school-teachers.

On the whole, the organized summer camp has demonstrated its value for filling the gap of the summer vacation for both city and rural school children. It has pointed out the necessity for more outdoor life as a part of all school work. It has demonstrated to parents and educators the great value of informal teaching of small groups in comparison with the hustle and formal discipline of the crowded classroom.

Library Facilities in Outlying Dependencies

Extension work by the Library of Hawaii has been carried on for 13 years. There are now 246 points for the distribution of books, and library service is available in the remote islands. In the Philippines, however, outside of Manila the people have little access to books, as shown by a survey of library facilities in Canada and the United States, including dependencies, conducted by the American Library Association. Library facilities are very meager in Porto Rico and Alaska. In Guam, American Samoa, and the Virgin Islands, libraries maintained for the Navy personnel are open to civilian adults. It was found, however, that in all the islands there is need of education among the people in the value and use of libraries.

Public School for a Single Nevada Family

Eight children from a single family constitute the entire enrollment of Diamond A School, 10 miles west of Jarbridge, Nev. The father of the children is the owner of a ranch of 1,000 acres, upon which the school is situated. The mother is a native of Spain. The family speak Spanish, and instruction is given in part in that language.

The school is unusually well equipped. Hot and cold water, electric lights, typewriter, victrola, player piano, swings, slides, and boxing gloves are provided. The teacher receives from the school district $125 a month for a nine-month term.—*Verna Irene Shupe, teacher.*

To attack the problem of crime through the application of scientific methods in the administration of justice in criminal cases throughout the United States, a research seminary will be established by the school of law of Columbia University, New York City.

Diphtheria Immunity for New York Children

A systematic effort will be made in New York to immunize against diphtheria all children in the State up to 10 years of age. The movement is under the leadership of the State department of health in cooperation with medical organizations of the State, and the State charities aid association. The movement involves a five-year program, and the work will be closely followed up by the medical inspection bureau of the State department of education. No effort will be made to deal with school children except through local authorities after parents have given their written consent for the administration of the treatment.

Course for Nurses in Connecticut Normal Schools

Normal school courses in health education and allied subjects for nurses engaged in public-school health work were inaugurated during 1925–26 in State normal schools of Connecticut. About 80 nurses availed themselves of the opportunity of training in service. Groups of nurses met approximately every two weeks during the school year, and the course included from 12 to 15 periods of two hours each. The essentials of psychology, child training, and principles of educational method were covered in lectures. The work throughout the course was correlated with health education. Demonstrations and practice lessons were given.

Fifty New York Communities Employ Dental Hygienists

Dental hygienists, women who have taken a year's course of instruction and practice in dentistry, are employed by schools in 50 communities in New York State. The duties of the dental hygienist are principally educational. She instructs children in the care of their teeth, examines their mouths for dental or other defects, and where necessary reports to parents work that is needed and follows up cases to see that proper attention is given. It is stated that the equipment required for the work may be obtained for $300; the State of New York pays half the salary.

A growth in membership to 50,125 in 1925 from 7,000 in 1922 is the record of the Michigan branch of the National Association of Parents and Teachers.

New Regulations Prescribed for Brazilian Commercial Schools

Required Course of Study Embraces Four Years and is Very Comprehensive. Two Foreign Languages are Obligatory and Three Others are in Optional Course. Completion of Elementary Course Required for Admission

By ALLAN DAWSON

United States Vice Consul, Rio de Janeiro

ALL BUSINESS and commercial schools officially recognized by the Federal Government of Brazil are to be bound by new requirements recently promulgated by presidential decree. A general course of four years is prescribed, and instruction is obligatory in the following subjects:

General.—Portuguese; French; English; elementary science (physics, chemistry, and natural history); elementary mathematics (arithmetic, algebra, and geometry); physical and political geography; general history and geography of Brazil; civics; penmanship; typewriting and drawing.

Technical.—Elements of economic geography and history of commerce, agriculture, and industry; applied mathematics; elements of constitutional, civil, and commercial law; customs and financial legislation; commercial practice; accounting; elementary science as applied to commerce; stenography and mechanographys.

Besides the general course, which all officially recognized schools must follow, an advanced course, the teaching of which is to be optional, is laid out. The subjects to be taught in this course are German, Italian, or Spanish; commercial and statistical geography; commercial, agricultural, and industrial history; elements of decorative art; industrial and commercial science; commercial and maritime law; political economy; applied psychology; industrial law and labor legislation; government finance; international law, diplomacy, history of treaties, and diplomatic correspondence; applied mathematics; constitutional and administrative law; business administration; advanced accounting and elements of banking.

In addition to the general and advanced courses, commercial schools may still conduct special courses, such as those for actuaries, accountants, and persons preparing for the consular service.

For matriculation in the general commercial course, a candidate must either pass an examination in certain prescribed elementary subjects or present a certificate of proficiency in these subjects from an approved elementary school.

Official report to Secretary of State.

Recent Publications of the Bureau of Education

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

Character education. Milton Bennion. (Bulletin, 1926, No. 7.) 15 cents.

How the world rides. F. C. Fox. (Bulletin, 1926, No. 8.) 25 cents.

Accredited higher institutions. E. B. Ratcliffe. (Bulletin, 1926, No. 10.) 15 cents.

Pay status of absent teachers and pay of substitute teachers. (City School Leaflet, No. 21.) 5 cents.

Is your child ready for school? J. F. Rogers. (Health Education Series, No. 19.) 10 cents.

Relating foreman programs to the program for vocational education. Maris M. Proffitt. (Industrial Education Circular, No. 25.) 5 cents.—*Mary S. Phillips.*

Platoon Plan Fully Adopted in 34 Cities

The platoon plan of school organization as a city-wide policy has been adopted by school systems of 34 cities in the United States. These cities, which are located in 15 different States, range in population from 2,500 to more than 100,000, and represent a total urban population of 6,000,000. In 22 of the cities every school is of the work-study-play, or platoon, type. In all, 110 cities in 33 different States have one or more schools organized according to the platoon plan. These cities have a combined population of more than 17,000,000.

More Men in Pennsylvania Normal Schools

Ninety per cent of the 3,807 students graduated this year from the 14 State and 2 city normal schools of Pennsylvania prepared to teach in elementary schools. The remainder specialized in art, music, commercial education, health education, and home economics. The 1925–26 graduates exceeded graduates of all previous years both in total numbers and in the number of men graduates. All had four years of high-school training or equivalent before entering normal school.

Defective Flues Principal Cause of Fire

Twenty-four schoolhouses in Alabama have been totally destroyed by fire and two have been partially destroyed since October 1, 1925, according to announcement of the State fire marshal. This represents a money loss of $193,840; the buildings carried insurance to the amount of $121,205. Most of the fires have occurred since the first of the year, and half of them were due to defective flues. The record this year is worse than for 1925; but losses so far total only about half the losses of 1924, when a fire record was established of an average of one schoolhouse a week burned during the 52 weeks of the year.

Teachers Must Transmit Ideals and Traditions of Republic

NO NATION in the world's history has so devoutly believed in, and so deeply pledged itself to, free universal education. In this great experiment America marches in advance of all other nations. To maintain the moral and spiritual fiber of our people, to sustain the skill required to use the tools which great discoveries in science have given us, to hold our national ideals, we must not fail in the support and constant improvement of our school system. Both as the cause and the effect the maintenance of our complex civilization now depends upon it. * * *

To you, school men and school women, is entrusted the major part in handing on the traditions of our Republic and its ideals. Our greatest national ideal is democracy. It is your function to keep democracy possible by training its children to its ways and its meanings. We have seen many attempts in late years to set up the forces of democratic government, but many of them are but the forms, for without a literate citizenry taught and enabled to form sound public opinion there is no real democracy. The spirit of democracy can survive only through universal education.

—*Herbert Hoover.*

Alabama Girls Win Prizes for Dressmaking

Entire wardrobes for young women were featured in the annual State high-school clothing contest held recently in Birmingham, Ala., under the auspices of the State department of education and the Alabama Home Economics Association. Dresses made by pupils in local contests were scored both on and off the person, and the girl scoring highest had the privilege of representing her school in the State contest. Traveling costumes worn by pupils were judged upon arrival in Birmingham as to becomingness and suitability. Dresses for afternoon, street, or church wear were scored for suitability, technique, hygiene, and cost; and the cooking costume on general appearance, hygiene, and technique. New and remodeled hats and a silk dress for street or church wear were special entries. Standards for instruction in the selection, construction, and care of clothing are being established, and an opportunity was offered teachers to observe the work of other schools.

Ability Grouping in New York High Schools

Pupils are grouped according to ability in approximately 35 per cent of the junior and senior high schools in the State of New York, according to 497 replies received to a questionnaire sent out by the educational measurements bureau of the State department of education, to ascertain the extent to which grouping is carried out in high schools. Grouping is usually effected in the ninth grade, and is generally based on intelligence tests, though frequently on the teacher's estimate of the pupil's ability or his marks in school. In 147 schools pupils of different ability are grouped in separate classes, and 109 schools reported that ability groups are formed within classes. Some schools use both procedures.

Classical Study Maintains Its Hold in Providence

Of slightly more than 5,000 students enrolled in the three high schools of Providence, R. I., 840, or about one-sixth, are in Classical High School. This represents the same proportion of Providence students pursuing classical courses as in 1881, when one-sixth of the students in Providence High School were in the classical department. All students in Classical High School take Latin, but fewer than half study Greek.

10346°—26——2

Education in Amoy Supported Wholly by Fees and Private Contributions

No Government Funds Available Because of Disturbed Political Conditions. Family and Clan Schools are Numerous and Often Efficient. Missionary Schools Afford Best Opportunities Available. University Financed by Single Individual

By LEROY WEBBER
United States Consul, Amoy, China

ADVERSE political conditions have interfered with educational progress in Amoy during the past year. Funds from the Government have been lacking, and such government system of education as actually exists has been left to work out an existence in whatever way possible. So-called government schools are largely maintained by fees from students, and other assistance from people benevolently minded, thus placing education among those institutions which depend upon charity.

In families whose financial means permit, children receive most of their elementary education at home under private tutors and instructors. Often a wealthy son assumes the responsibility for the education of the children of the entire family, including children of brothers, sisters, uncles, aunts, and sometimes cousins. As a result, there are in existence hundreds of these small family schools.

Out of this system has grown a number of larger clan schools, maintained privately by the wealthy members of a large clan. In some cases all children belonging to the clan are permitted to attend the school without charge, while in other clan schools a small fee is charged. Such schools are more economical, more easily staffed with good teachers, and serve a larger constituency than the small single family school. Among these clan schools are found some of Amoy's best primary schools.

There is another type of private school, most of which devote their time and resources to elementary education. A few of these are combined elementary and secondary schools. They are partly or wholly financed by wealthy friends. Schools supported and controlled by missionaries should be included in this class. These institutions are for general public use, and, with practically no exception, offer the best educational opportunities available within the district. Due to a general local business depression, high and extortionate military taxation upon the rich, such institutions are becoming more and more difficult to finance.

There are in addition a large number of small private schools organized and run for profit. Little can be said in commendation for most of them.

There is only one university within this locality, the University of Amoy. It is also a private institution, organized and completely financed by one man, a wealthy returned merchant from Singapore. Within the last five years more than a million dollars have been spent in buildings and equipment for this institution. There is no school in Fukien, and few in all China, better equipped for service than the University of Amoy. The demand for such a university in Amoy is yet small, and whether or not the present expenditure of so great an amount of money is justified remains to be seen. However, such work as the university is attempting is good. Special advantages are offered for advanced research work, and much has already been accomplished for permanent and future educational needs and opportunities in the Province of Fukien.

Official report to Secretary of State.

Prague Conducting Active Crusade Against Tuberculosis

A sanitarium for tuberculous school children will be maintained this summer by the city of Prague. It will be located in a forest near the city which belongs to the municipal government. Wooden dormitories, schoolrooms, and offices have already been built. All instruction will be in the open air.

This is a feature of the crusade against tuberculosis now in progress in the schools of Prague. Thorough medical inspection is made of all pupils and those who are suffering from tuberculosis are segregated if necessary for special treatment. Free meals and milk are provided in increased quantity. For poor children, holiday homes in the mountains or at the seaside will be provided, and sun bathing and medical treatment will be freely given.—*Emanuel V. Lippert.*

Schick diphtheria test was given to 1,667 pupils in the Shelby County (Ohio) schools recently without the loss of a single hour from school. Parents, teachers, and health authorities cooperated in making a success of this second year's health campaign in the county.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

OCTOBER, 1926

American Education Week Will Long Continue

AMERICAN Education Week will be observed this year with the National Education Association and the American Legion as its chief sponsors. The Bureau of Education will not participate actively. Its work in this behalf has been accomplished. American Education Week is now a fixed event in the educational calendar, and no further need exists for the active aid of a Government bureau. Other agencies can and will continue efficiently the work which it is necessary for a central national organization to do. It is in accordance with its settled policy that the Bureau of Education withdraws from an undertaking which can be conducted equally well by others.

SCHOOL LIFE's issue of October 15, 1920, carried what was apparently the first published suggestion for a nation-wide campaign for the improvement of the schools and other agencies for education. Dr. P. P. Claxton, then Commissioner of Education, wrote the article. In it he designated the week of December 5 to 11 as "School Week" and urged governors and chief State school officers to take proper action "to cause the people to use this week in such a way as will most effectively disseminate among the people accurate information in regard to the conditions and needs of the schools, enhance appreciation of the value of education, and create such interest as will result in better opportunities for education and larger appropriations for schools of all kinds and grades."

Within a short time letters were sent to State officers, school superintendents, college presidents, newspaper and magazine editors, labor unions, civic organizations, and other associations in great numbers, urging cooperation in the observance for the benefit of the schools. The response was general and cordial. The press was helpful, many governors issued proclamations, nearly all the State superintendents cooperated, and the extent of the observance was unexpectedly great.

The American Legion took up the idea and from 1922 it has been a joint sponsor with the Bureau of Education and the National Education Association.

The American public school owes much to the organized campaigns of the past. How much of the popular enthusiasm for education is due to this form of stimulation can not be measured. It is certain, however, that the propaganda of Horace Mann, Henry Barnard, John D. Pierce, Newton Bateman, and their like was necessary to the establishment of public schools in the beginning, and that no important extension of the plan has been achieved without similar agitation.

A recurring period of educational refreshening is of value beyond peradventure, and American Education Week is a device of such excellence that there should be no doubt of its permanence.

College Attendance Beneficial, Even in Failure

INVEIGHING against the tide of freshmen that threatens to overwhelm the colleges, some writers are accustomed to stress the waste of time for the young man who spends only a year at college. Whatever may be true of other aspects of the situation, in this particular the case is not proved.

No one is admitted to college unless he is the possessor of the customary 15 units. Every freshman was graduated from a high school and has presumably assimilated the instruction there. He gave evidence that he is reasonably prepared for the next step, or he would not have been admitted to college. Suppose that boy fails in his examinations at the end of the freshman year and is dropped, has he not received, nevertheless, enough of benefit to justify his expenditure of time and money? It would seem so.

He has had daily contact for a year with teachers of a class superior to any whom he has ever met or will ever meet again. Even if much of their instruction is beyond his comprehension, does he not obtain valuable insight into the habits of thought of cultivated men? And is not mere participation in academic life an experience whose influence abides?

As everybody knows, much of the benefit of college attendance comes from activities outside the actual classroom. Notwithstanding the inevitable presence of some triflers, the main object in life of most men who attend college is the acquisition of knowledge. Association with them is inspiring and helpful always. No young man who is not himself an irredeemable idler can live for a year in daily contact with studious men without receiving permanent benefit. The very atmosphere of the college is elevating.

Naturally, the most of good is for those who continue to graduation. Those who absorb fully all that is offered are benefited in proportion to the time which they are able to spend. But no one who gives reasonable effort to his work will fail to receive just return for his expenditure, without regard to the passing of all the college tests.

Reindeer herds may be provided for the Eskimos of the northwest territories of Canada. The Dominion Government is investigating the reindeer industry of Alaska, which is under the control of the Bureau of Education. Two Canadian experts are now in Alaska for that purpose. When their studies of the situation are complete the two men will travel on foot over the country through which the deer will be driven, if they are purchased, in order to determine the route to be followed and to examine the plants with a view to their fitness for forage.

The illustration of Crater Lake printed on page 5 of the September number of SCHOOL LIFE was made from a photograph produced by Fred H. Kiser, of Portland, Oreg. Acknowledgment of Mr. Kiser's courtesy in permitting the use of the photograph was inadvertently omitted. It is now cordially tendered.

Superior State Courses of Study are Described

Large numbers of rural teachers lack adequate preparation for their work and have little supervisory assistance in performing it other than the help rendered by the State course of study. Several recent State courses of study are excellently adapted to the needs of rural teachers. They contain specific assistance of the kind which accords with modern educational theory for the teaching of each of the elementary school subjects. They guide teachers in stimulating pupils to use, extend, and enrich their own experience, and to assume a greater measure of responsibility for improving and strengthening their school work.

The results of an examination of these courses are embodied in Rural School Leaflet No. 41 of the Department of the Interior, Bureau of Education, entitled "Characteristic Features of Recent Superior State Courses of Study." The compilation of an effective State course of study is an achievement of which any State may be proud. Rural School Leaflet No. 41 aims to assist in the formulation of such courses.

Discuss Education, Rehabilitation, Reclamation, and Recreation

Pan Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation will be held at Honolulu, Hawaii, April 11–16, 1927. At its last session Congress authorized and requested the President to call this conference. The act provides that the conference shall be organized and conducted by the Interior Department, and the Secretary of the Interior has fixed the time, after consultation with Governor Farrington, of Hawaii, so as to conform with steamship schedules.

The plans provide that invitations shall go out immediately through the State Department to nations bordering on the Pacific Ocean or having territorial interests in the Pacific, including colonial governments, asking that delegates be sent to the conference. A request has been received that Great Britain and India be included in those nations invited. Although the conference is planning primarily for the benefit of Pacific countries, it is not intended to exclude any other nation that desires to participate.

The general purposes of the conference contemplate a discussion of common problems relating to schools, reclamation, rehabilitation, and recreation. It is hoped that the conference will prove a medium of better understanding and relationship between the United States and its neighbors in the Pacific, and will strengthen the Territorial administration in Hawaii and other Territories.

The Secretary of the Interior expects to invite other executive departments of the Government to participate officially in the conference. The agenda is now in preparation.

To Modernize Agriculture in Bolivia

A State agricultural school will be established at Tarija, Bolivia, to encourage and modernize the agricultural activities of that country, which are at present in a backward state. The institution will be divided into two main sections, one devoted to the diffusion of practical knowledge among the active farming classes and the other to inculcate the theory and science of advanced phases of agriculture and cattle raising. Extension courses will be conducted in outlying towns, and cooperative associations of small producers will be encouraged. The school will be well equipped as a practical institution. The sale of the products of the school is expected to contribute materially to the cost of upkeep.—*Rudolf E. Schoenfeld, United States Chargé d'Affaires ad interim, La Paz.*

"Summer Round-up" by National Congress of Parents and Teachers

By MILDRED RUMBOLD WILKINSON

Assistant Manager Publicity Bureau, National Congress of Parents and Teachers

JOHN J. TIGERT, United States Commissioner of Education, says of the "summer round-up": "This summer round-up of children, inaugurated by the National Congress of Parents and Teachers, is one to which the United States Department of the Interior, Bureau of Education, gives its hearty cooperation. Of the recent movements to benefit children, none has impressed me as being more significant than this, which aims to give to every child in the United States a chance to be well and happy and to grow into a useful man or woman."

This was said at the beginning of the second year's summer round-up, and it seems that now, at the close of the second campaign, the National Congress of Parents and Teachers is justified in considering this movement a worth-while project, for the majority of local associations have spared neither time nor effort to give the young child a fair start toward good health and so have a better opportunity to become a worthy citizen of our country.

At the beginning of each year's work the United States Bureau of Education sent letters to State commissioners of education and State superintendents and to many city and county superintendents urging their cooperation. The American Medical Association aided in the work. State and local boards of health, physicians, dentists, and trained nurses gave freely of their time and ability. It became a community work.

May 1, 1926, was the last date set for registration for associations competing for the prizes for the reported best methods of carrying on the summer round-up.

Illinois First to Complete Registration

Many associations that did not register have done the work thoroughly and efficiently. The first State to complete and send her registration to the campaign office was Illinois. The first 100 per cent city enrolled was Ames, Iowa. The State having the largest percentage of its associations enrolled was Arkansas.

These associations were presented at the Atlanta convention with gavels made from a tree grown at Marietta, Ga., under which the founder of the National Congress of Parent-Teachers, Mrs. Theodore Birney, played as a child.

Many local associations, aided by boy scouts, made a house-to-house survey of their locality for all children of proper age to enter school in the fall. At Colgate, N. Dak., the president of the Parent-Teacher Association, with the enthusiastic aid of the county nurse, visited every family in the district having children of preschool age. It was harvest time and the mothers of the children found it hard to leave their homes. The president and nurse, having secured the services of a physician who was willing to make the trip from his home at Page to hold a clinic, felt that nothing must prevent the children, 10 in all, from seeing him. The roads were almost impassable because of rains, yet these women drove to most of the homes to get the mothers and children and take them up to the clinic. Every child got there. Weather and roads did not prevent the follow-up work, and at the end of four weeks the health of these children had been raised from 81 to 95 per cent, a gain of 14 per cent. Every child entered school the day it opened.

Movement Spread Like Beneficent Epidemic

It has been interesting to compare by States the number of associations registering in 1925 and 1926. In 1925 a total of 1,140 associations registered in 42 States; in 1926, 1,281 registered in 44 States. Iowa led in 1925, with 114 associations doing summer round-up work, and in 1926 it was still in the lead with 158 associations. New Jersey had 56 last year and 77 this year. Mississippi showed 39 last year and 52 this year. Alabama jumped from 1 to 11 associations. The movement has spread over the country like a beneficent epidemic.

Dr. Merrill Champion, of Boston, chairman of the Child Hygiene Committee of the Massachusetts State Branch of the National Congress, says: "But after all, the summer round-up is only a symptom. What we all are after is a general, permanent interest in the health of the preschool child. The towns which did not enter the contest and those which did not get a prize none the less have made a real contribution to child welfare if some of the parents of the town have a better understanding of the need of regular health examinations for their children, followed by the correction of such defects as may be found. The work of the school physician and the school nurse will be easier in the coming year because of the summer round-up. There will be more time for the older children. The school system will have been saved some expense. But, best of all, the standard of child health will have been raised in the community."

Americans in Guatemala Establish American School

Teachers Will Be Brought from United States. Ample Funds Available for Maintenance. Attendance of Guatemalans Expected to Exceed that of Americans. President of Republic Will Be a Patron

By ARTHUR GEISSLER

United States Envoy Extraordinary and Minister Plenipotentiary to Guatemala

AN AMERICAN school in Guatemala was proposed by the American minister early in June. A number of representatives of firms of the United States called later at the legation for an informal discussion of the matter, and it was decided to organize an academy, comprising a kindergarten and all primary and high school grades. The undertaking appears to have the support of practically all of the Americans residing in Guatemala.

Although tuition will be charged, it is anticipated that there will be a considerable deficit during the first two years, but ample funds have been pledged by the organizers. An effort is being made to have the school in operation by about September 1, and to procure high grade teachers from the United States at attractive salaries.

The organizing committee was received by President Orellana, to inform him of the undertaking. He expressed gratification, and stated that he expects to have one of his daughters enrolled as soon as the school is opened. It is predicted that the academy will have a large attendance from the beginning, and that, although perhaps nearly all Americans of school age in the Republic will avail themselves of the educational opportunity, the number of Guatemalans will be even greater.

It is hoped that, aside from the direct benefit afforded to citizens of the United States, the institution will do much to propagate American ideals, and that a considerable number of its students, both American and Guatemalan, will pass from the academy to colleges in the United States.

Official report to the Secretary of State.

Report Shows Steady Growth in Catholic Schools

Catholic educational institutions in the United States in 1924 numbered 9,783, with 2,313,183 pupils, and 71,705 instructors, according to the new Directory of Catholic Colleges and Schools, published by the National Catholic Welfare Conference. These figures represent an increase of 4 per cent over 1922 in the number of institutions maintained, of 13.5 per cent in the number of instructors, and 6.4 per cent in enrollment. In the 95 Catholic normal schools maintained 1,645 religious and 46 lay instructors were engaged in the training of 17,363 pupils, of whom more than 96 per cent are women.

Continued Success of War School of Dyeing

A dyeing school and a model dyeing factory are maintained by the Government of Punjab, India. The institution combines theoretical and practical training under actual factory conditions, and provides training in foreman dyer classes, literate artisan classes, and illiterate artisan classes. The school has turned out 328 students in the past nine years. It was established in 1916–17 because of the acute shortage of aniline dyes during the war. The purpose was to direct research in the development of indigenous dyestuffs and to teach local dyers their use as a substitute for aniline dyes. The school has enjoyed great popularity and rapid expansion. It is now located at Shahadara in commodious buildings.

Local History is Made a High-School Subject

Preparation of a complete history of their county, Williamson, location of places of historic interest, and permanently marking them were made a two years' project by history students in Taylor (Tex.) High School. In carrying out the project specific assignments were given students, worth-while work was done, and the completed history is to be published. In addition to an authentic history of the county, a calendar of historic happenings was worked out, and a map was made showing places mentioned. Local legends were written up, and many interesting incidents of the past unearthed and put into permanent form. Bronze markers were purchased, suitably inscribed, and set up to designate historic places.

Libraries Give Attention to Labor Problems

Some months ago the American Library Association, at the request of the Workers Education Bureau, sent out to 754 public libraries, situated in towns and cities having local unions affiliated with the American Federation of Labor, a list of 36 book titles on labor problems which had been selected by the bureau. With the list went a request that each library check it to show titles held by the library and return it with a statement as to whether additional titles would be purchased if a demand for them arose. Two hundred and fifteen of the two hundred and sixty lists returned were accompanied by explanatory letters. All but four of the librarians writing stated that they would purchase such books as were not found on their shelves or were willing to purchase some or all of these upon indication of a demand. Nineteen libraries immediately ordered such books as they did not have.—*Adult Education and the Library.*

Boy Scout Troop Organized in Alaskan School

An Eskimo Boy Scout troop has been organized at Cape Prince of Wales on Bering Strait, Alaska, by the teacher of the school at that place, which is under the direction of the Bureau of Education, Interior Department.

At meetings, which are held twice a month, the boys discuss village problems as well as their own immediate concerns, and their cooperation with the local village council has been of real assistance in keeping the village clean and the water supply sanitary. The teacher is the scout master, and the schoolroom has been converted into a reading room, where good magazines, books, and games are accessible to the boys during the entire year. Contests are conducted in marksmanship, spear throwing, archery, first-aid, health and cleanliness, cooking, woodcraft, animal and plant study, and other Scout activities.

Savings Accounts for a Third of the Pupils

More than a million and a half dollars were deposited in school savings banks by pupils in schools of New York City during the year February 1, 1925, to February 1, 1926. In all, 384,558 separate accounts were maintained in 429 school savings banks, a net gain over the previous year of 57,147 individual accounts. In addition, 32,151 new interest-bearing accounts were opened for pupils in regular savings banks.

Study as Long as Life Lasts the Ideal of Adult Education

Adults Pursuing Organized Courses More Numerous Than Resident Students of All the Universities and Colleges. Vocational Training Only Part of Education. Fundamental Thing is Training in Art of Living. Prepare for Intelligent Participation in the Evolution of Society to a Higher Level. No Serious Student Satisfied with Status Quo

By RICHARD R. PRICE
Director of University Extension, University of Minnesota

FREDERICK KEPPEL defines adult education without using the word "adult" as "the process of learning, on the initiative of the individual, seriously and consecutively undertaken as a supplement to some primary occupation." The weightiest part of that definition is contained in the phrase, "on the initiative of the individual," for those who have had most to do with adult education are agreed that the students are characterized by an inward stimulus or urge rather than by a pressure from the outside, that they are not sent to school, but go.

In one sense the term adult education is a misnomer, for the process is by no means confined to adults. It begins with that large group between the ages of 16 and 20 who have severed their connection with formal schooling, and it includes those of any subsequent age who, lacking school connections, are nevertheless and for a variety of reasons moved by the passion for learning.

Combine Learning with Pursuit of Livelihood

The last part of our definition also should not be minimized—"as a supplement to some primary occupation." Here again we have an almost invariable characteristic of the movement, that its devotees combine learning with the pursuit of a livelihood. They do not make education during a definite period a business, as do the matriculants of our colleges and universities, but they pursue it as a supplemental or avocational interest. Their primary business is earning a living or securing a competence while secondarily training for increased earning power or for the satisfaction of intellectual aspirations. And there is much to be said for the reciprocal advantages of this dual system both on study and on earning power.

In the article in which Mr. Keppel presents his definition he gives some interesting statistics on adult education. He points out that, "to-day, there are at least five times as many adults, men and women, pursuing some form of educational study as are registered as candidates for degrees in all the colleges and universities in the country." He estimates their numbers as follows:

> In the 350 commercial correspondence schools of the United States about a million and a half new students register every year.
>
> In public evening schools, part-time and continuation schools, more than 1,000,000.
>
> In university extension classes and correspondence courses, 150,000 students.
>
> In Y. M. C. A. courses, 100,000; in courses given by other nonacademic organizations, 100,000; in workers' education classes, 30,000.
>
> These figures take no account of agricultural institutes, art and natural history museums, Chautauquas and lyceums, public library reading courses, and instruction through the film, the radio, the magazines and newspapers. Verily, education for adults in this country has become a major activity.

Preponderance of Courses with Vocational Aim

With this brief survey of the prevalence of the various forms of adult education in this country, we may turn to a consideration of its content and aims. Here the significant fact is the preponderance of courses having for their purpose and goal vocational objectives. Training for a better job, training for more pay, training for advancement in a trade, industry or profession, training for promotion under our competitive system, training for more skill, technical knowledge and proficiency; in other words, training for dollars and cents and the accompanying social prestige—these are the things emphasized in much of the present-day clamor for increased educational advantages and opportunities.

Who has not seen in the current magazines the alluring advertisements adroitly illustrated showing the young mechanic or bookkeeper looking with longing eyes through the open door of the general manager's private office at the vacant chair before the ornate mahogany desk awaiting some one capable of filling it? The skillfully written text usually assures the reader that he need only take a year's work with ——— school of salesmanship or business management to be amply qualified for the vacant position.

Now, I am by no means to be understood as decrying vocational or technical education for adults or others. Far from it. I believe we need in this country much more vocational education and training, not less. We need more technical high schools, more continuation schools of the industrial type, more trades schools, more mechanics' institutes, more technical institutes and colleges, more training schools for specialized industries, more high-grade colleges of business and of business administration. A population highly trained and skilled in industrial, technical, and commercial lines is a sure guarantee of general prosperity and well being. No man can be of much service or value to his country until he can at least pull his own weight in the boat.

My only fear is that by general consent this shall come to be considered education, which it is not. It is only part of education. It has to do with the loaves and fishes and not with weightier matters of human life and destiny. We have high authority for the statement that man shall not live by bread alone. Most foreign observers of American life agree that we have set the pace for the world in material progress, in physical well being and prosperity, and in the acquisition of creature comforts. At earning a living we are excelled by none. But these observers also agree that we have not acquired the fine art of living. "Getting and spending, we lay waste our powers." It is a truism that every man has two things to do in life: to make a living, and to live a life. We are so engrossed in the former that we tend to neglect the latter; and this same trend shows clearly in the current movement for adult education.

English Students Demand Cultural Courses

This is not true elsewhere. Mr. Albert Mansbridge, the mentor of the university extension movement in England, recently stated that in the workmen's tutorial classes of Oxford and Cambridge the students do not chiefly ask for technical or vocational subjects, nor do they seek university credit toward a degree. Their

Address at the final convocation of extension students of the University of Minnesota, May 28, 1926.

choice usually turns to courses in economics, philosophy, history, literature, mathematics, and kindred subjects. In other words, these people evidently want to escape from subjects that have to do with their daily work, and choose rather those subjects that lead them out into a larger and more abundant life.

General Educational Principles Apply Universally

This leads me to a consideration of the true inwardness of education; what are its primary and secondary aims? What is its essential meaning? What should it do for the individual? What are its functions and fruits and ideals? After all, adult education is only education specifically applied to persons of more or less mature age. General educational principles should be universally applicable. In pursuance of an adequate answer to these pertinent questions I have made a hasty and by no means comprehensive survey of the reasoned judgments and conclusions of a few of the great thinkers of history on the true function, scope, and purpose of education. Because it is apparently true that a new definition of this constantly recurring social task and duty must be formulated for each succeeding age with its new conditions and its new problems, I have included some contemporaneous statements on the same general theme. While the education of to-day in principle and practice is not the education of the past, nor will it be that of to-morrow, yet it is plain to see that a thin gold thread of agreement in essentials runs through the conflicting statements and the discrepancies set forth by these men of diverse periods of history.

I bring you now a few of these gleanings.

Let us begin as far back as Plato. He says:

> The more things thou learnest to know and enjoy, the more complete and full will be for thee the joy of living.

Then with a long leap down the centuries we come to Milton with his classic definition:

> I call, therefore, a complete and generous education, that which fits a man to perform justly, skilfully, and magnanimously, all the offices, both private and public, of peace and war.

Activities which Constitute Human Life

We come closer home and nearer to modern conditions when we reach the nineteenth century. Here we come to Herbert Spencer, who in his time perhaps best represented the more strictly utilitarian view of education. In his famous essay on Education, he classifies in order of importance the leading kinds of activity which constitute human life:

> 1. Those activities which directly minister to self-preservation.
> 2. Those activities which, by securing the necessaries of life, indirectly minister to self-preservation.
> 3. Those activities which have for their end the rearing and discipline of offspring.
> 4. Those activities which are involved in the maintenance of proper social and political relations.
> 5. Those miscellaneous activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings.

He sums up the ideal of education as complete preparation in all these divisions. Failing the ideal, the aim should be to maintain a due proportion between degrees of preparation in each. Attention should be given to all, greatest where value is greatest, less where value is less, least where value is least.

High Ideal of Liberal Education

With Spencer we may associate his great contemporary Huxley. His famous definition runs as follows:

> Education is the instruction of the intellect in the laws of nature, including men and their ways as well as things and their forces; and also the training of the affections and the will into an earnest and loving desire to move in harmony with those laws.

In another place Huxley expands this definition as follows:

> That man, I think, has had a liberal education who has been so trained in his youth that his body is the ready servant of his will, and does with ease and pleasure all the work that as a mechanism it is capable of; whose intellect is a clear cold logic engine, with all its parts of equal strength and in smooth working order; ready like a steam engine, to be turned to any kind of work, and spin the gossamers as well as forge the anchors of the mind; whose mind is stored with a knowledge of the great and fundamental truths of nature and of the laws of her operations; one, who, no stunted ascetic, is full of life and fire, but whose passions are trained to come to heel by a vigorous will, the servant of a tender conscience; who has learned to love all beauty, whether of nature or of art, to hate all vileness, and to respect others as himself.

Then comes our own William James, who thus phrases his conception:

> The sense for human superiority ought, then, to be considered our line, as boring subways is the engineer's line and the surgeon's is appendicitis. Our colleges ought to have lit up in us a lasting relish for the better kind of man, a loss of appetite for mediocrities, and a disgust for cheap-jacks. * * * The best claim we can make for the higher education, the best single phrase in which we can tell what it ought to do for us is, then, exactly what I said: It should enable us to know a good man when we see him.

In Terms of Our Own Day

We come now to two other attempts to phrase a valid conception of the mission and function of education in terms of our own day. The first was made at the fifty-seventh annual convention of the Minnesota Education Association in St. Paul in 1920 by Sir Auckland Geddes. It runs as follows:

> Education is the process designed to help a human being to appreciate God, to know himself, and to understand the spirit of the age in which he lives so that he can live in, serve, and act with and on the community in which his lot is cast.

The second was written as late as 1923 in an article in the Century Magazine by Arthur E. Morgan, president of Antioch College:

> Education is the effort to supplement and to correct the casual experiences of life with other experiences, so planned and proportioned that together they will to the full possible extent bring about the actual development of the latent values of human personality.

We observe that these definitions differ among themselves somewhat in their points of emphasis. We note also that the later formulations, those conceived by men of our own time, tend to stress the social ideal; namely, that education, organized and paid for by society, is for the benefit and improvement of society at large as well as for the direct profit of the individual. It is clearly recognized that through education the children in each generation are enabled to start from the shoulders of their parents. Thus society progresses. But these definitions are more notable for their agreements than for their disagreements. And curiously enough, their most perfect agreement is in what they omit.

Emphasize Development of Human Personality

There is almost unanimous agreement among these authorities that education is a matter of the mind and the spirit, reaching its most perfect flower in the development of fine and sturdy character. Little is said about education for bread and butter, not, I take it, because that is unimportant but because it was taken for granted as merely a stage or phase of the general and genuine process. The chief emphasis is laid by all these thinkers on the development of human personality, the most precious asset of the children of men.

Now, our chief educational danger today is not in the rapid advance of vocational training, for that, as I have already said, is a blessing and not a menace. The danger lies rather in the wrong emphasis we give it, the wrong perspective from which we look at it, the naive belief of many people that it actually constitutes education. Too often we assume that when we produce a more skillful artisan, a more proficient mechanic, or a more versatile engineer, we have thereby also produced a better man and a better citizen. That may follow, but by no means necessarily. This applies whether we are referring to a mechanic who wants to become a foreman or superintendent or to a teacher who accumulates credits for the purpose of raising her grade and salary.

Making Living Only Part of Life

My theme, then, is that training for making a living is only a part, and not a major part, of a true education. The fundamental and essential thing is training in the art of living, which includes development to the utmost of personality, and evolution of a social point of view.

While elementary education may have for its special objective the acquisition of the tools of learning and skill in their use; while education in the secondary stage may aim at the discovery and development of special or specific aptitudes, talents and capacities; the higher education, not neglecting technical and professional training, must devote itself primarily to the task of orienting the individual, as the heir of all the ages, in the world in which he lives; of awakening and fostering in him a civic and social consciousness; of cultivating in him a taste for and appreciation of the best and most beautiful things in art, literature, science, and human conduct; of training him in the use of the mind as an instrument of precision in clear, cogent thinking based on facts and verifiable data; of freeing his intellectual processes from the trammels of superstition, dogma, preconceptions and prejudices and emotional befuddlements; of acquainting him with scientific processes and scientific reasoning; and finally of stimulating and strengthening his faculty of discrimination and judgment. The higher education must produce leaders, but it must also produce intelligent and thoughtful followers.

Status Quo or Progressive Evolution?

Here the question may well be asked (and it has a direct bearing on our theme), are we educating people for the world and society as they are or as they should be and may be? In other words, are we interested in maintaining the status quo or in contributing to the evolution of society to higher levels? The answer to this question has an enormously important bearing on the whole issue of the meaning, content, and purpose of adult education, particularly on the higher levels. If one is committed to the belief that the present social order has already reached the acme of perfection, then obviously it follows that our educational theory need concern itself only with adapting the best available means and facilities to training individuals for functioning most efficiently in the existing social structure. If, on the other hand, one accepts the theory of progressive and indefinite evolution in human society, then education, and particularly adult education, must envisage the more generous and appealing mission of preparing men and women not only to carry on the duties and tasks of to-day under present conditions but also to become the heralds and proponents of a better social order in a new era. For such as these, training for making money is not enough; there must also be a quickening of the human spirit, a generous but informed and disciplined ardor for better things. When the choice lies between a static world and a world in progressive evolution, the decision as to educational policy should not be long in doubt.

Let those who are participating in the program of adult education, whether as administrators, teachers, or students, bear in mind that in the choice of studies or of offerings there is much more at stake than adequately meeting the demands or necessities of the moment. There is need of the long look ahead, of preparation for a future as yet only dimly glimpsed, of statesmanlike equipment and maturing of powers for occasions that still lie latent in the womb of time. "Who knoweth whether thou art come to the kingdom for such a time as this?" This is no time for complacency or for standpatism in matters educational. There are mutterings and groanings of a world in travail. The times are full of portents of great and moving changes. It is a time of restlessness, of discontent, of reappraisal of accepted standards, of questioning time-sanctioned dogmas, creeds, theories, conventions, fundamental social conceptions.

Education Prepares for Changing Conditions

To the careful observer there are plentiful signs of the passing of the old order and the coming of the new. Shall the transition be made in a peaceful and orderly manner, or, through catastrophe, whirlwind, and intervening chaos? Education is the answer—an education not aimed solely or mainly at manual dexterity, mental cleverness in the manipulation of facts and figures, or competence in the material pursuits of life; nay, rather an education whose fruit shall be wisdom and an understanding heart and a discerning eye and warm imagination and quick human sympathy. "Wisdom is the principal thing; therefore get wisdom; and with all thy getting get understanding."

Adult Education Should Enrich Human Life

My main thesis is now beginning to emerge. To put it summarily, it is this: Adult education has arrived. It promises to be the most important feature of the whole educational program. Its ideal is that every man and woman after leaving school shall continue to pursue formal and organized courses of study so long as life lasts. These courses may be partly utilitarian, aimed specifically at the development of skills, aptitudes, and proficiencies which are serviceable and lucrative in the operations of the social machinery and in the production of goods. But no discerning adult, young or old, will confine himself to courses of this type. The major emphasis will be placed on studies that are liberating in their tendency—studies that broaden the horizon, that deepen the sympathies, that enrich human life, that sharpen the perception of human values, that develop "the latent values of human personality." This education will be aimed to function not only as training for a place in society as it is now organized, but also as preparation, mental, ethical, and spiritual, for intelligent and discriminating participation in the orderly evolution of that society to a higher level. Thus we prepare to usher in a new era and a new standard of human values.

Abundant Opportunity for Social Improvement

No serious student of our times can be satisfied with the status quo. Our social, industrial and political organization does not yet produce social justice. Wars still go on and human life is not secure. Production has not yet been so much increased that no man is limited by want or scarcity. We have not yet learned economy of human talent so as to avoid misplacing human beings; we still drive square pegs into round holes. Merit is not yet sure of its reward. Men do not always get what they deserve. Education is not open to all because economic pressure is an obstacle. There are still hidden, undiscovered talents—"mute inglorious Miltons." There is industrial strife because the fruits of industry are not equitably distributed. There is still too much ugliness, vice, and poverty. Beauty does not yet hold its own with material values.

These are the defects and evils which an ideal organization of society will some day correct. That day may not come in your time or mine, but it will come inevitably. Its coming will be hastened if we adhere to a scheme of education which embraces all the people of all ages, and which is based not on temporary advantage but on the eternal verities embraced in the infinite potential capacities of the human soul.

More than Law and Medicine Combined

Engineering students to the number of 56,332 matriculated during the first term, 1925–26, in 143 institutions in the United States, according to statistics compiled by the Interior Department, Bureau of Education. Of these, 54,337 were enrolled in regular undergraduate courses, 848 were special or other students, and 1,114 were doing postgraduate work. More than 90 per cent of the total enrollment was in the six major courses of study—civil engineering, mechanical engineering, electrical engineering, mining and metallurgy, chemical engineering, and architectural engineering.

"Knighthood of Youth"—a New Solution of an Old Problem

Character Training, Like Health Training, Must Offer a Definite Program to Fire the Imagination and Arouse the Will Power. Exercises Prescribed Embody Twelve Fundamentals of Character

By MARY S. HAVILAND
Research Secretary, National Child Welfare Association

HISTORY is always repeating itself. The question of where, when, and how our children are to be given moral training is now going through the same struggle which attended the question a decade or more ago of where, when, and how they were to be trained in health habits.

In my own childhood health habits, if acquired at all, were formed in the home; they were not even mentioned at school. School baths, tooth-brush drills, and "inspection" were undreamed of. The attitude of our parents was similar to that of the East Side mother who is reported to have sent her small son to school with a note saying:

DEER TEECHER: I don't want you should wash Abie no more. I send him to school to get learnt, not to get washed.

Even when it was admitted that the school, as well as the home, had a duty in health teaching, there arose a controversy as to how this teaching should be given. There were those who feared that if children became interested in matters of health, they would tend to be morbid, self-conscious, and apprehensive of disease. It was urged that children should acquire health habits by imitation and "absorption," as it were, without definite program or conscious effort on their part.

Following the startling revelations of the selective draft and many later surveys of school children in various parts of the country, it became clear that we could not depend upon blind imitation for the formation of right health habits in our children. We came to realize that health habits must be definitely taught and consciously acquired, that the reasons underlying them must be clearly understood by the children, and that they must appeal to the child's natural interests. In other words, we saw that the child's reason, imagination, and will power must all be enlisted in defense of his health.

As we said before, history is repeating itself, and educators are everywhere voicing the need for character training among our children.

To succeed, this training, like training for health, must not be mere blind imitation—nor must it be couched in abstract, academic, theoretic form. Just as the tooth-brush drill, setting-up exercises, weighing, and measuring and "health chores" provide a definite, concrete program which the child can pursue and by which he can measure his improvement, so must any successful method of character training offer a concrete program for the boy and girl to follow and some device by which they can check up their progress. A successful method of character training must, moreover, be such as will satisfy the reason, fire the imagination, and arouse the will power of the child at the habit-forming age.

Those who have been using it during the past two years declare that such a method of character training has been found in the Knighthood of Youth, directed by the National Child Welfare Association and intended primarily for school children from 7 to 12 years old. It has, however, been successfully used in settlements, clubs, and private homes, and with children ranging from 5 to 15 years of age.

Charts Contain Character-Training Exercises

The basic equipment of the knighthood is a series of five charts, each containing a set of character-training exercises. These have to do with such practical, everyday duties as "I put away my books and toys when I was through with them," "I said only what I believed to be true," "I kept my shouting and rough-housing for the playground, or where they would not annoy others," and "I tried my best to do things for myself before asking help."

The charts are graded according to the age and progress of the user, but on every chart the exercises embody 12 fundamentals of character: Obedience, carefulness, reliability, self-reliance, neatness, politeness, honesty, self-control,

English classes become enthusiastic in preparing a knighthood play

good temper, kindness, helpfulness at home, and thrift. Each chart is sufficient for keeping the record during 16 weeks.

In addition to the regular exercises, each chart contains a blank space for special exercises which may be written in by the parent, teacher, or child. One little fellow asked his father to write in, "I did not suck my thumb." An older

In knightly panopey

girl inserted, "I spoke in a low, sweet voice." Some parents will wish to include a record of doing home tasks, while others may write in a record of religious duties.

Every night the child checks up his chart at home, with his parents' help, for one aim of the knighthood idea is to enlist the cooperation of the parents. That it has done so is evidenced by such notes as the following from a foreign-born father: "A short time ago, my boy started doing character exercises to become a member of the Knighthood of Youth. When he brought the exercise chart home, he handed me the circular 'Parents' Part.' This woke me up to the fact that I had shown very little interest in his activities—I am ashamed to say. I made up my mind at once to devote some time to the boy every day, no matter how busy I am. This has made me a happier man. I am helping my boy to build up good character. The plan is good; it compelled me to take an interest in my son."

At frequent intervals, preferably every week, the would-be "knight" presents his exercise chart, checked up by himself and signed by his father or mother, for the teacher's inspection and encouragement and in order that his record may be entered on the knighthood register of his class or "circle." It is a proud moment when, by having performed 70 per cent of his exercises in a given week, he is credited with a "knightly feat." And still happier are the moments when, by a succession of "feats," he earns the titles of esquire, knight, knight banneret and knight constant, with their accompanying badges.

The knighthood course in character training is intended for use about 24 weeks in the year as an integral part of the school life—not as an added burden on the already weary shoulders of the teacher, but as a means of making the school a better place for teacher and children to live in.

While the work of marking the charts is all done in the homes, the knighthood thought will help to enliven and motivate the whole curriculum. All of history and literature are, of course, full of chivalric material. The art class will enjoy designing heraldic emblems, etc., the English class will become enthusiastic over the project of writing a knighthood play or pageant, and the class in sewing will gladly make costumes, insignia, and banners.

Although the knighthood idea may and should thus permeate the whole life of the school, the actual time devoted exclusively to knighthood affairs by the teacher need be very little—less than an hour for the entire week. In many schools, the ceremonies for granting titles, the knighthood playlets, and talks by the principal or visitors concerning the knighthood are made a part of the morning assembly of the school. It is a stirring sight to see the boys and girls, foreign born and native, many of them from very poor homes, many of them from prosperous ones, but every face shining with the joy of worth-while achievement as they step forward to present their records and receive recognition for their effort.

Here I think I hear someone say, "But does not all this make the children self-conscious?"

Yes; it does. It makes them consciously admire and consciously seek whatsoever things are honest, just, pure, lovely, and of good report. It leads them to understand, to love, and to follow the moral law just as they are learning to understand and to follow the rules of health. In its Message to Members, the Knighthood of Youth explains, and in its character exercises it illustrates and embodies the laws of right and wrong conduct—laws which a vast number of our children have neither understood nor heeded.

The controversy as to teaching religion in the schools still rages. But there can be no controversy as to the need of teaching truthfulness, courage, self-reliance, honesty, and all that goes to make sound manhood and womanhood.

Recently the writer sat on the platform of a great elementary school on the lower East Side in New York, beside a group of foreign-born mothers—and one or two fathers—who had come to see their children given their titles as esquires in the Knighthood of Youth. The light of pride and joy that transfigured those work-worn faces seemed like a promise of better days.

NOTE.—Printed matter describing the Knighthood of Youth in detail may be procured from the National Child Welfare Association, 70 Fifth Avenue, New York.

Happy the moment when the coveted title is earned

A City School Board Organized for Efficient Administration

Small Unpaid Board Under State Control But Not Hampered by Detailed Laws. Few or No Standing Committees and No Authority in Individual Members. Superintendent Executive Officer

By FRANK L. SHULL
Member Board of Education, Portland, Oreg.

THE present board of education of Portland, Oreg., is conscientiously endeavoring to fulfill its obligations to the public. Every member is striving to give the best that is in him for the benefit of the schools. The experience of boards of education in other cities, and our own experience as well, have established certain principles of action, the wisdom of which can not be questioned.

It happens that the method of conducting school affairs in Portland conforms closely to the best established practice in the country. Three years ago the United States Bureau of Education made an analysis of surveys of schools in various cities and reached the following conclusions, which in practically every instance, are fulfilled in Portland:

1. A board of education is necessary.
2. The board should be elected by the people.
3. The board should be small, with a membership of about five or seven, elected at large for a term of from five to seven years.
4. School board members should not receive pay for service as board members.

Should Have Proper Freedom of Action

5. City schools should be under State control. The school board should not be hampered in its work by detailed State laws; it should have freedom to develop as good a school system as the people of the city want.
6. The school board should be independent of the city officials and should have power to determine within satutory limits the amount to be spent on schools.
7. There should be few or no standing committees.
8. The school board should confine itself to matters of policy and employ a superintendent and others to execute.
9. There should be but one executive head to the school system, and that head should be the superintendent.

The first and most important suggestion that I have to make is contained in the last recommendation. The superintendent of schools should be the head of all its departments. In saying this there is no reflection upon the departments as conducted heretofore. Our business and properties departments are well managed, and are giving their best support to the superintendent and the board.

The function of a board of education is identical with that of a board of directors of a business corporation. The same principles apply in each case. It is now a well, established fact, the result of experience, that the superintendent of schools should be the executive officer of the schools, and all departments should be subject to his control. Under this plan the superintendent will have no hesitancy in asking for information from either the business or properties departments, nor should he hesitate to recommend to the board changes in any department that seem to him necessary for the better operation of the schools.

Individual Members Should Not Transact Business

Another practice is also well established in the experience of successful schools. It is that members of the board as individuals "have no more authority in school matters than have citizens of the community." Therefore board members should not encourage citizens, teachers, and others to take their troubles to individual members of the board. All persons seeking favors or making complaints should be referred to the superintendent before any action is taken by the board or by individual members. In this way valuable time will be saved, and efficiency of the service will be greatly improved. The board should confine its work to matters of policy, and leave details to the superintendent and his assistants. Some matters are given a great deal of time in discussions of the board which should be referred at the beginning to the superintendent and action should await his recommendation.

With reference to the selection of textbooks, I think that all will agree that the method recently used was not a success. Principals and teachers gave much of their time to the work, but it was a responsibility which should not have been placed upon them. The selection of texts should be made upon recommendation of the superintendent. Manifestly it is not possible for him or his assistants to examine all of the texts; but coming constantly in contact with individual teachers and principals, the superintendent is equipped to select those teachers most capable of examining texts for him. Therefore the suggestion is made that the superintendent appoint permanent committees of not more than five members each to examine texts as they are issued, and make reports in writing to the superintendent of their findings, with the reason therefor. A separate committee should be selected to report on each particular study that is carried on in the schools.

Publishers' Agents Should Submit Briefs

It might be advisable to suggest to textbook publishers that their representatives do not call upon members of the committee, but that if they wish they may submit typewritten briefs on the books that they have to offer. Members of the board should be relieved of the necessity of listening to innumerable representatives of book publishers, with the not unusual result that board members know less than they did at the start about which are the most desirable texts.

With respect to the salary schedule, this should also come to the board as a recommendation from the superintendent's office. All the information available from other cities should be secured, and advice received also from the different teaching organizations, but the final decision should rest with the superintendent and his assistants.

I should like also to indorse the attitude of Supt. William McAndrew, of the Chicago schools, as to the proper emphasis in the subjects taught. This is based upon the fact that the purpose of the public schools is to make good citizens. There has been a tendency in the schools of the country to consider the main purpose of the schools to prepare for college, or to enable the boy or girl to make a living, or to make money. All persons are taxed to carry on the schools the man without children as well as the one with several. If the purpose of the schools is to prepare the boy or girl to make money we would not be justified in the present method of taxation to conduct the schools. We are only justified on the ground that the child is to be educated to become a good citizen. This carries with it the thought that he also, by reason of the help that he receives from the public, has an obligation to the State and to his fellow men.

Children Owe Service to Fellow Men

I am inclined to agree with Superintendent McAndrew that it is "our duty to prepare students for life rather than for college board examinations." A school education "should train the habits that will serve the Nation." Public school education is paid for by the entire coun-

try, and it should be a preparation not to serve one, but the community. Therefore I am of the opinion that in some way the superintendent's office should impress upon principals and teachers alike the necessity of teaching the children that because of the education they receive they owe a service to their country and their fellow men.

There is a too prevalent notion among the young, and some adults as well, that the community owes them a living—and if they do not receive what they want they are privileged to take it. Let us impress upon the child that, on the contrary, it is his privilege and duty to be of service to his country. The function of the schools in my opinion is first to form character, and second, to train the mind in the use of its functions, and third, to impress upon the individual his obligation to the Nation to be a useful citizen.

No doubt there are other phases of school administration equally important, but an experience of several years on a school board has convinced me of the soundness of these conclusions.

Definition-Hunting is a Profitable Pastime

Use of the dictionary is emphasized in the fifth grade of Milwaukee (Wis.) public schools. Not only are the children taught to locate specific words, but they are trained in syllabication and pronunciation, as well as in the etymology of words. Use of the telephone directory in the fourth grade for the training it gives in sequence of letters, is recommended by the superintendent of schools as introductory to the study of the dictionary, and definition hunting is commended as a delightful pastime for children.

Practical Work for Rural Pupils of Haiti

The accompanying pictures illustrate the type of rural education needed in the rural districts of Haiti. At present we have 11 of these schools with more than 500 students. It is my desire to increase the number to at least 300 schools with about 20,000 students. The realization of this program will react profoundly to the benefit of Haitian agriculture and citizenship.—*John H. Russell, American High Commissioner, Port-au-Prince.*

Eleven model schools have been constructed in Haiti

Oregon State Department Issues Bible Study Course

High-school students of Portland, Oreg., who desire to take a course in Bible study are excused, upon written consent of parent or guardian, to attend classes held outside of the school building. The State department of education has outlined the course, which is entirely nonsectarian, and prepares the examination questions; manuscripts are graded under the direction of the State department and students receiving a grade of 70 per cent are recommended for one credit in the Old Testament and one credit in the New. Each Testament requires two semesters' work. Students taking five other studies are debarred from this course. The classes will be supervised by Young Women's Christian Association and Young Men's Christian Association secretaries as a part of the general program of the Portland Council of Religious Education.

Practical agriculture in the new Haitian schools

Physicians Give Instruction for Better Motherhood

Special courses for mothers are offered by Czechoslovakian district committees for adult education and by the Workers' Academy of Prague. Among the subjects are: Social position of women; preschool education; cooperation of the school and the family; self-education of women; what children read; motherhood; structure and functions of the human body; hygiene and diseases of women; diet of a child; an exemplary home; knowledge of merchandise; milk and milk products. The instructors are in general physicians, professors, or teachers.—*Emanuel V. Lippert.*

A new compulsory education law in Cuba requires school attendance of all children 6 to 14 years of age. It is planned, during the next three years, to open 1,000 additional schoolrooms throughout the Republic. For establishment of private elementary schools, permission must be obtained from provincial superintendents of schools, and the sanitary condition of the building to be used must be attested by the local board of health.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

AVERILL, LAWRENCE AUGUSTUS. Educational hygiene. Boston, New York [etc.] Houghton Mifflin company [1926] xvii, 546 p. illus., tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

According to this book, the proper scope of educational hygiene comprises child hygiene, school hygiene, personal hygiene, community hygiene, mental hygiene, physical education, and the pedagogy of hygiene. The author aims to include in this pioneer work sufficient material in all these divisions of educational hygiene to form a satisfactory basis for a complete course for students in this subject.

BARROWS, SARAH T., *and* CORDTS, ANNA T. The teacher's book of phonetics. Boston, New York [etc.] Ginn and company [1926] xi, 199 p. illus. 12°.

While an effort has been made to present the phonetic facts with scientific accuracy, the announced chief purpose of this book is the adaptation of the science to the need of the teacher and her pupils, in aiding the teacher to correct the pupils' faulty speech. Attention is given to the foreign child's speech difficulties with English. The chapter on the phonetic alphabet is relegated to the end of the book.

BRIGGS, THOMAS H. Curriculum problems. New York, The Macmillan company, 1926. xiv, 138 p. 12°. (The modern teachers' series, ed. by W. C. Bagley)

The question of the materials of instruction seems just now to occupy the focus of attention for educators. This book aims to stimulate and aid students of the curriculum problem by bringing to their attention certain fundamental questions, 27 in number, which must be settled before a generally acceptable reorganization of the curriculum can be effected. The answers to these questions will be in the nature of basic criteria and standards of procedure in curriculum building. Specimens of these questions are, What are the desired ends of education? and, For which of the approved ends is the public school responsible? The author suggests no answers to any of these questions, because he plans to point out to investigators of curriculum problems the difficulties in the way, leaving them free to find their own solutions, without being hampered by any prejudgment of the case. Indeed, he asserts that no final answer to some of these questions is at present possible, and that he is suggesting material for study which will last for a generation. Besides the basic problems of the first chapter, the book also discusses the bearing on curriculum-making of two other important matters, namely, the emotionalized attitudes of individuals, and the mores, which last name is given to the manners of action generally accepted in a social group.

COLLEGE ENTRANCE EXAMINATION BOARD. The work of the College entrance examination board, 1901–1925. The solution of educational problems through the cooperation of all vitally concerned. Boston, New York [etc.] Ginn and company [1926] ix, 300 p. tables, diagrs. 8°.

This anniversary publication includes contributions by Nicholas Murray Butler, Wilson Farrand Henry S. Pritchett, Julius Sachs, Abbott Lawrence Lowell, and Thomas S. Fiske. A group of papers traces the origin of the College entrance examination board, and narrates its history and evaluates its work during the past quarter of a century. The special topic of the art of examination is discussed for the volume by President Lowell.

DAVISON, ARCHIBALD T. Music education in America. What is wrong with it? What shall we do about it? New York, London, Harper & brothers, 1926. xi, 208 p. 8°.

The author of this volume, who is associate professor of music at Harvard university, writes: "Music is beauty, and a love of music, together with the will to have a part in it, is as natural to the average human being as sleeping or breathing." Dr. Davison says Americans are not a musical nation "because we are musically uneducated or miseducated." He thereupon proceeds to analyze our whole system of teaching music in the schools and colleges, and to show its faults and how they may be rectified. One chapter also discusses music in the community.

FENTON, NORMAN. Self-direction and adjustment. Yonkers-on-Hudson, N. Y., World book company, 1926. xi, 121 p. tables, forms. 8°. (Measurement and adjustment series, ed. by L. M. Terman)

Students in high school and college may profit from a manual like this of Dr. Fenton, which analyzes the external and personal conditions for effective study, and the elements in the study process; tells how to study, and gives general considerations regarding ambitions and ideals and their encouragement. The book also gives directions for the self-measurement of one's own intelligence, and instructs the student how to adapt his abilities to usefulness and success in life.

HINES, HARLAN C. Finding the right teaching position. New York, Chicago [etc.] Charles Scribner's sons [1926] vi, 200 p. 12°.

From the standpoint of the teacher, the author treats the problem of employment in the public school, normal school, and college, and concludes with a discussion of the necessary extra-professional activities and the attitude of the teacher toward the profession.

PATRI, ANGELO. The problems of childhood; edited by Clinton E. Carpenter, with an introduction by Leta S. Hollingsworth. New York and London, D. Appleton and company, 1926. xv, 309 p. 12°.

A principal of much experience with all sorts of children in the public schools here brings out, in the narratives of concrete incidents, many of the characteristics and principles of child life—physical, mental, and social. To influence all the various groups who deal with pupils to cooperate in unison, he shows the school physician and nurse how their services are related to the classroom work of the teacher, and introduces the parent and teacher to each other, instructing them how the welfare of the child depends upon both home and school.

PRUETTE, LORINE. G. Stanley Hall; a biography of a mind. With an introduction by Carl Van Doren. New York and London, D. Appleton and company, 1926. xi, 267 p. front. (port.) 8°.

A student and intimate friend of G. Stanley Hall presents in this volume an appreciative psychological interpretation both of the man and of his work. It seems appropriate that a great psychologist should be thus characterized in the terms of his own science, justifying the subtitle, "a biography of a mind." Hall's philosophy of life as applied to various human problems is illuminated by the author's vivid delineation of her teacher's personality.

SOUTH PHILADELPHIA HIGH SCHOOL FOR GIRLS. Educating for responsibility; the Dalton laboratory plan in a secondary school. By members of the faculty of the South Philadelphia high school for girls. New York, The Macmillan company, 1926. xvii, 310 p. diagrs. 12°.

The South Philadelphia high school for girls has been experimenting with the Dalton plan for three years, and reports that it finds the plan increasingly successful in its school work. This book describes the operation of the Dalton plan in the South Philadelphia school, beginning with the general consideration of principles, practice in assignment and teaching technique, and school organization. Then follows an account of the Dalton plan in the various subjects of the school curriculum—English, history and social sciences, natural science, mathematics, languages, and home economics. A final chapter tells of the expanded place of the library in the school life under the new system. The book is provided with a full bibliography of the Dalton plan.

TERRY, PAUL W. Extra-curricular activities in the junior high school. Baltimore, Warwick and York, inc., 1926. 122 p. tables. 12°.

Extra-curricular activities with special reference to their part in training for citizenship are taken up in this small book, which records a project connected with a course in the University of North Carolina. The chief topics of exposition are pupil organizations, organization and programs of extra-curricular activities, the home room as an administrative unit, and the significance and functions of teacher advisors.

WOOLLEY, HELEN THOMPSON. An experimental study of children at work and in school between the ages of 14 and 18 years. New York, The Macmillan company, 1926. xv, 762 p. tables. 8°.

Here is the report of an investigation carried on in Cincinnati under Miss Woolley as director—a five-year study of a large and representative group of working children, covering the mental and physical status of the children from year to year, their industrial histories, their home conditions, and so far as possible, their social histories. The object was to compare the abilities and equipment of the working children, as disclosed by this study, with those of the children remaining in school. In the realm of physical tests the school child was found to be superior to the working child at every age from 14 to 18, but more so at the former age than at the latter. In mental tests, school children proved to be superior to working children in every test made. The conclusion is that there is a very natural tendency for children less favored in abilities, parental care, and economic status to leave school early. Finally, an application of the findings of the study to educational policies is made.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

FUNCTION OF THE COLLEGE TO TRAIN THE COMMON CITIZEN

T SEEMS to be generally accepted that it is the function of the college to train the common citizen. If this is true, too much laboratory work, too much research, too much methodology and technique may develop in a college a kind of training which defeats the purpose. What the general run of students need is content material useful in common life, and instruction whose aim is presentation of information in a way that will develop intelligence and a judicial spirit in matters of ordinary experience. In other words, the curriculum should prepare the student to function in the life that he will live after he leaves college. Colleges have always maintained, perhaps, that these were the purposes of their work. The most common method which has been adopted to insure a reasonable unity and relationship between the several subjects studied by a student and to insure that his course contains all those elements that should enter into the educated consciousness of the common man, has been the grouping of subjects as a guide for the student in the construction of his curriculum. Grouping of subjects has not been strictly observed, however, either by students or by the colleges, and little functional unification has resulted. It is still possible for the student to take chemistry without arriving at an understanding of the scientific method. He may still specialize to an extent that leaves him after college an uneducated man in the sense that his knowledge is unrelated to large areas of human activity and interest.—*A. J. Klein.*

QUALITY AND RESPONSIBILITY OF TEACHING

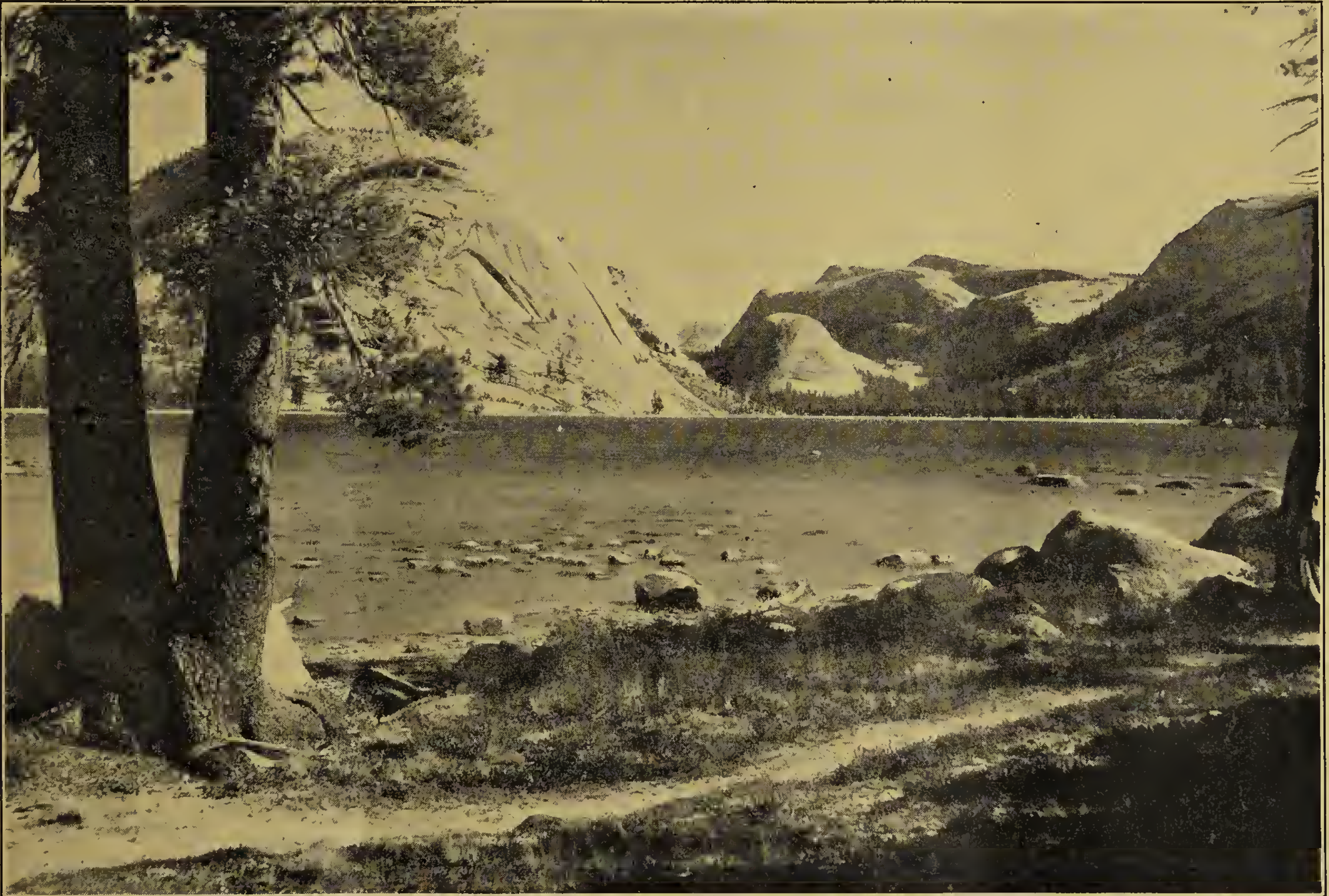
ESPONSIBILITY of the teacher for the success of the pupils is the basal fact of a successful school system. To keep order, assign and hear lessons, and to mark the progress of pupils does not require a very high order of ability. It could be bought in Chicago in sufficient quantity to run the schools for considerably less than what is paid for teaching. The difference in the service of a routine disciplinarian and a teacher lies in the difference between a recorder and a producer. The ability which makes the teacher a producer is the skill to understand the cause of failure, to put and keep children on the road to success, to deliver her class at the close of the term prepared to advance. This responsibility can not in elementary or high school be evaded or ascribed to children or parents. The school system is not paying parents or children any money. The superintendents, principals, and teachers are the ones who are paid. We are hired by the community to deliver an output "thoroughly and efficiently" trained. Whatever means have been found best to awaken and hold the powers of youth to success it is our business to employ. If we can not bring children to the passing point, we must be replaced by those who can.—*William McAndrew.*

NOV 16 1926

SCHOOL LIFE

Volume XII
Number 3

November
1926



COPYRIGHT J. E. HAYNES, ST. PAUL, MINN.

TENAYA LAKE ON THE TIOGA ROAD, YOSEMITE NATIONAL PARK

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education . . . . Washington, D. C.

GOVERNMENT PRINTING OFFICE

trees" of the Petrified Forest National Monument and the plant remains in the Fossil Cycad National Monument of even greater interest. To many the study of human beings and their history is the most interesting of all sciences. To them the Mesa Verde offers its fascinating cliff-dwelling ruins, and many of the national monuments also have prehistoric and historic ruins to appeal to the ethnologist and archeologist.

New Grand View automobile road, Grand Canyon National Park

This does not mean, however, that these parks have only the one feature, or class of features, of scientific interest. The Grand Canyon, in addition to its marvel of erosion, contains fossil plant and animal remains of keenest interest to paleontologists, and some ruins of prehistoric Indian life. Yellowstone, in addition to its geysers, has among other things an exquisite canyon, the result of erosion, and some petrified trees; Yosemite also has groves of Sequoia trees; Mesa Verde's rock forms and stream-cut canyons which made possible the cliff dwellings, appeal to the geologist. In addition, all the national parks are wild-life sanctuaries, and therefore offer exceptional opportunities for the study of the fauna and flora indigenous to the region. It is contrary to the policy of the service to introduce exotic plants or animals to the national parks or monuments.

Nature-Guide Service Inaugurated in 1920

Until the past eight or nine years the unusual educational facilities of the national parks were almost completely neglected. The majority of early visitors to the parks looked upon them solely as recreational areas, or as places of interest to be included in sight-seeing trips, and hurriedly passed through. But this is no longer true. As the public use of the parks developed, and stays of longer duration were made, visitors to these areas looked around more carefully and began to wonder as to the why and wherefore of the many interesting or unusual formations, and the names of flowers, birds, and mammals encountered. Finally the demand for information regarding park features became so great that in 1920 nature-guide service was inaugurated in Yosemite National Park, largely as an experiment. This work was made possible through the cooperation of the California Fish and Game Commission which furnished funds for the workers' salaries.

There were two main phases to this work—lectures on park subjects and personally conducted trips out into the open, along typical park trails. The lectures were given in the lobbies of hotels and camps, or when visitors gathered around the evening camp fire. In the course of the field trips, which were conducted by competent nature guides, the natural phenomena encountered along the way were explained in nontechnical language. Both at the camp fires and during the trail trips questions asked by visitors eager for information were answered fully.

Nature and Her Works Give Pleasure

It was found that this service opened a new vista to many of the park visitors by showing them how the scroll of nature was unrolled, and that but little time and energy need be devoted to learning how to read it. I have always believed there are few things that bring more lasting pleasure to healthy, normal Americans than a thorough understanding of nature and her works, and the cordial reception accorded our efforts to furnish trustworthy information has fully justified this belief.

So successful was this experiment, in fact, that the nature guide service was not only continued in the Yosemite, but has been expanded gradually into the other major parks of the system. The nature guides, usually recruited from the universities of near-by States, are well trained in their subject and the information given by them is always dependable. Large parties of visitors now go on these trail trips and show great interest in the geologic formations, plant and animal life, and natural curiosities encountered

Students of Earlham College receive credit for work in science in Yellowstone Park

along the way. In Mesa Verde National Park, the homes of the long-vanished cliff dwellers are visited under expert guidance and a wealth of information is given as to the mode of living of these early Americans. Different types of construction are pointed out, and similarities between the habits of these early Indians and those of modern American Indians are deduced from the ruins and the artifacts found therein. In the Yellowstone trips across the geyser and hot springs formations always prove popular.

A telescope is accessible to visitors at Glacier Point, Yosemite Valley

For years the superintendent of southwestern monuments, who is also custodian of the Casa Grande and has his headquarters there, has devoted all his available time to guiding visitors through the old ruin, which is the main feature of the monument, and describing its history and other interesting details.

This year nature guide service was inaugurated in Crater Lake National Park under the leadership of Dr. Loye Holmes Miller, who cooperated with Dr. Harold C. Bryant in originating this service in the Yosemite.

Certain Trails Fully Labeled

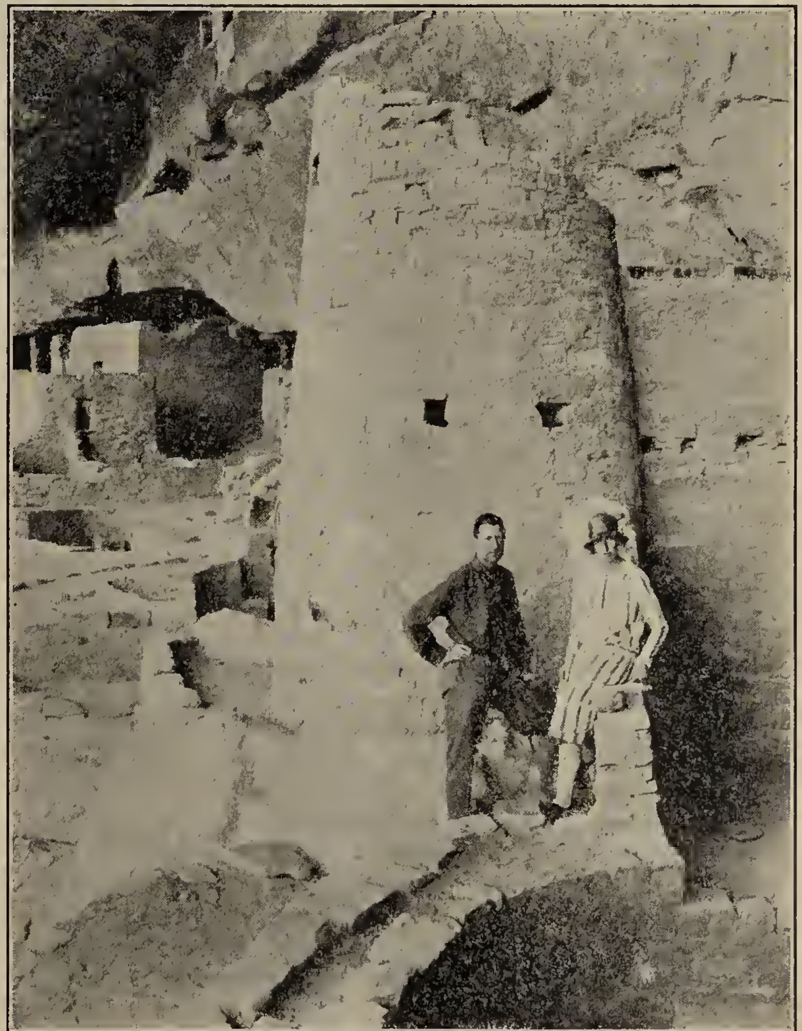
A new form of educational activity was undertaken last year when "nature trails" were established in Yosemite, Mount Rainier, Grand Canyon, and Yellowstone National Parks. The establishment of these trails in the Yellowstone was particularly interesting. Here in the Old Faithful region, only two ranger-naturalists were available to attempt the stupendous task of furnishing information to approximately 2,500 visitors each day during the height of the season. Since it was impossible for all of these people to go on the trips with the guides, the chief naturalist of the service decided on labeling three nature trails so that visitors, who wished to follow such trails might get all the information furnished by the naturalist on the conducted trips. The chief naturalist gave his personal attention to labeling the trails with all the geological data available, as well as information regarding the birds, trees, and flowers of the region. In the Grand Canyon National Park nature trails are being developed under the auspices of the American Association of Museums, through funds donated by the Laura Spelman Rockefeller Memorial.

Mention of these organizations leads naturally to discussion of museum development in the national parks. This, perhaps, is the phase of our educational work that is undergoing the greatest expansion. The museum idea is not new in the parks. For a number of years collections of museum material were made and either stored against the day when museum buildings would be available or displayed in the park administrative or information office.

The first museum development was undertaken in Yosemite National Park, with the idea of finding out to what degree the public generally was interested in this work. A small building was turned over to the ranger-naturalist in the park for this purpose, and he immediately began collecting such exhibit material as he could through donations. No Government funds were available for this work. So great was public interest in this project and so whole-souled and enthusiastic the endeavors of the ranger-naturalist, that by the end of the first season exhibits conservatively valued at $30,000 had been collected. In addition donations of over $6,000 were made toward the construction and equipment of an adequate fireproof museum building, and promises were made of further donations of exhibits when proper facilities were available for housing them. The success that greeted this experimental museum work gave impetus to a general museum movement throughout the parks.

Museums Had Modest Beginnings

Meanwhile the collection of the artifacts of the prehistoric people who once inhabited the now ruined cliff dwellings of Mesa Verde National Park had been undertaken by its superintendent, who is a trained archeologist as well as a student of Indian life and lore. His enthusiasm



Crown Prince Gustaf Adolf and Crown Princess Louise visited Mesa Verde National Park

was so inspiring that a park visitor, becoming unusually interested in the work, donated sufficient funds for the erection of the first wing of the musuem which he had planned. The resultant building, in design an adaptation of the early pueblo type of architecture, is of keen interest to visitors. Another donation from private sources was recently made for the construction of another wing of the building.

Handsome New Museum in Yosemite

So widespread became popular interest in museum work in the parks that it attracted the attention of the American Association of Museums, which made a careful study of the situation. As a result of its studies the association succeeded in interesting the Laura Spelman Rockefeller Memorial, which two years ago granted an appropriation of $70,500 for the construction and equipment of a much-needed fireproof building for the Yosemite museum collection. This collection had long outgrown its temporary quarters and was much too valuable and important to be subjected to any fire hazard. The new museum was completed last year and was opened to the public this spring after all the exhibits had been installed with painstaking care. During the past year 143,461 visitors to the park took advantage of the museum service.

Yellowstone Park is fortunate in having space available in an old stone building for the safe display of the museum collection, although this structure is not adequate, and a new building is urgently needed. Last year the museum work in this park was reorganized, and the exhibits are now displayed to the best possible advantage in the limited quarters available.

Congress Makes Appropriation for Museum

Considerable progress has been made in the collection of museum material in Mount Rainier, Zion, Sequoia, Rocky Mountain, Glacier, and Lafayette National Parks. These exhibits are all housed in temporary structures, even tents being used in some cases. Congress has authorized the expenditure of Government funds for a museum building at the Casa Grande National Monument, in southern Arizona, and a small museum has been established to house the fascinating records of the prehistoric people who once occupied the Casa Grande, or "Great House." The Petrified Forest Monument also has a small museum.

No elaborate museum buildings are planned for the national park and monument system. After all, these reservations are in themselves the real museums of nature, and the museum development is intended to stimulate the interest of visitors in the great outdoors and in the wealth of educational material to be found there. Particularly are the exhibits planned to tell, in a simple, logical way the story of the park from its beginning in a long-past geologic age up to the coming of man. It might well be said that the museum service in a national park merely serves as an index to the natural wonders that await the explorer along the park trails and into its fastnesses.

In connection with the museums, park libraries are being developed, so that the student of nature may have reference books available while actually on the ground.

Coordination of Educational Facilities

Last year a comprehensive plan for the organization of an Educational Division in the National Park Service was prepared and received the approval of the Secretary of the Interior. Following this the coordination of educational facilities was undertaken and headquarters for the new division were established under the immediate supervision of the Chief Park Naturalist. Complete plans which will summarize and budget all future educational work in each park are now being worked out.

In addition to the educational activities described above, which are conducted for the benefit of the visiting public generally, for the past two seasons a field school of natural history has been conducted in Yosemite National Park and offers an intensive field course in natural history. The work offered is of college grade, supplementing the courses in botany and zoology, and opportunity is afforded for the study of various living forms in the field. The students in the school, most of them, so far, teachers in the California public schools, are given practice in teaching, leading parties afield, giving nature talks around the campfire, and writing nature notes. Lecture rooms are available in the new museum building. In order to enroll for the course it is necessary that the applicant have, as the minimum requirement, two years of college work or its equivalent. So far the number of students has been limited to 20 each year. The California Fish and Game Commission cooperated with the National Park Service in making this school possible, and no fees of any kind are charged.

Exceptional Opportunity for Study

Colleges and universities are now recognizing the exceptional opportunities afforded in the national parks for the study of the natural sciences and are beginning to conduct summer schools therein. Last season the Princeton Summer School of Geology and Natural Resources conducted a field trip which included studies at Yellowstone, Mount Rainier, Crater Lake, Glacier, Grand Canyon, and Yosemite National Parks, and the Petrified Forest National Monument. The 25 students who made this trip were required to read selected literature, study maps and folios, and take notes. These observations and notes were supplemented by lectures before going out on field trips and, after returning, by discussions on the objects observed.

In Glacier National Park, where unusual opportunities are available for studying glacial action and other geologic processes, the Northwestern University conducted a field course in geology. Yosemite National Park was the outdoor class room of the division of entomology of the University of California, which conducted its field course in entomology there last summer. Every year students of Colby College visit Lafayette National Park in Maine for the purpose of studying its geology. The interesting marine life along the coast of this eastern national park is also the subject of study. Several universities allow credits for field extension work undertaken in the parks by their students.

As the unique advantages afforded in the national parks for the study of the natural sciences become better known, and as facilities for travel continue to improve, it is expected that more schools will be represented in the summer educational work of the parks.

Diploma Only After Two Years' Experience

Graduates of State normal schools in Pennsylvania receive only a normal-school certificate. The normal-school diploma is given to the holder of the normal-school certificate by the teacher bureau of the State department of public instruction after two years' successful teaching in public schools of the State and upon satisfactory testimonial as to character and experience from school officials under whom the service was rendered.

School Teaching on a Moving Train

Schools on wheels are utilized in sparsely settled sections along the railway lines of northern Ontario to enable the department of education to comply with the compulsory school law of the Province. Two cars have been fitted as schoolrooms and will be attached to regular trains. School children will be taken on at different stops and brought back on the return trip, instruction being adapted to the train schedule.

School Library Foremost in Struggle for Universal Education

American Free Library Will in Time be Part of Every Community, as Public School is Now. Four Factors are Producing a New School. What Librarians can do to Help in its Development. Federal Bureau of Library Research Proposed. Trained Librarians Still too Few. Magnify Librarianship and do Justice to Growing Youth

By JOY ELMER MORGAN
Editor Journal of the National Education Association

FOR FIFTY YEARS the American Library Association has been a pioneer. The institution which it has established in American life during those years is one of the most significant that has been developed in the entire history of public education. To the men and women who have made the library what it is, the world owes an eternal debt of gratitude.

Only a few weeks before the American Library Association was organized in Philadelphia the National Education Association held its sixteenth annual meeting in the near-by city of Baltimore. School builders too had felt the quickening of the centennial year. They looked back over the century that ended in 1876. They looked forward to some of the new needs and objectives. To read the eloquent speeches that were made on that occasion is to be struck with the parallelism between the ideal of the free school and the ideal of the free public library. The library movement now is where the movement for universal elementary schooling then was.

Librarian Training Parallels Teacher Training

In the proceedings of that meeting of the National Education Association in 1876 we find a discussion of "What is a school?"—not unlike the efforts of to-day to redefine the function of the library in the larger terms of the new age. We find then an awakened sense of the importance of teacher training just as we find now a new devotion to the preparation of librarians.

By 1876 the ideal of a free public school was fairly established. It has taken half a century more to make elementary schooling universal. If the parallel holds, we shall see the American free library during the years ahead as much a part of every community as the public school is to-day. A nation which has struggled a century for mass schooling and universal literacy will spend a second century in the struggle for mass culture and universal education. Having spent her billions to lay foundations, America can not afford not to train her people in the use of the public library and to inspire them to develop libraries in their own homes. In this struggle for universal education—as distinct from literacy—the school library is the first point of attack. To its interpretation and development we may well devote our energies.

At the Root of the New Pedagogy

The school library lies at the very root of the new pedagogy of individual differences. It is the heart of any program of socialized effort and individual responsibility. The new curriculum now being forged in a thousand towns and cities cries for tools of learning which shall be as good in their fields as implements of modern industry are in theirs. If the new urge toward education as a lifelong project is to become general, the child must develop in the school library attitudes, habits, and knowledge of intellectual resources which will lead him to use public libraries and to build up his own. As the world advances, the will to learn and the technic of learning are needed more and more by the masses. In proportion as the individual has or lacks the philosophic-scientific attitude toward knowledge and life, he wins in the struggle to make the most of himself.

The prospects of the school library are bound up with the future of the school itself. There is now in process of development a school which will be very different from the school of yesterday. The factors and standards which are producing this new school have a direct bearing upon the place of to-morrow's school library in the scheme of things.

First comes the lengthening period of schooling. The total number of days schooling for the average American child in 1800, when Horace Mann was a curious infant of 4 years, was only 82; in 1840 it was 208; by 1890 it had increased to 770; it is now 1,200; and the probabilities are that within a comparatively few years it will rise to 2,000 days as the holding power of the school increases. The more days young people spend in school the more opportunity they have for wider contact with books and the formation of permanent reading tastes and habits.

Second comes the improvement of the teaching personnel. If teachers have a narrow outlook, children can not be expected to develop broad vision. If teachers have not themselves developed the reading habit, we should not be surprised to find it missing in the children. Heretofore and even now training courses have been too short to give teachers familiarity with the literature of childhood. But a better day is coming. Normal schools are being turned into teachers' colleges with courses covering four years beyond the four-year high school. Within six years the National Education Association has grown from 20,000 members to 160,000. More than 200,000 teachers attended summer school during 1926. Teacher travel is increasing, as shown by the reports of steamship companies. This widening of teacher outlook must affect their intellectual vigor and reading habits. The teacher who reads helps children not only by his improved technic and richer understanding of the problems of childhood; he inspires them by the force of his own example. His enthusiasm and the atmosphere of mental alertness which he creates are unconsciously copied, and the community begins to realize that the school is sending out graduates of exceptional power and purpose.

Special Training for Administrators

A third factor that is producing the new school is the development of school administration. Until recently school administrators were drawn from the other professions, from politics, or from the ranks of successful teachers. Larger responsibilities were assumed without special training. The facts which might underlie wise administration had not even been gathered. All that is fast changing. Graduate courses in school administration have developed rapidly and are making themselves felt in the management of the schools. The department of superintendence of the National Education Association was reorganized in 1920 with a permanent secretary of its own and with

Portions of an address before the American Library Association, Atlantic City, N. J., October 5, 1926.

a separate membership fee which enables it to carry on substantial activities. The National Association of Secondary School Principals is now in its eleventh year. The department of elementary school principals of the National Education Association, which was first organized in 1920, now has an enrollment of more than 3,000 members.

This development of school administration, particularly the improvement of the principalship, means an earnest search by men and women of broad vision for every agency that will make the work of the school more effective. A principal who is merely a head teacher with a local outlook does not appreciate the school library so quickly as a trained principal with a wider outlook.

Psychology Profoundly Influencing Practice

A fourth factor in the development of the new school is the coming of educational science, now in its crude beginnings even as the science of medicine was a century ago. The psychology of behavior and the more accurate measurement of ability and achievement are profoundly influencing school practice. Cities and States are setting up research bureaus by the score. Preschool laboratories are throwing white light on the formation of character during the early years. The scientific attitude is reaching each year a wider and wider circle of teachers. This very year has produced a notable book on research for teachers.

The teaching of the various school subjects is being revolutionized by this application of scientific technics. For example, the studies that have been made by Doctor Gray, of the University of Chicago, and his followers into reading habits will profoundly affect not only the work of schools but also the work of libraries. As education grows more scientific, friction and lost motion decrease and there comes into the school and into the learning process an atmosphere of joyous adventure in striking contrast with many schools of yesterday and even of to-day.

Traditional Curriculum Needs Reorganization

The fifth factor in the formation of the new school is curriculum revision. For some time the feeling has been growing that our traditional American school curriculum is a thing of shreds and patches sadly in need of reorganization. When the department of superintendence of the National Educational Association appointed its curriculum commission in 1923, that body became the rallying point for those who believe that the schools must be adapted to the needs of all the children. It has drawn into one great cooperative enterprise more than three hundred school systems. For two years the commission has worked on the problems of the elementary school. This year it is studying the junior high school, and in 1928 will issue a yearbook on the senior high school. Less than two weeks ago it held a meeting at association headquarters in Washington. There were noted school superintendents, heads of schools of education, and specialists in various branches of learning. In this cooperative work by men and women charged with the administration of our school system, we have a program of action where only yesterday we had mere theories of what schools should be. One could not sit through these earnest discussions without being impressed by the statement made again and again that the school of to-morrow will be built around the library as the center of its activities and organization.

Here, then, are the factors that are producing the new school—a longer period of schooling, more highly trained teachers, expert school administration, a new science of education, and the new curriculum. The question for us to-day is this:

What Can Librarians do to Help in the Development of the New School?

The first step must be the interpretation of the school library to school people who are not yet aware of its possibilities. Whether we like it or not, we can not take the school library for granted. The advocates of professional school library service must face the problem of interpreting an institution that over wide areas is almost entirely unknown. The standards adopted jointly by the American Library Association and the National Education Association have accomplished much. The graded lists of books for elementary and high schools have helped. The annual prize for the best children's book has served to point attention to the newer reading materials. Instruction in the use of books and libraries is making headway.

It is good to see the recommendation that a specialist on the school library be added to the headquarters staff of the American Library Association. The development of such a division would give new impetus to the school library movement. There are some wonderful school libraries in operation. Were the best practice made universal we should move ahead a whole generation. It will take years of patient effort to do this.

Few Familiar with Professional Matters

Not long ago an audience of more than 500 teachers was asked some questions about school libraries. Not one of the 500 had ever heard of any of the Newbery books. Too little attention has been given to the more backward schools which need innumerable lists and suggestions of the simplest sort. In scores of matters that are as simple as a b c to the profession, persons outside the profession are still uninformed. There needs to be a clearer understanding of the part books play in the learning process. Persons who sneer at book learning should be met with clear and convincing answers. Teachers and parents need to realize what Amy Lowell so beautifully said in the lines—

> For books are more than books, they are the life,
> The very heart and core of ages past;
> The reason why men lived, and worked, and died,
> The essence and quintessence of their lives.

New Federal Bureau is Desirable

A second plank that belongs in a program of school library development is the establishment of a Federal bureau of library research for the collection and spread of information about library organization and administration. This proposed bureau should not be confused with the Library of Congress or with the library within the Bureau of Education. They are service institutions and as such will always require the entire energy of the best talent that can be had to direct them.

A third problem which belongs peculiarly to the school library is that of obscene, trashy, and worthless literature. The newsstands of many cities literally reek with magazines and books that thrive on the morbidity of youth. Periodicals which would be excluded from the mails find their way about by express and reach huge circulations at the expense of sound reading habits and ideals of decency. The distribution of such literature should be prohibited by city, State, and national law. The suppression of this filth has no connection with freedom of the press. The librarian should always stand for freedom of thought, freedom of the press, and freedom of teaching; but he shares with parent and teacher the obligation to protect youth from commercialized exploitation. It is gratifying to see the publication of such articles on this topic as "Youth and the Newsstand," by Lucile Fargo, which recently appeared in the Child Welfare Magazine. It means much to the library cause for librarians to be active in such movements.

Translate Library Service into Life Objectives

The fourth opportunity of the school librarian is to translate library service into the objectives of education and life. America is now in the midst of a movement to insist that the schools actually do the things which in theory they exist to accomplish. One of the first steps in this movement is to define educational objectives in more concrete terms than heretofore. The country is now getting familiar with the seven objectives set

up more than 10 years ago by a committee of the National Education Association. They are sound health, worthy home membership, mastery of the tools and technics of learning, faithful citizenship, vocational effectiveness, the wise use of leisure, and ethical character. It is not easy to turn these objectives into terms of school practice. The school tends to lag behind as science and living move forward.

School Library Can Enrich Curriculum

Just at this point libraries may be of great service. It is easier to buy a new book than to eliminate an old course or to introduce a new one. By building up collections of books and files of material around each of these objectives, the school library can enrich and round out the work of the formal curriculum. It is important that during the school years the child come to look upon these seven great ends as lifelong enterprises, which will require continued study as more knowledge becomes available and as civilization advances. Let us take, for example, the objective citizenship. If you think that citizenship can be taught from a single textbook try to reconstruct in your imagination the teaching you received in the schools and apply that to local, State, national, or world life to-day.

If self government is to endure, society must find a way to make the masses of men think. Brilliant leadership by the few can never take the place of informed intelligence among the many. The foundation for such intelligence must be laid in the schools. The masses must be led to become students of the social order of which they are a part. Children must come to appreciate the precious heritage of freedom for which men have fought through all the centuries. They must learn to read widely and wisely.

Training of Librarians Scarcely Begun

The final and greatest need is that of trained school librarians. It takes a particular type of personality and special training to produce the ideal school librarian. I want to emphasize again a point which I made before this association at its Hot Springs meeting in 1923. We have not even begun the task of training librarians for the schools. There are more than 800,000 teachers in the United States. Were we to take the arbitrary and conservative ratio of 1 school librarian for every 20 teachers, we should need 40,000 school librarians. Assuming the average service period of 10 years, when once the school libraries were adequately staffed, we should need 4,000 new recruits each year. A State with 5,000 teachers would need 50 school library recruits each year. There are only 11 States with fewer than 5,000 teachers. If these figures sound large we must remind ourselves that this is a big nation and that the library is an investment and not an expense. There is not a State in the Union that would miss the relatively small sum required to add training for school librarianship to the work offered in one or more of its teacher training institutions. That is the next step. Each of the State library associations might well appoint a committee to approach the presidents of teachers' colleges with a plan for training school librarians. A three-cornered cooperation including library associations, teachers' colleges, and school superintendents should produce results.

Summer Course for School Librarians

While the individual States are getting under way the American Library Association and the department of elementary school principals of the National Education Association might well sponsor a joint summer course for school librarianship and for principals interested in developing this phase of their work. Such a course located near the summer convention city should attract promising material which would not be available during the regular school year.

One progressive school superintendent now encourages each year some of his best teachers to prepare for school librarianship. In that city school libraries are a real force and public library circulation is mounting rapidly. The school library can rise no higher than the vision, energy, and training of the men and women who manage it.

Let Us Magnify Librarianship

If we wish to make headway we must exalt the librarian. We must demand better training. We must strive for higher salaries. We must insist on more favorable conditions of work and greater recognition by the community. The need for higher salaries among librarians is imperative. This vital service in both school and public library can not hold its own in competition with other fields unless there are decided advances in remuneration. You who are in the work now may be willing to stay. You are pioneers. You have already caught the vision, but it is not fair in this day of general prosperity to ask young people seeking a career to make the sacrifices that you have made. It is often easier to work for little than to insist on a just salary, but it is not good for society that persons in unimportant activities wax rich while they who toil that the race may grow burn up in the mere getting of food and shelter energy that belongs to the children. If we honestly believe that the destiny of the race is in education and that the real makers of history are the molders of youth, let us lift up our workers in the schools that youth may be lifted up. Let us exalt teaching. Let us magnify librarianship in order that we may do justice to vibrant growing youth seeking to prepare itself for to-morrow. We who serve education to-day are but a brigade in a mighty army that has come down the ages not to destroy but to save all that men have found best. Ours is part of the long struggle for the discovery of intelligence.

Education Not Well Diffused in India

More than 90 per cent of India's population of 320,000,000 are illiterate. Only about 6 per cent of the boys and 1.23 per cent of the girls are in school, according to the report for 1924–25 of the bureau of education of the Government of India, quoted in a recent official report of Robert L. Buell, United States vice consul at Calcutta.

The attitude of parents in India is against the education of their daughters. Strong forces, therefore, hinder the advance of female education. Only 990,617 girls are in school in the whole of India, and only 5,868 of them are in the "high department."

The total expenditure by the Government of India in 1924–25 was less than 10 cents per capita. Very few of the local governments levy special education taxes. It was considered a very progressive action when the Province of Bihor and Orissa adopted a regulation providing that no municipality should receive an increased grant unless it undertakes to spend at least 5 per cent of its ordinary income on primary education.

Accident Prevention Now a College Subject

A college course in accident prevention for the training of safety engineers and public safety directors is offered for this year by New York University, New York City, in cooperation with the American Museum of Safety. The curriculum includes industrial and public safety, and the course in accident prevention will be open to graduates and undergraduates of the university, employees in industries which are members of the museum of safety, insurance safety inspectors, Government officials and employees, industrial safety committee men, and others professionally interested in accident prevention.

Volley Ball an Excellent Game for Schools

Improves the Posture by Keeping the Head Back. Suitable for Play by Persons of Any Age. Better Organization Would Add to Interest. Recommended for Contests of State High School Athletic Association

By HENRY S. CURTIS
State Director of Hygiene and Physical Education for Missouri

VOLLEY BALL is a type of game that schools should promote. It causes no bruises or serious injuries. It leads to no quarrels. It involves no nervous strain. It can be taken as a class exercise on nearly all school grounds. It improves posture by getting the head back and shoulders back. It can be begun at 8 or 9 and continued until 80. It can be put into almost any back yard and played by the whole family. Not every game needs to be a spectacle.

Few Schools Play the Game Well

New games are always difficult to start. Until you become a hero or heroine from getting on the team, or until you get your name in the paper from playing, there is not much general interest. Volley ball is going better, and a much larger number are playing, but there are few schools that play volley ball up to the standard of the average business men's club. We believe they should play better. Our syllabus states that by the end of the seventh grade all children should play well. The following suggestions may help:

Have the server always give the score, as in tennis. This teaches him to keep the score, and the other players know just how valuable that particular point is toward winning the game. The rules for volley ball are derived mostly from tennis. Almost exactly the same conditions and rules apply. There will never be much interest in the game if the players do not know the score.

Ten on a Side are Enough

Often there are too many players on a side. Matched games are usually played with teams of six. Ten on a side is about the limit. If there is a class of 40, there should always be two courts. Another common difficulty is that often the court has not been marked, so that no one knows whether the ball is in or out. Tennis can not be played in this way; nor can volley ball, successfully. In many cases the net is too low. One of the advantages of volley ball is that the ball is usually higher than the head, so that it keeps the head back and the shoulders back. Where the net is not higher than the tallest student can reach, he can drive the ball down over the net so hard that no one can return it. The proper height for high-school pupils is 8 feet.

Perhaps the greatest fault is that many fail to get the team combinations, but each player seeks to return the ball. Those on the back line should usually pass the ball for those on the front line to knock over.

Learn How to Treat the Umpire

As in all games, students should have practice in umpiring, which is quite as important a part of the training as it is to play the game. Other students should be taught to accept the decisions of student umpires, however faulty, without remarks, as a part of the sportsmanship of the game.

Greater interest can be created in any game when it has a definite season. If there may be a volley-ball season, with a city championship at the end, it will help. Contests between high-school teams and business men should be encouraged; also contests with other cities. Volley ball is one of the games recommended for inclusion in the contests of the State High School Athletic Association.

In girl's games, assistance on the serve may be permitted at first. It is not necessary to insist on the three-person rule in the beginning.

During the season the volley ball nets should generally be left up during the day, and the balls should be where they can be easily obtained. Some one person in each room or squad should be responsible for having the ball ready and in condition, and to see that it is put away at the end of the game.

Should First Practice the Rudiments

When boys start to play football or basketball, they do not usually begin by having a regular game, but they practice passing, signals, scrimmage, and other elements. The weakness of the play in volley ball in most places is that the students have not yet learned the proper serve or return. The elements may well be put into the program as natural gymnastics and practiced until the student gets correct form.

In organization it is best always to have permanent teams with a regular captain, to keep the score from day to day and week to week, and publish the score in the school paper. It is a waste of time for the teacher or coach to be score keeper or umpire. The server should always name the score, and a student should act as umpire, if one is needed; the teacher should serve as coach and ofttimes play in the game.

Institution's Location Based on Scientific Survey

We have recently had an unusual educational exhibit in Montana. The Nineteenth Legislative Assembly of Montana authorized the establishment of a so-called Eastern Montana Normal School—that is, it was a normal school to be established east of the one hundred and tenth meridian. Due to some rather careful planning, the legislature accepted a proposition providing for the use of a scientific commission to survey the eastern portion of the State and recommend the location which seemed to insure suitable and most satisfactory returns from the standpoint of training teachers for the schools of Montana. As a result of that legislation a survey commission was chosen and its recommendations were accepted. In other words, an institution of higher education was located purely as a result of a commission's scientific survey. There were 12 or more contestants for the site, but the work of the commission was so outstanding that the adoption of the report met with almost universal approval.—*Melvin A. Brannon, Chancellor of the University of Montana.*

Wisconsin University Abandons Student Government

Student government by men students of the University of Wisconsin has been abandoned after 20 years' effort of the men to administer disciplinary powers granted by university officials. The student court in a body submitted its resignation this fall to the board of regents, and discipline of men students reverts to the faculty. Women students, however, have built up a strong organization, and activities of the women's self-government association are steadily increasing in effectiveness and importance.

Teachers, lawyers, preachers, housewives, and farmers help to make up the 1926 graduating class of Scottsville (Ky.) high school. The class numbers 61, of whom 13 are above 24 years of age, 9 above 30 years, and 2 are more than 40 years of age.

Teacher's Aid in Home Improvement

Instruction in home beautification, with the definite purpose of reaching 25 homes in the community, was carried on last session in Lineville (Ala.) School as a cooperative project involving home economics and vocational agriculture. For immediate intensive work homes of seven pupils were chosen, and in cooperation with parents a five-year scheme was worked out for improving the homes and surroundings. Plans included installation of simple water systems, screening, increasing conveniences of kitchens, selection, making and hanging of curtains, grading and sodding of lawns, setting out shrubbery, and planting of all-year-round gardens. Pictures were made before work was started on the projects, others will be made at intervals, and upon completion of the work, to show what can be accomplished under a definite plan for home beautification. In several other communities home projects contemplating work beyond the school session have been inaugurated, and in some cases the home economics teacher is employed for an additional month during the summer vacation to visit homes and assist in carrying out the projects.

Provides Remunerative Work for Crippled Children

Rehabilitation work for crippled children of Alabama and provision of academic and vocational training has been undertaken, in connection with the rehabilitation service of the division of vocational education of the State Department of Education, by the recently organized Alabama Society for Crippled Children. Funds to carry on the work will be provided from private sources. Through cooperation of hospitals, surgeons, and interested individuals, treatment has already been given in a number of cases. The program contemplates continuous care of the crippled child until established in a remunerative vocation.

Vocabulary of Baltimore Kindergarten Children

Possession of a vocabulary of from 282 to 559 words by a group of 4, 5, and 6 year old children attending a kindergarten in one of the poorest sections of Baltimore, Md., was found in a study made by Dr. Fowler B. Brooks, of Johns Hopkins University, in association with some of his students. Interviews with the children ranged from one and one-half to four and one-half hours, and proper names and different words from the same root were not counted. Parents of some of the children were natives of Italy, Bohemia, and Germany. Of 217 words used by more than half the children, 107 are included by Thorndike among the first 500 in his list of the 10,000 most valuable or important words in the English language.

Supervisor of thrift is a new position created this year in the schools of New York City by the board of education. The position carries a salary of $4,000 a year. Duties of the supervisor will be to stimulate thrift activities in the schools and coordinate the work of savings banks with the public schools.

Bird boxes to the number of about 3,000, made by boys in industrial art shops of Baltimore schools, have been placed in parks of the city.

Use of Library Increased Threefold Under Dalton Plan

More Efficient Scheme Developed for Training in Use of Library Facilities. Subject Teachers Bring Classes to Library to Learn Use of Card Catalogues. Pupils Required to Locate Books

By LUCY L. W. WILSON
Principal South Philadelphia High School

THE EFFECT of the Dalton plan on the organization of our school library was immediate and compelling. The first day that freedom to move was given to our pupils the library was filled to overflowing. It was imperatively necessary at once to add another librarian to the force. To-day the whole time of two librarians and of a clerk is necessary in order to give required library service to a pupil enrollment that formerly was cared for in a leisurely way by one librarian.

Out of the needs of the pupils, thrown into high relief by the Dalton plan, was evolved a much more efficient scheme for training them in the use of library facilities than that previously in use. Each subject teacher nowadays definitely helps her pupils, if they need it, not only in how to use the table of contents, the index, and how to take notes, but often brings her class to the library, there to learn how to use the card catalogue and the readers' guide in her subject. In addition, the librarians prepare assignments and give instruction in classification, use of the card catalogue, reference books, readers' guide, in the time allotted to English, to social science, and to clerical practice. Each pupil is assigned a problem requiring her to locate books on the shelves as well as to find magazine articles on definite topics. Credit is given and graphs are not signed in these subjects unless the library technic is satisfactory.

In spite of the fact that many teachers insist upon segregating much-used reference books into their class rooms, the number of library readers increases by leaps and bounds. An enrollment of 2,000, before we were Daltonized, spelled 37,485 library readers per year. The first year afterward the number of readers increased to 104,510, and the next to 114,018. The increase in actual readers is even greater than the figures indicate, for, after the school was Daltonized, we found it necessary to keep out of the library mere study hall overflows and those who wished to use the room to read ordinary textbooks.

Abstract of address before the school libraries section, American Library Association, Atlantic City, N. J., Oct. 8, 1926.

Instruction for Children in Richmond Hospitals

Educational work for crippled children, white and colored, is conducted in hospitals of Richmond, Va., through cooperation of the State department of public instruction and the Crippled Children's Hospital Association, a volunteer organization. Since institution of the work in the three hospitals owned and operated by the Medical College of Virginia, more than 500 children have been enrolled in classes. Remarkable progress has been made by some of the children in both regular school studies and handiwork, which is taught by a volunteer teacher. Principals and teachers throughout the State are requested to notify the county nurse, the Red Cross, or the State board of health of crippled children in their vicinity, in order that arrangements may be made, with parents' consent, for correction of defects.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

NOVEMBER, 1926

No Book Notes in this Issue

SERIOUS illness in the family of Dr. John D. Wolcott prevented the preparation of "New Books in Education" for this issue. It was not possible in the time remaining after Doctor Wolcott's sudden departure from Washington to arrange for the preparation of this material by another. The omission is, of course, temporary only.

An Educational Agency of Great Value

EDITORIAL WRITERS of some of the metropolitan papers have concluded recently that great expositions have had their day, that no city will ever again enter upon such an enterprise, involving as it does, tremendously heavy cost.

It is to be hoped that they are mistaken.

International expositions are educational events of the highest worth. For those who study them fully they are almost equivalent to a trip around the world. The handiwork of men of all races is brought together and displayed in the manner most convenient for inspection. Learned men of every calling from every nation gather in conference and contribute to the common store of knowledge the results of their experiences. Objects of art of high order are displayed in profusion. The architecture of the buildings, the sculptured decorations, the landscaping of the grounds, the exquisite harmony of color, the lighting effects, the artistry in installation of exhibits, all combine to create an atmosphere of beauty which affects every visitor. The collections of paintings and sculptures are invariably of high excellence. The greatest orchestras, bands, organists, and soloists are attracted, and persons whose stay in the exposition city is long enough may hear much that is best in the world's music.

The educational influence of such an exposition is not confined to its own locality, although the most of good is for those who are able to visit the displays not once but many times. Descriptions of the features of the expositions are broadcast enthusiastically by those who view them—probably numbering in some expositions as many as one in twenty of the total population of the country—and still more by the public press which reaches practically every inhabitant. A great exposition is of national benefit, and properly all of them have been fostered by the National Government.

No exposition has been a financial success in the sense of returning the whole investment with a profit. It is reasonable to expect them, however, to maintain themselves; that is, to pay the running expenses. And the direct and indirect economic benefit which the exposition city derives from the presence of millions of visitors and from the world-wide advertising that it gets has in general been more than sufficient to compensate for whatever pecuniary loss has been sustained from the exposition itself.

It may be that the holding of expositions will be discouraged for a time, but that effect will scarcely be permanent. Too often have the advantages been shown to be far greater than the disadvantages. Ahasuerus probably was satisfied with the results of the world's first exposition "when he shewed the riches of his glorious kingdom and the honor of his excellent majesty many days, even an hundred and fourscore days."

Fairs, largely for the interchange or sale of products, were held even in the middle ages. The great fair at Nijni Novgorod in Russia has long been famous. The first exposition in the modern sense was held in Paris in 1798, and the first international exposition was that in the Crystal Palace, London, in 1851. The expositions at Paris in 1855, 1878, 1889, and 1900 were among the most notable in history. Other great expositions of Europe were those of London in 1862 and Vienna in 1876.

The first American exposition was in Bryant Park, New York City, in 1853. The great ones of this country before the Sesquicentennial were in Philadelpha in 1876, Chicago in 1893, St. Louis in 1904, and San Francisco in 1915. The Pan American Exposition at Buffalo in 1901 was inferior only to these in extent and excellence.

An educational agency of tremendous value will be lost if we are to have no more of them

Technical Courses of Study Desired in England

EXCHANGE of "prospectuses of the work done in commercial and technical schools" is desired by James Graham, director of education for Leeds, England. He has made a request for such exchange addressed to American schools through Stillman W. Eels, American consul at Leeds.

Leeds is a manufacturing city of about a half million inhabitants. The commercial and technical schools there are probably comparable with the business high schools, trade schools, manual training schools of Detroit, Pittsburgh, and the like.

"It is not easy for school administrators to visit other countries for the purpose of comparing systems of education," as Mr. Graham writes, and exchange of courses of study and descriptive publications would be mutually helpful. Correspondence with Mr. Graham by Americans in positions similar to his would undoubtedly be fruitful.

General Survey of Rutgers University

At the request of trustees of Rutgers University, the State University of New Jersey, the Interior Department, Bureau of Education, is conducting a genera survey of that university. The survey will occupy about a month, and it is under the direction of Dr. Arthur J. Klein, chief of the higher education division of the United States Bureau of Education. Associated with him will be Dr. Walter J. Greenleaf, Dr. James F. Rogers, Dr. Walton C. John, William M. Robinson, M. M. Proffitt, Dr. John D. Wolcott, and John O. Malott, of the Bureau of Education. Also Dr. Lotus D. Coffman, president of the University of Minnesota; Dr. William McPherson, dean of the graduate school of Ohio State University; H. S. Ford, bursar of Massachusetts Institute of Technology; W. S. Bittner, associate director of extension, Indiana University; John E. Talbot, director, training department, Teachers College, St. Cloud, Minn., and probably others.

Popularity of Reading Courses is Nation-wide

"Forty Books for Boys and Girls," is the title of the new home-reading course, No. 30, published by the Interior Department, Bureau of Education. More than 20,000 readers have been enrolled for the bureau's reading courses. The largest number of enrollments in any one State is in California, and next in order as to enrollments are Pennsylvania, Illinois, New York, Michigan, Massachusetts, and Maryland. About 45 per cent of the readers live in rural districts; 54 per cent are 16 years old or younger. Farmers, housewives, salesmen, engineers, lawyers, bookkeepers, teachers, and school superintendents are enrolled.

Children Learn From Libraries Because They Are Interested

Voluntary Character of Library is Chief Point of Vantage in Dealing With Children. Library View in Some Respects Saner Than That of Other Institutions that Deal With Children. On the Right Track in the Main

By ARTHUR E. BOSTWICK
Librarian St. Louis Public Library

CHILDREN are looked upon generally in two ways—simply as adults of a smaller size, or as an entirely different order of beings. In other words we understand children very indifferently. The library of to-day is only in name the library of yesterday. It would in some ways be better if the modern library had a different name, which would prevent people from clinging to the old idea of a mausoleum of books rather than an active, live organism. What children learn from libraries is learned because they are interested.

Interest is a prime factor in all education, a fact often overlooked by leaders in formal education. The voluntary character of the library is to be cherished by librarians. It is the library's chief point of vantage in dealing with children. There is a tendency to-day among some librarians to overemphasize formal academic methods in applying them to the library.

The criticisms of children's work in libraries to-day revolve principally around two points, namely, that the library can not reach all the children and might better devote itself to adults, and that the treatment of children by libraries is largely hysterical and not based on sound pedagogical principles. The weakness of these criticisms is easily refuted but can not be stated in this brief abstract for in the main we are on the right track in our system of children's work in libraries.

It is only by regarding humanity as a whole, as a phenomenon of flux and change, and by looking at children in particular as a changing group that mirrors in little the greater tidal surge of the race—that we can obtain a foothold from which to treat adequately this problem of the child and his education. The library has stretched out its hand and caught a twig. Thus steadied, its view, in one or two respects, is saner, as we librarians love to think, than that of any other institution that deals with this problem of problems.

Abstract of an address before the American Library Association, Atlantic City, N. J., October 5, 1926.

Practices Relating to Absence with Pay

Payment of full salary during leave of absence on account of sickness or other necessary cause is granted public-school teachers in at least 35 cities of the United States of 100,000 or more population for periods ranging from 1 to 20 days or more. Some additional leave on part pay is granted by school authorities in 26 cities. Of 43 cities reporting, 8 do not grant any leave on full pay, though all but 1 grant some leave on part pay, according to figures compiled by the United States Bureau of Education in cooperation with the office of the city school superintendent of Washington, D. C., and published by the Interior Department, Bureau of Education, in City School Leaflet No. 21. Part pay following a period of full pay, or part pay alone, is granted in 33 cities of this size for periods of 5 to 20 days or more. The amount deducted from the teacher's salary when absent on part pay is the amount paid the substitute or a fraction of the teacher's salary, usually one-half.

Of 120 cities of 30,000 to 100,000 population reporting, 16 grant no leave whatever with full pay but grant some leave on part pay. Full pay for periods of from 1 to 20 days or more is granted teachers in 104 cities, and of these 53 grant some additional leave on part pay. Part pay following a period of full pay, or part pay alone, is granted by school authorities in 81 cities with population of 30,000 to 100,000, for periods of from 5 days to 20 or more.

New students are photographed upon registration at Pennsylvania State College. Under the plan inaugurated this year five prints will be made. One of these will be attached for identification to the student's records in the office of the registrar; others are for use of the college physician, the dean of men or of women, the dean, and the head of the department in which the student is enrolled.

Intermediate School Pupils Work Out of School Hours

Of 1,510 pupils attending Jefferson Intermediate School, Detroit, Mich., 28.3 per cent were found to be employed, as result of a study of part-time employment of intermediate school children, made by J. Glenn Longworth, acting vocational counselor of the school, reported in the Detroit Educational Bulletin. Of the working pupils, 84.8 per cent were boys and 15.2 per cent girls. Children in this school are of neither very rich nor very poor parentage, but come principally from so-called middle-class homes.

Of 30 occupations listed, selling newspapers was the most common, with a percentage of 36, clerking came next with 24.7 per cent; and these two occupations yielded the largest financial returns. Pay received by the children ranged from nothing, where working for parents, to $18 a week. The median wage was between $3 and $4 per week. A total of about $1,500 a week was earned by the entire group of working children.

Indoor occupations were filled by 40.5 per cent of the pupils, 44.1 per cent worked outdoors, and 15.4 per cent both in and out of doors. Notwithstanding the fact that hours of labor were in many cases too long, it was found that most of the workers were in the proper grades for their ages. Seven days a week jobs were held by 25.8 per cent of the children, and 40 per cent worked 6 days a week. Allowing for time in school of the pupils employed, the study showed that 23.2 per cent exceeded 8 hours work a day, and 12.2 per cent spent more time at work than in school, though 87.8 per cent of the workers were employed less than 30 hours a week, and 57.1 per cent less than 15 hours a week. Working hours of 13.8 per cent of the children fell between 9 p. m. and 1.45 a. m., and of 2.7 per cent between 4 and 8 a. m., interfering more or less with sleeping hours of the children.

Commercial problems in accounting, submitted by Manila firms, are given to students in the Philippine School of Commerce, and the textbook is used only for reference in the class in accounting. Requests for a simple system of bookkeeping are frequently received by students from relatives and friends engaged in a small business, and these are made the basis of class study. Of the 476 students enrolled in the day school, 78 are women. More than 400 students attend night sessions. Many come from outside Manila, and a student club has been organized to look after their welfare.

Scientific Study of the Value of Homogeneous Grouping

Pupils of Five Michigan High Schools Formed into Two Groups on Basis of Terman Group Intelligence Test. Progress of Homogeneous Group Compared with That of Heterogeneous Group

By EUSTACE E. WINDES
Associate Specialist in Rural Education, Bureau of Education

SECONDARY education is indebted to Dr. T. Luther Purdom for a report in the form of a dissertation submitted in partial fulfillment of the requirements for the degree of doctor of philosophy at the University of Michigan, 1925, which will undoubtedly lead to a more careful examination of the outcomes of homogeneous grouping as a phase of pupil administration in secondary schools. The report, "A scientific study to determine the value of homogeneous grouping made on the basis of intelligence tests," is concerned with the results of an experiment which had for its purpose an answer to the question, "Do first-year high-school pupils of the same age, sex, intelligence score, and taught by the same teacher in English and algebra, gain more as measured by standardized achievement tests and semester marks in homogeneous groups than they do in heterogeneous groups?"

The report utilizes data from five Michigan high schools. The pupils in each school were given the Terman group intelligence test and on the basis of test results divided into two equivalent groups. Equivalent groups were defined in the statement of the problem. One of these groups was termed the "experimental group" and sectioned according to mental ability into 2, 3, or 5 sections according to the size of the group in the different schools. The other group was termed the "control group" and sectioned so that each section was approximately equal in intelligence to an experimental section but contained pupils of all grades of intelligence.

"At the beginning of the semester in 1923 the pupils in English were given four standardized achievement tests: Briggs' English form test, Van Wagenen's English literature scale, and two parts of the grammar test by Kirby." The pupils in algebra were given no tests at the beginning of the experiment. They had not previously studied algebra.

Teachers were instructed to cover as much course material as possible but were left entirely free as to method.

"At the close of the semester the same four standardized English tests were given again to the pupils in English in order to be able to measure the gain of each section and to compare the results in the experimental and control groups."

All the pupils in algebra were given two standardized tests in the subject—Hotz's addition and subtraction scale and Hotz's equation and formula scale.

"In addition to the standardized achievement tests given the pupils the teachers gave their own tests and final examinations which were as objective as possible." The semester grades were made out on the basis of daily class work, the results of the teachers' tests and the final examination.

The results of this procedure give the gains of paired pupils and paired sections from the experimental and control sections that are approximately equal in age, sex, intelligence score, and in having the same teacher. Summary tables show for each school the amounts of gain and comparative semester grades. Gains were reported in terms of the mean scores of all pupils. General summary tables also show the amounts of gain in the standardized tests in terms of the median and mean scores and the semester grades of all the pupils in the experimental groups in comparison with the control groups.

The general summary table based on mean scores is here reproduced:

Comparison of the gains in standardized tests and of the semester grades in terms of the mean scores of all the pupils in the experimental groups with all those in the control groups

Group	Kirby		Van Wagenen	Briggs	Hotz			Semester grades			
								English		Algebra	
	Principles	Sentences			Addition and subtraction	Equation and formula 1st sem.	Equation and formula 2d sem.	1	2	1	2
Mean score—experimental	8.9	7.4	4.6	5.2	11.4	11.8	17.1	73.5	74.8	76.6	73.1
Mean score—control	10.1	9.0	4.7	6.5	11.8	11.4	17.1	75.2	76.1	74.8	72.7
Superiority of experimental	−1.2	−1.6	−.1	−1.3	−.4	.4	0	−1.7	−1.3	1.8	.4

Doctor Purdom draws the following conclusions from the detailed data of the report:

1. Pupils in homogeneous sections do not gain more than pupils in heterogeneous sections when the results are measured by standard tests.
2. The pupils in the homogeneous sections do not make better semester grades than those in the heterogeneous sections.
3. The pupils in the homogeneous sections do not cover more course material.
4. The semester grades do not show that the pupils in the homogeneous sections put forth greater efforts.
5. The gains made on the standardized tests and the semester grades do not show that the pupils of any degree of intelligence were favored by homogeneous grouping.
6. Homogeneous grouping on the basis of the intelligence tests does not reduce failures.

Apparently Doctor Purdom has shown that segregation of homogeneous groups does not necessarily mean better progress of pupils towards identical objectives. We do not know whether or not through a system of differentiated assignments pupils of different grades of ability in the heterogeneous groups (control groups) were caused to move at varying rates, though in the same section, toward identical objectives, thus securing the same results as through segregation. Neither does the report throw any light upon the desirability of homogeneous grouping as a means of working toward different objectives.

The report will undoubtedly stimulate further researches and probably will call attention again to the facts that ability grouping is "an opportunity rather than an achievement," and that grouping without segregation is possible where varying rates of progress toward identical goals is the chief consideration.

The report also, when related to a report on the "Status of senior high-school promotion plans," which has been submitted to the National Committee on Research in Secondary Education, by Doctor Montague (University of Missouri, doctor's dissertation, 1925–26), will cause further examination into the bases of grouping. The report by Montague shows that of several bases for grouping the intelligence test alone is a comparatively poor basis when considered in terms of persistence and failure.

Publication sponsored by National Committee on Research in Secondary Education.

School Consolidation a Gradual and Spontaneous Development

Connecticut Town Formerly Contained 10 Districts, Each with a School. Movement for Consolidation Began in 1876. Superiority of Instruction in Consolidated Schools Became Clearly Apparent. Children Enjoyed Attending Center School. Some of Them Voluntarily Walked Six Miles a Day to Do So. Last One-Room Building Closed in 1919 After Serving Community for a Century

By L. S. MILLS
Supervising Agent for Connecticut State Board of Education

PEOPLE from Hartford settled in the town of Farmington in 1640. It is, therefore, one of the original Connecticut towns. At that time it was thickly populated by the Tunxis Indians. These left gradually as the white men increased, and went to Stockbridge, Mass. The town is approximately 5 miles square and contains 15,711 acres of land and a population of about 4,500.

The town lies in what was once a great central bay, over which the waves of the Atlantic Ocean rolled for ages. The central and eastern areas abound in rich meadow lands and fertile fields. The western area is only thinly populated. The elevation varies from 200 to 750 feet. Most of the elevations are rocky and covered with timber.

Farmington a Typical Connecticut Town

The Farmington River enters the town on the northwest, flows south nearly to the center of the town, where it makes an ox-bow turn and flows due north, leaving the town near the northeast corner. Aside from the Farmington River, there are several smaller streams.

The leading industries of the town are farming, manufacturing of hardware, cotton and woolen mills, and paper mills. The manufacturing plants are in the village of Unionville, which is a village in the northern end of the town. The chief power is water from the Farmington River. The village of Farmington is near the center of the town and is made up of farming and residential sections.

The meadow lands along the banks of the Farmington River are very fertile. The other areas tend to be sandy. A State road runs through the whole length of the town from north to south. Another State road connects Farmington village with Hartford, the State capital. The north-and-south State road is the great highway to New Haven and the Connecticut shore resorts, which lie from 30 to 40 miles away. The other roads are the usual dirt roads.

The New York, New Haven & Hartford Railroad passes through the western side of the town and has two depots—one at Farmington and the other at Unionville. The Connecticut Trolley Co. has a single-track line from Hartford passing through Farmington Center and terminating in Unionville.

Financially the town is wealthy, and has maintained a low grand list and a low tax rate.

A Public School in Seventeenth Century

In December, 1682, 10 pounds were voted toward paying a teacher and maintaining a school at Farmington Center. Each family having children attending the school was to pay 4¼ shillings for each such child. The children were to be taught to read, write, and to know grammar. The teacher was expected not only to be able to teach these subjects but to be able to teach Latin and step into the pulpit to be helpful there in case of need.

By 1766 there were two schools at Farmington Center, and a little later one was established at East Farms. Little neighborhood schools were maintained in the homes of the pupils in different parts of the town. The expense of these was met by the town, and the schools were open to rich and poor. In 1780 the town was divided into 10 school districts.

The parents in each district voted money to build a school house. They also selected some individual to take charge of the school—a man in the winter and a woman in the summer.

John Treadwell, of Farmington, did much to better the conditions in the early schools not only in Farmington but in the State. He helped to establish small district schools, a step in advance for the times, and when he found that teachers who were hired were often incompetent and unsuitable he devised the system of school visitors to examine teachers and to visit during the year. His plan was so successful that it was adopted all over the State. About 1800, the seven districts enumerated under the borough of Farmington were in operation.

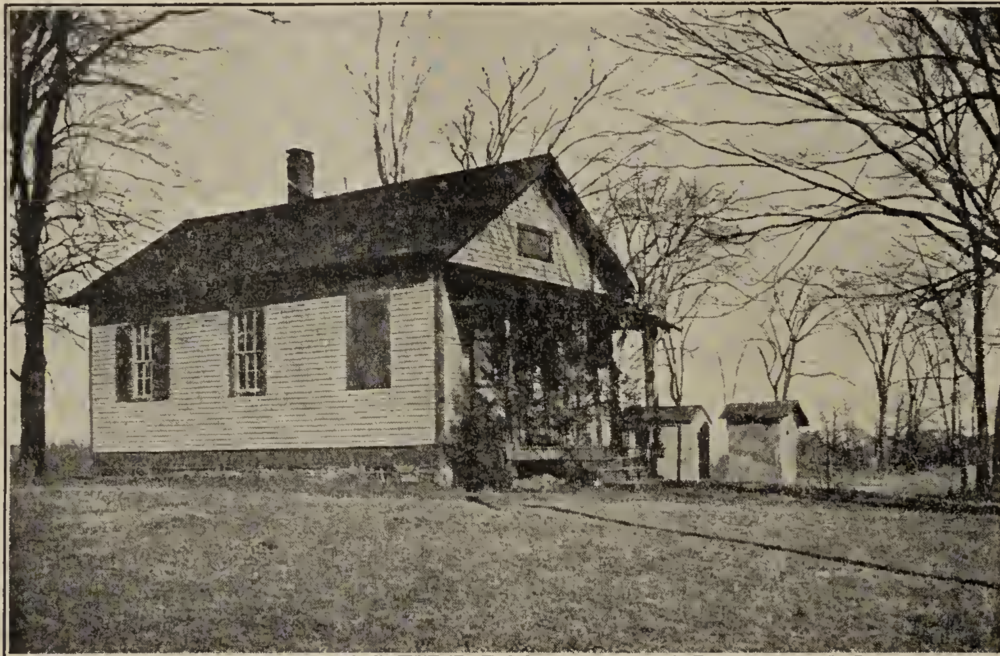
Advantage of Consolidation Seen Early

About 1876 the north district school and the south district school were consolidated with the center school. The north school numbered about 20 pupils at that time. The distance from the north school to the center being less than 1 mile, no transportation was needed. The south school being about 2 miles away, transportation was secured to carry the children to the center school. These two schools

Center Consolidated School is a modern structure

have been closed for over 40 years. The north district school has been made into a dwelling house and the south district school is owned by Reuben Lewis, a colored man.

About 1905 a new school was erected in the center. This new building is a brick building of five rooms and replaces the former four-room structure. The cost of this new building was approximately $26,000. A $62,000 addition to this building is now under construction.



East Farms schoolhouse is now used for community meetings

About 1907 the northeast and Waterville schools were closed as the attendance had been very small, not more than five or six pupils. The pupils had to walk such a distance to the center school that means of transportation were provided. The school houses in these two districts were burned down soon after they were closed.

The four districts—north, south, northeast, and Waterville—were later consolidated and taken in by vote with the center district, and do not now exist in any manner as separate school districts. In 1911 the voters of the East Farms district voted at the annual meeting in June to close the school for one year and send the pupils to the center school. The town agreed to pay transportation. This worked well.

Usual Result of Poor Teaching

At the end of the year a few of the East Farms pupils failed of promotion in the center school by reason of poor preparation while attending school in East Farms district in the previous years, as good teachers had not been secured for that school. By reason of failure of promotion, a few of the parents of the East Farms children desired to have the East Farms school reopened. Accordingly, such a vote was passed at the annual district meeting in June, 1912. A fair teacher was secured and school opened again; but the children objected so strongly to attending that 21 out of the 30 belonging to the district walked, some of them a distance of 6 miles a day, in order to reach the center school. The town did not provide transportation this year because the district had voted to reopen its own school. This left the East Farms school with an enrollment of nine pupils and an average attendance of 7.3 for the year.

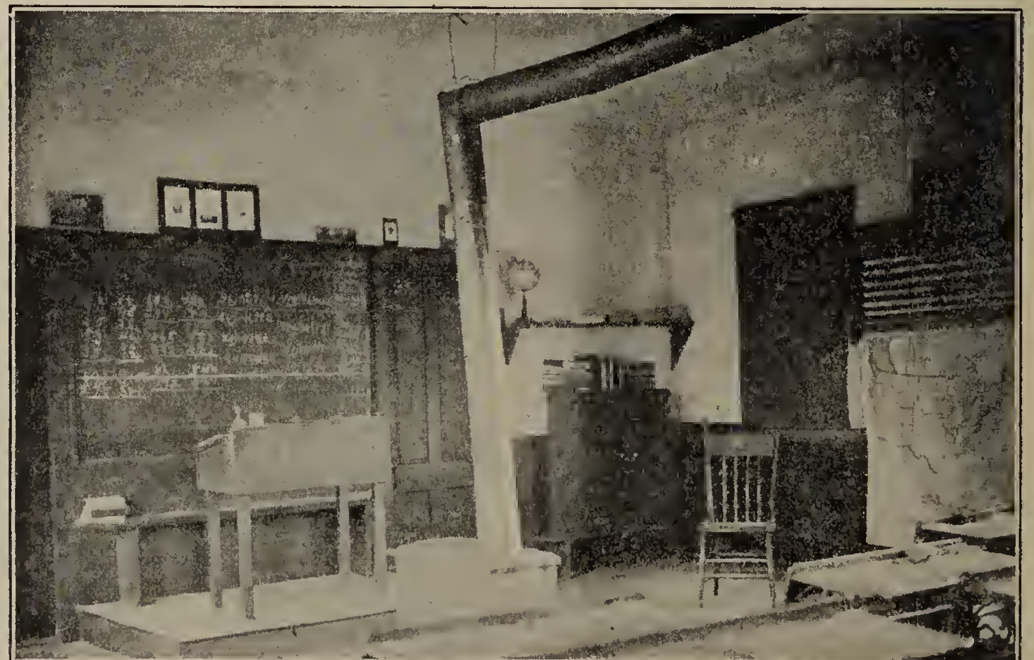
The following June, 1913, the East Farms district voted to close its school "forever," and since that date the children have been transported to the center school at town expense. The district has since been consolidated with center district. The school building is kept in repair and at present it is used as a club building for about 50 members of both men, women, and children who gather there on the evenings of the first and third Fridays of each month. Social gatherings are held with dances, and interesting informational speakers are frequently secured.

Special note should be made of the fact that these five districts closed their schools of their own accord and the voters asked to have the children taken in at the center school. The center school district has not charged tuition and has furnished accommodations and teachers for these children. When they enter the center school, they have the advantages of a special teacher for music, physical training, and sewing. Three transportation routes were established and have continued to the present.

Closed After 100 Years of School

In 1914 the Scotts Swamp school numbered about nine pupils and the board of school visitors voted to close the school and to transport the children to the center school. The school at Scotts Swamp had been conducted for about 100 years. Some parents and others in the district were sorry to see the school closed, but the board of school visitors believed it was best for the children and were steadfast in the matter.

The children enjoyed the center school even though they were found to be backward in comparison with other pupils of corresponding age. By 1915 parents and pupils had become accustomed to the transportation and attendance at the center school, and no further objections were made. One of the former Scotts Swamp school district committee said, "I am better informed now than two years ago and would vote against the re-



The interior of East Farms school was of the type common then

opening of the old school." The parents in Scotts Swamp loyally support the center school. The Scotts Swamp school building now stands idle except for community meeting or meetings of the local poultry club. The picture shows the flag being lowered for the last time after 100 years. At the annual town meeting in October, 1921, Scotts Swamp was made a part of the center district.

In 1919 the enrollment in the west school was only five pupils and the board of school visitors voted to close this, the last one-room school in the town, and transport the children to union school. At the annual town meeting in October, 1922, west district was made a part of the union district.

South schoolhouse is now the home of a Negro family

The town thus opened the school year of 1919–20 with all one-teacher schools closed, and the children of these one-room schools transported by three busses to the center school and by one bus to union school. This has been continued to the present time. The town now maintains one high school and two graded schools; one at Farmington Center, and one at Unionville.

Untrained Teachers in One-Room Schools

The teachers in the former one-room schools were seldom trained teachers. They were often high-school graduates with little or no experience. With few children in school, attention and interest was lacking. The progress was not equal to that of the graded school.

For the year 1918–19 the average cost per pupil in the center school was $27.48; in the west school the total cost per pupil was about $130. This shows the cost per pupil in small schools to be very great compared to the cost in a large school. Four busses carry 100 children to the center school at an average cost of $98 per month each. One auto bus carries about 18 children from west school to union district at about $90 per month. The average distance a pupil rides one way per day is 3.1 miles. The average time per day on the road is approximately 35 minutes. The total number of pupils carried is about 120. The average cost per pupil per day is approximately 20 cents.

The conveyances are owned by the persons who take up the contracts, except in one case where the town provides a canvas top for a large pair of bobs. Bus drivers are selected by bids. The town reserves the right to reject any bidder even though his price was the lowest, provided that in the estimation of the school committee said person is not competent to take charge of the work and the children. All bus drivers are responsible for the children while en route.

The following is a summary of the opinion of the teachers concerning the value of closing one-teacher schools and transporting children to a large school:

1. Pupils from outside districts, when they first enter the graded schools, are found generally to be backward in comparison with children in corresponding grades in the graded schools. They are lacking in music, drawing, and in fundamentals.

2. Children educated in the graded school make better progress later in high school or whatever advanced school they attend.

Parents state that children have better advantages in the graded schools than would be possible in the small districts. Most parents appreciate this. In the opinion of the superintendent of schools, the closing of these small schools and the transportation of the children to the graded schools is resulting in the following advantages:

1. Better educational opportunities for each child.

Rarely Out of Local Surroundings

2. The attainment of more comradeship and social advantages on the part of the children. In the former days many children of the small district schools grew up almost entirely in their local surroundings, seldom, if ever, meeting many of the other children of the town. In this way some districts almost developed a dialect of their own, which surely was not to the advantage of the children.

3. By meeting together in a consolidated school, the children of the town grow up together with a town feeling of social equality and interest that can not otherwise be attained.

4. From conferences with the parents week after week, it seems evident that few, indeed, of the parents of the town of Farmington believe it would be wise to return to the small rural school. Most of the people who still desire the return to the small one-room school are those

Lowering the flag for the last time after 100 years of school

without children or those whose children have long since grown up and gone away.

The following is a quotation from a letter written by one of the parents and is probably typical of the feeling of the majority of the parents respecting consolidation of schools:

"No system is perfect. Nothing relieves us of our responsibility. Judging from my experience as a committeeman in running schools, and noting the work of others similarly placed, I believe such school is a waste of the people's money, and I think it simply impossible to make the work in the small school equal that in the graded school."

The cost of running a one-teacher school, with a competent teacher, at the present time is not less than $1,500 per year. To reopen the seven one-room schools now closed would entail a cost of not less than $10,500 per year to the town of Farmington. The present cost of transportation is about $5,000 per year. Even with the extra teachers needed to maintain the graded schools, with the additional pupils coming in on the busses, the total cost to the townspeople is less and the results are far better than if the seven one-room schools were kept open.

The bus routes lie over no steep hills. All lines have the State roads over parts of their routes. The greatest obstacles to transportation, and almost the only ones, are the deep snow in winter and the mud in the spring.

Will Discuss Newer Ways with Children

A conference "concerning parents," to consider newer ways of dealing with children, will be held at the Belvedere Hotel, Baltimore, Md., November 30–December 1, under the auspices of the Child Study Association of America (Inc.). Infancy, childhood, and adolescence, and education and the summer school will be considered. Demonstrations of typical study groups of parents will be conducted. Specialists in child welfare will speak, and an opportunity will be offered for observation of actual classroom work in habit formation in the preschool child and other subjects.

News bulletins giving information concerning school activities are flashed by projection machines during lunch hour in the auditorium of one of the junior high schools of Trenton, N. J. This school news service is given three times a week.

American Library Association at Atlantic City

Librarians from China, Brazil, Holland, Palestine, and 20 other countries were among the 2,500 who met at Atlantic City the second week of October in honor of the fiftieth anniversary of the American Library Association. A special anniversary session was held at Drexel Institute, Philadelphia, the morning of October 6, after which the University of Pennsylvania entertained the entire delegation at luncheon, and a reception was given at the Historical Society of Pennsylvania, under whose roof during the Centennial the American Library Association was founded.

The report of the committee on library extension showing that 44 per cent of the people in the United States and Canada have no local library service was accepted as a challenge to the library profession, and a definite program was adopted for promoting the establishment of libraries in communities still lacking them.

A notable event of the week was the award of the John Newbery medal for the most distinguished children's book of the year to Arthur Bowie Chrisman for Shen of the Sea, a volume of Chinese legends and fairy stories.

Officers elected for the coming year are: President, George H. Locke, Toronto Public Library; first vice-president, Joseph L. Wheeler, Enoch Pratt Free Library, Baltimore, Md., second vice-president, Anne M. Mulheron, Library Association, Portland, Oreg.; treasurer, Edward D. Tweedell, John Crerar Library, Chicago.

Twenty-nine of the 58 representatives of foreign libraries left immediately after the conference for a trip as guests of the American Library Association, to visit the libraries of Princeton, New York, Boston, Toronto, Detroit, Chicago, Cleveland, and Washington.

The 1927 conference will be held at Toronto next July.

Methods and Results of Adult Education

An exhibition of adult education was recently held in the House of Agricultural Adult Education at Prague. All the principal institutions for adult education in Czechoslovakia participated.

Masaryk Institute for Adult Education exhibited tables, photographs, and publications showing its work. This institute has organized 5,852 lectures, conferences, and cinematograph exhibitions, which were attended by 1,229,515 persons. It has also conducted 730 public courses which 19,799 listeners attended.

Czechoslovak Workers' Academy exhibited a number of syllabusses of its courses for workers, a bibliography of 170 sociological books, a radio receiver for educational work, many photographs of summer camps for children, and a collection of posters illustrating the work of the academy.

Matice Slovenska (a Slovak association for adult education) showed samples of its library work at Slovakia and many photographs of ethnical peculiarities of Slovakian people.

Svobodne uceni selske (free agricultural education) showed in its exhibition a description of its educational work among rural citizens by its publications, lectures, and agricultural broadcasting.

Central Workers' School exhibited a description of its work by courses, lectures, and adult schools among Czechoslovakian workers. Many samples of work done by the adult pupils of its schools were exhibited.—*Emanuel V. Lippert.*

Filipinos Too Enthusiastic in Athletics

To discourage overemphasis on athletics in Philippine schools, only students who have a good record in their studies will be allowed hereafter to represent their schools in provincial, interprovincial, and carnival meets, according to recent ruling of the Philippine Bureau of Education. Credit formerly allowed for participation in these meets will be discontinued, and no pupil who fails of promotion one year will be allowed to represent his school the following year. Athletes, however, are excused from regular physical education and will be given every opportunity to make up work they miss on account of participation in public athletic events.

Home Education Committee Meets in Washington

Library extension was named as one of the objectives of the National Committee on Home Education which held its second meeting at the Bureau of Education, September 30 and October 1, 1926. This committee consists of two members each from the National University Extension Association, the American Library Association, the National Congress of Parents and Teachers, and the United States Bureau of Education. Dr. John J. Tigert, United States Commissioner of Education, is chairman of the committee.

Congress of Parents and Teachers Conducts Courses For Parents

By MILDRED RUMBOLD WILKINSON
Assistant Manager Publicity Bureau, National Congress of Parents and Teachers

THE GREATEST profession of all in responsibility and numbers is *parenthood*. It is the only profession which can be entered without previous training. Unfortunately, when a child is born the parents of that child do not miraculously receive an understanding of the best way of rearing the child. Teachers have the advantage of years of training in their profession. The members of these two professions have the greatest influence in forming the child's ideals and habits from birth.

Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, has stressed the need for parent training. In an address given before the National Education Association she said: "We must throw back upon the parents the duties which belong to them and by demanding their legitimate contribution of moral and religious training, compel them to become what they were in olden days, the molders of the characters of their children." And again: "Education has too long been limited in the public mind to youth and the teachers; it must begin with the parents."

Parenthood Training Courses Are Offered

Oregon has a "parents' educational bureau," a special department of the Oregon branch of the National Congress of Parents and Teachers that gives help to parents in their search for knowledge concerning problems of child rearing. Through this bureau they can obtain books, pamphlets, magazines, and articles by well-known authorities on child care, and information on how to combat harmful habits.

Kansas City, Mo., has been doing excellent preschool work for the past four years. A "parents' extension committee" is aiding 39 study circles, supplying them with leaders, book reviews, and papers. Twelve sessions were held during the past year. Thirty-two enrolled in one of these classes for a course in moral education, the members having the opportunity of obtaining university credit for the work. A class for leaders in preschool work is also flourishing in Kansas City with an attendance of 75. Special attention has been given to preparing the child for the kindergarten. A nursery school for the children of dependent or working mothers is conducted by the parent-teacher workers of the city. It is hoped to spread the principles of scientific child care through conferences with mothers.

The Lakewood (Ohio) Council of Parent-Teacher Associations is starting a regular course on the education of the preschool child. Lectures are given at the public library twice each week and each is two hours in length. A large attendance is reported. The fee is $12.50. In every State in the Union are circles studying the training of children from birth through adolescence. Because of preschool work the parents will not need help in correcting the defects, since they are learning how to prevent children from forming undesirable habits. "To cure has been the voice of the past; to prevent the divine whisper of to-day."

University Courses in Parent-Teacher Work

Universities, colleges, and normal schools are spending time and money to enable their students to get a fuller understanding of the possibilities of the parent-teacher movement by giving courses in this work. Students fulfilling the requirements are given credit. The University of Florida registered 143 in three courses in this work during the past summer. In these classes were principals, teachers of high and grade schools, and college students. The University of Virginia had two courses in the first term. One graduate of a six-weeks' course has been engaged to give similar work next year. Another member of the class, the principal of an accredited high school in Virginia, said that "a six-weeks' course in parent-teacher work would solve the educational problem." Courses have been given in the University of Georgia also.

The first courses in West Virginia were given during the summer of 1925, and the work was so fruitful that more courses were offered in 1926. One of the direct results was the forming of 26 new associations in Wyoming County.

A teacher who had used various means to make the people see the need for community organization offered his services as a leader in the prayer meetings. At this time he talked of the benefit to their children of united parent-teacher effort. This resulted in the forming of an association which he explained was the best medium for this community work. Another teacher who taught in one of the poorer districts of the State, organized an association and through united efforts was able to build a substantial school building which complied with the requirements for a standard school, to take the place of an abandoned barn that had been used as the schoolhouse.

Courses have been given in Michigan, Colorado, Tennessee, Kentucky, Arizona, New Hampshire, Minnesota, Nebraska, Illinois, and New York.

At the course given at Columbia University from July 27 through August 10, 17 States were represented, as well as Hawaii, Canada, and the District of Columbia. Among the students were a college dean, two supervisors of training schools, one teacher of college education, four school superintendents, one county supervisor of elementary education, two grade supervisors, three supervising principals, two principals of high schools, five principals of junior high schools, five grade principals, three high-school teachers, four grade and kindergarten teachers, one director of home economics in a high school, one ex-president of a parent-teacher association, one extension secretary of a State parent-teacher association.

The Columbia University credit course, in order to meet the demand for trained instructors for summer courses, will henceforth consist of two credit units instead of one, and will be held in two sections, the second to be devoted especially to training teachers to give the parent teacher credit courses during the summer. Two graduates of this course have given instruction most successfully during the past summer, and already six qualified men are registered for next summer as teachers. In West Virginia four teachers colleges gave courses in parent-teacher work. There have been so many demands for this parent-teacher course in the summer schools that the field secretaries can not do all the teaching required, hence the need for more trained leaders.

State Branches Conduct Leadership Classes

At Duluth, Minn., 25 students taking the leadership course received certificates from the State branch; and at Normal, Ill., there were 15. In these classes were one State president, several State officers, and four principals of schools. Three leadership classes were conducted in Arizona. The officers of the Mississippi branch arranged with the local presidents a schedule of work which enabled the field secretary of the national congress to give class instruction in seven institutes; and 117 students finished the work, necessary for the certificate which they obtained at their State convention. Students from the teachers' college were excused from class work for the days of the institute, and they, too, 75 of them, earned their

certificate. Six institutes were held in Montana. At Helena and Missoula the teachers were excused in order to attend. At Lewistown they held these classes on Fridays and Saturdays.

H. E. Zulow, director of Eastern Oregon Summer School, says of this work: "The development of parent-teacher work with well determined and defined objectives and under sane National and State leadership is one of the most significant educational movements in recent years. The parent-teacher association permits a proper articulation of the activities of home, school, and community and provides a means of enlightenment for those who seek better to perform the task of education and unifies purpose and spirit in the undertaking." So anxious were the members of the parent-teacher associations to avail themselves of this opportunity of taking the institute work that two members from Modoc Point, Oreg., made a round trip of 160 miles to the classes held in Ashland. At many of these credit courses and institutes many parents are obliged to bring their children. Arrangements are made by the parent-teacher workers in charge of the details of the course for conducting a kindergarten during the time allotted. The children, therefore, have interesting work and healthful play under expert supervision. Mothers have traveled several hundred miles in order to take the short course of one week which means so much to them in training their little ones.

International Congress of Students at Prague

The Congress of the International Federation of Students was held at Prague in August under the patronage of the Czechoslovakian Minister of Education. Two hundred and thirty-one foreign delegates were present representing the United States, Great Britain, France, Belgium, Holland, Sweden, and other European countries. Czechoslovakian students attended in great numbers, and their associations acted as hosts to the foreign delegates.—*Emanuel V. Lippert.*

Nearly twice as many women students as men took advantage last year of extension and correspondence courses for college credit offered by land-grant colleges in the United States. In 27 of the 52 colleges offering college credit extension courses, 11,901 women and 6,093 men students were enrolled. In the 20 institutions giving correspondence courses for college credit, 13,389 women and 8,695 men students were enrolled.

Recent Publications of the Bureau of Education

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

Statistics of city school systems, 1923–24. (Bulletin, 1925, No. 41.) 25 cents.

Time allotment to manual arts work. M. M. Proffitt. (Industrial Education Circular, No. 26.) 5 cents.

Expenditures of State universities and State colleges. W. J. Greenleaf. (Higher Education Circular, No. 32.) 5 cents.

Improvement of instruction in rural schools through professional supervision. Katherine M. Cook. (Bulletin, 1926, No. 12.) 10 cents.—*Mary S. Phillips.*

Children Go to School on School Skis

Ski-running is becoming popular with school children of the mountain districts of Bohemia, and the teachers are encouraging them in it. Some of the schools have accumulated stocks of from 30 to 50 pairs of skis, and the children have been taught to use them. Frequent contests of speed and of dexterity are held. Not only do the skis give valuable physical exercise but they contribute directly to the good of the schools. Formerly the children were often obliged to stay at home on snowy days; now they take great pleasure in skiing to school.—*Emanuel V. Lippert.*

Association Organized for Adult Education

A concerted movement in support of adult education has been inaugurated in the formation of the American Association for Adult Education, whose national headquarters have been opened at 41 East Forty-second Street, New York City. The formation of the association follows two years of careful preparation, which included the making of a survey by the Carnegie Corporation of existing adult education enterprises and the sounding of sentiment in representative centers of the country and among adult education organizations of every description and leaning.

Tuition Charge Considered for Philippine High Schools

Manila school authorities are considering the imposition of a fee next year, for resident students, of 10 pesos for tuition in first and second year high-school classes, and of 20 pesos in third and fourth year classes. For provincial students in intermediate schools in Manila it is proposed to charge 50 pesos, and for provincial students in high schools 100 pesos. This is to prevent the financial crisis which has been arising every year in Manila schools. Tuition is now charged in many provincial high schools in the Philippines in order to keep them in operation.

Elimination of the freshman and sophomore classes is anticipated at Leland Stanford Junior University, and it is expected that the institution will eventually become a graduate university.

THE INADEQUACY of teachers' salaries is an old story. Particularly in the case of instructors and assistant professors there are real hardships to be borne. The university teacher, if he is to be an inspiring force in the student's life, ought certainly to be in a position to afford at least that irreducible minimum of travel, books, music, and social contacts which is needed to make him more than a mere drill master. There is nothing like a certain, or even reasonably certain, expectation of advance in salary in return for satisfactory service. Too often must the teacher impair by worry over his income the energy which should be devoted to enthusiastic and inspiring teaching. The teacher can not be judged like, or treated like, a bond salesman, for example. His value to the college is not so easily measurable and depends to a large extent upon conditions under which he works. Particularly when he is new to his career he should be in surroundings which permit him to round out his knowledge of general fields and of his own specialty and to perfect his methods of bringing himself to bear on his students. It might be said, in fact, that good teachers are neither born nor made, but make themselves. It is an indispensable prerequisite on the part of the teacher that, before sharing in the benefits of regularly increasing rates of payment, he shall measure up to the standards of proficiency which may reasonably be expected of those in the several academic rankings.—*Alfred H. Lloyd.*

Looking Forward To Wider Usefulness For Public Libraries

Closer Coordination to Improve Small Libraries. Compilation of a World Catalogue is Probable. Storehouses of Phonograph Records and Historical Films. Great Central Libraries with Many Branches

By CHARLES F. D. BELDEN
President American Library Association; Librarian Boston Public Library

AS THE SECOND half century of organized library work opens before us a change of emphasis is taking place. More and more is realized the necessity of vitalizing the material on the shelves of the public library if its custodians are in the fullest measure to serve the present and potential users of the institution. Librarians must have a better and wider knowledge of the contents of books, and the ability to find out and deliver at call facts of all kinds and to evaluate all available resources for the use of the business and professional world.

The citizens of the country must be awakened to the value of the public library and what it has to give in the way of service—service which is no longer to be measured by the books on the shelves of any one library, but which through organization, coordination of resources, and wholehearted cooperation will extend from town to city, to State, to country, and will finally bring within reach the resources of the knowledge of the whole civilized world. It is no idle dream to believe that 50 years hence libraries everywhere will be so closely linked together that even the smallest local library will be prepared to provide the best of expert service.

It is a tragic fact that thousands of men and women first feel their need of a formal education when it is too late to get it. But there is the public library—every man's university. We are just waking up to the infinite possibilities of helpfulness which in the past have lain dormant and neglected in every public library. It will be the task of the American Library Association to bring home to the libraries and the public the importance of this function, and to bring libraries and the public together in an educational relation. The radio will be brought into use for a crisp daily book talk, which will keep the people in touch with their library and its activities.

It is inevitable that the American Library Association shall soon enter upon a series of experiments and practical demonstrations. Among these would be demonstrations of special-service activities for groups or institutions, a study of reading habits and a survey of methods whereby serious students wherever located may be supplied with any essential book.

The growth of library patronage will ultimately create a demand for a universal world-wide book service. We should consider the probability that before the end of another 50 years we shall see the compilation of a world catalogue of all existing books with their locations. This would probably contain only about ten million titles, of which the union catalogue of the Library of Congress already has three millions.

I look for a great activity on the part of libraries in the collection of phonograph records and educational and historical films. In this way the voices of famous men and women and important events of passing days and years will be preserved for future times, while the reproduction of these records and films will become an important educational function of the library.

As community centers, people are looking more and more to the libraries for everything of cultural nature, and I confidently anticipate the time when every public library will, at regular intervals, bring forth from its stores a collection of musical masterpieces for public reproduction. We may, I believe, look for a similar advance in the circulation of reproductions of great paintings and other works of art.

The second half century of American library history will be especially noteworthy in the development of libraries remote from the great cities. The past 50 years have been an age of urban development. There will be an upbuilding of great county and other regional libraries, with a branch at every crossroad, to which—perhaps to the very gateway of the farm or the office or the mine—the books desired will be brought daily by some form of rural delivery.

With better methods, with a more adequately trained personnel, with more clearly defined aims, with improved tools, the American public library will do in the next 50 years a work such as is yet hardly dreamed of.

Portions of address before American Library Association, Atlantic City, N. J., October 8, 1926.

Picture Club Conducts Circulating Library of Art

Paintings in oils and water colors, drawings, and etchings will be loaned to schools, homes, clubs, shops, and other places by the Picture Club of Philadelphia, which has its distributing station at the Philadelphia Art Alliance. Six different paintings or twelve etchings may be obtained during the year. They will be loaned for a month, subject to renewal, return, exchange, or purchase at the expiration of that time. Membership in the club entitling the individual or organization to this service costs $10 a year, and it is expected that friends of education will enable schools to profit by this unusual opportunity to become acquainted with the best in art. The service is under the supervision of the State director of art education.

Eyesight Conservation Council Issues Bulletin

To assist in removing as far as possible the handicap of defective vision and to conserve and protect the sight of the people of the country is the purpose of the Eyesight Conservation Council of America with headquarters in the Times Building, New York City. Eyesight Conservation Bulletin No. 5, issued by the council, is a handbook for teachers, lecturers, health workers, and others concerned in arousing greater interest in care of the eyes. The physiology of the eye is treated, optics discussed, statistics of vision test laws given, and other material assembled of value in eyesight conservation. Arrangements for use of a series of lantern slides are described, and suggestions are made for safety campaigns in schools, industries, and communities.

Successful Cruise of Alaskan Hospital Ship

Three thousand Alaskan natives were examined this summer and 500 cases treated by the doctor and two nurses during the 2,200-mile cruise on the Yukon River of the Alaskan hospital ship of the Bureau of Education, Interior Department, according to message received by radio. Of the cases examined, 80 point to tuberculosis, and it was recommened that a hospital be opened for their treatment. Venereal diseases were found to be negligible. The summer's work was very successful in caring for sick and disabled Indians, for whom the service is maintained. Only two days were lost on account of weather.

Relating To Education Elsewhere

Practically all the schools of Denmark are in session 246 days every year. The average loss per pupil on account of illness is 8.6 days per year.

Teachers of trade continuation schools in Czechoslovakia who have a university education are paid one-eighth more than other teachers in these schools.

A well-equipped school of printing has been established at Montreal, and 40 apprentices have enrolled in the free courses. This is the first trade school of its kind in the Province of Quebec.

Student depositors in the Philippine Postal Savings Bank numbered, from the date of establishment to October 1, 1925, 75,375. As shown by records of the bureau of posts, the students outnumbered all other depositors.

A "technical attaché in public instruction" has been added by the Cuban Government to its embassy in the United States. The duty of this official is to keep his Government informed concerning educational progress in this country, especially in practical and specialized educational work.

Public desire to learn the English language has caused the establishment of classes in English in the Gimnasio Paraguayo, the "public forum of Asuncion." English classes have been inaugurated generally in the schools and colleges of Paraguay.—*George Kreeck, American minister, Asuncion.*

Instruction on the constitution of the Czechoslovakian Republic is required in all school grades in which civics is taught, by an order of the ministry of education. Civics was added to the required subjects in the course of study by a law passed in 1922. By the provisions of the same law manual training for boys is also required.

Enrollment of children of compulsory school age in London schools is steadily growing. It has reached a percentage for 1924 of 98.5, or a total of 801,131. In 1923 it was 797,378, reflecting the low birth rate of 1918. The present figures, however, do not quite approximate the pre-war enrollment of 893,848 for 1914.

The Czech language, in accordance with a law establishing it as the state language of Czechoslovakia, must be taught as a required subject in all secondary schools and all training colleges for teachers throughout the Republic. Languages of national minorities, like Ruthenian, Magyar, etc., may be taught either as required or as elective subjects.

Expenditures for public education in Basel, Switzerland, a city which constitutes a canton in itself, were 10,636,610 francs in 1924, or about $2,000,000. The population is only 142,574, and the expense of education amounts to an annual tax of more than $14 upon every inhabitant of the city.—*Calvin M. Hitch, American Consul.*

The National Government of Brazil offers to cooperate with the States of Brazil in the establishment of rural primary schools and of night schools for adults. In a recent decree the National Government agreed to pay the salaries of teachers if the States would furnish schoolhouses, residences for teachers, and the necessary school supplies.

Per capita cost for teachers' salaries in Costa Rica nearly doubled in the past 10-year period, increasing from 27.57 to 51.69 colones per child. The zeal for education is further shown by the appropriation in 1924 of 18.96 per cent of the total government revenues for education, against 3.38 per cent for the maintenance of the army.

A trade school of masonry, stonecutting, and reinforced concrete has been established in Paris which provides students with sleeping quarters at a franc a night and meals at 3½ francs each. Payment is made also for student labor. Testing laboratories, drafting rooms, machinery, and space for the practice of each trade are provided.

A movement is on foot in Porto Rico to insure teachers while on their way to distant barrios in the performance of duty. Bad roads, inadequate transportation facilities, and other conditions make accident frequent and jeopardize those entrusted with carrying to the country the message of modern culture and progress.—*Porto Rico School Review.*

Participation of the Federal Government of Brazil in the diffusion of primary education was established by a recent Executive decree, which organized a national department of education and reorganized secondary and higher education. Heretofore public education has been controlled by the several States, and not by the Federal administration.

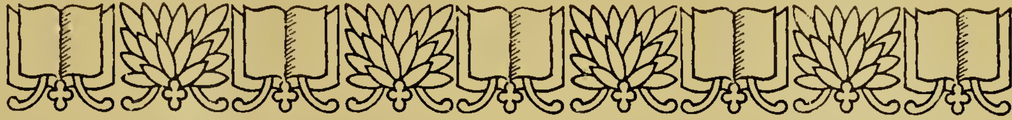
Practical and cultural courses are provided for Chilean railway employees and their families by Lastarria Popular University, founded in 1920. Free courses are given in mathematics, physics, biology, social sciences, history of civilization, and philosophy. More than 100 students attend classes, which are held for one hour, five evenings a week, in the University of Chile, Santiago.

Funds have been provided by the municipal council of Recife, Pernambuco, Brazil, for the establishment of a girls' reform school at Recife. Fred C. Eastin, jr., United States consul, Pernambuco, states that the school will be open to children 4 to 12 years of age who ask for alms or are vagrants or are abused at home or abandoned. The girls will be kept until they reach the age of 18.

An unusually large student enrollment is reported from the Philippines, and there is a shortage of teachers and of school buildings in some localities. To relieve the congestion in Manila, an intelligence test is given to all applicants for admission, and students are accepted according to the record made. Five hundred children refused entrance because of failure to pass the test marched with their parents in parade to the city hall to protest this action.

All pensionados, or scholarship students from the Philippines to institutions of higher education in the United States, under the new rules adopted, must have completed the full academic course and have proved themselves worthy of the opportunity for further study. Preference is given students unable to pay their own expenses. There are now 80 pensionados in the United States, and a superintendent will be appointed to look after their welfare.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926.



THE ESSENCE OF ALL TRUE EDUCATION IS SO TO TRAIN, INSTRUCT, AND DISCIPLINE THE YOUTH THAT HE MAY COMPREHEND THE ENVIRONMENT, PHYSICAL AND SPIRITUAL, IN WHICH HIS LOT IS CAST AND BE ABLE TO MAKE HIS CONTRIBUTION, HOWEVER SLIGHT, TO ITS DEVELOPMENT AND ENRICHMENT.

Five separate and irreducible elements constitute the spiritual environment of the child. These are the literary, the scientific, the esthetic, the ethical and institutional, and the religious. A youth who is deprived of opportunity to gain insight into each one of these and some understanding of it, has thereby been deprived of a portion of his inheritance. Either his parents or his teachers, or both, will have filched something from him to which he is entitled. It is not at all essential that a youth should look forward to being a man of letters, or a scientist, or an artist, or a moralist and institution-builder, or a person of religious faith and practice; but it is essential that he should know what part each of these has played in the history of civilization and in bringing to pass the intellectual and spiritual conditions under which and into which he is born.

—*NICHOLAS MURRAY BUTLER.*

Thanksgiving

IN no other nation of the earth is there a holiday—or holy day, as it should properly be written—corresponding to the American Thanksgiving. And in no other nation does there exist the same bountiful reason why this nation should set aside a special day for humble thanks and grateful appreciation for the blessings bestowed upon it and its peoples by Almighty God, the Creator and Giver of all things. Steadily, since the first Thanksgiving Day, more than three hundred years ago when the Pilgrims landed on Plymouth Rock, has the greatness of America, materially and morally, advanced until she stands to-day foremost of all nations in the securement of happiness, peace, and prosperity to her citizenry. It is fitting, then, that all should join in the spirit of this day, which should, and does, include, among the reverent and thoughtful, a prayer that God in His infinite goodness and mercy will grant a larger share of His bounty to His less fortunate children wherever they may be situated until the fulfillment of the prophecy of peace, contentment, good will, and brotherhood rests upon all the earth.

HUBERT WORK,
1926 *Secretary of the Interior.*

DEC 16 1926

SCHOOL LIFE

Volume XII
Number 4

December
1926

MAY DANCE, PINTLALA SCHOOL, MONTGOMERY COUNTY, ALABAMA

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education . . . . Washington, D. C.

GOVERNMENT PRINTING OFFICE

CONTENTS

	Page
Legitimate Field of University Is to Inculcate the Habit of Learning. *Hubert Work* . . .	61
Independent Estonia Promptly Established an Educational System. *Juri Annusson* . .	64
Effective Thrift Work by Parent-Teacher Associations. *Mildred Rumbold Wilkinson* . .	68
Education, Rehabilitation, Reclamation, and Recreation Conference	69
Editorial: First City School Superintendent in Providence	70
A Matter of Geographic Names	70
Atlantic City Meeting of National Recreation Congress	71
War-Time Disclosures Led to National Physical Education Service. *James E. Rogers* . .	72
Pupils' Readiness for Reading Instruction upon Entrance to First Grade. *Report of Committee*	74
Public Schools Week Precursor of American Education Week. *Charles Albert Adams* . .	77
How Home Making Is Taught in New York City Public Schools. *Martha Westfall* . .	78
New Books in Education. *John D. Wolcott*	80
The Christmas Season in the Schools. *Annie Reynolds*	Page 3 of cover
A Teacher's Thanksgiving. *Josephine M. Fabricant*	Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., DECEMBER, 1926 No. 4

Legitimate Field of University is to Inculcate the Habit of Learning

Reflections on Conditions and Results of Education. Only Limited Success is Possible Without Some Education. Problems of Our Time are Domestic and Social. Privileges of University End on Commencement Day; After that the Individual Must Strive for Himself. Universities Sending out Those Who Will Inspire Next Generation

By HUBERT WORK
Secretary of the Interior

EVERYONE past middle life has developed a philosophy of life for himself, out of which comes unconsciously, perhaps, the desire to advise youth, and though often irksome to the young, it is less a desire to instruct than to warn them that prompts it. Life is a series of mistakes and much of it is occupied with our efforts to correct them, so that those who have traveled life's road would fain advise those beginning the journey how to avoid many of the soul-consuming errors. While example is most potent, precept has its value, for we all learn from studying others, rather than from attempting to see ourselves. In these days of hurry few learn how to be alone, a privilege fortunately enjoyed by agricultural people, from whom in the past have come the great men of this Nation.

To Impress the Habit of Learning

The legitimate field of a university, it seems to me, is to impress upon the student the habit of learning, instead of merely teaching him; to train him for leadership, lest he be educated beyond his intellect and left a helpless misfit in the world. Schools have always been desirable as foundations, even in more primitive times, but now they have become essentials to our scheme of civilization.

Only limited success is possible in this generation without some education, although we have hardly an adequate definition of it, nor can we understand its psychological processes.

Not long ago education was looked upon as an insurance against the vicissitudes of life. Parents denied themselves necessities and sisters abandoned cherished hopes that a son or a brother might go to college. Now, university presidents consult to discover reasons for the failure of many of the educated, either because of limited mentality, superficial schooling, lack of moral stamina, or because they never learned the lessons of obedience, and thoughtful men are weighing this problem.

Not a Refuge for the Indolent

It may be that admittance to our centers of learning should be more exacting. Certainly colleges should no longer be a possible refuge for the indolent or a temporary retreat for the defective. They should be known as advanced schools for the aristocracy of mind and morals to which intellect and the habit of industry should be prerequisites for admission. Applicants for matriculation far outnumber classroom capacity, but multiplying buildings will not improve college output nor contribute to quality production of educational institutions.

The privileges of learning should be raised to a high premium by processes of exclusion. The blind are easily educated, the deaf are readily taught, and even those without hands may learn to write but the intellectual development of the backward is always less hopeful than seems apparent. Ability to fit ourselves into proper environment and make adequate preparation for future emergencies might be construed as the true test of intelligence. There seems to be a saturation point for many, beyond which nothing more can be taken up. Like the normal solution of the laboratory, or the battery which requires energizing by action, the mind can not be actively and constantly improved unless essentials to it are renewed and nurtured.

Most parents expect colleges to make men of their sons regardless of the material offered. I have the greatest admiration and sympathy for teachers. Much taught me was soon forgotten, but the influence of trained teachers has directed my life. Their station between an undisciplined boy and his sympathizing parents, or a timid principal and school trustees who may neither understand nor support them, is most trying. Teachers in colleges have to treat with the attitude of mind that is brought to them in adjusting the mental processes of adolescence, already bearing the impress of the home and high school.

We Are Impressed Always by Character

College neither makes nor mars boys. It only speeds them on the way they have already started. The home and high school are the way stations on the journey where their route is determined. The events of life are turned at any age by personal contact. Our associates, singly or in mass, influence our direction, for we are impressed always by character, while the spoken word may fall on deaf ears.

Clearly, "the proper study of mankind is man." The philosophy of living is contained in that observation. Mankind is the appraiser of man's quality. His success is measured by the standards set up by his associates, and, logically, there must be a common measure of values. Each of you will succeed in making a place for yourself among your fellows in this great university. Progress is fairly uniform in youth. The home life and the school each contribute to it, but the world, less sympathetic, often will be moving in a direction not of your own choosing, and offering resistance, only giving that which you can take from it.

Address delivered at the University of Kansas, October 29, 1926.

20311°—26——1

It is not so much ambition to win as it is the fear of defeat and humiliation that drives men to continuing efforts. We call it pride. First-honor students of the roll call to-day may not be at your class reunion 20 or 30 years from now, but the boy "working his way" here, conserving time as a miser counts gold, may then be your class pride.

National Weakness Bred in the Home

The problems of our time are not educational or economic, nor yet racial, although ours is a country of mixed descent. They are domestic and social. Our national weakness is bred in the home; its first fruits are seen in the divorce columns, and its ripened products in the prisons.

The well-ordered family must have paternal government. But neither paternalism nor socialism should be taught as rules of practical life to those who must buffet the world as at present organized. They may not be safely insinuated into the daily practices of the individual, nor into the National Government, where authority is finally centralized, but from which responsibility should be decentralized, for no one, nor any group, nor Federal supervision, can properly advise a man on his own personal affairs or methods of business, or direct his daily life. He must do that for himself. He alone can know all the essentials of his problems, their connecting influences, his capacity to cope with them, and associate and harmonize himself with their shifting phases.

The privileges of the university and its wealth of learning, which are distributed equally, end on commencement day. After that the individual must strive and achieve for himself, otherwise be counted among the failures. It is the individualism of Americans that has made ours the greatest nation on earth.

Young People are not Light Headed

A good mother and exacting daily duties in youth have laid the foundations for most men now directing the world's work. I do not believe with many that the young people of to-day are light-headed and a growing menace to our established institutions. There is more freedom and social contact than formerly, but it does not invite license that prostitutes the normal minded. The Scout movement is not artificial, but is responsive to the boy's desire to act the part of a man and to the maternal instincts in good girls to help others.

The many idle young seen in public places is not indicative that there are not greater numbers home trained and thoughtfully employed. The alert intelligence of American mothers has never been so high as now and their influence may be depended upon to obtain in the last analysis. There is less obedience exacted of children through fear of parents and more given from motives born of their companionship, than formerly. It is obedience to parental policies and principles that children observe now, rather than to the might of their authority.

Universities are sending out those who will inspire the next generation for better or for worse. Great newspapers are struggling with present-day problems, trying to educate and stabilize the public mind and elevate the citizenry through proper publicity of that which is evil and that which is good. Public sentiment can not correct a wrong until it knows of its existence, and a recital of that which is wholesome has suggestive value.

First Learned is Remembered Longest

I wish that you might be impressed with the fact that what is first learned is remembered longest and that learned last is first forgotten. We can turn over a new leaf but we can not erase that already written. When you come to review the diary of your life there will be blots, erasures, and interlined leaves. Much will be illegible as you scan its pages with dimmed vision. Perhaps only that written early can then be read, and from those pages the reveries of old age must come. Imagination will have failed; retrospection travels backward only, and memory may be the last friend left to recall the incidents of your youth. Happiness must then come from the pictures hanging in the gallery of your memories, and I hope when they pass before you, as one views on the screen the art of dead masters, that your faces will not wear the look of regret so often seen in the aged, but, instead will express joys from remembered associates and be brightened by the glow of anticipated reunions, as of one standing in the twilight between worlds, girded for the great adventure.

Public Service the Highest Calling

Many of you will be called directly or indirectly to public service. It is the highest calling, and fortunately offers many avenues for expression. The greatest rewards come to those so engaged, to the most self-forgetting.

Men who are attracted to public life by the size of the job rather than by the name of it are the most valuable servants, and there are thousands of them in Government work. The reputations of many are built on the service of those in lower organization ranks, and by the same token, the self-seeker has ruined the reputation of his chief. It is the distinction between self-service and service for others that determines our position in society. We get back from the world an equivalent for what we give to it.

A revolution has been staged in the United States in the past 10 years and passed without being named. It was not a revolution by force of arms or loss of life, but a peaceful rise in the evolution of economics by which everyone seems to have prospered, although we may have mortgaged our real property in municipalities, counties, and States for the next generation to pay; even leaving the day of final adjustments out of the reckoning. We are in the most prosperous period of our history. Our wages have been doubled, employment hours shortened, and labor's productivity multiplied by machinery. It is the most delightful period in our history for young people to face the world, but a time is approaching that will demand men for public service with balanced, constructive minds and far-flung vision to guide a reaction that is always a backwash of intense action. You young men will be called to face these new conditions; old men rarely are flexible in adjustments to new conditions.

Spirit of Service Brings Joy of Living

Financial gain is a material reward for service measured in money, but it is the spirit of service that brings the joy of living, and, too, comes to lead us away from the open grave of ideals we must sometimes surrender. The spirit of service is an attainable, individual perquisite of daily toil, and the one certain source of happiness is pride of occupation. It invites and fosters affection, essential to the spirit of man, but which speedily wanes without it. Pride in achievement is antagonistic to the leisure that breeds mediocrity. It is its own reward and one that can be shared with friends and still be enjoyed undiminished.

Education is an Intangible Possession

Some seek an education for the love of it, but its prosaic purpose for most of us is that we may live the more comfortably. Education is an intangible possession; property exempt from levy or confiscation. It does not depreciate but grows with use. Business has come to mean applied education. Education, as scholarly men teach it, is at best elementary; intended to draw out and develop latent and to strengthen weak faculties of the mind. After all, it is the theories for obtaining knowledge that are taught in colleges. They lay the foundation; you must build your own structures with understanding. Graduation day is in truth commencement day. The world wants the products of education, and colleges and universities are becoming workshops of learning, using science as their tools, because exact practical scientific knowledge is now compelled by competition.

As I go about, I notice that teachers of the arts are more and more becoming teachers of practice, in a way preparing students for the art of living and the business of their environment, and practical scientists are at a premium to-day.

A boy or a man even, is nothing more than a possibility. It is his reaction to opportunity that fixes his place in school or in the world. It is the vision to see and the courage to do that distinguishes men in public life. It is service the world wants and preferment goes to those best able to give it.

The Nation is Ruled by Sentiment

Personal contact in school gives, and it takes away. Nothing guards boy or man like seeing himself mirrored in the faces of others, or stimulates him like the presence of a friend. Then he learns that the school or the world gives back all he gives out, with interest compounded, but the joy of living comes from the heart and not from the head; while the family, the community, and the Nation alike, are ruled by sentiment.

Without contact with others, a ruinous, ingrowing personality takes possession and introspection breaks a man for want of supporting cooperative sympathy from without, leaving him in his old age to the mercy of himself.

Frivolous contact robs us of time; the vicious depreciate our morals; while the thoughtless inevitably contribute loss to associates. Everyone who has succeeded in the world learned first the value of five minutes.

Forty-five years ago I heard Henry Ward Beecher lecture on "The new profession." With a vision that has kept his memory a living presence, he portrayed the future of the teaching profession as it is to-day.

Most Treasured Memory is Character of Teachers

It is a wellspring of human happiness with rewards beyond estimate, which will return to the teacher in endless procession during his lifetime. It is not these palatial buildings you will remember longest, nor the social features of school you are now enjoying, nor yet the text learned. You will remember longest and treasure most the character of your teachers. I can not clearly recall the country schoolhouse or the church that stood near it, but I can still see the sweet-faced earnest women who were my early teachers. Much of that taught to me in the university has faded beyond recall, but the strong men of the faculty have walked with me for a generation.

The spirit of service, of fraternity, and of friendship are the three graces of personality. Instantly we react to a courtesy. It welds the bonds of friendship, and to be remembered is our keenest pleasure. Lacking the spirit of fraternity, friendship is not invited, and nothing is formed to bind that intangible presence we call memory.

Kindness prompts the fraternizing of man. It is the foundation of our civilization, and service is its handmaid. If you establish a good character here, this university will have served your purpose. Character is the sum of many attributes and is classified by dominant traits that are in harmony—the sway of grouped trends of mind. Whether we lend ourselves to those traits which should govern us, or to those which should be controlled, decides our place in society. Character is the truth of a man. Personality is its unconscious display and introduces us to the world in which we hope to fill a place. It can not be imitated, for it is the surface play of the human heart.

When you are called to positions of public trust, you will be impressed with the realization that "Men in great places are thrice servants: Servants of the sovereign or State; servants of fame; and servants of business. So as they have no freedom; neither in their persons; nor in their actions; nor in their time. It is a strange desire, to seek power, and to ose liberty; or to seek power over others, and to lose power over a man's self. The rising unto place is laborious; and by pains men come to greater pains; and it is sometimes base; and by indignities men come to dignities."

Luther Burbank Honored in Arbor Day

Arbor Day is observed in California on March 7, the birthday of Luther Burbank. Before his death last March Mr. Burbank requested Stanford University to take over his experimental farm in Sonoma County and to make provision for the continuation of his work. This suggestion has since been renewed by Mrs. Burbank. A committee, with Paul Shoup, vice president of the Southern Pacific Co., as chairman, has been formed, with the ultimate purpose of establishing at Stanford University a foundation to provide funds for the continuance of the notable work of Mr. Burbank in plant breeding.—*Robert E. Swain. Extract from a letter to the Commissioner of Education.*

Forty men and women taught to read and write is reported as result of the first five months' activity in Peru of the League Against Illiteracy, organized last year. Registration of 252 people for instruction in fundamentals of the language is reported in Lima, and of 62 in Callao.

Commissioner of Education Issues Annual Report

A total of 27,398,170 pupils were enrolled in schools of every variety in the United States during the past year, and instruction was given by approximately 1,000,000 teachers, according to the annual report of the Commissioner of Education recently submitted to the Secretary of the Interior.

Citing further statistics regarding public education, the report shows the annual outlay for schools, both public and private, reached a grand total of $2,386,889,132, and the total value of school property was reported at $6,462,531,367. Concerning school buildings, it is shown that there are 263,280 public elementary and high-school buildings in the United States, of which number 157,034 are one-room schools. There are approximately 22,500 public high schools, 2,500 private high schools, 89 teachers' colleges, 114 State normal schools, 29 city normal schools, about 67 private normal schools, 144 colleges and universities under public control, and 769 under private control.

The commissioner calls attention in his report to the need of enlarging activities of the Bureau of Education so as to make it more adequate for research and investigation. The most urgent demand in this connection is for increased service in fields relating to curriculum reorganization, school financing, building and construction, secondary education, and general research work. Greater expansion of the educational and medical functions of the bureau for the natives of Alaska is also recommended by the commissioner.

"The program of providing industrial education in Alaska should be extended," stated the commissioner in his report. "We have three industrial schools now in operation, but opportunities for vocational education should be given to all the native peoples of Alaska. This seems to be their greatest educational need. Medical assistance falls far short of what we are doing in an educational way. In many parts of Alaska no medical relief is available either for whites or natives. During the present summer a boat has been placed on the Yukon and its tributaries, with a doctor and two nurses, for the purpose of making a survey of the regions bordering on these rivers. As yet no sanitarium has been established ir any point in Alaska for the treatment of tubercular patients. These patients should be segregated, and the establishment of one or two sanitariums for their treatment has been urged for a number of years. I can not too strongly urge the importance of doing something to check tuberculosis which is ravaging the native people of Alaska."

Independent Estonia Promptly Established an Educational System

Attention to Public Education Was Intermittent During 700 Years of Dependence. Instruction in Mother Tongue Now Permitted to Each Nationality. Education in Religion is Optional. Special Privileges for Certain Classes Abolished. Complete School System from Primary Grades Through University. Minister of Public Instruction Is Administrative Head

By JURI ANNUSSON

Former Minister of Public Instruction for Estonia; Professor in Higher Technical School, Tallinn

THE 700 YEARS which elapsed between the time that Estonia lost its independence, in the early part of the thirteenth century, and recovered it in 1918 may be divided into three periods. The first was that of the religious orders, paralleling the Danish period, and followed by Polish domination, up to the second half of the sixteenth century. During that time the convents, in whose centers the first schools were conducted, were the nurseries of culture. But the schools were rare and so few in number that they could not contribute much to the development of education among the Estonian people. The general level of culture was low.

The second or Swedish period includes the time from the middle of the sixteenth century to 1710, and in these years several serious attempts were made to establish public education of a good standard. About 1600 there was a school at Reval and another at Dorpat, in both of which instruction was given in the Estonian language. By order of Gustavus Adolphus some gymnasiums were opened in Dorpat in 1630 and Reval in 1631, and a university was founded at Dorpat in 1632. In these, just as in the primary schools, the Estonian children had the right to carry on their studies. Coincident with this success in education there was great progress in Estonian ecclesiastical literature.

First Normal School Founded in 1684

At the instance of the Swedish Government the landtags of Livonia and Estonia, the former in 1687 and the latter in 1680, passed laws to establish public schools in each parish. The first normal school, the seminary for teachers near Dorpat, was founded in 1684. By the close of the Swedish régime a great part of the population of Estonia knew how to read and write. The noble class, fearing that they would lose some of their prestige and power, were greatly opposed to these innovations.

The third or Russian period began with 1710, a few years before Estonia was formally ceded to Russia at the Peace of Nystad, and closed with the setting up of the provisional Government in 1918. Under the Russian domination of the eighteenth century the privileges of the proprietors were increased, the development of ecclesiastical literature was arrested, and almost all the schools were closed. It was not until the latter half of the nineteenth century that the schools were again developed with success.

Percentage of Illiteracy is Small

At this time the emancipated people, lacking tillable land, acquired it from the great proprietors and themselves set about reorganizing and improving the schools through the medium of the communal administrations and the parish councils. By 1880 the communal and parish schools, in which instruction was given in the mother tongue, formed a great network extending throughout the entire country. In the secondary schools and at the university the language of instruction was German. Forty per cent of the people within the boundaries of Estonia, according to the census of 1881, knew how to read and write; by 1886 literacy had increased to about 96 to 98.4 per cent.

Estonian Language Neglected by Russians

The Estonians then conceived the idea of founding a secondary school where instruction would be given in the mother tongue. They endeavored to carry out the scheme, but the Russianizing policy of Alexander III and Nicholas II put an end to the attempt. Under this policy all the schools were changed; instruction had to be given in the Russian language, and only a limited number of lessons could be allowed for the study of Estonian, or the mother tongue, as an elective subject. Progress in public instruction was at once sensibly retarded. It became traditional to teach reading and writing in the mother tongue in the homes, but the number of persons having that knowledge was reduced to 80 per cent.

A rural elementary school

Portions of "Public Instruction in Estonia," Foreign Education Leaflet No. 2, Bureau of Education.

After the revolution of 1905 it was permissible to establish private primary and secondary schools for instruction in the mother tongue, but these were deprived of the rights given to similar schools in which the language of instruction was Russian. Meanwhile the Russian administration tried to impede the work of the secondary schools, and even after the revolution of 1917 the temporary Russian Government refused to allow the public schools to be reorganized and education to be given through the medium of the mother tongue. That reorganization was to be carried out, on the order of the municipalities, at places which were formed during the revolution and on the initiative of the teachers themselves.

Chemical laboratory, Higher Technical School, Tallinn

A final obstacle to public schools taught in the Estonian tongue was placed by the German power, which occupied Estonia for some months in 1918. Without awaiting the results of the World War, the German Empire, with feverish rapidity, endeavored to Germanize the nation, as though it were one that would be always under its tutelage. The fall of the Empire put an end to these attempts.

Near the end of 1918 Estonia began its own organization as an independent State. Not until then can one speak or write of the Estonian school in the true sense of the word.

Every Child Taught in His Mother Tongue

From the beginning of its activities in November, 1918, the temporary government of Estonia refused to consider any plans, no matter from what source they came, for denationalizing any of the peoples living in the new Republic. The principle of permitting the child to be taught in his mother tongue is observed in all the schools. The number of schools for each nationality is based on the proportion which that nationality is of the entire population. Indeed, the percentage of pupils in the secondary schools of the language minorities exceeds that in the Estonian secondary schools—ample proof of what the Government is doing to comply with the desires of such minorities.

There is also protection for religious minorities. The school no longer "serves the church"—that is to say, education in religion is optional. An early law of the constituent assembly provided that religion should be excluded from the schools, but some time later a plebiscite made it obligatory for the school and nonobligatory for teachers and pupils. This applies to secondary as well as elementary schools.

Moreover, the special privileges for certain classes, which existed in the old Russian schools as a result of political or historical conditions, were abolished. The complicated Russian system made it difficult or even impossible for the children of poor parents to get an education. The professors and teachers of Estonia chose as their watchword "A unity school accessible to all classes in the nation." On that principle the Estonian school has its legal foundation and development. As primary instruction becomes compulsory, measures are taken to see that each child may have the opportunity to learn. The poorest are largely assisted by the State, the municipality, and social organizations.

The exterior framework of the school system having been arranged, attention was given to renewing the interior, the curricula of the schools.

The exclusively intellectual development of the child is to be replaced by general development. Some studies were introduced into the school for the first time; others that had formerly received but little attention were given more important places in the program because modern life makes them valuable. Gymnastics, singing, drawing, and manual training are no longer considered unimportant. They are allowed time and attention commensurate with their work in education. The natural sciences are stressed, a number of lessons being devoted to them each week.

Try to Complete Subjects in a Year

All school work, and especially primary education, is arranged to accord with the mental development of the child. A study of natural surroundings (lessons about things) is carried on in the three lower classes of the primary school. The purpose of this study is to continue in the school the active general growth that the child was making in the home. Many schools, in order that they may better attain that aim, have united all the studies of the primary classes in a kind of composite or general instruction (Gesamtunterricht). The secondary schools are trying to shorten more of the subjects to one school year instead of requiring that they be studied during several years, with a minimum of lessons, as was the custom in the old schools.

Secondary school of agriculture at Polli

So far as methods of education are concerned the principle of acquiring knowledge by experience, or that of the work school, is the most popular and is the one most often treated in pedagogical literature and in the courses of the professors. The introduction of the new methods and of instruction through the medium of the mother tongue was very difficult because there were no manuals or texts in the mother tongues, and the teachers had to make unusual effort to surmount the difficulties of such a situation. Thanks to their diligence, good results have already been attained. The work has been thorough. Abundant literature has appeared, and manuals in all branches have been issued. However, there is still much to be done, and teachers and professors must continue to work with the same enthusiasm and zeal that they have thus far shown. The Minister of Public Instruction and the municipalities encourage the work by arranging summer courses each year, by pedagogical weeks, and by sending teachers and professors to foreign countries to learn of new methods and new currents in education.

In the School of Industry and Fine Arts, Tallinn

Literacy Has Been Greatly Augmented

By the census of 1922 only 5.7 per cent of persons over 15 years of age were unable to read and write; an additional 5.8 per cent knew only how to read, making a total of 11.7 per cent wholly or partially illiterate. In comparison with the year 1899 the per cent of literates has been greatly augmented.

A complete school system from the primary grades to and including the university is in operation. In 1924–25 schools of general instruction to the number of 1,496 enrolled 137,421 pupils; 55 professional schools were training 5,112 students, and 5,085 students were in attendance at the three institutions of higher learning.

The general direction of school affairs pertains to the Minister of Public Instruction. The schools which are under his immediate direction are those which are supported by the State—that is, the university, the superior technical school, the normal schools, with their primary schools, some secondary schools, the nautical schools, and schools for defective children. As an exception, the agricultural schools are under the Minister of Agriculture and the military schools under the Minister of War. The organization and the direction of all the other schools belong to the school administrations of the districts or the municipalities.

The Estonian Republic is divided into 11 districts, which in their turn are subdivided into communes. The public instruction in the districts is organized and directed by the district school boards, and the local direction is exercised by the school boards of the communes. In the largest cities the administration of the schools is under the immediate supervision of the Minister of Public Instruction; in the smaller cities and the communes it is under that of the district.

Qualified Teachers Were Too Few

Formerly the normal schools supplied teachers to the primary schools and the universities supplied professors to the secondary schools. In fact, the teachers and the qualified professors were much too few in number. Moreover, the new programs of the primary schools require greater knowledge than that which was given in the old normal school. For years a whole series of courses were arranged, and those who had attended and worked there were given the certificate of the grade of teacher. In order to complete the preparation of the teachers for the secondary schools, courses conforming to the requirements were set up at the University of Tartu.

The material position of teachers and of professors needs to be bettered, and the remuneration established by law made to correspond to the salaries of employees of the State occupying corresponding positions. The pay depends (1) on the amount of training; (2) on the type of the school; (3) on the normal number of lessons given by the instructor or professor in a school

An elementary school at Tallinn

of a certain type and the number of lessons given in reality; and (4) the number of years that an instructor or professor has filled these duties.

If the Estonians have known how to develop an independent State in spite of the political oppression which they have endured for whole centuries, it is only because of their knowledge of themselves and the activity which the people have known how to manifest under the distressing conditions of recent decades. Due to the efforts of the press and of intellectual people, a great network of organizations was created, such as agricultural unions, unions of artisans, musical societies, temperance organizations, organizations for sports and theatricals, associations for the instruction of the people, chests for savings and loans, and cooperative enterprises.

The 1,161 societies in existence last year included 258 of instruction, 53 of education, 28 school organizations, 112 clubs and organizations for young people, 173 art associations, 38 scientific bodies, 236 libraries, 65 temperance societies, 159 agricultural organizations, and 39 clubs of various kinds.

The activities of these associations stimulated and aroused the ambitions of a people that had suffered under political oppression.

Campaign Against Illiteracy in Porto Rico

The Commissioner of Education for Porto Rico, Mr. Juan B. Huyke, has begun a campaign to fight illiteracy among adults in the island. He issued a circular letter to all district superintendents in which instructions were given to organize in all their school districts societies for the purpose of opening night schools to teach adults to read and write.

His plan has been received with enthusiasm. Up to this time there is a society in almost every town, and many night schools have been opened. Social and political organizations have offered their hearty cooperation to assure the success of this campaign. To such an extent have the people responded to the suggestions of the department of education that Acting Gov. George C. Butte has written a letter of congratulation to all members of these clubs for their patriotic efforts in raising the standard of citizenship of the island. The Government is not spending a cent in this campaign.

It is expected that by 1930, when the next official census will take place, illiteracy in the island will have been reduced to about 30 per cent, which will be a decrease of 25 per cent in 10 years.

Porto Rico is doing a marvelous work in education.—*Oscar E. Porrata.*

Expenditures of State Higher Institutions

Fifty-one per cent, $79,011,421, of the total incomes of State universities and colleges in the United States, $154,584,675, is expended for salaries and wages; 23 per cent, $36,208,800 for materials and supplies; 14 per cent, $21,733,841, for lands and buildings; and 4 per cent, $6,277,863 for equipment. Allowance for scholarships accounts for about 2 per cent, $2,697,906; and 6 per cent, $8,654,844, goes into unclassified miscellaneous expenses, as shown by statistics compiled by Walter J. Greenleaf, assistant specialist in land-grant college statistics, published by the Interior Department, Bureau of Education in Higher Education Circular No. 32. Recent adoption by State universities and colleges of a standard budget system and more uniform methods of accounting have enabled the bureau for the first time to publish expenditures of State higher educational institutions.

Of all State universities and colleges, the largest amount for salaries, $5,804,557, was expended by the University of California, the University of Michigan ranking next, with $4,760,205, and the University of Minnesota third, with $3,887,389. The largest expense for supplies, $2,520,759, was incurred by the University of Michigan; the Universities of California and Wisconsin followed closely, each with expenditure of more than $2,000,000. The University of Michigan led also in the amount of money put into permanent equipment, $694,592. Four institutions expended more than a million dollars each during the year ending June 30, 1925, for buildings, lands, and land improvements. The exact figures are: Michigan, $2,376,796; Illinois, $1,900,457; Ohio State, $1,665,136; and Louisiana, $1,090,778.

School Work Made a Community Occasion

Rural-school meets, district and county, are held annually in DeWitt County, Tex. They are combined community picnics and examination occasions, and have been instrumental in arousing public interest in education and in encouraging pupils to continue in school. Results are shown by the fact that since 1920 one-teacher schools in the county have been reduced from 30 to 13, and school terms have been lengthened in many places. Elementary graduates in the county increased from 32 in 1925 to 79 in 1926.

The project or problem method is followed in elementary grades. Outlines of work to be done are prepared by Superintendent H. B. Montgomery and furnished to all teachers. There are 10 branches or subjects in the 7 grades, and pupils study a subject until it is mastered, the standard being seventh or grammar-school graduation mark.

The county is divided into five districts or communities, and toward the end of the school year meetings are held in each district under the supervision of the county board member of the district. Applicants for diplomas, or for credits on subjects in which they have not previously passed, are expected to attend the meet and submit to tests prepared by the superintendent, by whom the grading is done. This scholastic work occupies the morning, the afternoon being reserved for athletic contests or other school activities. Teachers are required to attend the meet in their district, and parents and friends are invited to be present. Certificates and diplomas are given out, and ribbons and trophies awarded those making the highest score in both scholastic and athletic events. These are re-awarded later, with impressive ceremonies, at the county meet attended by graduating students, trophy winners, teachers, parents, and friends of rural education.

Living Accommodations for Czechoslovakian Students

University students at Prague and at Brno have many great hostels. Now two new hostels will enlarge the number of such student institutions. Masarykova kolej for students of all Czechoslovak schools of university rank will be partly opened on January 1, 1927. The new building will have three stories with suitable rooms for 800 students. At Brno a new building for a student home was commenced in a great garden below Mount Spilberk. In the new building student organizations are to be housed. American Home, at Brno, is a house for quartering and boarding trade apprentices and students of poor rural parents of Moravia. The American Home was opened on October 28, 1926. It was built with the help of a donation of Mr. Severa, a Czechoslovak who is settled in America and who gave the home $50,000. Other support was given by educational and community authorities of the city of Brno.—*Emanuel V. Lippert.*

Two afternoon symphony concerts are planned for school children of Milwaukee, Wis., sponsored by the board of school directors. The concerts will be given by the Chicago Symphony Orchestra. Tickets will be apportioned to the schools on the basis of enrollment, and will be sold at 40 cents each. In addition, a "music festival" will be held in the spring of 1927.

Effective Thrift Work by Parent-Teacher Associations

By MILDRED RUMBOLD WILKINSON
Assistant Manager of Bureau, Furnace Brook Farm, Peekskill, N. Y.

"THE CHILD who has been taught thrift in the home knows that thrift is not meanness but management." With this thought in mind, Mrs. Ella Caruthers Porter, of Dallas, Tex., national thrift chairman for the National Congress of Parents and Teachers, plans her thrift work for the year, recommending to her State thrift chairmen the stressing of home thrift, as well as thrift education in the schools. In her helpful leaflet on "Thrift Work for Parent-Teacher Associations," published by the National Congress, she urges all associations to enroll in the "family budget movement," since she considers thrift as necessary for the adult as for the child. This family budget does not begin or stop with the income of the family, but teaches thrift in the business of the home. Household appliances to conserve the physical strength and time of the housewife are absolutely necessary, since every ounce of strength and every minute of time saved allows just so much more for real home-making and training.

Nearly all the State branches of the congress have thrift chairmen, and to all Mrs. Porter sends suggestive thrift programs and all the help which she can obtain from every available source. The national thrift committee of the Young Men's Christian Association, working in cooperation with Mrs. Porter, furnishes much helpful material for both school and home use. Through the courtesy of Mr. Hobbs, of Chicago, her thrift chairmen have received "The Secret of Wealth" and the "Thrift Almanac" from Thrift Incorporated.

Should Aid Thrift Work in Schools

Aiding the thrift work of the schools Mrs. Porter considers a part of the parent-teacher thrift work, as does Mr. Orrin E. Lester, former director of the savings division of the United States Treasury, who makes the statement that students pass through our educational system and out into the world practically without instruction or direction as to how to start life on a sound economic basis. Mr. Lester further declares that our educational system can not evade the responsibility for giving the young people of this country an intelligent understanding of how to manage their personal affairs in an orderly way.

The Bankers' Association, the American Thrift Association, the national thrift committee of the Young Men's Christian Association, of which organization the president of the National Congress, Mrs. A. H. Reeve, of Philadelphia, is a member, have all been instrumental in placing thrift in the schools through a banking system; and the local parent-teacher associations are helping in this work.

Parent-teacher bulletins all over the country publish thrift programs for both school and home, and the Child Welfare Magazine, the official organ of the National Congress, carries regular program outlines for general thrift work. In the April, 1926, issue of this magazine, E. A. Kirkpatrick, author and director of the child study department, State Normal School, Fitchburg, Mass., discusses children's allowances. He says for a child to appreciate the truth that desirable things must be gained by effort, he must have the opportunity to earn money to buy something he desires or needs, and since these opportunities for earning money are fewer than formerly, a good way for him to gain some idea of the value of money is to give him a limited allowance, large enough to be more than he needs to buy some definite necessity, the remainder to be spent as he wishes.

Labor-Saving Machines Tend to Thrift

The thrift chairmen furnish Mrs. Porter with the reports of all thrift activities in their States during the year. In the rural districts it has long been considered thrifty for farmers to buy machines that would save man power and expedite work. Through thrift talks in the local parent-teacher associations they are recognizing that it is also thrifty to provide labor-saving devices in the homes, since all things that tend to save the strength and time of the housewives are economical. The United States Government employed a specialist, Miss Florence Ward, who is also manager of the rural bureau of the National Congress, to make a survey of rural districts to learn what percentage of the inhabitants used thrift in the farmhouse. On many farms the water supply is from 20 to 100 feet from the house, and in many cases the women have to carry most of the water used. Through thrift demonstrations these conditions are gradually being changed.

Mrs. Ivan R. De Armand, chairman of the home service department of the Cincinnati Federation of Mothers Clubs, conducts a home service department in the monthly bulletin of the federation. She presents articles on "thrift in the home" in very simple and interesting stories showing how the budget system is used to advantage. She furnishes economical recipes, tells how thrift can be practiced in clothing, especially that of the growing child, shows the housewife how she can save effort and time in her work, thereby conserving her health for her family. In all this she leads up to articles on "own your own home," and it is all so sensibly shown that it wins grateful followers.

Hub of a Wheel of Thrift

The thrift department of the Seattle Council of Parent-Teacher Associations considers itself as the hub of the wheel of thrift, the spokes being the different phases of thrift work gradually extending through all the districts of Seattle. The aim for the past year has been the emphasis of the following spokes: Household budget, budgeting time, the school savings bank, thrift in citizenship, and the conservation of health, talents, materials, and energy. The formal opening of National Thrift Week was a luncheon attended by 200 representatives of business men, and of civic, religious, and educational organizations interested in the upbuilding of a better Seattle.

The St. Paul (Minn.) Council cooperates with the high-school pupils. The children using the school savings bank and budget system to supply their school needs and graduating expenses without "calling on Dad." This council organized and promoted "cooking classes for mothers," and has a very active shoe and clothing committee, which receives and distributes old and new garments and shoes to such children as need them. In one winter month 413 new articles and 283 old ones were furnished to 327 children.

Clothing Classes in 10 Schools

The Home Making Committee of Kansas City, Mo., has organized sewing and millinery classes in 10 schools. Costume designing forms a preliminary for the making of each garment and in this way the girls learn to select the material which will be most becoming and durable, pleasing and suitable for special occasions. One school in Kansas City teaches that thrift carries a broader meaning—it means saving in the school as well as in the home. It teaches the care of the supplies furnished by the school board as well as those furnished by the parent, and the turning of unusuable things, such as clothing, into usable ones.

New Jersey and Indiana associations have been considering the conservation of the natural resources as well as the care of parks and of wild flowers. Fifteen counties in Ohio have county appropriations aided by State and Federal appro-

priations, which are used to employ a county home demonstration agent. The State policy is eventually to have such an agent in every county. In Belmont County 772 women received help in cutting and fitting dresses and in altering clothing. One thousand two hundred and twenty hats were made with the help of the agent, thereby saving a goodly sum of money for other things. In many counties the women are studying their kitchens, cutting windows where more light is needed, refinishing floors, raising tables to a suitable height, and refinishing old furniture.

Boys' and girls' clubs are reaching thousands of children, giving them a love for and a knowledge of animals and their economic value. Girls are learning to cook, sew, mend, and care for their rooms.

The Palo Alto (Calif.) Federation of Parent-Teacher Associations operates a thrift shop very successfully. The children bring to the school articles of no further use in their homes; these articles are taken to the thrift shop, where people can buy them or can exchange other articles for them by paying a small sum. The women in charge of the shop give advice on making over garments, dyeing, and cleaning. The high-school boys repair broken furniture as a manual-training project. The shop is open every Saturday from 10 a. m. to 5 p. m. The philanthropic chairman and the visiting nurse are allowed to select for their work anything they need, free of cost. A part of the money from this venture is put into a permanent loan fund for the use of elementary and high-school pupils.

All this thrift work in the associations is evidence that, as Mrs. Porter says in her leaflet, "we are making progress educationally along this line of endeavor."

Child Care Taught With Living Subject

Actual child care and training for home economics students, under expert supervision in a home management house having a preschool child, is provided by the State agricultural colleges of Iowa, Montana, Oklahoma, Oregon, Pennsylvania, and South Dakota; by the State universities of Maine, Minnesota, Missouri, Nebraska, and Oklahoma; by Cornell University of New York; by the State normal schools at Terre Haute, Ind., and Buffalo, N. Y.; and by Drexel Institute, Philadelphia, Pa. Nursery schools are maintained at Cornell University, N. Y., and Purdue University, Ind.; by the State universities of Minnesota, Nebraska, and Ohio; and by the State colleges of Iowa, Kansas, and Montana.

20311°—26——2

Education, Rehabilitation, Reclamation and Recreation Conference

Pan-Pacific Conference Called by the President, to be Organized and Conducted by Secretary of the Interior. Countries Which Border on the Pacific or Have Territorial Interests in the Pacific Expected to Participate

PAN-PACIFIC Conference on Education, Rehabilitation, Reclamation, and Recreation, called by the President in pursuance of a joint resolution of the Congress, will be held in Honolulu, April 11 to 16, 1927. It is planned (1) to establish a basis of cooperation for the promotion of peaceful arts and pursuits among the countries participating; (2) to provide a medium for exchange of knowledge on the subjects under discussion; (3) to afford a wider field of service for certain technical activities; (4) to be of assistance to the territories of the several participating countries.

The Secretary of the Interior is charged with the duty of organizing and conducting the conference. Invitations have been issued through the Department of State to all countries bordering upon the Pacific Ocean and having territorial interests in the Pacific, including colonial governments. These comprise Australia, Canada, Chile, China, Colombia, Costa Rica, Dutch East Indies, France, French Cochin-China, Great Britain, Guatemala, Honduras, India, Japan, Macao, Mexico, Netherlands, New Zealand, Nicaragua, Oceania, Panama, Peru, Portugal, Salvador, Siam.

Outlying Territories will be Represented

Invitations have been issued by the Secretary of the Interior through the appropriate departments of the United States Government to all Territories and outlying parts of the United States. These comprise Alaska, Canal Zone, Hawaii, Philippines, Porto Rico, Samoa, and Virgin Islands.

Governors of the several States of the Union have been especially invited to participate. All organizations and institutions, public or private, which are engaged or interested in the fields covered by this conference are invited to send delegates.

Although this conference is planned primarily for Pacific countries and territories, yet all other countries having an interest in the conference will be welcome, and invitations will be sent to any other countries desiring to participate and not included in the invitations previously sent.

Leaders in education, reclamation, recreation, and kindred subjects representing countries outside the United States will have important parts in the presentation and discussion of topics. Ample provision will also be made for unofficial representatives on the program.

An international exhibit relating to the major interests of the conference will be held in conjunction therewith. The Department of the Interior of the United States Government will offer an exhibit of the work and activities of three of its bureaus, the Bureau of Education, the Bureau of Reclamation, and the National Park Service. All countries participating in the conference are invited to send exhibits.

Secretary of the Interior General Chairman

The conference will be divided into three sections: (1) Education; (2) reclamation; (3) recreation. The Secretary of the Interior of the United States will be the general chairman of the conference. The chairmen of the three sections of the conference will be the Commissioner of Education, the Commissioner of Reclamation, and the Director of the National Park Service, respectively, of the Department of the Interior of the United States.

Sessions of the conference will be formal, plenary, and sectional. The formal sessions will include the opening and closing meetings. Plenary sessions will be attended by all delegates to the conference and afford opportunity for action on general matters. Most of the work will be done in the sectional meetings, composed of those delegates concerned, respectively, with education, reclamation, and recreation.

The Territory of Hawaii is planning to make this conference one of the greatest events in its history. Tours to points of interest in Hawaii during and after the conference will be arranged without expense to the delegates. They will include visits to the university and other educational institutions, rehabilitation-farming areas, the national park, the Volcano Kilauea, and other points of interest to those attending the conference. For those who desire to remain a considerable time after the close of the conference, itineraries in the islands will be planned. Every facility will be placed at the disposal of delegates, and nothing will be left undone which will contribute to their pleasure and profit.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

DECEMBER, 1926

First City School Superintendent in Providence

NATHAN BISHOP was clearly the first full-time professional superintendent of city schools in America. His service began in Providence, R. I., in 1839. Many people, however, still seem to be doubtful about it; a statement to this effect made by the Commissioner of Education in an address at Philadelphia recently was questioned from the floor.

Assuredly others bore the title of superintendent before Bishop, but they were laymen who gave only part of their time to the woık, after the manner of the acting school visitors of New England.

In Buffalo, N. Y., a superintendent was chosen in 1837, as Dexter states in his History of Education in the United States. He was not, however, a professional officer, and Dexter does not claim that he was.

The act of the New York Legislature to incorporate the city of Buffalo, passed May 11, 1837, provided for the appointment of a superintendent of common schools to "possess all the powers and authority and be subject to the duties and obligations of the inspectors of common schools of the different towns of this State." Even if this superintendent were in fact a superintendent in the present-day meaning of the word, priority could not be claimed for him because he was identical in his functions with inspectors previously in service. But the Buffalo superintendent was not a professional schoolman, and neither were the inspectors.

The first of the Buffalo superintendents was R. W. Haskins, who was appointed in the summer of 1837, and served without pay. He resigned in the following autumn, and O. G. Steele succeeded him at a salary of $75 for the first year. Silas Kingsley, S. Caldwell, Elias S. Hawley, O. G. Steele again, and Daniel Bowen also served within the first 10 years, neither of them for more than 2 years consecutively. Caldwell recommended in 1844 that the time of the superintendent be devoted exclusively to the schools; and Steele stated in 1846 that the nature of his private business rendered it impossible for him to continue his connection with the schools. Steele rendered excellent service, but like Rev. James Freeman Clark, who did similarly good work in Louisville, Ky., school supervision was not his principal business. Professional supervision in both places came several years later.

Louisville, Lexington, and Maysville, Ky., each had an "agent of the public schools" in 1838, for they were mentioned in the law approved February 16 of that year, "to establish a system of common schools in the State of Kentucky." The Louisville agent is classed by Dexter as a superintendent. Dexter learns that this officer was in service before September 16, 1837, and is doubtful whether priority in the appointment of a superintendent should be credited to Buffalo or to Louisville. But Barnard's Journal of Education (vol. 19, p. 537) states that an agent was first appointed in Louisville in 1834, with a salary of $400, to visit the schools and to establish night schools for the benefit of apprentices. At that time the principal of the grammar school received $700. By 1840 the salary of this principal was $900 and that of the agent was $800. Undoubtedly the agents performed some of the duties of superintendent, and at least one of them did it unusually well, but the office did not, apparently, fully develop into that of superintendent until 1847.

St. Louis had a superintendent in 1839 in the person of George H. Budd. He received no salary. At that time the school system of the city consisted of two schools, one with two teachers and the other with one teacher. Henry Pearson was "superintendent and secretary" in 1841–42 at $300, and a similar title was held by Edward M. Avery in 1848–49, but the real beginning of the superintendency in St. Louis appears to have been reached in 1851 when James H. Tice entered upon the work at $1,500 a year.

A superintendent was employed in Cambridge, Mass., in 1836, at a salary of $250, but no claim has been made that he was more than an acting school visitor. It is highly probable that others bore the same title and did similar work in other cities during the same period.

Of the status of Nathan Bishop at Providence there can be no doubt. Experiences such as those described showed that supervision by men who could give their entire time to the work was essential to success of a school system. Providence was the first city to benefit by that conclusion. A "school ordinance" was adopted in 1838 providing for a superintendent of schools. Bishop was a tutor in Brown University when he was chosen for the position by the school committee. He entered upon duty August 1, 1839, and gave his entire time to the work. Marked benefit resulted from his ministrations and he continued to serve the Providence schools until 1851, when he resigned to accept the superintendency at Boston.

Samuel S. Green appears to have been the second professional superintendent. From the principal of an academy at Worcester he became superintendent at Springfield, Mass., in 1840. He remained but a short time, and after teaching in Boston and serving as agent of the State Board of Education of Massachusetts he succeeded Nathan Bishop as superintendent at Providence in 1851.

Such was the beginning of professional school administration in the United States.

A Matter of Geographic Names

SPELL it "Estonia"; not "Esthonia." That is the recent ruling of the United States Geographic Board, which is the standard authority on geographic names for the Government departments of the United States. A previous decision of the board favored the spelling "Esthonia," principally because that was the usage of the State and Navy Departments and of certain consular officers from that country. That spelling, therefore, has heretofore prevailed.

Juri Annusson, author of the Bureau of Education's Foreign Education Leaflet No. 2, from which an article in this number is taken, urged that in printing his paper the name of his country be printed without the *h*. The matter was taken up with the Geographic Board, and upon reconsideration the former decision was changed.

Estonia is said to be the ancient Latin name of the country, and that spelling is used in England. The French call it "Estonie." In the language of the country, "Eesti," is applied to the people thereof, "Eestimaa" is the name of the country, and "Eesti Wabariik" is equivalent to "Estonian Republic."

These words do not help us in determining the English spelling of the name of the country. Those who speak any language often show scant respect to other languages in spelling their proper names. Our "America" suffices for most of the world, but in French it is "Amerique." "Firenze" is "Florence" in English, "Wien" is "Vienna," "Köln" is "Cologne," and "Praha" is "Prague."

We are consistently inconsistent in adopting the Latin name of a country instead of the name by which its own people know it. The Geographic Board does not, of course, undertake to make the language nor to control its vagaries. Its function is merely to determine the proper usage in discrepancies and to fix a uniform spelling to be followed in the publications of the United States Government.

Conference of Council of Parental Education

More than 70 leaders and experts in the field of parental education and child welfare work met in Detroit, Mich., during the week of October 25 to discuss the "what" and the "how" of instructing fathers and mothers in their obligation to educate themselves as parents to insure the best home training for their children. Discussion emphasized the importance for parents to recognize, understand, and provide expression for their children's active interests. The work of such agencies as habit clinics, supervised study clubs, and child welfare organizations was described to show their availability and their resources for helping parents. The success with which several methods are used to give information to groups of parents was presented. Comparative values of professional and lay leaders for study groups and of the successful preparation of lay leaders, were discussed by workers who are using different methods and approaches to the subject.

Concerted effort to make parents conscious of their "profession" through this carefully organized preparation work should help to produce a race of children who will be unhampered by many of our present-day difficulties. The National Council of Parental Education grew out of a conference of the Child Study Association of America which was held in October, 1925.—*Mary Dabney Davis.*

Social Intelligence Test for New Students

A new two-sided intelligence test—abstract and social—used this fall for the first time, was administered to nearly 1,200 incoming students at George Washington University, Washington, D. C. An abstract test, devised by the director of research of the United States Civil Service Commission, covered information, relation, meaning, synonyms, and reasoning. The purpose of the social phase of the test, devised by the associate professor of psychology at the university, is to determine natural social abilities of students. Tests were made in remembrance of names and faces, in comprehension and exercise of judgment in social positions, and in correct interpretation of emotions and attitudes as shown in characteristic rôles of moving-picture actors.

A training school for bathhouse attendants at Hot Springs National Park is the newest educational development undertaken by the National Park Service of the Department of the Interior.

Atlantic City Meeting of National Recreation Congress

THE Thirteenth National Recreation Congress gathered together for a week's conference at Atlantic City, October 18–22, 600 representatives of the national recreation movement.

"Children spring full fledged into womanhood without ever having known the beautiful experience and training of girlhood," said Joseph Lee, president of the association, at the opening session. "This unhealthy hothouse flowering is due to present social conditions, and the age of girlhood can only be brought back by slowing down the present jazz environment," said Mr. Lee. "This can be done if the mothers of each associated group of girls will work together to cut down the number of social excitements, the pressure of which is now all absorbing, thus leaving time and energy for serious preparation for genuine and worthy womanhood and motherhood."

Sports and recreation are as truly acceptable and pleasing to God as our prayers and our worship, it was declared by Bishop William T. Manning, of New York, in support of his stand for Sunday sports. Such Sunday recreation should not interfere with Sabbath worship, he cautioned. "For a full and true life we need both," he said.

Col. Theodore Roosevelt advocated adequate playgrounds in the cities, and family recreation as a means of developing that sturdy American character which he declared was the richest possession of the country.

"Light opera, lectures, and music, rather than baseball or tennis, are the suitable recreations for workers in modern industry," said James H. Maurer, president of the Pennsylvania Federation of Labor. "The popularly accepted idea of recreation is athletic sports, but few workers whose jobs require strenuous physical exertion need athletics. Cultural activities and relaxation are what the laboring men need."

Mrs. A. H. Reeve of Philadelphia, president of the National Congress of Parents and Teachers, said that the first task of recreation leaders was to teach parents to play in order that they in turn might instruct their children in wholesome recreation.

Church and synagogue ought to inspire wholesome recreation activities and demonstrate the possibilities rather than go into the business of promoting recreation on a permanent basis, according to Rabbi Abba Hillel Silver, of Cleveland. He intimated that where specialized agencies for recreation were in existence, it was their business to organize play and not the church's business.

Both in college and in evening night schools training for leisure should be added to the accepted program of training for the business of earning a living, was the contention of Dr. George B. Cutten, president of Colgate University. John Nolen, president of the National City Planning Association, reported that hundreds of thousands of people in Munich and other European cities take part regularly in family and group picnics, hikes, and other outdoor recreations. He found a more spontaneous spirit of play abroad than in America, but only the beginnings of systematically organized recreation.

J. C. Walsh, a New York publisher, stated that, while play was the right of a child and the child's principal business in life, it could never be the most satisfying activity for adults. It is in work, according to his thesis, that an adult develops a real sense of power.

"Juvenile delinquency increases in direct ratio with the distance from the playground," stated Charles Platt, president of the National Probation Association. Organized play is not only the best preventive that has ever been discovered for juvenile wrongdoing, but is also the best remedy for restoring the youthful criminal to a normal attitude of mind and normal behavior.

That community recreation and democratic adult education give unity to civic life was the opinion expressed by Dr. Frederick P. Keppel, president of the Carnegie Corporation. In illustration he cited the swift and efficient recovery of Santa Barbara, Calif., after its earthquake of a few years ago. The local organization whose work was responsible for the cohesion of Santa Barbara was the Community Arts Association, according to Doctor Keppel.

Stating that the cultural development of early America was almost wholly based on close touch with nature, Prof. William G. Vinal of the New York State College of Forestry, Syracuse University, urged the delegates to encourage nature study as an unlimited method through which may be obtained an expression in story, art, song, or drama.

"Reading is no longer a passive indoor exercise, a something to do when nothing else can be thought of," was the statement of Ann Carroll Moore, supervisor of children's work, New York Public Library. "When the books are properly selected, reading becomes like any other sport for boys and girls, and it is about the best sport there is."

War-Time Disclosures Led to National Physical Education Service

Commissioner of Education Issued Call for Meeting That Resulted in Organization in 1918. An Important Function is to Promote Legislation. More than 30 National Organizations Cooperate

By JAMES E. ROGERS
Director National Physical Education Service

TO HELP to guarantee to every boy and girl, young and old, a chance for a healthy, active, and interesting life, is the purpose of the National Physical Education Service. This it hopes to do through the promotion of periodic physical inspections and examinations, through personal and community hygiene, through hobbies, games, and sports, through corrective gymnastics, exercises, efficiency tests, and athletics.

Since 1918 this national service has been active throughout the country in pushing State legislation for physical education. This has been a long, hard, and costly task, but results have justified the effort and money. In 1918, when the service was established, only 11 States had physical education laws, and some of these were inoperative and insufficient. By 1926, largely through the field workers of this service, 33 States had passed laws establishing state-wide physical education laws and systems. Twenty-eight States had worked out balanced programs and had published State manuals of instructions. Sixteen States had secured State directors of physical education with appropriations.

This is a remarkable achievement. It is not easy to get State legislation, but it is fundamental. It makes physical education a part of the school code and law. It becomes permanent. It becomes state-wide. However, there is great need that these laws be supported and followed through. It is one thing to get a law but it is another problem to get a state-wide system of physical education established and operating, especially in the rural districts. However, some splendid results have been obtained in States such as Connecticut, New Jersey, Massachusetts, New York, and Virginia.

The World War caused the formation of this national service. The percentage of physical defects in both school children and young men drafted for military and naval forces so startled and shocked the country, that in 1918 national leaders in health and education met at Washington at the call of the United States Commissioner of Education to discuss educational and legislative methods for developing more adequate physical education of the country. As a result of this meeting a national committee on physical education was formed to carry out the recommendations of the larger group. At the request of the committee the Playground and Recreation Association of America in 1918 established the National Physical Education Service which has for the past eight years carried on a most active educational and legislative campaign for National and State legislation for the school children of the country.

Promotes Legislation for Physical Education

The function of this national service is as follows: To secure adequate State legislation requiring physical education in the schools; to strengthen and to improve existing laws; to secure State departments of physical education, with a State director and adequate staff; to secure adequate appropriations and increased budget support; to improve the quality and character of work through a clearing house of information between the States; to bring the message of physical education to the public through speaking, radio, educational publicity, and other practical ways; to help improve the status of the profession of physical education in the field of education; and to work through national physical educators and organizations.

More than 30 national organizations in health, athletics, education, and social service are cooperating agencies in

English folk dance in a Cleveland (Ohio) elementary school

furthering this program of making physical education for every American boy and girl effective and possible. Many outstanding leaders, such as ex-Gov. M. G. Brumbaugh, Mrs. Percy V. Pennybacker, Mrs. Mary Roberts Rinehart, Dr. J. H. McCurdy, and others, have taken an active interest in this movement to help guarantee to every child an opportunity for the enjoyment of a sound, healthy body.

An examination by a school dentist

The need for physical education as part of our school system should be most apparent but unfortunately it is not. We seem to forget that 40 per cent of the adults, men and women, have physical defects, many of which could have been remedied with a proper physical education program. Over 60 per cent of the school children have physical defects which can be wiped out through physical inspection, hygiene, exercise, and physical training. A physically fit person is more likely to be efficient, happy, and useful. A physically fit nation is better prepared to meet any emergency either from within or without.

Physical Education Means Better Citizenship

A physical education program means health, personal and national vitality, and a better citizenship. Physical education is not merely building big muscles and bodily strength. It does this and more. It is the training for bodily and mental health through periodic physical examination, personal hygiene, and a rational program of active play and exercise. Health, cleanliness, poise, rhythm, vitality, and mental alertness are all objectives of the true physical educational program. Such a program includes physical fitness tests that measure organic growth and development. It means poise as well as strength. It encourages mass competition so that all may enjoy the joys of active sport. It means periodic physical inspection and examinations to discover and correct remediable defects. It helps in posture and health service. It believes in recreational opportunities for the industrial worker. It promotes recreation for adults and play for children.

Physical education is health education. Itis recreation. It is hygiene. It is education in the truest sense. "Mens sana in corpore sano" is as needful to-day as yesterday. Under present industrial conditions of living and work it is more necessary than in the past that our children be guaranteed the opportunity for physical activity and exercise. The frontier has disappeared; chores and errands have gone; we live in an age that deprives the average boy and girl and adult of the joys of the great out of doors. The old tasks and pastimes of the home and the shop have disappeared. Man must find means to develop his organic vitality and health outside, in the playground or gymnasium. More and more because of our artificial, specialized, industrial, urban life, we must provide means by which we can actively pursue those activities that will preserve our organized development essential to health and growth.

Character Building in a Real Sense

Physical education programs promote the real lessons of education. Such programs promote behavior, and behavior is the end of education. Through sports and games children develop good sportsmanship and this means character building in a real sense. On the play field with the team, the boy and girl are stimulated to practice the lessons of control, poise, and good behavior. They learn to smile in defeat, to be generous in victory, to follow the leader, and to hold the line with courage and not to give in, and to fight hard—such are the lessons of life. They are as real as the geography lessons and they carry over into life, for it is such qualities that are demanded of us all as we go through life. These lessons can not be taught nor preached; they must be put into active practice in the thick of the game—the game of life.

A branch of the city library has been placed in the main building of William Hood Dunwoody Industrial Institute, a privately endowed institution of Minneapolis. The institute and the public library cooperate in payment of salaries of the librarian and his assistants and in the purchase of books. The institute provides the room and its equipment.

Baseball without the characteristic uniform

Pupils' Readiness for Reading Instruction Upon Entrance to First Grade

THE Reading Readiness Committee of the International Kindergarten Union, as a preliminary step in the investigation of pupils' readiness for reading instruction upon entrance to first grade, has attempted to obtain from representative teachers their opinions of the readiness for reading instruction of the pupils in their first-grade classes.

In cooperation with the United States Bureau of Education a questionnaire was sent to superintendents and supervisors throughout the country asking them to have the questionnaire answered by teachers who were teaching first-grade classes in September, 1925.

This report is a tabulation of returns representing 560 teachers from many sections of the country, teaching under varying conditions.

Teachers' Returns and Committee's Comments

Question 1. Do you feel that you are expected to teach some children to read before they are ready?

Responded "Yes," 506, or 90+ per cent; "No," 54, or 9+ per cent.

NOTE.—The reply to this question would seem to indicate a vital need for investigation of the present method of attempting to give instruction in reading to all first-grade pupils upon entrance to school. When such a large percentage of classroom teachers agree that they are asked to do what in their judgment is not best for all their pupils, an attempt should be made to solve the problem.

Question 2. Total number of pupils in your first-grade class September, 1925: Beginners, 19,271; repeaters, 2,557; total, 21,828.

NOTE.—Number of beginners and repeaters not obtained for pupils not ready to read, therefore no comparison can be made between the two groups.

Question 3. Total number not ready to read September, 1925, 4,425, or 20+ per cent.

NOTE.—The fact that one-fifth of the first-grade pupils reported are not ready to read, in the opinion of teachers, presents a practical problem for study and solution.

(*a*) Number of these that came from English-speaking homes, 3,261, or 73 per cent.

NOTE.—These figures indicate the importance of a definite study of the needs of the child from the English-speaking home as well as from the non-English-speaking home. As these data were not obtained concerning pupils who were ready for reading instruction, no comparison can be made between the two groups.

(*b*) Number of these children who had kindergarten training, 2,328, or 52 per cent.

NOTE.—We are again hampered in an intelligent analysis of the records by the fact that we did not obtain these data from the pupils who were ready for reading instruction. These figures, however, seem to indicate that kindergarten training as such is not sufficient to prepare the child for reading instruction. This may be due to the fact that there is at present in the majority of school systems no intelligent method of promoting from kindergarten to first grade, and to the fact that if the pupil was enrolled in a kindergarten for any period of time he was listed as having had kindergarten training.

(*c*) Number in each of the following age groups:

Chronological ages, September, 1925

	5 to 5½ years	5½ to 6 years	6 to 6½ years	6½ to 7 years	7 to 10 years
Number	362	1,278	1,872	757	156
Per cent	8.2	28.9	42.3	17.1	3.5

NOTE.—As we did not secure the ages of all the first-grade pupils these ages can not be compared with those for successful pupils. However, we may safely say that chronological age is not the decisive factor in reading readiness. In actual practice we know that chronological age is given great weight in assigning children to beginning classes in reading.

Question 4. By what evidence did these children show that they were not ready to be taught reading?

(Summary of replies made by Louise M. Alder)

Number times mentioned

I. Lack of mental efficiency ---- 690
  As shown by—
  (*a*) Lack of ability to comprehend—
    1. English language ---- 33
    2. Reading vocabulary ---- 10
    3. Content of sentence, story, or picture ---- 38
    4. Simple directions ---- 42
    5. Meaning of symbols as expressing ideas ---- 17
  (*b*) Short span of attention or concentration on reading activities ---- 289
  (*c*) Inability to retain in memory and recall—
    1. Story, rhyme, or sentence ---- 5
    2. Visual impressions of words and phrases ---- 66
    3. Letters ---- 1
    4. Phonic sounds ---- 8
    5. Unspecified ---- 21
  (*d*) Poor judgment ---- 2
  (*e*) Poor association of ideas ---- 4
  (*f*) Inability to do clear, organized, related thinking ---- 7
  (*g*) Lack of imagination ---- 5
  (*h*) Tendency to dream ---- 1
  (*i*) Indifferent, listless, mind passive (slow to grasp and to respond) ---- 30
  (*j*) Inability to note similarities and differences between words, phrases, and short sentences ---- 82
  (*k*) Inability to interpret meaning of groups of symbols (word calling) ---- 29

II. Lack of interest ---- 354
  (*a*) In learning to read (no desire or feeling of need) ---- 131
  (*b*) In early reading stimuli (labels, signs, bulletin boards, captions for pictures, library table ---- 25
  (*c*) In reading materials (books, stories, pictures, reading games, puzzles) ---- 65
  (*d*) In the process of learning to read ---- 21
  (*e*) In language expression, oral or written ---- 3
  (*f*) In participating in activities of the reading period ---- 42
  (*g*) In school and in the activities thereof (other than reading) ---- 14
  (*h*) In all activities and progress of the group ---- 5
  (*i*) Unspecified ---- 48

III. Lack of maturity ---- 199
  (*a*) Physical maturity ---- 22
  (*b*) Mental age and mental maturity (mental age under 6) ---- 155
  (*c*) Mental deficiency (subnormal) ---- 22

IV. Lack of wide experience ---- 137
  (*a*) In home ---- 50
  (*b*) In kindergarten ---- 7
  (*c*) In listening to and reproducing stories and rhymes ---- 31
  (*d*) In handling books and pictures ---- 10
  (*e*) In dramatization ---- 3
  (*f*) With nature materials (animals, etc.) ---- 4
  (*g*) In social contacts (play with other children) ---- 7
  (*h*) In thoughtful observation of common things ---- 8
  (*i*) Unspecified ---- 17

V. Lack of sufficient command of English language ---- 131
  (*a*) To speak English ---- 43
  (*b*) To think in English ---- 1
  (*c*) To use a relatively wide vocabulary ---- 41
  (*d*) To reproduce or express ideas freely and clearly ---- 38
  (*e*) To use correct forms of English ---- 5
  (*f*) To use sentence form ---- 3

VI. Lack of social-moral efficiency ---- 69
  (*a*) Unsuccessful in making adjustments to school activities (poor school habits) ---- 8
  (*b*) Unsuccessful in making adjustments to new situations ---- 3
  (*c*) Unsuccessful in making adjustments to other children ---- 18
  (*d*) Unsuccessful in making adjustments to the teacher (unwilling to cooperate) ---- 4
  (*e*) Dependent upon others in the group (unable to work independently) ---- 8
  (*f*) Lack of sense of responsibility ---- 9
  (*g*) Lack of self control ---- 5
  (*h*) Lack of obedience ---- 2
  (*i*) Lack of initiative ---- 11
  (*j*) Lack of effort ---- 1

VII. Poor emotional reactions ---- 66
  (*a*) Emotional instability due to home conditions ---- 1
  (*b*) Shyness, selfconsciousness, unwillingness to talk ---- 30
  (*c*) No joy or spontaneity in work ---- 13
  (*d*) Rebellious at the thought of reading ---- 1
  (*e*) Easily satisfied with poor work ---- 3
  (*f*) Helpless, dependent, lacking in confidence and initiative ---- 12
  (*g*) Confused and bewildered ---- 2
  (*h*) Unhappy, crying ---- 2
  (*i*) Discouraged ---- 2

VIII. Physical handicaps ---- 63
  (*a*) Poor health ---- 12
  (*b*) Speech defects ---- 16
  (*c*) Defective vision ---- 2
  (*d*) Adenoids and deafness ---- 2

VIII. Physical handicaps—Continued.
(e) Undernourishment 5
(f) Poorly controlled nervous system 3
(g) Unspecified 23
IX. Unsatisfactory final results 60
(a) Failure to learn the technic of reading (unspecified) 31
(b) Failure to progress in reasonable time and without excessive drill 11
(c) Failure to initiate reading activities 5
(d) Failure to form good reading habits—
1. To progress along the line 4
2. To make use of phonics 3
3. To follow the reading of others 1
4. To see words in phrases or in sentences 2
5. To look at reading as getting thought from specific symbols and not as guessing game 3
X. Lack of physical efficiency 58
(a) Nervous 8
(b) Restless 23
(c) Easily fatigued 5
(d) Sluggish, idle 7
(e) Poor muscular and motor control (shown in physical activity and manual expression) 10
(f) Inability to handle book and turn pages 3
(g) Inability to coordinate eye and ear 2
XI. Interest in other activities rather than in reading 54
(a) In play, games, and physical activities 27
(b) In work with the hands 14
(c) In toys and objects which usually appeal to younger children 6
(d) In pictures, stories, dramatization, reading devices (but not in reading proper) 7
XII. Lack of accuracy in habits of expression 19
(a) Enunciation 8
(b) Pronunciation 6
(c) Interpreting meanings with the voice 1
(d) Unspecified 4

NOTE.—Lack of mental efficiency and lack of maturity might be classified together and are evidently considered the most important factor by the teacher. Lack of interest is the next strongest factor, and as interest is closely allied to experiences it is interesting to note that lack of experience ranks next in order. Lack of English ranks about where one would expect it from the figures given above regarding the percentage of children not ready for reading who come from English-speaking homes. Physical handicaps and physical efficiency might be classified together and would then rank next as a determining factor.

Question 5. In your experience what have been some of the results of teaching reading to children who were not "ready"?

(Summary of replies made by Emma J. Hollinshead)

Number times mentioned

I. Bad habits 387
(a) Indifference, carelessness 63
(b) Word calling 64
(c) Inattention 58
(d) Lack of effort, shiftlessness, idleness 35
(e) Irregular attendance 6
(f) Halting, stammering responses 17
(g) Poor reading 61
(h) Satisfaction before attainment 7
(i) Guessing 12
(j) Memorization 39
(k) Bluffing 5
(l) Lip movements 3
(m) Poor eye movements 14
(n) Pointing 3
II. Bad emotional reaction 311
(a) Becomes discouraged 97
(b) Develops general lack of interest 60
(c) Develops dislike for school 54
(d) Failure complex 25
(e) Loses confidence in self 22
(f) Becomes unhappy 19
(g) Forms dislike for books and stories 12
(h) Becomes confused 11
(i) Increases shyness 7
(j) Develops fear to respond 2
(k) Suppression of desire for more normal work 2
III. Waste of time 265
(a) Fails to make grade 119
(b) Makes slow progress 49
(c) Wastes time of child, others, teacher 49
(d) Requires individual teaching 17
(e) Failures 15
(f) Fail to learn to read 9
(g) Slow in other grades 7
IV. Wrong attitudes 216
(a) Lose interest in reading 107
(b) No joy in reading 34
(c) Loss of spontaneous reaction 18
(d) Deprived of joy of learning to read because they wish to 18
(e) No initiative 10
(f) Complexity of ideas 2
(g) Wrong attitudes toward others 2
(h) Curiosity and anticipation killed 1
(i) Unspecified 24
V. Dislike for reading 113
(a) Due to repetition of grade 16
(b) Due to lack of success 5
(c) Unspecified 92
VI. Injurious effects 61
(a) Nervous strain on child and teacher 33
(b) Mental fatigue 8
(c) Ill health 6
(d) Dulls the senses 4
(e) Eye strain 3
(f) Curbs growth 3
(g) Interrupts child's natural development 3
(h) Stuttering 1
VII. Lack of comprehension 52
VIII. Problem of discipline 34
(a) Bad conduct 11
(b) Disturbs others 8
(c) Becomes mischievous 3
(d) Unspecified 12
IX. No retention of what is learned 10
X. Mechanical knowledge is grasped before child grasps thought for foundation 6
XI. Inability to help themselves with new words 5

NOTE.—Bad habits and bad emotional reactions are considered the dominant harmful results by this group of teachers. The next strongest point is waste of time. Does this not indicate that we are breaking two fundamental principles of modern educational theory, that education should definitely guide the child in the formation of right habits and right attitudes and that the method to be used should be chosen for its efficiency?

Question 6. Would you be in sympathy with a plan for the first few weeks in the first grade in which there was provision for definite ways and means of building interest in reading and preparatory pre-reading experiences instead of an immediate effort to teach reading?

Yes, 523, or 93+ per cent; no, 37, or 6+ per cent.

The following qualifying statements were made by 27 answering "yes."

Plan formulated to weed out the unready, 1.
If I had immature class, 3.
Especially with foreigners, 2.
Time not long enough, 1.
Where there is no kindergarten, 1.
If I didn't take time from those who were "ready," 1.
Not for entire class, 9.
Yes in September, no in January, 1.
For slow pupils, 3.
If from poor home environment, 1.
If made to fit needs of group, 1.
Except for accelerated group, 1.
For those who need it, 2.

The following qualifying statements were made by 12 answering "no":

Prefer subprimary, 2.
Unnecessary, 2.
Done in kindergarten, 3.
Story-hour method provides for this, 1.
All depends, 1.
If there is a kindergarten, 1.
Not for majority, 1.
Foreigners are ready, 1.

NOTE.—Here again we have a decisive answer from the classroom teacher in regard to the need of a revision of teaching methods in first-grade reading.

Question 7. What in your opinion constitutes "reading readiness"?

(Summary of replies made by Lotta Mosier)

Number times mentioned

I. Comprehension—thinking—judgment 517
a. To get thought 34
b. To reproduce 32
c. To memorize 14
d. To answer questions 10
e. To follow directions 29
f. To think clearly 16
g. To concentrate 114
h. To give attention 24
i. To associate meanings with symbols 102
j. To associate meanings with experiences 43
k. To grasp thought 16
l. To assimilate ideas 14
m. To recall 10
n. To visualize ideas 14
o. To associate similarities and differences 46
II. Sufficient command of English and good speaking vocabulary 330
a. To speak with ease and freedom 104
b. To express ideas 84
c. To anticipate meaning 24
d. To understand English 30
e. To recognize word groups 14
f. To understand meaning 18
g. Unspecified 56
III. Wide and varied experiences 329
(a) In kindergarten training 42
(b) In knowing rhymes 13
(c) In knowing stories 46
(d) In handling books 12
(e) In children's games 6
(f) In children's activities 39
(g) In home training 28
(h) In knowing animals and pets 16
(i) In knowing nature 14
(j) In expressing ideas 9
(k) In language training 6
(l) Unspecified 98
IV. Desire 295
(a) To learn to read 136
(b) To explore reading activities 5
(c) To know the story 15
(d) To gain information 13
(e) To enjoy contents 26
(f) To ask questions 18
(g) To have others read 18
(h) To possess a book 7
(i) To imitate 13
(j) To play school 4
(k) To find words 5
(l) To investigate 19
(m) To dramatize 16
V. Interest 244
(a) In affairs of school 8
(b) In learning to read 86
(c) In contents of books 28
(d) In books in general 16
(e) In stores 13
(f) In seeing others read 8
(g) In hearing others read 9
(h) In listening to stories 19
(i) In printed words 17
(j) In pictures 14
(k) In bringing books to school 10
(l) In games 4

V. Interest—Continued.
(*m*) In blackboard work 6
(*n*) In all reading activities 6
VI. Mental efficiency 240
(*a*) Mental age (6 years standard test) 149
(*b*) Normal age 65
(*c*) Mentally alert 18
(*d*) Mental imagery 8
VII. Physical efficiency 173
(*a*) Sound body 95
(*b*) Correct living habits 17
(*c*) Control of body 20
(*d*) Muscular coordination 14
(*e*) Correct vision 19
(*f*) Correct hearing 8
VIII. Social attitudes—courtesy, cooperation, responsibility 96
(*a*) To listen when others talk 9
(*b*) To take turn in play 4
(*c*) To share with others 14
(*d*) To work with group 44
(*e*) To be willing to do as told 7
(*f*) To observe rules of conduct 12
(*g*) To take care of books 4
(*h*) To be prompt 2
IX. Enunciation and pronunciation 46
X. Traits and characteristics 28
(*a*) Self-reliance 2
(*b*) Persistence 4
(*c*) Receptive attitudes 3
(*d*) Ready response 6
(*e*) Considerate 2
(*f*) Adaptability 4
(*g*) Industrious 3
(*h*) Enthusiasm 2
(*i*) Honest effort 2

NOTE.—The difficulty of classifying these replies is evident, but mental traits are dominant and experiences, desires, and interest closely allied. Language is emphasized more and social traits stressed less than in the opinion based upon an actual class.

Summary

Considering the diversity of school systems from which these replies were returned and the number of teachers involved, may we not with fairness be justified in drawing the following conclusions:

1. There is a definite demand on the part of first-grade teachers for a change in the course of study in relation to reading instruction for all first-grade pupils unless a change is made in the requirements for admission to first grade.

2. One-fifth of the members of the first grade is a large enough number for special adjustment within the school organization if upon investigation the opinion of these teachers is found to be correct.

3. If the kindergarten is to be an integral part of the school system and is to prepare for first grade, promotion from kindergarten must be based upon the child's ability successfully to attack the work of the next succeeding grade. At present this is the method of promotion from all other grades in the school system but is not, in the majority of the school systems, the procedure used in promotion from kindergarten.

4. The strong emphasis placed on lack of mental efficiency as a cause for reading failure leads directly to the need of investigating the value of making mental age a requirement for permitting the child to attempt the present first-grade course of study in so far as it relates to reading instruction.

5. The high rank of lack of interest and lack of experience given as evidence that the pupils were not ready to be taught reading should lead to a careful investigation of methods used to prepare pupils for reading instruction and of methods used in the early stages of reading instruction.

6. Real ability in reading is evaluated in terms of habits, attitudes, and appreciations. Teachers who are placing emphasis on skill at the expense of these more vital factors in the child's life should and must change their teaching procedure.

7. Efficiency in instruction should lead to introducing the child to reading instruction when he is most fitted to benefit by it.

8. The large proportion of teachers desiring a change in the usual method of presenting reading instruction at the beginning of the first grade merits careful consideration on the part of those administrators responsible for methods used in their school systems.

It is the hope of the committee that the returns from this questionnaire will awaken an active interest in the subject and that continued investigation and experimentation will lead to changes in organization and in methods of teaching that will prove beneficial to the first-grade pupil.

The committee desires to express its grateful appreciation to the Bureau of Education for its cooperation in sending out the questionnaire, to the superintendents, supervisors, and teachers who participated in replying to the questionnaire, and to those who contributed to the report through statistical work.

AGNES BURKE,
WILLIAM S. GRAY,
MARJORIE HARDY,
LAURA ZIRBES,
MARGARET C. HOLMES, *Chairman.*
Committee on Reading Readiness, International Kindergarten Union.

Subnormality a Factor in Juvenile Delinquency

An average retardation of nearly three years of boys in the Chicago and Cook County Schools for Boys is reported by the superintendent. "Rarely does a boy become delinquent who is mentally superior. Contrary to popular opinion, those boys who dislike books do not do well in the workshop, nor do they exhibit much scientific curiosity in nature-study excursions," states the superintendent.

Commission on Equity of Teacher Placement

To promote equitable relations between teachers and agencies for placement of teachers, the National Society of College Teachers of Education at its last annual meeting appointed a commission on equity in teacher placement, to make a full investigation and report to the society. Three members constitute the commission: J. B. Edmonson, school of education, University of Michigan, Ann Arbor; J. W. Withers, school of education, New York University; and Frank N. Freeman, school of education, University of Chicago, chairman.

The function of the commission is to receive complaints from teachers, superintendents, supervisors, principals, or other school officers, concerning alleged unfair treatment by teachers' agencies, or complaints from teachers' agencies concerning alleged violation of contracts by teachers; to investigate impartially such complaints, and to ascertain from first-hand sources all pertinent facts; to formulate an unbiased opinion on the equity of the case, if possible; and to report findings to the society with a view to publication.

The commission plans, further, to carry on supplementary investigations in order to ascertain general facts concerning teacher placement, and so to arrive at principles which may be agreed upon by all concerned.

The National Association of Teachers' Agencies has already taken the initiative in promoting just dealing between teachers and agencies by adopting a code of ethics. The commission will seek the cooperation of this association in arriving at a set of principles upon which both can agree. The commission will try, in dealing with individual cases, to base its judgment on general principles which are agreed to both by the National Association of Teachers' Agencies and by the commission.

The members of the Commission on the Equity of Teacher Placement are prepared to receive and investigate complaints by teachers or other school officers, or by teachers' agencies, regarding alleged unfair treatment.

Bequest of business property valued at $500,000 to George Peabody College for Teachers, Nashville, Tenn., by a living donor who retains income from the property during her life, makes possible the erection at an early date of a new art building, plans for which are already in the hands of the architect. Many rare objects of art accompany the gift, which will be made the nucleus of an art museum at Peabody.

Public Schools Week Precursor of American Education Week

California Observance Arose from Desire of Masons to Participate Actively in Public Affairs. Result Was Gratifying and Scope of Observance Has Steadily Broadened to Cover Nearly Entire State

By CHARLES ALBERT ADAMS

Chairman California Committee on Public Schools Week

AMERICAN EDUCATION WEEK undoubtedly developed from the movement forwarded by Doctor Claxton in 1920; and I think that the surmise that Doctor Claxton's action was suggested by our Public Schools Week arose from the fact that he was here, as I recall, in the early summer of 1920 and that at that time announcement had been made of our Public Schools Week. Whether or not he heard of it I do not know. We are always willing to believe what we want to believe; and our earnest and enthusiastic friends here in California naturally want to believe that Public Schools Week was the progenitor of American Education Week. This much is certain—our Public Schools Week was not the result of, nor suggested by, the action of the Commissioner of Education in 1920. I can state this positively because I happened to be the originator of our Public Schools Week.

Masons Should Promote Public Welfare

To enable you to understand more thoroughly my action, I may say that for many years prior to my election as grand master of Masons in California I had been publicly as well as privately expressing the opinion that it was not merely the privilege, but the duty, of Masons, as such, to concern themselves with public questions; and to take an active part in the formation and crystalization of a sound public opinion on vital questions that affected all the people and that did not involve "politics" in the ordinary acceptance of that term. Public Schools Week was the result of a practical application of those views.

Shortly after my election, and either in the latter part of the year 1919 or early in 1920, I obtained knowledge of what seemed to be a crisis confronting the public-school system in America. There was a dearth of competent teachers, schools were being closed, children, particularly in the rural districts, were denied the education to which they were entitled and there was apparently a deplorable apathy concerning certain remedial measures that had been proposed.

That situation, it seemed to me, furnished an opportunity for a practical application of the views I had so long entertained and frequently expressed; and when, in February, I think it was, I read an article in "Collier's Weekly" in which the condition was most graphically portrayed, I determined to bring the matter forcefully to the attention of the Masons of California with the hope of arousing them from their apathy, at least.

The first thing to be done was to decide on the means by which it might be accomplished. Through my work during the war as associate director of four-minute men in California, and as chairman of the bureau of speakers of the War Savings Committee, I had personal knowledge of the efficacy of the spoken word; and it therefore naturally occurred to me to arrange for meetings, and to use speakers selected for the purpose.

With that idea in mind I issued a proclamation setting aside the week commencing September 27, 1920, as Public Schools Week in the Masonic lodges in California; and as grand master expressed the desire that during that week a meeting should be held in every Masonic lodge, open to the friends and families of the members, at which speakers should call to the attention of their audiences the condition to which I have referred. With the proclamation there was issued a bulletin presenting a tentative program with data including, among others, the following facts:

Unfavorable Conditions in 1920

That 18,279 schools in the United States were closed for lack of teachers; that 41,900 were taught by teachers below standard; that out of 600,000 teachers 200,000 had had less than four years' training beyond the eighth grade; that 300,000 had had no special training; that 150,000 of these teachers were under 21 years of age; that 65,000 were teaching on permits; that in California there was a shortage of at least 1,200 teachers, and that 600 schools had been closed—mostly in the rural districts.

Among the subjects that were suggested for discussion by the speakers as remedial measures was the proposed amendment to the constitution of California providing State support for elementary schools.

My first intention was to fix the time for the last week in May; and I discussed the idea with several of my personal friends including school men who were members of the Masonic fraternity. For several reasons it seemed to them—and I was convinced that they were right—that it would be better to hold the meetings in the fall of the year. One reason, I recall, was that the time fixed might interfere with school activities, being so near the vacation period in certain parts of California. Another was that the proposed amendment to the constitution of California was to go before the people at the election to be held in November; and it was thought that these meetings would afford an opportunity to present the merits of that measure.

Masons Aided in Amendment Campaign

The result was extremely gratifying. There was apparently an almost universal compliance with the desire expressed in the proclamation. In the large majority of instances joint meetings were held to which the families of the brethren were invited. Public educators everywhere gave their earnest cooperation and were loud in their praise of what the Masonic fraternity had accomplished for the public schools of the Nation and of this State in awakening the public generally, no less than the craft itself, to a realization of the existing conditions. Indeed, at a meeting of an educational association I attended on invitation some months afterwards the statement was publicly made by one of the most prominent school men in the State that the adoption by the people of amendment No. 16 to the State constitution was due in no small part to the Masons of California. This was no doubt an exaggerated estimate of the assistance we had rendered; but it was one of those things we liked to believe, and we never challenged the statement.

I have given you with some detail the history of the origin of public schools week in California. The observance thus instituted has been continued by each succeeding grand master and is now a well-established policy of the Grand Lodge. The first observance was practically confined to Masons who assembled with their families and friends in meetings held in their lodge rooms. The scope of the observance, however, gradually broadened until it has become throughout almost the entire State a community affair.

In recent years we have sought to have our speakers discuss certain phases of the public-school system that appear to have attracted the attention of the people generally, and which are so frequently criticized, such as the curriculum, methods of instruction, and the cost of education. This year we particularly encouraged the discussion of rural schools with especial refrence to the one-room school.

From a letter addressed to J. C. Boykin, Chief Editorial Division, Bureau of Education.

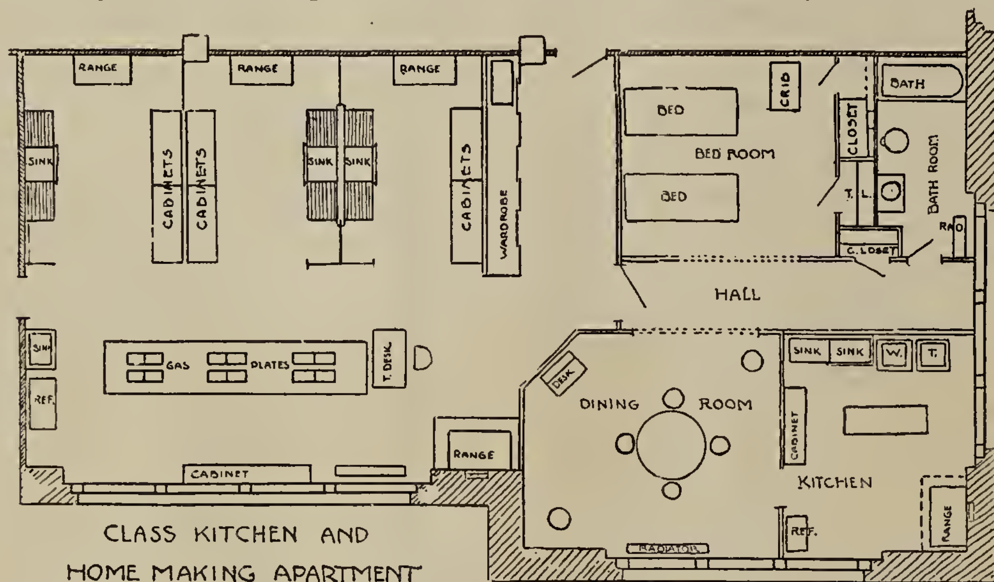
How Home Making is Taught in New York City Public Schools

New Type of Equipment Has Been Developed. Long Table for 12 Girls is on One Side of a Large Room, and Three Fully Equipped Kitchens are on Other Side. Classes Alternate from one Side to the Other. Partly Furnished Apartments are Provided and Children Supply Accessories. Lunch Service in Many Schools

By MARTHA WESTFALL
Director Home Making Department, New York City Public Schools

APPROXIMATELY 100,000 girls are under instruction in the Home-Making Department of the New York City Public Schools, learning the fundamentals which are of immediate value to them individually in the home and in the community. In the elementary schools emphasis in placed on the skill to do the simple household processes and the establishment of good health habits.

The necessity for having the proper conditions under which to begin this training has resulted in a new type of equipment. This equipment has been made a part of the plan of all the new elementary school buildings. Picture a large room divided in half. On one side a long table fitted for 12 girls. Each girl has her individual stove and a drawer and cupboard to hold the necessary bowls, plates, knives, forks, pots and pans—in fact, everything needed to prepare and cook foods good for children to eat. Here it is that the girls learn to cook, to measure accurately, and to care for their household appliances under the careful guidance of the teacher. They eat their own products and judge them, thus getting right standards.



CLASS KITCHEN AND HOME MAKING APARTMENT

Let us now go with these girls the following week to the other side of the room, where we find three kitchens, each one just big enough for four girls. These are not make-believe kitchens, but real ones, completely equipped even to the sink, broom, and garbage pail. The girls in these small kitchens must work independently. Here they begin to realize what it means to prepare dishes, such as scalloped tomatoes with beautifully browned crumbs, not forgetting that the oven must be lighted before the last moment. Quantities large enough to serve a family of four or six are prepared. It is an inspiring sight to see these groups of little girls wearing aprons and caps, trying to make their products as nearly perfect as possible, and then their joy when they succeed. They are permitted by the Board of Education to pay for the materials used and to carry home the products to share with their families. In this way natural prejudices regarding food are broken down and an interchange of the best foods of every nationality are accepted.

While this independent work is done in the small kitchens the teacher is instructing another group of girls at the long table. Thus the groups rotate.

Across the hall is a little home consisting of a living room, kitchen, bedroom, and bath. These apartments are fitted up by the Board of Education with the bare furnishings only. Much interesting work is done to make them reach the highest ideals of good taste, with the keynote of simplicity. The little home makers are taught to make many simple and attractive accessories.

In several of the schools this has been made a school project, the boys contributing pieces of furniture made in the shops. Boys have also helped the girls sandpaper, restain, and finish worn furniture. The girls have done necessary painting, in some cases changing the entire color scheme of the rooms. Industrial classes have contributed some of their handiwork, as desk sets, lamp shades, dresser runners, and bed spreads. The art classes have helped in making original posters and in simple decoration of pottery and glass, some very attractive flower holders resulting. Ungraded classes have woven rugs of the carpet rags, cut and sewed by the girls in the home-making classes. Getting together the material for rugs is a good use for leisure time. There are in every class pupils who are speedy and therefore finish their tasks before the slower ones. A basket filled with rug material is at hand and can be turned to by these quick pupils; and so roll slowly but surely the balls of carpet rags, and eventually the rug appears a concrete result.

Wholesome Rivalry Between School "Families"

As far as possible home conditions exist in the apartments, and to create the home atmosphere the class is divided into families, each family choosing one of its number to be the mother. The first important decision to be made is the selection of a fitting name. Some families are most ambitious in their selection, choosing the name of those people in history and literature of whom they have recently studied. One family, perhaps the Lincolns, will go immediately to the kitchen to prepare the meal for which they previously planned and marketed, the meal to be served in the combination living and dining room and eaten by this same family with great regard for the niceties of life. Another family is planning the next meal with much anticipation, carefully considering the choice of foods, the proper combinations to meet

body requirements and to satisfy the eye and appetite by desirable contrasts of flavors, form, color, and texture. Another family is taking care of the bedroom.

The bathroom will be cleaned later by the girl who is taking a bath, permission to take baths having been secured from the parents. Some schools have reported as many as 150 baths taken in a term. Many are the devices in working out the best division of the time allowed for a bath; for instance, one teacher gives the pupil an alarm clock set 15 minutes ahead of the time at which she enters the bath room. When the alarm strikes the girl must have had her bath and be ready to leave the bath room in good order for the one who follows her. By this plan 4 girls are able to take a bath during each class period.

Equipment Purchased with School's Funds

Interesting and valuable work is planned for outside the apartment. In one of the schools the home-making classes are taking care of the teachers' rooms as a project. With some of the school funds they have purchased charming sets of tables and chairs and curtain material and have made the curtains. Certain girls are delegated each day to see that the rooms are clean.

In some of the older school buildings where no apartment is provided, a classroom has been fitted up in substitution.

In addition to the work described the teachers of home making have assumed responsibility in helping to combat malnutrition among children in the grades. The starting point in this campaign is to give the children a knowledge of the kinds of food to eat and to help them to form correct eating habits and to fix these habits so firmly that they will carry over into adult life. Special nutrition classes are formed and in many schools, once or twice each term, the assembly period is devoted to the presentation of a nutrition program.

Cultivate Taste for Wholesome Foods

Children from the younger classes are sometimes invited to be guests of the family serving the meal in the apartment, and they are taught not only to eat wholesome food, but to like it.

Stereopticon slides and movie films have been successful in interesting the pupils. The children also present the subject through plays, songs, and speeches.

In a number of instances undernourished children have been formed into groups for special instruction. Generally the principals have arranged the teachers' programs so that they can have these groups during school hours. Where this has not been possible the interested teacher has given her time after school.

To foster interest some groups have taken the form of clubs, as the "health club" or "home-makers club."

Since milk is acknowledged to be one of the most important foods for health and growth, it is made the center around which revolves our nutrition work. It is often necessary to teach the children to like milk, and many ways have been found by which to do this. Mothers who have difficulty in getting their children to drink milk would be delighted to see 1,000 children in one of our public schools where milk was not in favor, happily drinking milk during the morning session, each child being furnished at cost, a half-pint bottle with a straw. Similar milk service is in many schools throughout the city. The cooperation of the principals and grade teachers has made this tremendous piece of work possible. Too much can not be said in praise of the devotion of the home-making teachers to the work of which this is just one part. The progress and success which we see is due both to their suggestions and willingness to work untiringly.

Board of Education Opens Lunch Service

A number of years ago interest in lunches for school children led to the formation of a committee to study the problem. A lunch service was established in several schools with good results. This was taken over later by the Association for Improving the Condition of the Poor, in Manhattan, and by the Bureau of Charities, in Brooklyn. Interest in child welfare increased so that in January, 1919, the force of public opinion brought about the appropriation of $50,000 by the Board of Education for the study of luncheon service and the development of a plan for such service at cost. In January, 1920, another $50,000 was appropriated and the Board of Education opened lunch service in March of that year.

The educational side is under the direction of the Home-Making Department, which furnishes the menus and recipes. A typical school lunch menu is—

Cocoa or milk.
Lima beans with tomato sauce.
Buttered roll.
Baked apple.

Encourage Interest in Good Home-Making

In conclusion, if we succeed in our aims to give the girls a concrete knowledge of food; to set up in their minds standards of work and standards by which to judge foods, and if we develop in them skills in general technique; in reading, interpreting, and following a printed recipe; in executing fundamental housekeeping processes; in planning, cooking, and serving meals, then not only will the girls have gained power to do and to cooperate, but we have laid the foundation for a permanent interest in good home making.

With right habits of living established and a love for home and its ideals, with definitely defined ways to enjoy leisure, the girls are equipped for healthy, normal living.

Beyond this, we have tried to have these girls realize that while home is the center it can not be the boundary of their interest and responsibilities, but that each one has a civic duty to the community in which she lives and to all with whom she comes in contact.

Niceties of good table manners are observed

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

ANDERSON, LEWIS FLINT. History of manual and industrial school education. New York, London, D. Appleton and company [1926]. xii, 251 p. front. (port.) illus., plates. 12°.

A striking feature of the educational life of the present, according to this book, is the combination in the school of two hitherto separated kinds of instruction and training—namely, the education of the manual laborer and the education of brain workers and members of the leisure class. This change has not been the result of any sudden movement but, on the contrary, has been the subject of discussion, controversy, and experiment during the past 400 years. The author traces the main outlines of the course of this development from its beginning to the present, and shows its connection with the industrial education movement of to-day. Part I of the work is devoted to a general survey of the development of manual and industrial education in Europe, and Part II sketches the history of industrial education in the United States.

BENNETT, CHARLES ALPHEUS. History of manual and industrial education up to 1870. Peoria, Ill., The Manual arts press [1926]. 461 p. illus. 8°.

The results of a large amount of original research undertaken by the author are attractively presented in this volume, which traces the development of manual and industrial education from the period before the renaissance through Francke, Rousseau, Pestalozzi, and Fellenberg, school substitutes for apprenticeship, the mechanics' institute movement, and the extension of art education in relation to industry, to the year 1870, giving full quotations from source material by early writers. The work is designed to meet the difficulties which have been noted in leading students to picture an adequate historical background for the present development in manual and industrial education. Such a background, in Professor Bennett's opinion, is essential to an adequate understanding of the present-day problems of public education. The facts are here given so that the reader may draw his own conclusions.

BOOK, WILLIAM F. Learning how to study and work effectively; a contribution to the psychology of personal efficiency. Boston, New York [etc.]. Ginn and company [1926]. xviii, 475 p. diagrs. 12°.

According to this volume, the value of a life and the effectiveness of a man's work depend (1) on the character of his ideals or purposes and plans; (2) on the intensity of his desire for realization of these or on the strength and persistence of his determination to carry them out; (3) on tho amount of energy and health at his disposal for their realization; and (4) on the kind and amount of knowledge and skill which he has acquired to aid him in finding the best ways of obtaining them. This treatise gives directions by following which a person may learn to work at all his tasks in the most effective and economical way. It is a text for the use of students in orientation and other similar classes, for teachers in charge of courses in supervised study, and for workers in business and industry who seek to increase their personal efficiency in schools or study clubs. Individuals may also gain in efficiency by availing themselves of the discussions in these pages.

BURNHAM, WILLIAM H. Great teachers and mental health; a study of seven educational hygienists. New York, London, D. Appleton and company [1926] xiii, 351 p. 12°.

This study of seven great teachers discusses their contributions to education and mental hygiene, not only as found in their teachings, but as exemplified in their own lives. The persons included in the study are Socrates, Jesus, Roger Bacon, Vittorino da Feltre, Trotzendorf, Comenius, and G. Stanley Hall. These great teachers are not only interesting for their personal character and work but are representative of great movements. In the concluding chapters of the volume, lessons from these great careers are drawn for students of education and young teachers.

FREEMAN, FRANK N. Mental tests; their history, principles, and applications. Boston, New York [etc.] Houghton Mifflin company [1926] x, 503 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The scope of this book includes all the important types of mental tests, describing intelligence tests, tests of special capacities, and nonintellectual or personality tests. The author shows how the mental test idea was evolved out of the laboratory study of individual differences by psychologists, how tho individual and then tho group intelligence tests were developed, the application of statistical methods to the interpretation of the results, the creation of the different types of scales, the extension of the mental test idea in new directions, the technique and theory of the tests, the uses of the different types of mental tests, and their reliability, and closes his treatment with two chapters on the interpretation of what the tests really measure and the nature of intelligence itself.

GIDDINGS, THADDEUS P., *and others.* Music appreciation in the schoolroom. Boston, New York [etc.] Ginn and company [1926] vi, 557 p. illus., music. 8°. (Music education series.)

By Thaddeus P. Giddings, Will Earhart, Ralph L. Baldwin, and Elbridge W. Newton.

Music appreciation, or the understanding and enjoyment of good music, is the aim of music education in the schools. To attain this, actual contact with good music is necessary. In order that pupils may have first-hand knowledge of their subject, the music-appreciation course provides standard music, carefully selected and graded, and presented on phonograph records made especially for use in schools. This volume is a teacher's book to accompany these phonograph records and guide in their use.

HEADLEY, LEAL A. How to study in college. New York, Henry Holt and company [1926] x, 417 p. plates, diagrs. 8°.

The suggestions presented in this book have been worked out in connection with a course in how to study, which has been given through seven consecutive years to freshmen in Carleton College, Northfield, Minn. While tho presentation is designed particularly for college freshmen, it is hoped that it may be helpful to anyone engaged in intellectual work who has not had special instruction in methods of study, and that it may prove of general interest to teachers in schools as well as colleges.

HOLMES, HENRY W., *and* FOWLER, BURTON P., *eds.* The path of learning; essays on education. Boston, Little, Brown and company, 1926. x, 488 p. 12°.

The essays collected in this volume mostly appeared in the Atlantic Monthly during the past 15 years. In selecting and editing these essays, the editors have been actuated not only by the wish to preserve this material for the use of students of education, but to organize it for convenient use. The essays group themselves naturally under some seven major headings, which cover a wide range of educational topics. Each group of essays is provided with a brief foreword, the individual essays being followed by a series of problems and biographical notes and selected references are also added, all of which equips the volume as a manual of contemporary educational thought.

INSKEEP, ANNIE DOLMAN. Teaching dull and retarded children. With an introduction by H. B. Wilson, superintendent of schools, Berkeley, Calif. New York, The Macmillan company, 1926. xix, 455 p. 8°.

The suggestions, games, plans, methods, and curriculum content in this book are a record of procedures worked out in actual everyday classroom teaching by the author as specialist in the teaching of atypical children in the schools of Berkeley, Calif.

KILPATRICK, WILLIAM HEARD. Education for a changing civilization. Three lectures delivered on the Luther Laflin Kellogg foundation at Rutgers university, 1926. New York, The Macmillan company, 1926. 143 p. 12°.

A survey of human society shows the fact of change ever becoming more rapid, embracing progress due to the increasing application of tested thought. This situation demands that our institutions in general be adapted to meet new conditions. The present book is one response to the demand, as it aims to call more conscious attention to the demand and to the answering process already under way in the reconstruction of education. The author predicts that the following educational outcomes are to be expected: Our young people must build such dynamic outlook, insight, habits, and attitudes as will enable them to hold their course amid change. They must learn to decide matters wisely for themselves by their own independent judgment, and their elders must in the end renounce any and all claim to sovereignty over them.

PEFFER, NATHANIEL. New schools for older students. New York, The Macmillan company, 1926. 250 p. 8°. (Studies in adult education)

Just at present an increasing tendency is manifesting itself for grown persons, especially in the economically unfavored classes, to endeavor to continue learning while earning a living. In the author's opinion, it is an encouraging sign for American life that some people are now inclined to take time for thought and reflection amid the prevailing haste and materialism of modern affairs, and he predicts that the movement will grow. This is adult education, which, for the purpose of this book, is restricted to so-called cultural education, to the effort to acquire learning for its own sake, for nonutilitarian enrichment. Adult education is not merely an extension of agencies already existing, but is a new form of education with its own principles and technique, still mostly undeveloped. This volume is one of a series based on studies in adult education made for the Carnegie Corporation of New York, and describes and interprets noteworthy activities of the open forum, the institute, individual schools, national associations, corporation programs, museums of art and science, and workers' education.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

The Christmas Season in The Schools

By ANNIE REYNOLDS

Assistant Specialist in Rural Education, Bureau of Education

THE TIME OF YEAR IS AT HAND when elementary teachers have an unusual opportunity to expand the horizons of children through the plans they assist their pupils to make and execute for the celebration of the Christmas season. It is natural for children to revel in the Christmas preparations at home and to spend much time outside of school in happy anticipations of the day. Modern education builds on these fundamental interests of childhood. Carrying out the suggestions of educational psychology, teachers are fast becoming adepts both in following the lead of the children and in safeguarding their best school interests. In the accomplishment of these results attention may well be given to a consideration of three questions: (1) What portions of the school work covered this fall can be used in planning for a Christmas program? (2) What additional preparation is necessary in order that the pupils, their friends, and others may profit by and enjoy to the utmost the holiday season? (3) How can this additional preparation be made without lowering the standard of the regular school work?

Replies to these questions are obtained through the use of such means as records of school work accomplished, reference and other library books, and class discussions. An inventory of the work covered during the fall months will disclose certain units of subject matter covered which can be easily adapted and integrated into the Christmas program. It will be necessary to supplement these units by additional material relating to the Christmas customs of different times and countries; and to evaluate, select, and combine facts if pupils are to be able to comprehend and impersonate characters otherwise remote from the understanding and sympathy of childhood. It is, however, through such broadening of interests that children develop ideals, attitudes, and appreciations of great social significance. In order to go afield, as is often necessary for this material, and yet make it count in the year's work, teamwork and most careful budgeting of time on the part of all are necessary. Such efforts are a wise investment of teacher and pupil energy. So much of the best of *what happens in one* is associated with the weeks immediately preceding Christmas. Why should not the elementary school capitalize this best? That school system which succeeds in developing the educative potentialities inherent in the experiences that cluster about the Christmas season does indeed serve well its patrons—old and young.

If the possibilities inherent in literature as perhaps the most readily available source of help are considered, instances at once occur of the ways in which a teacher may use Christmas selections to enrich the experiences and enkindle the imaginations of children. A teacher acquainted with a few of the great treasures in the storehouse of Christmas poetry can easily see to it that for these few weeks the world in which the children live includes no ordinary objects. Everything is invested with glory and mystery.

The most inexpensive bell rung at Christmas time joins the goodly company of historic bells that "throw their joyous peals abroad and smite the darkness, charmed and holy now." The busy adults at home are seen moving in "the kind of mysterious flurry that comes only once in the year." The children themselves, though required to keep to their habitual early bedtime, look through the bedroom windows at the sky and remember that

> *"The stars of the midnight which compass us round*
> *Once saw a strange glory and heard a sweet sound."*

They are not simply the stars of 1926.

The Christmas tree, miniature or large, that stands in living room or school is unlike any other tree. For did it not once stand staunch and hide its fears

> *"Praying still that I might be*
> *Fitted for a Christmas tree?"*

and its presence in their midst testifies to all observers that the great desire of its life was fulfilled.

The long ago past has many poems without whose repetition no Christmas season is complete for those who learned to love them when first they were presented to them. The time in a pupil's school life for the first presentation should be decided by personal experimentation and study of the individual capabilities of the pupils in the group. Granted an auspicious introduction, no Christmas season is complete without Miss Muloch's "God Rest You, Merry Gentlemen," the old English ballads and carols represented by "As Joseph Was A-walking" and "I Saw Three Ships Come Sailing In." No teacher fortunate enough to find in the Carnegie Library School Association's book of Christmas selections or elsewhere "Poor Robin's Almanack, 1695," will be willing to omit this outpouring of domestic happiness:

> *"With holly and ivy so green and so gay*
> *We deck up our houses as fresh as the day*
> *With bays and rosemary and laurel complete*
> *And every one now is a king in conceit."*

The canon of Christmas poetry is not closed. With an appreciation for adequate expression of genuine emotion formed by intimate acquaintance with the best of the old, the teacher scans hopefully the current anthologies and magazines for new selections worthy of inclusion. Chesterton's Christmas Carol which recaptures so perfectly the medieval spirit seems worthy of a place:

> *"And all the flowers looked up at Him,*
> *And all the stars looked down."*

May the schools do their best! But let them be content to have the climax take place elsewhere. Much as it may contribute to the enjoyment of the Christmas holidays no school can be the ideal place in which the stockings are hung by the chimney with care. True it is that these same stockings may many times in the past have trudged away to school and gone storming out to playing. Prosaic then. On Christmas eve they become the stockings of destiny. They hang expectantly until "some one nimbly jumps with treasures down the chimney," and in the presence of Santa Claus the wisest teachers and the best equipped schools acknowledge that they have met their match.

A Teacher's Thanksgiving

Within cathedral gray, with mighty voice
Majestic soaring to the gates of heaven,
The organ soon will sound its hymn of praise
To Him who life and breath to all has given.
And o'er this sunlit land both near and far
With grateful hearts, will myriads wend their way
Where pealing church bells guide, and bow in prayer
To Him, the Lord of this Thanksgiving Day.

⊠ ⊠ ⊠

What gift can I upon the altar lay?
What blessing which the swift revolving year
To me has brought most merits grateful praise
In rising diapason to Thine ear?
And lo, before my eyes a scene unfolds,
A room, long rows of faces to the light—
My week-day world—and o'er my heart there sweeps
Such gratitude at this accustomed sight!

I thank Thee, Father, for the love that these
Whom daily 'tis both trial and joy to meet,
To me have given,—the love of children dear,
Without which human life is incomplete.

—*JOSEPHINE M. FABRICANT,*
De Witt Clinton High School,
New York City.

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

SCHOOL LIFE

Volume XII
Number 5

January
1927

HOCKEY PRACTICE AT MILLS COLLEGE SUMMER CAMP

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education . . . . Washington, D. C.

GOVERNMENT PRINTING OFFICE

CONTENTS

	Page
Complete State Support Wisest Way to Finance Public Schools. *Fletcher Harper Swift*	81
Prevocational School Serves Special Needs of Retarded Girls. *Adelaide Lamport*	83
New School Provides Training for Leaders in Recreation. *Weaver Pangburn*	87
Well-Being and Happiness Are Promoted by Adult Study. *L. R. Alderman*	88
Young People Do Not Acquire Proper Sense of Responsibility. *John G. Sargent*	89
Editorial: State Centralization in Public-School Maintenance	90
Schools Are Changing the Languages of Nations	90
Juvenile Protection Work of Congress of Parents and Teachers. *Mildred Rumbold Wilkinson*	91
Important Studies in Secondary Education Are in Progress	92
Industrial School in Contact with Manufacturing Establishments. *Ralph J. Blais*	93
A Camp Summer School Housed in Comfortable Residence Halls. *Rosalind Cassidy*	94
Washington Associations Aid Dependent Children. *Mrs. James W. Byler*	97
Earnestly Striving to Revive Irish Language and Literature. *James F. Abel*	98
New Books in Education. *John D. Wolcott*	100
Only Those Should Teach Who Reach Acceptable Standards. *James E. Russell*	Page 3 of cover
Foremost Need of American Secondary Education. *Henry Smith Pritchett*	Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education*, JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., JANUARY, 1927 No. 5

Complete State Support Wisest Way to Finance Public Schools

Simplest and Most Equitable Way to Equalize Educational Opportunities. Delaware has Adopted it with Limitations. Similar Policy in Certain States of Australia. In France and Germany Teachers' Salaries Paid by State. Alternative Plan Provides Substantial State Equalization Fund. Participation Contingent upon Levying Tax Equal to Rate of Wealthiest District

By FLETCHER HARPER SWIFT
Professor of Education, University of California

BEFORE we can undertake to offer an equal educational opportunity to every child in the State we must determine (1) what this opportunity shall include; (2) what it will cost; and (3) whether the funds which can be provided are sufficient to meet the cost. If not, the proposed program must be modified in such manner as to make possible the putting of it into effect. The term minimum program will be used from this point onward to indicate the educational offering which is to be placed within the reach of every child. The most satisfactory way of determining the minimum program would be to set up certain standards as to the kind, quality, number, and accessibility of the educational facilities to be included in this program.

What Shall Constitute Minimum Program?

Shall our minimum program include high schools and kindergartens as well as elementary schools? Shall it include free textbooks and free lunches, free transportation; and if so, under what circumstances? To what extent shall it include all-year supervision. Americanization classes, part-time classes, and supervised playgrounds? How many teachers and other school officers shall be provided? What qualifications shall be demanded and what salaries shall be paid? The foregoing questions suggest the scope and difficulties involved in determining the minimum program. The cost of providing the minimum program will vary from district to district and from school to school. The aggregate cost of providing this minimum program for each district will be the cost which the State undertakes to guarantee and equalize.

A less scientific but far simpler and, therefore, more practical method of determining the minimum program to be guaranteed and equalized by the State is to set up a standard of expenditure per pupil in average daily attendance and to compute for each district in the State and then for the entire State the cost of such an expenditure.

Districts Should Provide Buildings and Equipment

The plan which the present report proposes is to leave to the districts the responsibility of providing the funds to meet the costs of new sites, new buildings, equipment, and debt service, and to place upon the State the responsibility of equalizing a minimum program of maintenance and support. In 1925, 78 per cent of the total annual expenditures of Utah were devoted to maintenance and support, and it is our belief that if the annual costs of maintenance and support were distributed equitably among the districts, they would, without unduly burdening themselves, be able to finance all other items of expenditure.

It has been decided to propose as the minimum program to be guaranteed to every child by the State, the cost of which is to be equalized by means of a State equalization fund, such a program as can be secured by expending for current expenses—i. e., for support and maintenance alone—$70 per child in average daily attendance. This proposal seems justified by present conditions.

The simplest and most equitable way for equalizing educational opportunities and school burdens would be for the State to pay all the cost of the minimum program and to levy a State tax which would produce funds sufficient, when added to all other State funds, to pay all costs. This method has recently received serious consideration in a number of our States but, so far, has not been actually adopted in any State except Delaware, and there with limitations. Delaware, like Utah, after becoming convinced that the evils of the district system were incurable, abolished it and, again like Utah, adopted what was essentially a county unit system. Delaware's experiences with a county unit system further convinced her that the larger the unit the more equal would school revenues and educational opportunities be and the more completely would school burdens be equalized. Acting upon this conviction, Delaware decided to abolish counties as school districts and to make the State a single school district (with the exception of the city of Wilmington) and to draw all school revenues from State funds derived chiefly from a State income tax.

All Costs Paid from State Funds

A similar policy is followed by the individual States composing Australia. In one or two States local communities are required to provide school buildings and funds for costs of maintaining and operating the school plant. In the remaining States all costs (support, maintenance, capital outlay, and debt service) are paid entirely from State funds. In France, Germany, and nearly all other continental

Extracts from Bureau of Education Bulletin, 1926, No. 18, Survey of Education in Utah, Chapter XI.

European countries teachers' salaries are paid entirely from the State treasury. In some cases many other current costs are also paid by the State.

It is our belief that eventually some such plan as that of Delaware or of the Australian States will be adopted by many, perhaps by all, Commonwealths in the United States, and that if Utah could see her way clear to adopt such a plan, it would be the wisest, simplest, most effective, and most equitable manner of providing schools.

Alternative Plan is Proposed

If Utah is not prepared to adopt a plan of complete State support or of having the State provide all funds except those required to meet the costs of capital outlay and debt service, she may, nevertheless, greatly improve her present situation by establishing, in addition to all existing State funds, a State equalization fund to be distributed in such a manner as to equalize district revenues and district school burdens.

Owing to the wide divergencies in the proportion of true valuation, which is at present assessed by the districts, it is impossible to make any comparisons between school districts as to ability to provide school revenues and as to their respective school burdens except upon the basis of equalized and true valuations and equalized or true tax rates. In the outline which follows, and in subsequent paragraphs which will develop in more detail this plan, the terms "valuation" and "tax rate" wherever used will be employed to refer to true or equalized valuation and to rates levied upon such true valuations and which it has been convenient to call equalized or true tax rates. From this explanation of terms we may now turn to a summary of the major policies to be adopted in putting into effect the proposed State equalization fund plan.

No Change in Plan of Present State Funds

1. No change is to be made in the present methods of providing and apportioning the State district school fund, land interest and rental fund, State high-school fund, vocational education funds, and any other existing State-aid funds.

2. In order to share in the State equalization fund, every district must levy a tax of a rate equal at least to that which the wealthiest district will be obliged to levy to provide said district with funds which, together with the moneys received from the State district school fund and all other existing State funds, will be sufficient to pay the total cost of providing the minimum program in this district without aid from the equalization fund.

By the wealthiest district is meant the district having the greatest true valuation per school census child, and by minimum program is meant such program as can be purchased by an expenditure of $70 per child in average daily attendance.

The rate which this wealthiest district levies becomes, in effect, a compulsory minimum tax rate to be levied by every district in the State.

The wealthiest district and all other districts will continue to receive all State grants they are now receiving. The wealthiest district would not, however, share in the State equalization fund nor would any other district share in the equalization fund which could meet the entire cost of the minimum program from the proceeds of its quotas of existing State funds plus the proceeds of the minimum tax.

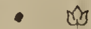
Districts Levying Higher Taxes Not Penalized

3. Any district which wishes may levy a rate greater than that required for participation in the State equalization fund, but in apportioning the equalization fund the State shall disregard moneys provided by districts through levying a tax rate higher than the minimum compulsory tax. In other words, no district which exceeds the minimum compulsory rate shall be penalized by the State through deductions from the quotas of the equalization fund to which such district is entitled, nor shall it be given additional aid from the equalization fund for this reason.

4. Every district shall receive from the State equalization fund an amount representing the difference between the cost of providing said district's minimum program and the sum of the proceeds of the district minimum tax plus all grants to which the district would be entitled from the now existing funds.

Procedure Under Alternative Plan

The steps in putting into effect the proposed plan will consist in (1) determining the cost of the minimum program for each district; (2) determining the total amount of aid which each district will receive from all existing State funds; (3) determining the rate which the wealthiest district in the State will be obliged to levy upon its equalized or true valuation, in order to provide a sum equal to the difference between the cost of its minimum program and the moneys it will receive from the State land interest and rental fund, State district school fund, State high-school fund, and any other existing State grants; (4) computing for each district in the State the proceeds of a tax levied upon its equalized or true valuation of the same rate as that levied by the wealthiest district; (5) for each district in the State computing the sum of the proceeds of this compulsory minimum tax and the proceeds of grants to which the district would be entitled from all existing forms of State aid; (6) determining the amount which the district will be entitled to receive from the State equalization fund by subtracting from the total cost of the district's minimum program, as determined in step (1), the sum as computed in step (5); and (7) computing the total equalization fund to be provided by the State by adding the grants which each district is entitled to receive from the State equalization fund.



More Time Allotted to Manual Arts

An increase in the time allotted to manual-arts courses in public schools was reported by 221 out of 307 representative cities in the United States which responded to a questionnaire sent out by the Interior Department, Bureau of Education. Results of this survey, conducted by Maris M. Proffitt, specialist in industrial education, and covering the period 1915 to 1925, have been published in Industrial Education Circular No. 26. If replies from the cities participating in the survey, all of which have populations of 5,000 or more, are typical of the remaining cities of the same class, it may be assumed that 72 per cent of the larger cities of the country, during this 10-year period, increased in their schools the time allotted to manual-arts work. The greatest increase in time allotment for this course, 64 per cent, occurred in cities having from 5,000 to 10,000 people. All cities of more than 20,000 population included in this study offer manual-arts courses, and no city of more than 50,000 population reported a decrease in the time allotted in public schools to manual arts.

University Women Foster Child Study

Study of the preschool child by groups of women is sponsored by the American Association of University Women. Outlines of study are supplied by the educational secretary of the association under whose general supervision the work is conducted. The approximate number of groups has increased from 23 in 1923–24 to 83 groups in 1924–25, and to 157 groups in 1925–26. During the past year at least 1,500 women in 38 States were enrolled in these study groups.

More than 1,000 persons attended the annual short course for farm people at Alabama Polytechnic Institute, Auburn. Sixty counties of the 67 in Alabama were represented.

Prevocational School Serves Special Needs of Retarded Girls

Provides for Girls Between 14 and 16 to Whom Regular Schools are Not Suited. All Work is Ungraded, but Girls are Divided into Homogeneous Groups. One-Third of Time Given to Academic Work, Two-Thirds to Homemaking Subjects, Industrial Arts, and Varied Activities. Attention to Adjustment to Social and Vocational Environments

By ADELAIDE LAMPORT

Head Teacher Prevocational School, South Bend, Ind.

AN EXPERIMENT in education is usually the outgrowth of a real need. This is essentially true of the Girls' Prevocational School at South Bend, Ind. It is the result of an attempt to meet and solve a series of problems which confronted the school administration at the close of the war.

During the industrial depression of 1919, the younger workers were the first to suffer the loss of their jobs. The law in Indiana required all children under 16 to be in school unless another job was obtained within a period of five days. Naturally the regular school did not receive these children with open arms, and having considered themselves free from the school attendance required, the children did not return to school in a cheerful frame of mind. It was therefore thought best by the school authorities to organize a centrally located school, primarily to take care of this group and thus avoid the disorganizing effect of placing these children in the regular schools.

Because of overcrowded conditions in the public-school buildings, the new school was housed during its first two years in a parochial-school building that was not used at that time by the church. Both boys and girls were accommodated. During the year 1920–21, 254 employed boys and girls were returned to school because of unemployment. These children varied in education from fifth to tenth grades. The academic work given them was made as practical as possible; shop work was given to the boys, and cooking and sewing were given to the girls.

At the opening of school in September, 1921, a new problem was encountered. A new child-labor law had been passed in Indiana in March, 1921, and was made

The lovely club room is the girls' own, for they raised the money to furnish it

effective in May, 1921. This law made it necessary for all children under 16 to complete the eighth grade before being eligible for a working certificate. All children who had previously received permits on less than an eighth-grade education were compelled to return to school. This meant that during the two following years many children (an average of 15 or 20 a month during the first year) were forced to return to school. This difficulty was met by continuing in operation the school that had been organized to take care of the unemployed after the war. The children were then segregated, classes for girls were held in one of the old ward-school buildings, and the boys to a large extent were accommodated in the Boys' Vocational School.

Conditions Required New Type of Work

After the two-year period necessary to make the transition from the old law to the new, still another problem, the outgrowth of the enforcement of the law, presented itself. It was found that retaining practically all children in school until they were 16 years of age meant clogging the sixth, seventh, and eighth grades with overage and retarded boys and girls who formerly had been permitted to leave school. The ordinary course of study offered in these grades ceased to interest such children, who were finding this type of academic work beyond their abilities.

In order to relieve this situation, which seemed to be more or less permanent, steps were definitely taken to meet the needs of the girls in this group. Accordingly, after several attempts in various buildings and with a variety of teachers, an organization was planned in September, 1923, and teachers were employed specifically to work out this problem.

No publicity was given during the first year, but whenever a girl was found who was recognized as a misfit in the regular schools a transfer was made. A head teacher was placed in charge and she, together with Miss Ada A. Hillier, supervisor of home economics, and Miss Dernbach, director of vocational and educational guidance, gradually worked out a course of instruction and definite policies which have now been in operation for three years. During the first year (1923–24) the school occupied two rooms and enrolled about 50 girls. It now occupies the entire 10 rooms of a centrally located building formerly used as a ward school and accommodates from 175 to 200 girls.

The foods laboratory is the source of a small profit

An idea of factory work is gained in the power sewing machine room

As the preceding paragraphs indicate, the school endeavors to serve the special needs of the retarded girls who will leave school at 16 years of age and enter unskilled work in factories and shops or general maid service in the home. The greatest needs of this type of girl seem to be:

1. Ability to adjust herself to her social and vocational environment.

2. Aid in developing into a woman with a wholesome attitude toward work, play, home, friends, the community, and social institutions.

3. Aid in enabling her to make the most of her native resources and live a happy and useful life of service.

Definite Admission Requirements are Fixed

It is, of course, necessary to have a definite basis for admission. The following is used:

1. Girls between 14 and 16 years of age who are two or more years retarded.

2. Girls between 14 and 16 years of age who have completed the eighth grade with low grades and are incapable of doing regular ninth-grade work with creditable success.

3. Any girl past 14 who needs special preparation to meet her individual problems when she leaves school, and for

which the regular school can not make ample provision.

4. Girls between 14 and 16 years of age who have been employed and are temporarily out of employment, or have been required to reenter school for other reasons.

All students have experience in lunch-room service

The greatest care is exercised in admitting girls. The principal of a school may refer any girl who he thinks is eligible to the office of the vocational guidance bureau where all the information bearing on the case is carefully considered before a final decision is made. Standard intelligence tests are given and their results are thoughtfully weighed before applicants are admitted. Records of these tests are kept on file in the school office.

All of the work is ungraded. The girls are, however, divided into homogeneous groups as far as possible.

Equipment Meets Needs of School

The building in which the school is housed has been supplied with equipment necessary for this type of school. It comprises the following: Three academic rooms, an art room, a home-sewing room, a power sewing-machine room, a foods laboratory, a lunch room and cafeteria with a kitchenette, an assembly room, a nurse's room, a rest room, a clubroom, and the principal's office.

The faculty includes seven teachers, a school nurse one day a week, a music instructor one-half day a week, and a gymnasium teacher one hour daily.

School begins at 8 o'clock and closes at 3. The majority of the girls remain at school through the noon hour, which makes practically a seven-hour day for both teachers and pupils. The teachers take turns in staying at noon, two teachers being on duty each day.

About one-third of the day is devoted to academic work, the other two-thirds to home-making subjects, industrial arts, and varied activities. Each morning a short assembly is held. Special assemblies are also held from time to time.

The problem of providing worth-while training for this type of girl is a double one. In the first place there will probably be a short period of from one to five years of wage earning in some unskilled occupation, and then very likely she will marry and enter a home of her own, assuming all the responsibilities of home maker. Because of this, the organizers were faced with the question: Shall the training provided during the brief period she will remain in school be for one type of work to the exclusion of the other or shall she be trained so as to come to the best realization of herself and her relations to those with whom she will come in contact—her family, her friends, her employer, her coworkers, and the community? In other words, shall the type of training be such as to enable her to make her social and vocational adjustments? If so, the curriculum must necessarily furnish something which will meet the social needs of this type of adolescent girl and can be interpreted in terms of present experiences.

Objectives of the Curriculum

Consequently the school, through its curriculum, endeavors to provide:

1. Minimum essentials in the academic subjects which must form part of the social equipment of every self-directing member of society.

2. A maximum of activities in which the girl herself participates so that she can experience under guidance the problems she is bound to meet later in social and industrial life.

3. Through this participation to train the attitudes, appreciations, ideals, and abilities which will become a part of her permanent equipment.

4. Subject matter that will increase understanding and appreciations of civic and social institutions.

Household problems are taken up in the home sewing room

With these objectives in mind the curriculum has been made to include: Applied mathematics, English, spelling, community civics, occupations, personal hygiene, and health, infant care and hygiene, industrial arts, manners, power-machine sewing, foods, clothing, gymnasium, and music.

In applied mathematics practice is given in the fundamental operations, in keeping personal budgets, all manner of household and family expenses, and savings accounts.

The aims in English are to train in expressing one's thoughts clearly and easily, in writing friendly and business letters legibly and in correct English and to inspire a love for reading and so instill in the girls the desire to devote a part of their leisure now and after leaving school to good reading.

Weekly Lessons in Thrift

The connection with community civics all of the girls are taken each year on a series of "know your city" trips. Weekly classes in thrift are also held and at this time the girls do their banking, a large percentage taking part in this.

In addition to her regular duties the school nurse gives an interesting and helpful course on "infant care and hygiene." She also gives demonstrations in shampooing and manicuring as well as a number of lectures on the care of the teeth. All demonstrations by the nurse are followed by similar demonstrations on the part of the girls in their daily hygiene classes.

The course in clothing includes the making of the following articles: Cooking uniforms, bloomers, slips, nightgowns, pajamas, and dresses. Stress is placed upon the care and repair of clothing, including darning and patching, relining coats, and remodeling garments. A number of household problems are also introduced throughout the year.

No Outside Help in Lunch Room

The course of study in foods is so arranged that every girl receives instruction and experience in the lunch-room work. The girls have full charge of the lunch room with no outside help employed. Approximately 150 girls are served each day. The purpose of the lunch room is to provide a proper lunch at a minimum cost. The cafeteria is on a self-sustaining basis but no profit is made. Through this work appreciation and knowledge of proper foods for a school lunch are learned—also marketing, cafeteria serving, checking number of servings, banking, and paying the bills. Neatness, sanitation, and accuracy are emphasized in this course.

In December, 1925, a school girls' exchange was opened. The purpose of the exchange is to give the girls an opportunity to prepare foods in quantities, thereby giving them a wider range of experience. A small profit is made on these products which is used to buy equipment for the department. The following illustrates the kind of goods for which orders are received: Cakes, pies, cream puffs, drop cakes, Boston brown bread, nut bread, doughnuts, plum puddings, rolls, and salad dressing.

Factory Methods in Power-Machine Room

The power sewing-machine room is equipped with 14 power machines. Girls who are within six months of their sixteenth birthday are given instruction in this work. The instructor is a young woman who for several years prior to beginning work at the school was an instructor in this same type of work at a local factory. A system similar to that of a factory prevails in the classroom, thus giving the girls an idea of factory work and fitting them for it if they desire to enter that line of industry. The girls make boys' shirts, which are sold at a local department store. Except for sewing on the buttons, making the buttonholes, and laundering, the shirt is completed in the school classes. An average of 140 dozen of them is made during the school year with the classes in session during the mornings only.

One very important feature of the school is that of home calls, made by the various teachers. Each home represented by the girls is visited. Reports of each visit are typed and placed on file in the school office for reference. By means of these calls the school and the home are brought into closer contact and the teachers are enabled to help each girl with her individual problems in a more sympathetic and intelligent manner.

Social Instincts are Cultivated

Upon enrolling in the school each girl automatically becomes a member of the Alpha Club. The aim of the club is to broaden and enrich the lives of the girls by bringing them into closer contact with each other and with the high ideals that form the basic foundations of the organization. Each girl is given for her very own the club handbook and is encouraged to work for the various honors and awards of the club.

The school also has a Camp Fire group, "Netopew," which meets once each week with one of the teachers as guardian.

The pride of every prevocational girl is the lovely clubroom. The girls feel that this is really their own, inasmuch as they raised the money to furnish the room at a Christmas bazaar in 1925. The room is used for all club meetings and is also open to the girls through the noon hour.

Believing that socialization is an important part of a school of this nature, social affairs are frequently given, including Hallowe'en, Thanksgiving, Christmas, and Valentine parties.

The outstanding feature, of the third year of the school's existence was the Christmas bazaar held at the school building in December of that year. A fund of approximately $850 was taken in, the actual profit being about half that sum. All of the articles sold were made by the girls in the three departments of foods, clothing, and industrial arts. Fruit cakes, plum puddings, Christmas cookies, jellies, and pop-corn balls contributed by the foods departments were among the articles which proved especially popular. Dainty lingerie, aprons, and toys made by the sewing classes attracted many patrons. The girls in the industrial arts department contributed an infinite variety of reed baskets, rag rugs, party favors, candlesticks, and quantities of other art novelties. Although the bazaar represented an unusual amount of extra work, the girls felt amply rewarded in the satisfaction of having themselves earned the money to buy the furnishings for their clubroom.

Majority Leave School at 16

Although the girls are urged by the teachers to remain in school after their sixteenth birthday, the majority leave at that time. In some cases it is very necessary that the girls assist their mothers with the home duties or, as is true in some instances, assume entire charge of the home. Other families need the economic assistance the girls can give and so the latter are forced into industry.

Several weeks previous to her sixteenth birthday each girl has an interview with the placement counselor of the vocational guidance bureau. Then, later, when she becomes 16 the counselor seeks to place her in that kind of employment for which she seems best fitted and for which the teachers in the school recommend her.

Formal Instruction for Deans of Women

Special courses for training advisers of girls and deans of women have been established in at least 24 higher institutions in the United States, as shown by a survey conducted by the National Association of Deans of Women. Courses vary somewhat in the different institutions. In 10 institutions courses in relation to the high school only are available; in 6 courses in relation to higher educational institutions as well as to high schools are offered. In others, the particular field of interest was not stated. The dean of women is the instructor in charge in nearly all the institutions, and replies from 19 indicate that credit of from one to six semester hours is granted.

New School Provides Training for Leaders in Recreation

National Recreation School Began Operations Last October. Need of Trained Leaders Has Long Been Felt. Playgrounds Can Not Function Without Competent Director. School Entirely Separate from Other Institutions.

By WEAVER PANGBURN
Playground and Recreation Association of America, New York City

A GROUP of earnest people in an American city recently had high hopes of establishing a municipal recreation program. "At the next election," they decided, "we shall have the people vote on taxing themselves to support playgrounds, athletic leagues, social recreation, dramatics, and other activities. But first, we must 'sell' the idea to the voters." They agreed on a seven months' demonstration program privately financed as a means of "selling" the idea. "Now we must have a leader," they said. So they selected a nice young man who was an athlete and loved children. He was a local boy. Why go outside our own city? Feeble voices were raised to suggest that a trained man might be more effective, whether he was a local boy or foreign. But the home boy was selected.

Lack of Trained Leadership is Disastrous

Seven months and election day arrived. When the returns were counted, it was found that the people had turned down the recreation proposition flat. What they had seen of the demonstration failed utterly to convince them. The young man who, after all, was an intelligent young man, wrote the Playground and Recreation Association of America and asked, "How can I get the kind of training that will make me a qualified leader?"

Many an enthusiastic plan for public recreation has failed for lack of a leader who knows children, knows the technique of games and athletics, knows what activities will build character habits and what will not, knows where his program is heading, and can see the community recreation program as a whole as well as in its individual parts. The playground without a trained leader is a failure. Can children educate themselves? Turn them loose in the school without a teacher and find out. Can a playground function without a leader? Ask the women's clubs, service clubs, and parent-teacher associations who have tried it and hear their story of the smashing of swings and slides by the big boys, or the reign of the bullies and the sure decline in playground attendance.

We need more recreation facilities in our schools, in our churches, in our parks, in our public lands, but above all we need trained leaders.

To meet this demand, the Playground and Recreation Association of America established the National Recreation School in New York City last October. It is a graduate school to train for the profession of recreation leadership. All of its students are college graduates or have had the equivalent of four years of college training. Thirty-one institutions, including Brown, Chicago, Columbia, Minnesota, McGill, Missouri, Indiana, Wesleyan, University of Southern California, Syracuse, Purdue, and Reed College are represented. The students have come from 18 States and Canada.

This school is the only institution in North America which combines a broad training in both physical and "cultural" recreation. The course includes instruction in the following topics: Games, athletics, social recreation, community drama, handcraft, folk dancing, nature study, camping, problems of recreation finance, publicity problems, personnel problems, character-building problems, boys' and girls' clubs, home recreation, program making, community centers, play in institutions, play facilities, park recreation problems, special celebrations, helping churches plan their recreation, city-government problems related to recreation, surveys, school-recreation problems, organization, and administration, and nature of man and function of play.

Able to Organize Dramatics or Soccer

It is the purpose of the school to send forth young men and young women inspired with a community viewpoint and trained to minister through their leadership to the whole recreational need of the individual and the city or town. The graduates are to be spare-time organizers, able to organize a group interested in community dramatics as well as a soccer or football league, and sensitive to the tastes of the boy or girl who has an artistic bent as well as to the one who has a zest for boxing or for camping out.

Prof. Alfred G. Arvold, founder of the Little Country Theatre, who recently completed a series of lectures and demonstrations at the school, has stated: "This school will send forth leaders who are not only efficient but also broad-minded; men and women in whose training athletics and games, dramatics and music, have been finely coordinated."

The school is not connected with any other educational institution, although the association has drawn upon the faculties of many leading universities for instructors and specialists. Among the latter are Peter W. Dykema, professor of music at Columbia; Alfred G. Arvold, founder of the Little Country Theatre, North Dakota; William Burdick, M. D., director of the Playground Athletic League, Baltimore; George E. Johnson of the graduate school of education, Harvard; Jay B. Nash, associate professor of physical education, New York University; Charles English, supervisor of recreation, Board of Education, Chicago; William G. Vinal, forestry department, Syracuse; Joseph Lee of Boston; Harrison G. Otis, city manager of Clarksburg, W. Va., and many others.

Entirely Separate from Other Institutions

In keeping the school entirely separate from other institutions, it is believed that a close contact with the work that is done in numerous American communities may be maintained and that a more flexible and practical type of instruction can be given. The school term is 36 weeks and comprises 24 hours per week of lectures, discussions, and demonstrations, and 12 hours per week of field work. The student body is limited to 50.

Every student is required to do 12 hours of field work each week. Many of them obtain this opportunity in the regular employment they have secured in New York City settlements, clubs, churches, and other organizations. Every student in the school is engaged in outside employment which pays part or all of his expenses. New York is rich in opportunity for student self-help of this kind. The outside work contributes to the effectiveness of the school's training.

When the students have completed the course, the association will help them to secure positions, some as directors of recreation, others as assistants or leaders of special activities. They will go out to the various cities in all parts of the country, not simply to run playgrounds or organize baseball leagues or put on pageants. They will go out to uncover the latent talent for music, drama, art, and play that exists abundantly everywhere in America and only awaits opportunity for self-expression. These young men and young women will help usher in the new American civilization and American culture, on whose threshold the association believes the country now stands.

In the new public-school buildings at Ironwood, Mich., the library is the central point, with study halls placed around it.

Well-Being and Happiness are Promoted By Adult Study

Adult Education Merely Another Stage in the Educational Program Already Begun. A Proper Function of the State. Results Achieved Wherever Individual May Be. Libraries, Extension Service, and Evening Schools Contribute

By L. R. ALDERMAN

Specialist in Adult Education, Bureau of Education

UNTIL VERY RECENTLY only a few people had much leisure. Now most people in our country have some leisure. Until comparatively recently it was taken for granted that education was only for the few and had but little relationship to what one did; that it was related only to what some people thought. Now that education is a part of what everyone does and thinks it has purpose and meaning, in some degree, to all. Nor does the need for it stop with youth. Childhood will always be considered the best time to acquire the tools of education, but the truth is now dawning upon the world that all of life is needed for education. Education is adjustment to life, and one needs constant adjustment. More and more people are discovering that their greatest enjoyment comes from their continuous effort to understand their complex and wonderfully enlarged—and, indeed, ever-enlarging environment. More and more people are discovering that their mental capacity, instead of growing less after maturity, increases with experience and use. Mental activity creates hunger. This mental hunger for opportunities and recognition is the most precious thing in modern civilization, as it is this that makes possible achievement and higher planes of living.

Not a New Kind of Cult

By adult education we do not mean something new or some new kind of cult. We mean only the development of our education, that has in the past been mainly for youth and adolescence, for the whole population. It is merely another stage in the completion of the educational program that has already been started.

It is evident that this newer concept of education gives a new meaning to all education. It will no doubt have a tremendous influence on the education of young people, as well as of adults.

To educate all of the people always looks like a gigantic undertaking and might well cause alarm if it meant that this enlargement of the educational program had to be taken care of in educational institutions and largely at public expense. In the main the expense will be borne by the individual and the results achieved in the home, in the place of business, and wherever the individual may be.

That well-being and happiness are fostered by study is a growing belief evidenced by the astonishing increase in the number of those who learn as they earn in all civilized countries of the world. "To-day, there are at least five times as many adults, men and women, pursuing some form of educational study as are registered as candidates for degrees in all the colleges and universities in the country." Adult education has untold possibilities for the development and happiness of the race. It is a truism that the welfare of a State depends most of all upon the intelligence and integrity of its citizens.

Duty of State Toward Adult Education

The question about which we are most concerned is, "What is the proper function of the State in regard to this kind of education?" Has the State lived up to its full opportunities when it has provided the educational machinery known as the elementary school, the secondary school, and the institutions of higher learning?

The common justification for State support of education is that it is a protection to the State. What justification can there be for teaching a child of 9 to read at public expense and denying the same opportunity to a citizen of 21? If the purpose is the protection of the State, then there is even more urgent need for teaching the voter of 21 than there is for teaching the child of 9. While it is doubtful that anyone would question the responsibility of the State to provide elementary education for all its citizens and even for its prospective citizens, it is an open question as to how far the State should go in aiding local districts to provide higher educational opportunities for adults. Nearly every State in the Union does provide practically free education without regard to age to those who attend its institutions of higher learning. Why should not the same opportunities be given to individuals who can not go to its institutions?

The main instruments a State has for the promotion of the education of its grown-ups are libraries, university extension service, and evening schools.

There probably has been no branch of public service that has grown more rapidly in the past quarter of a century than has the public library. This is partly due to the changed theory of library service. Formerly there was too much of the idea that the library was merely a collection of books and the librarian the keeper of the books. To-day the idea is that the librarian is one who distributes books and makes the library the accepted center of a community's intellectual life. The public library, with capable librarians, may be made a most potent force in promoting all kinds of educational activity in a State. It supplements every form of education, whether public or private.

First, Proper Guidance and Leadership

If one were to write down the conditions under which grown men and women who have their regular work to do could best use their leisure time in self-improvement, he probably would have among the requirements: First, that the study should be pursued under careful guidance and capable leadership; second, that it should be on a subject suited to the individual; third, that it should be carried on at such a time as the individual can give to it; fourth, that it should be given in the neighborhood of the home of the individual; and fifth, that in some cases it should be carried on in groups and in some cases by correspondence. If, after he has stated all these conditions, he were to read a leaflet explaining modern university or college extension, he would discover that he has actually described extension service.

Extension education is of universal application. It can be carried to the most remote places in the State. The plan of instruction is most flexible, as it can be made available to an individual as well as to a group. It is not a "seasonal job." School is never "out" in extension education.

Extension Service May Be Self-Supporting

Extension instruction is less expensive to the State than any other form of education because it can, in the main, be made self-supporting. In localities where classes are not sufficiently large to enable them to pay for the cost of the instructor, State aid is needed. The deficit created by small classes, however, may be offset in part by a surplus in localities where classes are large. If the extension department of an institution may organize classes only in those localities where they may be assured sufficient numbers to pay for the cost of instruction, its usefulness is greatly limited. The State should not fail to provide needed courses to small groups. There is a growing belief in the United

Extracts from Bureau of Education Bulletin, 1926, No 18, Survey of Education in Utah, Ch. IX.

States that the first two years of college work can be taken very successfully by extension methods at evening sessions. A relatively large number of young people who finish the local high schools can not go to higher institutions of learning. This fact offers a very fine opportunity to State colleges and universities to render a real service by extension methods. Students who earn even a few credits by extension work are very apt to go to college and continue their studies. To limit these opportunities to those localities that can pay the entire expense is manifestly unfair to those who, because of their small classes, are not able to cover the entire cost of the instruction. Surely the individual who is unfortunate enough to be compelled to earn while he learns is as worthy of State aid as that individual who is able to spend his entire time at the institution of learning. The extent of extension service should be governed by the felt need of the locality and not by the size of the classes it is possible to organize.

Benefits of Instruction are Immediate

From the standpoint of both the State and the individual the returns on extension instruction are the most immediately profitable of any type of education. Especially is this true for those cases which are related to the occupation in which the individual is employed; for example, courses in mathematics and drafting for the builder and architect and courses in education and business for the upgrading of the individual.

In order to furnish an educational program equitable to all the people of the State, the extension program must be developed, not from a single institutional point of view, but in accordance with the needs of the State.

The modern State finds in extension service its most direct means of bringing systematic educational opportunities within the reach of all its citizens. The growth of extension education has been rapid since the University of Wisconsin demonstrated its ability to move the campus fence to the extreme boundaries of the State. Almost all State educational institutions now have extension departments that are, in some measure, meeting the demand in their States.

Application for music as a major study has been made this year by 168 senior students in public high schools of Baltimore, who are now under private instruction. This number will probably be increased by at least 100 additional students through matriculation at Peabody Conservatory. During 1925-26, 226 pupils in senior high school majored in music.

24729°—27——2

Young People Do not Acquire Proper Sense of Responsibility

No Longer Compelled to do What is Distasteful, but Life is Made Pleasant and Smooth: Pupils Content to Memorize Facts Sufficiently Well to Pass Examination, Leaving Time for Pleasures. Should Form the Habit of Doing Things Well

By JOHN G. SARGENT
Attorney General of the United States

IT SEEMS TO ME that 30 or 40 years ago, in New England at least, men were more zealous to maintain their legal rights, private and public, than is the case to-day. Certainly principles and policies were more often and more earnestly discussed; there was more general interest in having a closer relation between what is and what ought to be.

What was the reason for the mental attitude then? What is the reason for it now? Discipline was sterner; regard for authority was higher. Once we did our work as children when and as we were told, without any thought of questioning whether we should or should not do it. We acquired, grew up in the habit of obedience. Now we hear on every hand—and practice—the doctrine that children should not be compelled to do what is distasteful, but life should be made pleasant and smooth. Result, we are growing day by day less careful, less watchful of our own conduct, and expect to get along some way, whether we sail by the chart, whether we play the game according to the rules, or not.

We expect that if our boat goes on the rocks from disregard of sailing directions and warning signals, which, if followed, would surely keep us away from them, some kindly hand will be extended to save us from drowning, our cargo from loss. We seem to have forgotten that sooner or later we must in some way suffer the consequences of our negligence, our violation of the rules. * * *

In school once the youth's course of training was selected and prescribed by the experience and judgment of his elders; the aim was not to load his mind and memory with practical knowledge only, but to train him to think, to reason, to exercise the faculties which enable him to form correct judgments. There was not much regard paid to whether the process was particularly pleasant or not.

Now, the boy or girl of 15 or less selects what subjects of study he or she will pursue, and usually selects them with a view to their practical use in what, at that age, he thinks he will make his life work, and to making his course easy by choosing what he can learn the required amount of most readily.

The aim is not to acquire the faculty of study, the ability to grasp any subject and master its details and meaning, but to acquire, to memorize a mass of facts sufficiently well to pass the examinations and to leave time for all the diversions and pleasures, the automobile, the moving pictures, the radio, sports, and what not; and with it all, the idea in the mind of parents is that the great, the supreme duty on their part is to make the lot of the children as pleasant as possible by providing more and more of entertainment and requiring less and less of real work, and seeing to it that infractions of rules do not bring unpleasant penalties.

This may seem to you like mere scolding, faultfinding; but can you help feeling much disturbed by the growing tendency to allow—to cause—our young people to grow up without acquiring that element of character which, for want of a better name, may be designated as responsibility?

Do you not all agree that there is no way to learn to combine colors to reproduce the tints of nature except by mixing them; there is no road to competence, proficiency, knowledge, good citizenship, except by practice; long laborious practice with attendant weariness and frequent discouragement; and there is no way to make men and women capable of bearing the responsibilities of mature years, able to see the necessity, the absolute necessity of attention to and performance of duty first, but by seeing to it that they when children have duties to perform, and perform them, before they play?

There is no way to rear a lawyer who will study his client's problems and cases and familiarize himself with the last details of the facts and the law but to see to it that as boy and student he acquires the habit of looking about when a thing is seemingly done to find if there is not something more to finish it; the habit of doing things not in the easiest way, but the best way; the habit of doing a thing well for the sake of doing it.

Extracts from address before Missouri Bar Association, Kansas City, October 2, 1926.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

JANUARY, 1927

State Centralization in Public School Maintenance

STATE responsibility for all moneys required for the maintenance of schools is recommended for adoption in Utah by the Survey Commission headed by the United States Commissioner of Education; and that plan of financing schools is declared the simplest and most equitable way of equalizing educational opportunities.

The suggestion is not radical, as it may seem at first blush, nor is it even essentially novel. The whole tendency of development in school administration since the establishment of public schools has been in the direction of State centralization, and the adoption of the commission's proposal would be but frank recognition of the appropriate and inevitable result of that tendency.

Many court decisions have emphasized the supremacy of State control; county superintendents, union superintendents, and supervisors to assist county superintendents are employed and paid directly by the State in several States; courses of study and textbooks are habitually prescribed by State authority; high schools are regulated and standardized by State inspectors; teacher training is recognized as a State function; the qualifications, always, and the minimum salaries, sometimes, of persons employed to teach are fixed by State law or State regulation; State directors supervise nearly every detail of instruction and school economy; local taxes are laid, prescribed, or limited by State law; State funds in great variety supplement receipts from local taxation. What further intermediate step need be taken before the complete district support and complete diversity of a century ago is definitely transformed into State support and State equality of opportunity? What means other than this would overcome the distressing differences in material possessions which appear in every State? What loss would appear to contraindicate the change, in view of the plain advantage in simplicity, equality, and efficiency?

Interest and initiative were once supposed to depend upon local maintenance and direction. But one by one the threads of control have been relinquished by the immediate community. The district system became the town system in New England; members of school boards of cities generally are elected at large instead of by wards or districts; many rural schools in every State have been consolidated; county systems have been established; and in every State limitations by State authority have restricted the action of local boards—and every change which has enlarged the unit of administration has been beneficial to the quality of instruction, and no loss in parental interest has been observed. On the other hand, intelligent enthusiasm for public schools throughout the United States was never so great as now, and never were the relations between parents and teachers so cordial and so helpful to the schools.

The Survey Commission does not include capital expenses in the recommendation for State provision; it goes no further than the minimum program of maintenance, leaving every community to provide buildings, and permitting any community to supplement the State's contribution for maintenance if it so desires.

Undoubtedly this is wise as a practical measure. To expect compliance with this suggestion is reasonable. It has been proved feasible by the experience of other countries, and reasoning based upon our own experience proves it to be desirable. It is enough to undertake as the next step in centralization. If it is undertaken and is clearly successful in its operation, the time will then come to consider whether equalization of opportunity does not mean equal equipment as well as equal maintenance. It would be logical and proper for the State to guarantee a comfortable and sufficient schoolroom for every child in its borders. To do so would be in accord with the conception of the State's duty to its children and it would be no more than some of the States are actually doing at this moment.

Schools are Changing the Languages of Nations

IF Victor Cousin, French philosopher and prophet, had lived a century longer he would have been amazed at the tangible verification which the expansion of popular education has brought to his assertion that one must put into the schools what he wishes to appear in the life of a nation.

Schools in this day are called upon not only to mold the habits of thought of nations but to determine their very language. Revivification of half-forgotten or neglected tongues is in active progress in many countries of Europe. It is said that 30 languages are sharing the restoration, principally as the result, direct or indirect, of the treaty of Versailles.

The measures taken for the establishment of Irish as the national language are typical. In every instance public schools, now become practically universal, are the outstanding instruments for producing a result that is expected to redound to greater racial solidarity and greater national unity.

The use of the ancient Irish language was forbidden in 1367 under penalty of death and confiscation; but the statute apparently accomplished little, probably because no common schools were available then to replace the Irish language with something else. A creditable if not extensive literature developed afterwards, and until the nineteenth century Irish continued to be spoken almost universally in Ireland, especially in the rural districts.

The "national schools" of Ireland established in 1833 employed English. Apparently no active antagonism was shown toward the Irish language and no resentment was aroused, but the use of Irish rapidly diminished. By 1891 only about one-seventh of the people of Ireland could speak the ancient tongue, and nearly all of them were in the western counties.

The Gaelic League was organized in 1893 to promote the preservation and extension of the Irish language, and it quickly attained wide influence. Under its efforts the proportion of Irish-speaking Irishmen gradually grew. In 1900 the teaching of Irish during school hours was permitted in the national schools under certain conditions, and a grant was sanctioned for such instruction in 1907.

The constitution of 1922 of the Irish Free State designated Irish as the national language but continued English as an official language. If we may judge by similar movements elsewhere, there can be little doubt of the outcome of the active efforts described in Mr. Abel's digest of the report of the department of education of the Irish Free State. It is highly probable that within the life of a generation Irish will be, in fact, the national language. The change will inevitably be attended with difficulties. The cost in money will be considerable, and perhaps the emphasis on the language of instruction will in some instances detract from the effectiveness of the teaching of the subject matter. But pride of race and national feeling will be measurably enhanced in the process.

Efforts of Russia and of Germany to obliterate the language of Poland were more akin to the Statute of Kilkenny in 1367 than to the unobtrusive but effective methods of the Irish national schools after 1833. The Poles refused to be coerced into abandoning their language, even though it was forbidden in the schools,

after the repeated partitions of the country; it is said that 15,000,000 persons spoke Polish in 1919. The full rehabilitation of the language by the new Polish Republic offers less of difficulty, therefore, than the authorities of Irish Free State will probably meet.

Restoration of French in the regained Province of Alsace is progressing, and the schools are supplying the most effective means. In the first two years of the pupils' school life, instruction is exclusively in the French language; in the third year and afterwards German may be taught four hours a week as a foreign living language. During the period of German domination the French language was suppressed with characteristic German vigor. It was excluded from the schools, from all official communications, and from everything else that the German officials could control. Notwithstanding the desire of the Alsatians to keep it alive among themselves and their children, the unrelenting efforts of their rulers were nearly successful in displacing French entirely.

It is in Norway, however, that the most romantic of all the language revivals is occurring. What the world knows as "Norwegian" is closely akin to Danish. It has developed since the "Kalmar Union" of 1397. Old Norse, the language of the Norse sagas, has persisted, however, for it has continued to be spoken by the peasants of certain districts, more or less isolated, in each of which a distinct dialect grew up. These dialects were welded into unity by Ivar Andreas Aasen, the great Norwegian philologist (1813–1896), himself of peasant origin. He not only compiled a dictionary of Old Norse words and wrote a grammar of the language, but he composed meritorious poems in it and used it in his prose productions.

His work appealed to the imagination and the sentiment of Norwegians, and the movement in behalf of the "landsmaal," as it is called, has been gaining strength for the past 75 years. About 25 years ago it became a political issue and a bitter controversy raged about it. At present the status of the landsmaal appears to be firmly fixed. It is taught in the schools, and it is the language of instruction if the patrons so elect, each community having the right to choose between the landsmaal and the "rigsmaal," or Danish Norwegian. No one may enter the service of the Norwegian Government unless he can speak both languages.

Finally, let us not overlook the fact that history shows no more convincing evidence of the value of efficient schools in transforming a people than the Americans have presented in the Philippines. Within 25 short years the Filipinos have become practically an English-speaking people.

Juvenile Protection Work of Congress of Parents and Teachers

By MILDRED RUMBOLD WILKINSON
Assistant Manager of Bureau, Furnace Brook Farm, Peekskill, N. Y.

RECORDS of the juvenile courts show that, although all children are born equal in the eyes of the law, inequalities begin with their first breath. Not only are there handicaps due to inheritance, but there are often further handicaps of environment and association that they can not escape.

Giving these handicapped children a better chance is one of the main activities of the National Congress of Parents and Teachers carried on through its juvenile protection department. The chairman of this department has State branches working under her supervision through State chairmen of juvenile protection.

"What the best and wisest parent wants for his child, that must the community want for all the children" is the slogan given the Minnesota workers by the State chairman of juvenile work. The objectives in this State are: To obtain proper child labor and compulsory attendance laws, to procure a juvenile judge for every county or district, and a sufficient number of probation officers for each juvenile court.

Hard to Reform Fixed Habits

In Mississippi each district is forming as rapidly as possible a juvenile protection committee composed of the school principal, a teacher from each ward school, a minister, a librarian, a social worker, and the presidents of all organizations dealing with community needs. The committee in each district meets with the juvenile protection chairman of the parent-teacher association for conference, in many districts as often as once a month. They say it is easier to form a hundred good habits in a young boy than to reform one bad habit in an adult, and with "good habit forming" as its objective the Mississippi branch is making the juvenile protection work a community activity.

In Black Rock, Conn., the parent-teacher association, believing in prevention rather than correction, offers prizes of pins or buttons to all children who are a credit to the community, not only in the schools but in all places and at all times. These prizes are awarded each quarter, and the children are called "credit children" and are eligible to be called upon to act as ushers at plays or entertainments, always wearing their buttons or pins. If their conduct at any time fails to be a credit to the community the pin or button is taken from them.

North Dakota parent-teacher associations are employing police women to chaperone public dances to safeguard the young people. The mayor and commissioners of Portland, Oreg., have printed at the city's expense for free distribution by the parent-teacher associations 20,000 copies of a digest of the laws of Oregon and the ordinances of the city of Portland that pertain to child welfare. Twenty-seven associations have juvenile protection chairmen in this State, and, like Mississippi, they have found it advisable to have a central committee. At the recent State convention a judge of the court of domestic relations led a conference on juvenile work.

Methods of Juvenile Protection Committees

Colorado's State juvenile protection chairman has given all the association chairmen this motto, "Prevention rather than correction," and she has sent to all the following guiding outline:

1. Appoint a chairman of juvenile protection in each county in which parent-teacher associations are organized.
2. Cooperate with the mothers' study circles and with pre-school circles; work with their chairmen for the good of the child in its early education.
3. Create community spirit and wholesome recreation for the child.
4. Influence boards of education to establish special classrooms for the handicapped children and to form definite programs for the overbright children without shortening the number of required years in the grade and high schools.
5. Appoint juvenile court committees in communities where there are courts and
6. Aid in the establishment of juvenile courts and detention homes where there are none.
7. Assist in making marriage laws as safe as roads are made for autos.
8. Urge the registration of dependent children in order that they may not be lost like puppies or kittens that are given away.
9. Become familiar with the important State laws governing juveniles.

The chairmen in California are investigating public amusements and supervising them where it is necessary. Los Angeles County has a law which provides that minors shall not attend public dance halls unless accompanied by parent or guardian. All over the country the parent-teacher associations are carrying on this needed work. The national chairman of juvenile protection is Dr. Miriam Van Waters, referee of the juvenile court, Los Angeles, Calif.

Important Studies in Secondary Education are in Progress

National Committee on Research in Secondary Education Reports Investigations by Eight Committees. Junior High Schools in Villages. Do College Entrance Requirements Prevent Liberal Programs? Characteristics of High-School Pupils

THE executive committee of the National Committee on Research in Secondary Education met in the office of the Commissioner of Education, Washington, D. C., on November 13, 1926. Those present were J. B. Edmondson, chairman, J. K. Norton, W. H. Bristow, George S. Counts, W. R. Smithey, John J. Tigert, Commissioner of Education, William A. Wetzel, and E. E. Windes, secretary. The committee authorized the following report showing status of work under way by the several special committees.

The National Committee on Research in Secondary Education has developed during the year 1925–26 the program of work initiated during the year 1924–25. No new enterprises have been initiated.

The committee on small and rural high schools has centered its efforts on the study of the junior high school in school communities of less than 2,500 total population. Through the United States Bureau of Education it has collected data on the distribution of non-four-year type high schools, by States, population of district, and type of organization by years. The results will show the tendencies for certain types of organization to appear in communities of given size and in specific States. A comprehensive questionnaire covering organization and administration, supervision, extracurricular activities, the program of studies, guidance, provision for individual differences, buildings and equipment, State policies and standards, and legal status has been distributed to schools which agreed to cooperate, and usable returns are now available from approximately 125 schools. The data of these questionnaires are in process of tabulation in the United States Bureau of Education. For supplementary data the chairman of the committee has planned field visitations to approximately 40 schools in 10 States. This field work is planned for February and March, 1927. The study will be completed and published during the coming year.

General Committee Will Meet at Dallas

The committee on the junior high school conference, under the chairmanship of James M. Glass, has delayed its development of a program for the conference pending the completion of studies now underway through several organizations which give promise of furnishing significant material for a conference. At the meeting of the executive committee of November 13, 1926, it was agreed that the time is not now propitious for a national conference, but it was agreed that it is desirable to hold an open meeting of the general committee at Dallas during the meeting of the department of superintendence. The general theme of this meeting will be research in secondary education.

The committee on research procedure, under the chairmanship of Dr. A. J. Jones, of the University of Pennsylvania, has completed its task of preparing a monograph of research procedure, and the completed manuscript has been offered for publication by the United States Bureau of Education.

Bibliography of Current Studies

The standing committee on current research studies, under the chairmanship of J. K. Norton, of the National Education Association, completed and published as a mimeographed circular a bibliography of studies in secondary education under way as of date December 1, 1925. This circular was distributed to schools of education and cooperating organizations. This committee has under way the compilation of a similar bibliography for 1926.

The standing committee on completed research studies completed and published as Bulletin 1926, No. 2, United States Bureau of Education, a bibliography of studies completed during the period 1920–1925. It has under way the compilation of an abstract of research in secondary education completed during the period January 1, 1926, to June 1, 1927.

The committee on large and urban high schools, under the chairmanship of Dr. William A. Wetzel, has studies under way as follows:

1. A study of the relation between college entrance requirements and efforts at curriculum reorganization in secondary schools, by Prof. William Proctor, of Stanford University. Professor Proctor has undertaken to find out to what extent high schools are bound or restricted by college entrance requirements in their efforts to liberalize their programs of study.

2. A study to determine the degree of correlation between intelligence quotients and other ratings determined by tests, and school marks. This study is being made by Messrs. Willetts, Reavis, and Wetzel. The data are now in the hands of Professor Reavis who will be ready to report in February.

The committee on a study of southern association high schools, under the chairmanship of Dr. Joseph Roemer, has planned and collected exhaustive descriptive data concerning high schools of the Southern Association of Colleges and Secondary Schools. The data have been collected through the machinery of the southern association and will be tabulated and prepared for publication through the machinery of that association. The study planned is similar in nature to the quinquennial surveys of the North Central Association. It is contemplated that the final result of similar studies by regional accrediting agencies will afford comparable data for the accredited high schools of the United States. The study when presented in a form acceptable to the Commissioner of Education will be published as a bulletin of the United States Bureau of Education.

Testing Program for Kane County

The committee on a study of educational, psychological, physical, and social characteristics of high-school pupils, under the chairmanship of Dr. George S. Counts, has developed a plan for applying the proposed technique of the study to Kane County, Ill. A memorandum by Doctor Counts described the situation in that county and indicated the nature of the contemplated testing program. The executive committee has, on the recommendation of the secretary of that association, asked that the North Central Association finance an item of this proposed investigation which amounts to $744. The Bureau of Education has agreed to supply the printing and the clerical services requested under another item of the memorandum.

The executive committee feels that this investigation is a fundamental piece of research which promises to afford a sound basis of attack upon a variety of curriculum and administrative problems. It hopes that regional organizations may find it desirable and feasible to use the perfected technique of this initial investigation and apply it to the territory of their own associations.

Cooperation with Graduate Students of Education

In pursuing its policy of making available to graduate students of education in schools of education machinery at the disposal of the committee for purposes of collecting information and publishing results the committee has collected statistical data for a study of senior high school promotion plans for a candidate for the doctorate in the University of Missouri, school of education. The manuscript has been submitted for publication. The

study, it is believed, will prove a real contribution to knowledge concerning secondary school promotional machinery; promotional machinery being defined to include all provisions through which pupil progress is controlled.

Due to the experiences of the committee since its organization in June, 1925, it is the profound conviction of members of the committee that the conception which prompted its organization was good. It is felt that the committee has already contributed services which justify its existence and that secondary organizations are warranted in continued support of the committee.

It is becoming more and more apparent, however, that the greatest possibilities of service by the committee consist in its coordinating and stimulating activities rather than in researches which it may conduct through its own personnel.

Virginia University Students Investigate Local Conditions

Economic and social problems of Virginia have been for three years a subject of special study in the school of economics of the University of Virginia, Charlottesville. So far, studies of 7 counties have been completed and results published, and surveys of 18 additional counties are in progress. Studies of the different counties are made by students registered at the university from those counties. The project is carried out as a part of regular college work and carries credit.

Material collected in studies of nine counties has been utilized during the past three years by teachers from those counties attending the summer quarter of the university, in the preparation of county geography supplements for use in schools of their counties. County superintendents and boards of education have cooperated in these projects and it is planned to continue the work until similar material has been provided for all schools of the State.

In addition, students and faculty members of the university have devoted much time to the consideration of other matters of general concern in the life of the State, and in all 67 research studies, covering a wide range of topics, have been made in the school of economics alone.

To assist freshman high-school students in their adjustment to new conditions and thus to reduce mortality in the freshman year, weekly lectures on pertinent topics will be given by the city superintendent of schools to freshman students in the high school of Walla Walla, Wash.

Industrial School in Contact with Manufacturing Establishments

Weavers of Elbeuf, France, seek to Maintain their Ancient Prestige by Maintaining a Modern Trade School. Students are in Touch with Processes of Spinning, Weaving, Dyeing, and Industrial Designing

By RALPH J. BLAIS

Clerk, American Consulate at Havre, France

ELBEUF, a thriving manufacturing center about 20 miles from Rouen, is known the world over for its fine woven cloths which are sold in all markets as Elbeuf serges and woolens for men's clothing. The cloth-weaving trade has been an industry peculiar to Elbeuf and the surrounding hamlets since the Middle Ages. During mediaeval times, cloth guilds existed at Elbeuf, and a town with such an industrial past naturally is very desirous of maintaining a high standard of efficiency in this trade.

To this end an industrial manufacturing school is maintained in conjunction with the weaving industry where young men are taught the weaving, designing, and dyeing trades as applied to the woolen-cloth industry. This school was organized in 1887 with the approval of the National Minister of Public Instruction. It was created in order that young men who were interested in this trade could grow up with the industry, thus assuring the presence of trained and well-equipped men in this line at all times.

The school is situated in the immediate vicinity of all the important weaving and dyeing establishments. The school has for its object the teaching of the different trades appertaining to the cloth industry in general. The courses include weaving and spinning the wool into cloth, dyeing of the cloth (which course necessitates a thorough knowledge of chemistry), sampling, industrial designing, machinery and its construction, a general knowledge of electricity and of carpentry. The school is equipped to teach both the theory and the practical side of the cloth-weaving trade. Youths receiving the certificates of this school are immediately employed by the weaving-mill companies.

The course extends over a period of three years. During the first three months of the first year students pass their time in the various weaving establishments at Elbeuf visiting the different rooms and inspecting the mechanism and construction of the machines for weaving and spinning, this in order to obtain general ideas of the industry and to help them to determine in just which branch of the industry they would like to specialize. At the end of the first semester the students are placed in that branch of the school which they have chosen as their profession in one of the following four sections:

1. Apprentice foremen; for young men who wish to become in time weaving or spinning foremen.
2. Chemical dyeing; teaching chemistry as applied to the dyeing industry.
3. General mechanic; for young men who prefer the mechanical side of the weaving trade.
4. Carpentry section.

The various sections of the school, sampling room where the woolens are sampled, the weaving and spinning and the carpentry section are fitted with modern machinery. Some machines were made by the student apprentices. The machines are run by 8 and 20 horsepower motors.

The chemical laboratory is very modern and is equipped to permit the students to make analyses of all chemcials and also to mix all sorts of dyes used in the wool-dyeing industry.

The foregoing paragraphs relate to the Elbeuf school in general; that is, the courses which are followed by youths of from 13 to 16 years of age. There is maintained at this school a section of instruction for youths whose ages range from 16 to 19 who do not as yet have any knowledge of the industry but who are desirous of following the cloth-weaving trade. In order to be admitted to the courses offered in this section these youths must present evidence of an equivalent of two years in a high school. The course is essentially technical and is as follows:

1. Theoretical and technical studies: (*a*) Sampling, 3 hours per week; (*b*) weaving, 2 hours per week; (*c*) spinning, 2 hours per week; (*d*) chemistry, 3 hours per week; (*e*) commercial drawing, 2 hours per week; (*f*) electrical and general mechanics, 5 hours per week.
2. Practical studies: (*a*) General weaving industry in all its phases, 18 hours per week.

This course is followed in conjunction with the important weaving firms at Elbeuf, the directors of which are vitally interested in the school and do all that is necessary in order that the students may acquire the practical side of the textile trade.

Official report to Secretary of State.

A Camp Summer School Housed In Comfortable Residence Halls

Outdoor Life Ends at Bedtime. Mills College Offers to Experienced Teachers Advanced Work in Methods of Teaching Physical Education Units. Preparation for Camp Leadership is Emphasized. Swimming, Hockey, Soccer, Hiking, and Overnight Horseback Trips are Features of the Camp. Plans for Enlarged Service in 1927

By ROSALIND CASSIDY
Professor of Physical Education, Mills College, California

SUMMER SESSIONS of American colleges offer a great variety of courses and are given in differing types of environments. None, however, presented the unique combination of environment, curriculum, and plan of daily program which was found in the session offered by the department of hygiene and physical education at Mills College in July, 1926. It was called the Mills College Field Hockey and Sports Camp.

The Mills College campus was chosen for the site of this session. This campus is typical of the beautiful women's college campuses in this country; it presents extensive acreage with variety of woodland of oak, eucalyptus, pine, acacia; comfortable and interesting residence halls; a library; adequate equipment for classroom work and for sports activities; an outdoor swimming pool, riding circle, tennis courts, athletic fields, gymnasium, lake, and bridle paths in the adjacent hills. It is secluded and yet at less than an hour's journey from San Francisco and Oakland.

Graduate-Credit Courses in Teaching Hockey

The main purpose of this summer camp session was to offer to experienced teachers advanced work in methods of teaching physical education units. We had been advised from various sources that experienced teachers in our field were finding much of the work offered in summer session a repetition of materials in which they were already trained, and that this work is sometimes given by persons less experienced than the students. To meet the need thus indicated we offered courses giving graduate credit in the teaching of hockey and basket ball. These were given by Hazel J. Cubberley, an outstanding authority in sports for girls and women. Courses in methods of teaching field ball, speed ball, soccer, and beginning swimming were also included in this advanced group.

A second purpose was to prepare, by offering courses in camp leadership, for the rapid growth in the organized summer camp, which is coming in the West. This purpose shaped our plan of daily living. We ran on a camp program as nearly as we could, having a rest hour after luncheon, a camp fire at night with camp singing, using our whole group as a laboratory unit for those taking the camp leadership course.

A third purpose was to offer a restful, inexpensive vacation to teachers who were not working for summer credit, but wished to come for a month of camp life among congenial surroundings. This we wished to do for the sake of improving the health of teachers. Such persons might ride, swim, play tennis, read, attend evening camp fires, go on the overnight riding trips, or stay at camp, just as they chose. They might take as much or as little part in camp life as they wished, but they would leave at the end of the session rested and refreshed mentally and physically.

Hockey an Excellent Sport for Girls

There were several other purposes which shaped the plan: One was to stimulate the interest among teachers in the West in hockey as an excellent sport for girls; second, to give a chance for teachers to improve their own skill in the sports they are teaching; third, to meet the needs of teachers both in and out of the State by offering some of the courses in education required for the California State teaching credential.

The courses offered for academic credit were

Basket ball.—Fundamental technic and simple games, leading up to the organized game of basket ball. This material is adapted for use in grade and high schools.

Basket-ball coaching and refereeing.—Technic of coaching and refereeing. Discussion and interpretation of rules. Ability to referee and coach must be demonstrated successfully. Thesis required.

Opportunity for Conducting Camp Programs

Camp leadership.—This course is offered to those who wish experience and improved skill in the technic of organized camping from the point of view of camp directors and camp councilors. As much opportunity as possible will be given for conducting actual camp programs, outdoor cooking, evening camp fires, Sunday services, story-telling, dramatics, draft work, botany and astronomy trips, and overnight "hikes."

Field hockey.—Fundamental technic and simple games leading to the completely organized game of field hockey.

Field-hockey coaching and umpiring.—Actual practice in coaching and umpiring by assisting in course in field hockey. Thesis required.

Field ball, speed ball, soccer.—The first week will be devoted to field ball, the second to speed ball, the third and fourth to soccer. This group of games leads progressively from basket ball to soccer.

All-day riding trips are well attended

Field ball, speed ball, soccer coaching, and umpiring.—Actual practice in coaching and officiating by assistance in course in field ball, speed ball, soccer. Thesis required.

A feature of the college campus

Natural and clog dancing.

Swimming for beginners.—Practice and drill in the fundamentals of swimming.

The teaching of swimming.—The theory of teaching swimming with actual practice in teaching beginners in above course.

Life saving.—The theory and practice of life saving, following the American Red Cross methods. Students passing this course successfully will be entitled to the American Red Cross Life Saving Certificate.

American ideals.

Public education in California.

Each Student Has Her Own Horse

Horseback riding.—This course includes 20 lessons, besides one all-day trip and one overnight trip. This assures each student her own horse for the camp season, instruction in the technic of packing and in the principles of teaching riding.

The camp group was housed in one of the most modern and delightful residence halls, a spacious Spanish building which allowed every student sleeping porch accommodations. The housing of teachers in comfort with adequate facilities for hot baths, good beds, excellent meals, etc., was one of our basic plans for the conservation of health. In an actual mountain camp, often the rugged life takes more energy from the busy person trying to get a restful vacation than is realized. A daily rest hour was kept, and 10 o'clock was set for "taps," after which quiet was maintained.

The students wore camp clothes throughout the day, another feature which saved energy. Persons who have done summer session work elsewhere remember the difficulties of changing into gymnasium, swimming, or dancing costume and back again to street clothes as they dash from classroom to activity classes and back again.

We brought our students to the camp on Saturday before the Monday on which class work began. Thus they were all registered by dinner time on Saturday, and our first plans for integrating them all into camp groups began. Saturday dinner was a festive affair, followed by an evening of recreational, get-acquainted games, and dances. Sunday gave us a chance for camp services under the trees by the lake and for our first evening camp fire, with songs in the camp council circle on a wooded hilltop which was dedicated to our camp ceremonies. Monday our class work began. That night we held a treasure hunt for red and blue bandannas. When everyone had found her bandanna the reds and blues withdrew in solemn conference to choose name, leader, and cheer. Thus for the rest of camp we had two teams for all activities—the Savages with red bandannas and banner and the Spanish Buccaneers with the blue.

The daily program went according to this plan:

7.15–7.45, breakfast.

8–9.15, hockey.

9.20–10.35, beginning swimming. California State law.

9.20–10.35, the teaching of swimming.

10.35–11.50, life saving; American ideals; horseback riding.

12, luncheon.

12.30–1.30, rest hour.

1.30–2.45, basket ball; field ball; speed ball; soccer.

2.45–4, camp leadership course; golf; tennis.

4–5, camp craft laboratory period; tennis; bonarro.

4–6, free swimming period; horseback riding; tennis.

6.30, dinner.

7–8.30, evening lecture; country dancing, etc.

8–9.30, camp fire.

10, lights out.

No Overnight Trips Were Missed

This was a six-day-a-week schedule, and overnight trips or hikes were planned for the Sundays at camp. Those who came were not required to take part in these events nor were they required to remain at camp after class times, but the spirit was such that no events were missed.

The students who came to the 1926 camp were experienced teachers, with a few undergraduate physical education major students. They were very enthusiastic and came to get everything that was of value. A splendid spirit was

In camp clothing, students are always ready for the gymnasium

shown in all activities and discussions. There was an unusual chance in this integrated living and working program for valuable exchange of professional ideas. One proof of the values in good spirit and fellowship is shown by the plan made before camp ended to have a reunion in Yosemite Valley in the week between Christmas and the New Year. I have never known another summer-school group to care enough about each other to plan a reunion in the winter vacation.

The new plans for the 1927 field hockey and sports camp are being made along the lines of the 1926 camp. The college has approved a plan to enlarge the service, which can be done in training undergraduates to be qualified leaders in the organized camps now growing so rapidly in the West. This plan takes the form of a certificate of recommendation for camp councillors. There are certain character and personality qualifications for this certificate. The course qualifications are—

For actual practice in teaching swimming

Qualifications for Certificate of Camp Councillor

	Units
1. Organization of summer camps	1
2. Leadership of children at camp (mental and physical growth of girls 10–20)	1
3. Camp activities (nature lore, outdoor cooking, woodcraft, camp dramatics, etc.)	½
4. Arts and crafts (wood block, book binding, batik)	½
Total	3

5. Ability to teach at least three of the following activities: Swimming, dancing, tennis, archery, basket ball, baseball, riding.

Mills College owns a tract of 50 acres on a lake in the Sierra foothills upon which is now being built a mountain lodge. This is to be used as a recreation lodge for the students in regular session, on week ends, and at vacation time. It is to be used in the summer as a summer camp for high-school girls. This will be a laboratory in which our camp leadership students may actually work as councilors. This type of training and experience will be a required unit in the training of the students who are majoring in the department of hygiene and physical education at Mills College.

This camp leadership opportunity, this hockey camp, this summer session, this experiment in integrating the living program and the study program in a beautiful environment we believe is a step forward in educational experiments. Our students were mainly from California last year. We feel that this plan has values to teachers in other States and that the whole group would grow through exchange of ideas from workers in other parts of the United States.

The maximum salary of teachers of elementary grades in the Philadelphia public schools has been raised from $2,000 to $2,400.

Song Contests at Chicago Normal College

Intersectional song contests, introduced last year in assembly programs of the Chicago Normal College, have become one of the most worth-while extracurricular student activities. Three contests were held during the school year. Conductors and accompanists are chosen by the students from their own groups. Each group selects its own musical numbers, and all songs are memorized. Establishment of a musical library of 600 carefully chosen selections by the music department of the school in the spring of 1926, was of great assistance in later contests. No student is debarred from any group—all sing, the musically strong, the musically weak, and the monotones, making the contests an example of mass participation in contrast to the usual contests between a chosen few.

Aside from the training received by the students in musical understanding, interpretation, and criticism, as well as greater appreciation of the value of music as a socializing agency, results of the contest were evident in the development of a spirit of generous sportsmanship, finding immediate expression in increased harmony in other student activities.

Summer Schools Advantageous to Many Children

Advantage of preliminary tests as a requirement for admission to advanced work in summer school, instead of taking pupils on recommendation of teachers, has been demonstrated in two years' experience in Baltimore, Md. Of 1,628 pupils attempting advance work during the past summer, 86.8 per cent were successful; and of 4,023 attempting review work, 73.9 per cent were successful. In spite of heat and humidity, attendance of pupils reached 93.9 per cent.

Every student may have a good bed and a sleeping porch

Washington Associations Aid Dependent Children

Well-Equipped Waiting Rooms of Juvenile Court Are Attended by Parent-Teacher Associations in Turn

By MRS. JAMES W. BYLER
Juvenile Court Chairman, District of Columbia Parent-Teacher Associations

CHILDREN whose broken homes cause them to come before the juvenile court in Washington, D. C., find awaiting them a bright, cheerful playroom in charge of volunteer workers from the District of Columbia Congress of Parents and Teachers. Other cities have provided formal rooms, in the charge of paid workers, but Washington is unique, we believe, in having a waiting room where homelike surroundings and motherly care are provided to help these underprivileged children through what must be, at best, a trying ordeal. The District of Columbia Congress of Parents and Teachers has for five years had an active juvenile court committee doing faithful work in the children's court.

On Wednesdays in the Juvenile Court of the District of Columbia the dependent (not delinquent) children's cases are heard, and often whole families of children, including infants in arms, are in attendance. Their homes have failed for some reason, and they are to wait long, frightened hours while it is decided how best to help them. The committee from the parent-teacher associations saw here a real opportunity for service. When the court was moved to larger quarters so that space was available, Judge Sellers set aside two rooms to be used by the parent-teacher associations as the committee saw fit. The straight rows of benches were removed and an appeal made at a meeting of the District of Columbia Congress of Parents and Teachers for furniture suitable for children's use. The response was wonderful. Immediately appeared, as if by magic, little chairs, a crib, pictures, books, games, toys, a doll carriage and dolls, a rocking horse, and, most used of all, a bushel of wooden blocks of all shapes and sizes, from which whole towns can be built. Bright curtains are at the windows and over the door is a sign: "WAITING ROOM IN CHARGE OF THE D. C. CONGRESS OF PARENTS AND TEACHERS. FOR CHILDREN ONLY"

The second room is more of a retiring room, and it contains a cot bed and simple toilet articles. There a sick child or worn mother can be made comfortable or a tired baby can be put to sleep. There also is kept a supply of clean, neatly repaired garments for use in an emergency. The work has grown, and now a light luncheon, paid for by the public-welfare board, is provided and served by the parent-teacher association workers to the children who have to wait until 1 o'clock to be taken to a clinic for physical examination before going to the homes provided for them.

At each monthly meeting of the District of Columbia Congress of Parents and Teachers the chairman of the juvenile court committee asks what local association will volunteer to serve in the court for the following month, and ready response is always made. The association volunteering assumes entire responsibility for that month's work. The juvenile court chairman for that school takes charge and has two women at the court each Wednesday to give those unhappy children the loving care they so sadly need.

The District of Columbia chairman is present on the first Wednesday of each month to initiate the new workers and see that things are kept running smoothly. This practical piece of work is by no means all that the juvenile court committee finds to do. They have attended the court regularly for five years, making a careful study of the laws under which the court operates, and they are, therefore, in a position to work intelligently for necessary remedial legislation. Many days have been spent at the Capitol attending hearings on proposed bills affecting the welfare of the children of Washington.

Rural School Supervisors in Conference

More than 100 supervisors attended the second conference of State and county rural school supervisors of the Southeastern States called by the United States Commissioner of Education, convened in Raleigh, N. C., December 6 and 7, 1926. States represented were Alabama, North Carolina, Arkansas, Texas, South Carolina, Kentucky, Florida, Virginia, Oklahoma, Georgia, Louisiana, and Maryland.

Among the outstanding of the topics considered, judged by the interest displayed in the discussion, were the adjustment of the rural school curriculum to the needs of rural schools having short terms of six or seven months and the adjustment of the supervisor's work to the needs of distinct groups of teachers, such as experienced and inexperienced, professionally prepared and unprepared teachers. It was brought out in the conference that adjustment of the school curriculum is a problem of special importance in all schools regardless of their location, but that it is more acute in rural schools owing to the fact that a large number of them are in session only six, seven, or eight months. It is obviously impossible for rural children to do in six months what city children require nine months to accomplish. It is well known, also, that there is a larger proportion of inexperienced and unprepared teachers in rural than in urban communities. How to help these teachers to accomplish as much work as fully qualified teachers can accomplish is a difficult problem which supervisors of rural schools are trying to meet.

The need of local supervision of rural schools was accepted by those present as no longer open to question. The obstacle to progress in this direction is the difficulty of obtaining funds properly to finance adequate and capable supervision. Progressive States have found the best remedy to be payment of the whole or a large part of the salary of local supervisors from State funds. North Carolina and Maryland are two States in the southeastern group in which such a plan is operating successfully.

It was stated at the conference that a number of experiments have been made to test the value of supervision. In all such experiments it has been demonstrated that children make much more rapid progress in their studies in schools under supervision than do children in unsupervised schools. The former complete the elementary grades one to three years earlier than the latter. In addition, they show better knowledge of subject matter by making higher grades in standard achievement tests. Such experiments offer convincing evidence of the value of supervision to the children of rural communities.

Parents and Teachers in Joint Institute

Instead of the usual teachers' institute this fall at Spokane, Wash., a joint teachers' and parents' institute was held, in reality teacher-training courses, with the double purpose of giving teachers a new angle on their professional work and of securing the cooperation of parents in the work of the schools.

This joint institute was the outcome of a meeting held in June under the auspices of the Spokane Council of Parent-Teacher Associations, of representatives of all the leading organizations of the city working on educational or child-welfare lines, for the discussion of future study courses, when plans were made for the joint fall meeting. Later in the fall, an evening parent-training course was conducted on the elementary and preschool child.

Earnestly Striving to Revive Irish Language and Literature

Department of Education of Irish Free State Offers Additional Grants to Schools Conducted in Irish. No Teacher May Leave Training College Without Knowledge of the Language. Reforms in Secondary Education

By JAMES F. ABEL
Assistant Specialist in Foreign Education, Bureau of Education

WHEN the Provisional Government of the Irish Free State was formed in 1922 education in Ireland was under five separate and independent authorities. Three of these, the commissioners for primary education, for secondary education, and for endowed schools were taken over by the Minister for Education and became the nucleus of the present department. By an order of June, 1924, made under the ministries and secretaries act, the Department of Education was brought into being and seven other branches were added to the three already under the control of the minister. The department now administers national education, intermediate education, the endowed schools, the reformatory and industrial schools, technical instruction, the College of Science, the National Museum of Science and Art, the National Library of Ireland, the Metropolitan School of Art, and the Geological Survey.

No Unity in Former Systems

The three most important—primary, secondary, and technical education—previously had little in common except that none were State systems. The primary schools, while neither founded nor initiated by the State, were to a considerable extent under its supervision and administration because the State contributed a large share of the cost of building each school and of the salaries of teachers. The secondary schools were almost wholly private, built up and maintained by the teaching orders and diocesan organizations of the Catholic Church or by Protestant corporate bodies or by private individuals with no aid from the State. The technical system created later (1899) than either of the others was modeled on the English and Scottish systems in that the schools were controlled by local bodies and financed from local taxes as well as Government grants.

Coordination was begun at once by the adoption of primary and secondary programs, the articulation of the courses of the upper primary classes with those of the lower secondary classes, and the unification of courses in training colleges for primary teachers with those of the secondary schools. In addition a standing council of chief inspectors was created with the threefold function of unifying and correlating the programs of the three branches, cooperating in the organization and inspection of work in the training colleges, and having direct contact with the local scholarship committees and university examining committees in drawing up and marking papers for the leaving certificate examination of the secondary branch and in the awarding of county council scholarships.

The facts in this article are from the Report of the Department of Education of the Irish Free State for the school year 1924-25 and the administrative and financial years 1924-1926.

Local Clergymen Manage Nonvested Schools

The primary schools—5,636 in number, staffed by 13,043 teachers—include 3,000 vested in the commissioners or in trustees under deeds to which the commissioners were a party, 2,636 nonvested schools, and 18 model schools. Outside of school hours the nonvested schools may be used for purposes other than education; the vested schools may not as a rule. The managers of the schools are usually local clergymen charged with the care of the school plant and, subject to the approval of the department, with the appointment and removal of teachers. The State supplies the teachers' salaries on the basis of 1 teacher for a school under 35 pupils, 1 teacher and a junior assistant mistress for over 35 pupils and under 50, 2 ordinary teachers for over 50 but under 95, and 1 additional teacher for every 45 pupils over 95.

The primary school program drawn up by a representative conference of educationalists which was called by the Primary Teachers' Organization and put into effect in 1922 has two main features: (1) Concentration on a comparatively small number of essential subjects; (2) insistence on the Irish language and the history and geography of Ireland as essential parts of the concentrated curriculum. After four years of work under the 1922 program, some modifications seemed necessary; and a second conference, similar in constitution but somewhat more representative than the first, finished its work and reported in March, 1926. The new program includes Irish, English, algebra, geometry, geography, history, rural science, music, and needlework (for girls) as obligatory subjects, and drawing, domestic science, physical science, and manual instruction as optional.

Dearth of Textbooks in Irish

The revival of the Irish language and literature is one of the essential parts of the educational program. Moreover, it is an exceedingly difficult one for, though the national desire to give the national tongue its proper place is general and strong in the Saorstat Eireann, Irish was not considered in the scheme of education prior to 1879 and had won only a limited place in a few schools by 1922; most of the children could not use it readily, few teachers were prepared to give instruction in or through it, and there were almost no textbooks written in the language.

The new Government saw the immediate necessity of equipping teachers to use Irish both as a subject of instruction and a teaching medium, and established and maintained courses for teaching Irish to the teachers. Attendance at the first four sessions was compulsory for teachers under 45; in 1926, it became voluntary. As a result about half, 6,200, of the teachers hold the certificate to teach Irish or a higher qualification. These summer sessions are merely a temporary arrangement. For the permanent plan Irish has been made a required subject both for entrance to and in the courses of the training colleges, and in the future no teacher will leave the colleges for employment in An Saorstat without a good foundation in the language.

Course of Training for Teachers

To encourage the publication of suitable class books in Irish in the ordinary subjects such as history, mathematics, and science, the department has provided units estimates for the present year £4,000 to aid in the publication of books suitable for use in the secondary schools. It applies also to books for general reading in the classes as well as texts. Irish is now a subject in all schools and the medium of instruction in an increasing number, the intention being that it will finally become the medium in all. Primary teachers are for the most part required to undergo a two-year course of training in one of the five recognized training colleges. The subjects of the course are: Irish; one other language, English, French, or German; mathematics, practice of teaching; education; history and geography for first-year students; drawing; rural science; music; physical training; and needlework and domestic economy (for women).

Graduates are eligible for appointment as trained teachers and receive the final diploma after two years of satisfactory continuous service. Arrangements have been made between some of the training colleges and the universities whereby students in the former may receive for their nonprofessional courses credit toward a degree in the latter. Students may also take a third year of training during which they reside at the college and attend lectures at the university. Bonuses ranging from £10 to £30 annually are granted to teachers with the higher qualifications and showing unusual efficiency.

Shortage of Suitable Candidates for Training

In common with several other countries the Free State is experiencing a shortage of suitable candidates for training for the teaching profession, a shortage all the more alarming since the new school attendance act will require many additional teachers, and as the age limit is raised to 16, a higher standard of education. Saorstat Eireann proposes to meet the situation by setting up colleges, preparatory to the training colleges, where clever young people from Irish-speaking districts may be given sound secondary schooling in a collective school life in an atmosphere of Gaelic speech and tradition. A departmental committee is investigating the entire question of training and maintaining an adequate corps of teachers.

The reforms instituted in secondary education by the new department include a complete revision of the educational basis of the system, a reform of the program, and a new method of fixing the amount of State financial aid to the schools. Secondary education is now organized into junior courses of three or four years which lead to the intermediate certificate examination, and a two-year senior course leading to the leaving certificate examination. The junior course (to be completed ordinarily when the pupil is 16 years of age) is intended to give a sound general education. In the senior course specialization is allowed. In both, the new programs are of the widest and most elastic types; prescribed texts have been abolished; and the schools enjoy a maximum of freedom. Admission is by entrance examination.

State Grant on Capitation Basis

In order that efficient schools can in the future depend upon an assured and calculable income each year, the principal State grant is now payable automatically on a capitation basis for all pupils 12 to 20 years of age who follow an approved course of study and make 130 attendances in the school year. The rate is £7 per pupil for the junior course; £10 for the senior course. The grant distributed in 1924–25 amounted to £149,518 18s. 2d. Secondary schools in which the Irish language is the medium of instruction in all subjects receive a special 25 per cent increase, and those in which Irish is used for at least one-half the instruction, an increase of 10 per cent. Realizing that many worthy graduates of the primary schools would not, for financial reasons, be able to attend the secondary schools, the Dail Eireann in 1921 issued a decree authorizing county and county borough councils to levy a tax not over 1 penny on the pound to provide scholarships to enable such children to proceed to the secondary or technical schools. The annual value of a scholarship may range from £15 to £50 and is tenable from four to six years depending on the progress of the student. Competitive examinations are held to determine the award. In 1925, 1,155 candidates sat for the examinations in 23 counties and 250 scholarships were awarded. Proficiency in Irish is an essential in any award.

Salary Increments Based on Approved Service

The status of the secondary teachers has been raised by fixing minimum salaries and adding to these State increments based on length of approved teaching service.

The technical instruction schemes taken over by the Department of Education are all under the management of local statutory committees made upon a voluntary basis. The operations of each committee must be set out definitely in a scheme and approved annually by the department before it can be put into effect and receive the department aid granted in various forms. The schemes may provide for either coordinated courses in groups of subjects or the teaching of single subjects. Students who have attained the junior grade in the secondary school or its present equivalent, the intermediate certificate, may attend specialized courses of instruction arranged progressively for a period of four or more years. Those who have not reached such a standard must pass an entrance examination or qualify by taking an introductory course of one year.

Main Courses in Technical Schemes

The main courses included in the various schemes are: Commercial science, pure and applied; carpentry; building; engineering, mechanical, electrical, and motor; telegraphy; wireless; special-trade subjects; domestic-economy subjects; and art. The income for each scheme comes from local contributions and State grants. Local funds for 1924–25 amounted to £75,446; State grants to £155,000. The average annual total costs per class of 20 pupils are estimated roughly at £16 per class of one hour for introductory courses; £23 for commercial courses; £19, domestic economy; £25 for science and handicraft; and £20 for art.

It appears that 494,104 pupils are on the rolls of the primary schools; 22,897 in secondary schools; 56,111 in technical instruction of post-primary grade; and 5,774 in reformatories and industrial schools. The average annual cost per pupil in the primary schools, 1924–25, was £7 2s. 7d.; in the secondary schools, £13 19s. 1d. Nearly two-thirds, 62 per cent, of the secondary students are boys.

The population of the Irish Free State as determined by the census of 1926 is 2,972,802. With approximately 579,000 students of primary and of secondary rank, the Free State has virtually reached the ratio of one person in school out of every five of population.

Augusta, Kans., Has Long Celebrated Public Schools Week

I read with considerable interest the article by Mr. Charles Albert Adams in the December number of SCHOOL LIFE. Perhaps this interest was due to the fact that we, too, were pioneers in the matter of celebrating "Public Schools Week."

Far be it from me to claim any credit for the establishing of the present National Education Week. I do not even recall where I got the idea of setting aside a week for the emphasis of public school work. However, this fall we celebrated our tenth annual "Public Schools Week," which for the sake of uniformity we now call "American Education Week."

Our early celebrations included visits from various civic clubs, night sessions of the various schools open to the public, speakers on educational subjects, programs by the children, and so forth. We received considerable publicity in the State press owing to the fact that the idea was more or less new, but I doubt if the founders of the national observance got their "cue" from us.

The whole thing is interesting only as an example of how futile it is to point out any given place or time as the origin of a popular movement. It is enough for me that the idea has grown and borne fruit, which, in this case, it surely has.—*G. H. Marshall, Superintendent of Schools, Augusta, Kans.*

From 50 to 75 pupils a year receive scholarships from the Nicaraguan Government for education in foreign countries, principally in the United States.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

Avent, Joseph Emory. Beginning teaching. Knoxville, Tenn., Pub. by the author at the University of Tennessee, 1926. xiv, 599 p. tables, diagrs. 12°.

More than 50 per cent of the failures of teachers occur in the first year of service. This book is designed for beginning teachers, to point out to them at the beginning of their careers the excellences to achieve and the errors to avoid, with directions how these ends may be accomplished.

Barr, A. S., *and* Burton, William H. The supervision of instruction; a general volume. New York, London, D. Appleton and company [1926] xiv, 626 p. tables, diagrs. 12°. (Appleton series in supervision and teaching)

The general problems, principles, and procedures of supervision are presented in this volume. The material included has been drawn chiefly from three sources: First, the experiences of the authors in teaching; second, the experiences of the authors as supervisors and directors of supervision; and third, from an exhaustive and critical survey of current practice in supervision, and of the literature in this field.

Benson, Charles E. *and others.* Psychology for teachers; by Charles E. Benson, James E. Lough, Charles E. Skinner, Paul V. West. Boston, New York [etc.] Ginn and company [1926] x, 390 p. illus., tables, diagrs. 12°.

The aim of this book is not to cover the entire field of psychology, but rather to present the facts of psychology which teachers can use in their work. Chapters are included dealing with mental efficiency, statistical methods for teachers, and mental hygiene.

Blake, Mabelle Babcock. Guidance for college women. A survey and a program for personnel work in higher education. New York, London, D. Appleton and company, 1926. xviii, 285 p. diagrs., forms. 8°.

Analyzes the needs of college women from the point of view of guidance; discusses the place of guidance in colleges for women; and from the material furnished from the studies made, suggests a tentative program for coordinating in a personnel department all agencies in the college which deal with student guidance in educational, vocational, personal, and social problems.

Burtt, Harold Ernest. Principles of employment psychology. Boston [etc.] Houghton Mifflin company [1926] xi, 568 p. tables, diagrs. 8°.

In this volume an effort is made, on the one hand, to give a fairly comprehensive account of the principles involved for the use of students preparing for practical psychological work in industry, and, on the other hand, to avoid a discussion that is too technical for the reader without a psychological background. Metaphysical considerations of theoretical psychology are disregarded in order to attain the practical goal of prediction of occupational success. The author discusses comprehensively the various ways of determining occupational ability and finally presents his view of the future outlook for employment psychology.

Butterworth, Julian E. Principles of rural school administration. New York, The Macmillan company, 1926. xvi, 379 p. tables, diagrs. 12°. (Rural education series, ed. by Mabel Carney)

According to the editor of this Rural education series, the author of this volume seems to have both the professional technique and the rural sympathy to handle his subject satisfactorily. The book analyzes the objectives of rural education and sets up standards for measuring the degree to which these objectives are attained. It also proposes principles which seem significant for the administration of rural schools. Considerable attention is given to the social forces in rural life with a view to the development of adequate rural leadership. The entire volume is so organized as to consider these and related questions as they appear on local, intermediate, State, and Federal levels.

Hall-Quest, Alfred Lawrence. The university afield. New York, The Macmillan company, 1926. xvi, 292 p. tables, diagrs. 8°. (Studies in adult education)

In broad strokes, this book gives a sketch of university extension in the United States, its scope, and many of its problems. It examines historically and descriptively the educational opportunities offered extramurally to adults by American universities in the extension field.

Martin, Everett Dean. The meaning of a liberal education. New York, W. W. Norton & company, inc. [1926] xi, 319 p. 8°.

A growing interest everywhere and in all classes of society in acquiring better knowledge is noted by the author as one of the tendencies of the present time. There is an increasingly general demand for what people regard as education, and it is coming to be recognized that education properly may be extended into adult life. These lectures, which were originally delivered at the People's Institute, Cooper Union, New York City, seek to determine what education really is and what constitutes an educated person. The book contends that education is a spiritual revaluation of human life, with the task of reorienting the individual. Much as they differ, there is yet something which the educated have in common, an indefinable quality of spirit. The study strives from various avenues of approach to envisage this quality, which gives the meaning to a liberal education.

Maverick, Lewis Adams. The vocational guidance of college students. Cambridge, Harvard university press, 1926. xi, 251 p. diagrs. 8°. (Harvard studies in education, vol. viii)

This book presents a survey of the development of vocational guidance for college students, having for historical background an investigation into student guidance which was conducted by the faculty of Stanford university in 1911. It also reports upon a nation-wide study carried on by questionnaire in 1920 through the cooperation of the United States Bureau of Education, and upon a series of visits in 1924 to colleges and universities whose pioneer work in organized guidance is outstanding. Finally, it offers a plan for the guidance of students in a college of liberal arts, and a bibliography of the subject.

Pierce, Bessie Louise. Public opinion and the teaching of history in the United States. New York, Alfred A. Knopf, 1926. xi, 380 p. 8°.

Much general attention has been drawn in recent years to the controversy regarding the character of history teaching and of history textbooks used in American educational institutions. This study purposes to give an historical account of some of the attempts to control the teaching of history in our public schools. It first traces the legislative control of this subject from colonial times on, culminating with the effect of the World War on this legislation and resulting disloyalty charges against teachers. The activities of various propagandist agencies in attempting to control history textbooks are next taken up.

Reavis, William Claude. Pupil adjustment in junior and senior high schools. A treatment of the problems and methods of educational counseling and guidance, with examples from actual practice. Boston, New York [etc.] D. C. Heath and company [1926]. xviii, 348 p. tables, diagrs., forms. 12°.

President L. D. Coffman, in his introduction to this book, says that in a present era marked by educational progress, no greater or more important progress has been made than in educational diagnosis. All qualities and characteristics of the child are now considered in adjusting him to his school environment. This treatise appropriately gives a detailed description of certain types of cases of actual living children for the guidance of teachers and school administrators.

Schauffler, Henry Park. Adventures in habit-craft; character in the making. New York, The Macmillan company, 1926. 164 p. plates. 8°.

The method here advocated and illustrated is a handcraft adaptation of the project method, developed by Professors Dewey and Kilpatrick. After the children construct a mechanism (habit-model) which visualizes the habit under study, they are shown how to transfer their interest from the habit-model which they have built themselves to the "strokes of behavior" necessary for the formation of the habit. Dr. S. Parkes Cadman contributes a commendatory introduction to the book.

Van Wagenen, M. J. Educational diagnosis and the measurement of school achievement. New York, The Macmillan company, 1926. viii, 276 p. tables, diagrs. (partly fold.). 8°.

The findings of an achievement survey may be made available in the time usually consumed by final examinations by following the method described in this volume, according to the author. The method and materials have been used successfully in a small town of a few hundred and in a large city of nearly 300,000. It is claimed that by the technique which has been developed and here is outlined an achievement survey can be made quite as well by the local school people themselves as by outside experts.

Washburne, Carleton. New schools in the old world; by Carleton Washburne in collaboration with Myron M. Stearns. New York, The John Day company, 1926. xvi, 174 p. 12°.

Doctor Washburne, superintendent of schools at Winnetka, Ill., here gives an account of a special tour made by him in England and on the Continent during which he inspected a dozen progressive schools scattered throughout Europe.

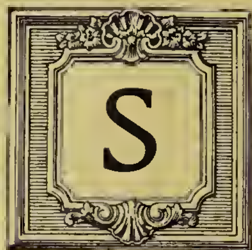
WASHINGTON : GOVERNMENT PRINTING OFFICE : 1927

Only Those Should Teach Who Reach Acceptable Standards

N THE PEDAGOGICAL MILLENNIUM every school and school system will accept one novice for every ten teachers in service. These novices will be given some teaching to do—say, half-time service for half pay—but whatever they do will be done under the eye of a master who will be responsible for the inculcation of right habits. Those who measure up to acceptable standards will be assured of permanent positions; those who fall short will be spared a life of misery in an occupation for which they are not fitted. The result in either case must be to the lasting advantage of the pupils in our schools, and indirectly to the profession as a whole. Nor would I exclude our highest institutions from this privilege. Our colleges and universities suffer as much from professional malnutrition as do our public schools. All alike tend to mediocrity, because there is at present no systematic means of preventing the accession of the unfit, or of developing the powers of those most competent. The excuse generally offered for failure to use such obvious means of betterment is lack of funds. But it would seem to me that no expenditure could be so easily defended, and that no argument would have greater appeal to common sense. The greatest obstacle, I am convinced, lies within the profession itself. It tends to become static because it accepts the dictum that what has been will be, despite the visions of reformers. But once get the vision of a school in which all the teachers are as good as the best are now—an ideal not beyond the range of realization—then reformers look like practical schoolmen.

—*James E. Russell.*

Foremost Need of American Secondary Education



UITABLE EDUCATION during the adolescent years should devolve as a right and obligation on every child that comes to maturity within our borders. The requirements of modern civilization have become exceedingly involved and exacting. It is becoming quite clear that the years between 12 and 18, or thereabouts, constitute the period during which proper education, combined with the development of sound health and normal habits, are of the utmost importance for the subsequent happiness of the individual and for the welfare of the Nation.

This doctrine is now so generally accepted that already the grouping for educational purposes of the years around this period of life is far advanced with us. In this respect our development is parallel with the English or French model. Especially in cities, the completion of elementary education at 11 or 12 years of age and the replanning of the next six years as a fresh epoch represent an improvement that must ultimately be widely adopted.

The future of education in America depends on what we do with these six years. What an intelligent father desires for his own son, an intelligent democracy desires and should provide for its children—an education for each according to his capacity. The conception of a democratic education as one leveled to a colorless mediocrity is as grotesque an interpretation of democratic principles as a state of health in which abounding vitality in those who can acquire it is deprecated on the ground that only average health is fair to the community. No one believes this nor considers it a sacrifice of democratic principles to applaud supreme ability, whether it be in highly trained artists, in race horses, or in baseball players. The time can hardly fail to come when, at the expense of the whole people, maturing human ability of whatever grade may readily attain its native level. It is the recognition and attention bestowed upon such ability that fixes the measure of its subsequent obligation to its supporters.

The foremost need of American secondary education is the frank establishment at the top of each considerable school system, of a school or a division that shall embody, for those capable of profiting by it, the best we know in the process of education for this period of life. It should copy no other known institution, but taking advantage of the principles to which other great schools have owed their success, it should produce under our conditions a type of intellectual discipline that will be fully worthy to rank with these.

—*Henry Smith Pritchett.*

FEB 17 1927

LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

Pan-Pacific Conference Number

SCHOOL LIFE

Volume XII
Number 6

February
1927

TYPICAL HAWAIIAN SCENE
A RICE FIELD IS THE REFLECTING POOL FOR DIAMOND HEAD

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education . . . . Washington, D. C.

GOVERNMENT PRINTING OFFICE

CONTENTS

Page

For the Interchange of Ideas and Experiences of Pacific Nations. *Hubert Work* 101

Saxon Elementary Teachers Must Have University Training. *George P. Waller* . . . 104

Education in Hawaii is Directed to Students of Many Races. *Frank F. Bunker* . . . 105

Vocational Guidance by German Municipal Institutes 109

Editorial: Four International Educational Conferences Are Coming 110

Tuition Fees a Departure From Cherished Tradition 110

Preschool Work of National Congress of Parents and Teachers.
Mildred Rumbold Wilkinson 111

Mission of Junior High School is in Articulation and Guided Exploration.
James M. Glass 112

Volcanic Phenomena and Gorgeous Vegetation in Hawaii National Park.
Stephen T. Mather 116

New Books in Education. *John D. Wolcott*. 120

Pointers for Parents. *Edward W. Stitt* . . . . Page 3 of cover

Lay the Foundation for Higher Intellectual and Spiritual Life.
Nicholas Murray Butler . . . . Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., FEBRUARY, 1927 No. 6

For the Interchange of Ideas and Experiences of Pacific Nations

Pan Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation to be Held in Honolulu, April 11 to 16, Was Called by the President with Congressional Sanction. Nations Bordering on Pacific Ocean Have Vital Interest in Matters Discussed. Education to Have Important Place. Hawaii Offers Many Object Lessons

By HUBERT WORK
Secretary of the Interior

FURTHERING the arts and pursuits of peace is the broad, general purpose of the coming Pan Pacific Conference at Honolulu. The Government of the United States has taken the lead in inviting the countries bordering on or having territories in the Pacific Ocean to exchange views on common problems relating to schools, reclamation, rehabilitation, and recreation. Other nations that desire to do so may participate.

Permanent good should come from such a meeting. Science knows no political boundaries. Its achievements affect all mankind. Human experience and advancement grow more valuable as their results are more widespread. The arts of construction and of conservation are of common interest to all races. In some such spirit I believe the representatives of the participating governments and other delegates will assemble on April 11 to consider the important questions that are to be submitted to them.

Exchange of Educational Thought

Education will be a major topic at the sessions. International interest in it, always active, has grown apace in recent years. Foreign educators from many countries are coming to the United States in large numbers to study our schools with a view to selecting and adapting for their own what seems to them best. Our educators are alive to the advances made in other school systems. Exchanges for one or more years of teachers and research workers are frequently made. Students to broaden their outlook go to foreign countries to complete their education in another atmosphere and another language. To help all these desirable associations, which must result in every nation having among its people a growing body of citizens that know and understand the ideals of other nations, the delegates at the education section will consider several ways of bringing about wider and more rapid exchange of educational thought and practice.

One of these will be the establishment and maintenance of centers for the exchange and distribution of translations of the school laws, decrees, texts, and publications of the different countries. The extent to which this work is done by the universities and various organizations is not known. The demand for such a service is fairly strong and will increase as knowledge of foreign education widens. Another topic will relate to the best ways of arranging for the temporary exchange between countries of capable lecturers, teachers, students, and research workers.

Fix Standards of Credential Evaluation

The student in a foreign country is often at a disadvantage because those with whom he must work or the authorities at the school he wishes to enter do not know the extent or thoroughness of his previous school training. College and university registrars find it very difficult to interpret diplomas and degrees from other countries. The Bureau of Educa-

Hawaiian pineapples are unexcelled in size and flavor

tion gives several hundred opinions annually on the credentials of foreign students. To help in this situation, the conference will consider ways of formulating principles and standards for credential evaluation.

No other era of history has so protected and fostered children or set such high standards of child life. Medical science has devised ways of greatly decreasing the death rate among infants and has shown how to give proper care to mothers and children. The schools teach health habits and direct wholesome play and recreation. Most nations accept the responsibility of providing a certain number of year of school training for every child capable of receiving it, and of requiring the child's attendance at the school. One or more sessions of the education section of the conference will be given over to the new standards of child life that are being established and how they may be continued and made universal.

Vocational Education in General Program

The Territory of Hawaii recently accepted the provisions of the Smith-Hughes Act. It is now arranging the various kinds of vocational training purposed in that law. Vocational education, its place in the general program, government plans for aiding it, and the rehabilitation of persons disabled in industry will have an important place on the program. Canada and the United States adopted similar national policies toward vocational education about nine years ago, and a comparison of difficulties met and of results attained will be valuable to workers in that field. Several of the States of Australia are emphasizing technical and vocational education. The Hawaiian authorities hope to profit from all these experiences in arranging their new vocational program.

Increase in the world's population and improvements in transportation which are bringing the world closer together have augmented the importance of reclaiming arid lands. Approximately 50 countries have irrigation systems. They are operating old irrigation works and building new ones. Advance in engineering is making it possible to carry out monumental enterprises and bring together into organized communities large numbers of people.

This is creating new problems in engineering and giving rise to complex social and economic questions. All the countries bordering on the Pacific practice irrigation. All are extending their irrigated areas. The greater part of this development is through public agencies, but private enterprise, especially in the United States, has an important part. The last census of the United States shows 19,191,716 acres irrigated, of which 1,539,120 acres are under Federal irrigation works.

These are only the beginning. Other works projected have greater size, greater cost. and will reclaim far larger areas. The United States will bring to this conference its experience in correlating financial, engineering, and human problems, and it is eager not only to present the results of its experience, but to gain by learning what other countries have done. An interchange of views on the varied aspects of this subject and its relation to the world's progress can not fail to have interest and value to all who attend.

Hawaiian love of melody has developed since early missionary days

Preparation of "poi," the national dish of the Hawaiians, was a tedious process before machinery was introduced

The Hawaiian government will be able to show the conference an example of planned reclamation carried out under the Hawaiian rehabilitation act, where the government is returning to the land the Hawaiian people whose ancestors were agriculturists long before annexation.

Many Nations Maintain National Parks

The Government of the United States operates 19 national parks, set aside because of their scenic beauties or natural wonders, as free national playgrounds for its citizens. Last year more than a million and a half of people visited them for recreation in the open air or to study nature at first-hand. Canada's national park system is well known. New Zealand and Australia have made fine beginnings in establishing national parks. Other countries plan to enter upon such policies.

The national-park movement in a large way is of comparatively recent date, the last one or two decades. To bring together the richest and best experiences in the use of national parks for recreation, for education as natural museums where flora, fauna, and geological formations

may be studied, and for the protection of indigenous plants and animals is one purpose of the conference. Another will be to consider the best ways of managing the parks, and how public and private effort may be correlated in conserving a country's natural beauty and its resources for proper recreation.

Many of the governments of the countries invited have signified their intention to send as representatives their best experts in reclamation, recreation, and education. Several of the departments of the United States Government will have staff members in attendance. The governors of some of the States, State superintendents of education, and delegates from a large number of colleges, universities, and educational organizations will be at the sessions and take part in the discussions.

The place of meeting, "the cross roads of the Pacific," besides being central in location has other special advantages for such a gathering. In few if any other sections of the world has the friendly association of a greater number of races been worked out to better advantage. The Territorial school system represents the principles of American education applied to conditions different from those in which they were first established. The Hawaiian Islands have important land and reclamation problems. They desire the advice and counsel of those more experienced in the vocational education field. Their experiments in rehabilitation—using the word to mean replacing the native people on their own lands away from the cities—are unique and of unusual interest. Hawaii has splendid national parks. In short the islands offer in small area actual examples of all the activities with which the conference will deal. Moreover, an international exhibit illustrative of the work in the various countries will add to the laboratory facilities for the week of study and discussion.

An International Education Conference, to be held in Prague, Czechoslovakia, April 18–19, 1927, has been arranged by the International Bureau of Education of Geneva. Discussion of the promotion of peace through the medium of schools of the world is the object of the conference. Delegates are expected from every country of western and central Europe, and participation of educators in the United States and other countries is invited.

The School City Up-To-Date in Cleveland

Following adoption of the city manager form of government in Cleveland, Ohio, social science classes in Audubon Junior High School were organized last session on the city manager basis. A constitution was adopted, five commissioners chosen, a city manager appointed, and other officials were selected by him. Every two weeks new officers were chosen in order that as many pupils as possible might gain experience in this new form of city administration.

In another Cleveland school, the idea was adapted and elaborated. The school was organized into the Student City of Longwood Commerce High School. Students at the time of adoption of the charter were citizens, and provision was made for the instruction and testing of new citizens before "naturalization" as student-citizens.

A combination radio and stereopticon lecture was projected recently by the Art Institute of Chicago. The radio lecture was synchronized with the showing in 10 schools of lantern slides supplied in advance.

Native fishermen use canoes balanced by outriggers

Saxon Elementary Teachers Must Have University Training

Recent Law Requires New Teachers to Have Same Preparation as Gymnasium Teachers. Demand for Higher Education Increasing Largely. Present Problem Not of Latin-Speaking Beggars but of Scientific Proletarians

By GEORGE P. WALLER

American Consul, Dresden, Germany

VERY important changes have recently been effected in Saxony in connection with the educational training and remuneration of the elementary school-teachers.

Having reached, step by step, as high a salary as the best paid clerks of the courts, the elementary teachers set themselves the task of obtaining the same remuneration and social position as the teachers of the gymnasiums, claiming their work to be of value equal to that of the latter. Rightly realizing that a longer, dearer, and more difficult preparatory training of teachers of a gymnasium would offer an effective argument in support of a refusal of the demands for equalization, the powerful Union of Saxon Elementary School-Teachers concentrated its efforts on the attainment of a legal regulation requiring of new candidates for their ranks the same education prescribed for gymnasium teachers. In other words, it is desired that for appointment new elementary teachers be required to have an educational training, including four years elementary school, nine years gymnasium, and at least three years university, with academic graduation; instead of eight years elementary school followed by a six-year course at a teachers seminary.

These energetic efforts were not in vain, for in the free State of Saxony a law has been passed which fully complies with the demands for an academic education of the coming generation of elementary-school teachers. This success is of particular importance, as Saxony has long been known for having the best schools (chiefly elementary schools) and as it usually leads in all matters of education. Yet it remains to be seen whether the other German States will also adopt this new Saxon regulation, for, in view of the great number of elementary teachers, it entails a considerable increase of expenditure to be borne by the States and communities. Not only must academically trained elementary teachers be granted higher salaries, but their older colleagues must be raised to the same level in the long run, despite the fact that the latter have had only a seminary training. It is furthermore questioned whether graduates of a university, with a long and expensive education, will be content to make use of it for teaching ABCdarians the rudiments of knowledge.

The advocates of the academic training of elementary teachers predict, as a result of this innovation, a decline both of the present aversion to the elementary schools and of the enormous call for gymnasium education. The extension of this movement is best illustrated by the Saxon statistics showing that the attendance of the four upper classes of the elementary schools (the attendance for the first four years is obligatory for every child, unless it attends a private school offering the same curriculum) has lately decreased by 40 per cent, while gymnasiums have now practically twice as many pupils as before the war (58,000 in 1926, 32,000 in 1914). The gymnasiums are consequently overcrowded and continuously have to enlarge their staffs of teachers, frequently being obliged to rent rooms in neighboring elementary schools which are not used because of decreased enrollment.

Yet the call on the higher schools has other reasons than the desire to evade an education at the hands of allegedly insufficiently trained elementary teachers, whose educational achievements were generally much appreciated in pre-war days. Many parents greatly disapprove of the post-revolutionary experiments introduced at the suggestion of the same teachers' association that fought for the academic education of its future colleagues. According to the new educational principles, the teacher is no longer entitled to insist on a pupil's learning that material which the teacher regards necessary. He must now await—and if necessary stimulate—questions of the child, and inform it about those topics in which it shows a particular interest.

This educational method is called "Aufbau-Methode"; i. e., developing the peculiar inclinations of the individual pupil. The task of "developing the individual and natural talents of every child individually" has led in numerous cases to a complete nervous breakdown of those teachers who earnestly and consistently tried to live up to this ideal principle. Yet even their most strenuous endeavors could not prevent an appalling decline in the proficiency of the majority of pupils, due to the natural mental indolence of young children. Much worse, of course, were the results achieved by the more numerous teachers who soon realized the impossibility of carrying out individual treatment in classes of 40 and more, and who consequently either schematized the new method or occupied themselves merely with the brightest children. These conditions, resulting in an education decidedly inferior to that under the old system, induced many parents to transfer their children as soon as possible to the gymnasiums, which had not abandoned the old and tried methods of teaching.

The trend in this country is not toward inferior but a far better education than was customarily aimed at in pre-war times. In those "fortunate days" parents of means frequently subsidized grown-up sons and usually maintained unmarried daughters entirely. With but individual exceptions the latter received no professional education but were taught the duties of a good housewife even if their parents belonged only to the moderate middle class. They hardly ever took part in business life and after the death of their parents preferred to lead a retired life on frequently only a small inherited fortune, rather than to follow an occupation.

Due to the general impoverishment of all classes of the population these conditions have fundamentally changed. To-day not only the sons but the daughters, even of the upper classes, must begin to earn their livelihoods as early as possible. The scarcity of appropriate positions, largely a result of the appearance on the labor market of former "capitalists" and of the numerous women, has aroused in most parents a desire to enable their children to compete for the few vacant positions with the advantage of superior education. Graduation from a gymnasium, knowledge of one or more foreign languages, and a course at a university or technical or commercial college are now given to children who formerly would have passed hardly more than the eight-year course of an elementary school,

Unfortunately the results of this super-education are already visible: The conditions and prospects for the many new graduates of universities and other higher educational institutions, who eagerly look for situations, are miserable. Doctors of chemistry or engineers with a diploma of a technical college now offer their services to industrial concerns for no more than $30 to $50 per month. With the sole exception of clergymen, the number of professional men—and women—is steadily growing, and the question of what to do with these learned "proletarians" becomes more acute every day.

Official report to Secretary of State.

Education in Hawaii is Directed to Students of Many Races

Mixture of Racial Blood Followed Search for Efficient Laborers for Plantations. Strong Private Schools Founded by Missionary Effort. Japanese Language Schools Not Under Legislative Control. Public School System Highly Centralized. Salaries are Good and Teachers are Efficient. Well-Equipped University offers Instruction of High Standard. Problem in Occupational Future of Hawaiian Youth

By FRANK F. BUNKER
Editor Carnegie Institution of Washington

NOWHERE in the United States is there such a picturesque and interesting school population as in Hawaii. Perhaps there are actually more racial groups to be found in the schools of New York and of certain other cosmopolitan cities of the mainland, but certainly nowhere under the Stars and Stripes is there such a representation of Pacific races.

The native stock is of course Hawaiian. Grafted on to this parent stem are scions from almost every people of Asia and of the islands of the South Seas. In addition, representatives of many of the peoples of the Western World have intermarried with the Hawaiians. In consequence, in this island group there are mixtures of racial blood not to be found elsewhere in the world.

Different Racial Combination in Every Pupil

In one school an examination of the ancestry of a class of 32 girls revealed 32 different racial combinations. "Hawaiian-Filipino-Chinese" read the card of one girl. Another bore the legend, "Guam-Mexican-French." "Hawaiian-Portugese-Chinese-English" described a third; and on a card characterizing a fourth was written "Hawaiian-Chinese-German-Norwegian-Irish." Besides these grafts on Hawaiian stock the population contains certain other groups, notably the Koreans and the Japanese, which stand apart, carefully preserving their racial purity.

This interesting mixture of racial strains in the children of Hawaii is explained by the efforts made by the island kingdom to supply its need of plantation laborers. Before 1850 the population, save for a sprinkling of sailors of many nationalities who had left their ships and were living among the Hawaiians, was a homogeneous one. About the middle of the century, however, it became generally recognized that this island group was splendidly adapted to the growing of sugar cane. During the next 50 years the sugar industry developed rapidly, becoming, as it still remains, the ranking business of the islands. As this industry requires much hand labor, and as the native Hawaiian does not relish plantation life, it became apparent that arrangements must be made for securing laborers from outside sources.

Japanese Predominate in Picturesque Group

From 1850 onward systematic efforts were made to obtain the required supply from abroad. Agents acting for plantation owners and for the royal government combed the world in quest of efficient help. Except for the Portuguese, the Chinese, and the Japanese, most of the early experiments were costly failures. As a result of these attempts, however, the streets of the cities and villages of Hawaii swarm with a motley but picturesque assortment of human beings in which the Japanese predominate. It is because of this need for plantation laborers that Hawaii now offers such rich opportunities to the student of racial inheritances. It is also because of this that the schools of Hawaii, perhaps more than those of any other section of the United States, in their function of fashioning a homogeneous and enlightened citizenship, are put to an unusual test.

Entire Population Studied English

From the day in 1820 when the brave little band of New England missionaries

Governor Wallace Farrington is warmly interested in agricultural education

arrived in the islands to the present time education in Hawaii has had a continuous and worthy history. Of the seven male members of this devout group, two were schoolmasters. Soon after landing, classes for instruction in English were established for the adult natives as well as for the children. A few years thereafter, such was the influence and activity of the missionaries, the strange sight could have been witnessed of an entire population enrolled in English-speaking classes. Indeed, some of the schools themselves, which were founded during this early period, are still in existence having had an unbroken history.

In consequence of historical antecedents, as well as because of the peculiar conditions which prevail, it may properly be said that in Hawaii to-day there are three well-defined groups or types of schools, namely: Endowed and privately supported schools, secular and religious; an organized system of Japanese language schools, maintained by Japanese; and the public school system, topped by the University of Hawaii and supported by general taxation.

Private Schools Play Important Part

The private schools of the Territory of Hawaii occupy a unique and unusually important position in the life of the islands. Most of these schools were founded by missionary or philanthropic effort. Many still continue as mission schools, while others, though now independent or undenominational, are strongly imbued with the missionary spirit. Several are among the oldest in the islands. Because of the prestige acquired during the early period of their existence, because of the superior advantages which some are able to offer, and because the public schools have not kept pace with population growth, not only have the older of these schools flourished but also many others, for the most part small neighborhood schools, have sprung up. Some of these are missionary in motive, but others are purely proprietary.

Though not the oldest of this group, Punahou School, dating back to 1841, is the biggest and most influential. Originally founded as a boarding and day school for the children of missionaries, it continues to serve an Anglo-Saxon constituency, although children of other races are admitted up to 10 per cent of its student body. Many of the men and women who have been active in the affairs of the islands during the past half century were graduates of this school. Through gifts and endowments it has become a prosperous institution, having a beautiful campus of over 80 acres, excellent buildings, and a large and efficient teaching personnel. In academic range it extends from the first grade of the elementary school up to the university, with which institution, however, it has no organic connection.

In 1884, through the generosity of a beloved princess of the Hawaiian race, the last of the royal line of Kamehameha, the Kamehameha Schools were founded. The will of Princess Bernice Pouahi Bishop provided for the erection and maintenance of two schools, one for boys and one for girls, particularly of the Hawaiian race. Like Punahou School, these schools are beautifully situated on a campus of large extent. Although they give academic work corresponding to that covered by the first 9 or 10 grades of the public schools, these schools emphasize shopwork, dairying, and agriculture for the boys, and training in the organization and management of the household for the girls. Many of the Hawaiians who occupy influential positions in the islands to-day are graduates of this institution. Its influence has been felt throughout all of the islands of the Hawaiian group.

Japanese carefully preserve their racial purity

Time of Japanese Children Fully Occupied

In the island settlements, however isolated or remote, wherever there is a group of Japanese laborers and their families, there is also, usually situated near the public school, a Japanese language school. Most of these schools are of elementary grade, although in a few cases instruction is given to young people of high-school age. The teachers employed in these schools are Japanese. In general these language schools are built and maintained by the parents of the children who attend and by subscriptions made by interested Japanese.

For a time it was the practice of parents to send their children to these schools for an hour or an hour and a half in the morn-

This class at Lahaina, Maui, is typical of home economics instruction in the Islands

ing before the public school opened, and for a similar period after the close of the public school in the afternoon. So, too, until comparatively recently, Japanese children attended these schools on Saturdays and the year around as well. Lately, however, in response to criticism that the children were being overworked, pressure has been considerably relaxed. Perhaps an hour or an hour and a half per day now covers the time which Japanese children are giving to these schools.

Agriculture is taught by precept and by practice. This school is at Kealia, Kauai

When first organized the textbooks were those used in the schools of Japan. Revisions of these texts, however, have been made from time to time so that the books which are now employed, though designed to give the children facilitiy in the use of the Japanese language, nevertheless present a content much of which is distinctively western in its outlook.

Language Schools Before Supreme Court

These schools grew up without legal recognition. All other private schools of the Islands are recognized in the law, which delegates to the Territorial Education Department restricted responsibility. Efforts made by the legislature, which has sought to establish supervisory control over the language schools, have been opposed by certain groups among the Japanese of the islands, so that up to the present time the attempt to place them under effective supervision has not been wholly successful. Indeed, a court decision is of record which denies the Territory the right of control which it has claimed. An appeal, however, has been taken which is still pending.

Whatever modifications have been introduced in the organization, curriculum, and administration of these language schools—and many changes for the better have been made in recent years—have been accomplished through the influence of liberal-minded Japanese themselves, who recognize that this system of schools was open to legitimate criticism on the ground that it tended to inject an alien influence into the lives of these citizen children during their impressionable years.

Many far-sighted Japanese have sympathetically and voluntarily cooperated with school officials in attempts to eliminate undesirable features while retaining for their children the opportunity of acquiring fluency in their native language, an opportunity which all agree is a desirable one. Because of the changes this system of schools is not now so objectionable as it was formerly. Furthermore, the proportionate attendance is falling off rapidly. As a matter of fact, few of the children of second generation Japanese are to be found in them, and it is predicted that schools of this character will disappear naturally within another generation. Because of this probability the citizens of Hawaii are inclined to treat the whole matter with forbearance.

In organization the public school system of Hawaii parallels the State school systems of the mainland in that it has the three main divisions—elementary, secondary, and university. The system is highly centralized, being administered, in its elementary and high-school divisions, by a board of commissioners and a superintendent, both appointed by the governor, subject to ratification by the legislature. Each of the four principal islands of the Hawaiian group is represented on the board.

The supervision of all the schools of the islands centers in the superintendent and a staff of assistants assigned to each of the islands.

Teachers Employed by Central Authority

The curriculum is uniform for the Territory and is promulgated at the central office in Honolulu. Teachers are employed by the board of commissioners upon recommendation of the superintendent and assigned in a similar manner.

The normal school is also under the immediate direction and control of the superintendent of public instruction and the commissioners of education. Its function is to prepare native young people to teach in the schools of the islands. While its faculty is drawn largely from persons trained on the mainland, its student body consists for the most part of young women of alien races, for almost all of the Anglo-Saxons who desire to become teachers go to the States for training.

Although the normal school has been graduating classes for about 30 years, it has never been able to supply the need for teachers. Consequently the Territory has always depended upon the mainland for most of its high-school

Health habits are taught with full attention to detail

teachers as well as for many of its elementary teachers. The required standards of qualification are on a level with those demanded by the best schools of the States. Because the Territory pays salaries comparable to those of good systems elsewhere, it is able to secure teachers of efficiency. In respect to teacher-personnel, therefore, island schools, on the whole, rank with the progressive schools of the mainland.

University Training for Island Industries

The university is administered by a president and a board of seven regents, five being appointed by the governor. Aside from offeing the usual academic courses of similar institutions elsewhere, the University of Hawaii is giving special attention to the training required by the principal industries of the islands, the production of sugar and the growing and canning of pineapples being the most important. It has made commendable progress in adapting its work to local needs. In turn, its value to the community has been recognized by the citizens, who have provided generously for a spacious campus and substantial and well-equipped buildings. More and more, students from countries around the Pacific are being attracted to it because of the instruction it offers in matters of interest to tropical and semitropical countries. In a literal sense it may be said that it is becoming the "University of the Pacific."

Two tasks of unusual difficulty face the schools of Hawaii and the other agencies which are touching the educational problem. These are: Fitting for occupational life in a semitropical region which, because of its isolation, must be largely self-sufficient and self-contained; and the fitting for American citizenship of a school population in which children of oriental parentage predominate.

Abundant Opportunity for Creative Thought

Except in the university very little has yet been accomplished in modifying the organization, the curriculum, and the teaching methods to suit island conditions. In general, the educational practices of the States are followed. Because of the handicaps under which the work is done and because of the radical differences in conditions, many difficulties have arisen whose solution is not to be found in the experience of the States. In the years to come abundant opportunity will be afforded to the island school administrators for that creative thought which dares to break with tradition and custom and to construct new methods and new tools to meet new and unusual needs.

The problem of the occupational future of the youth of Hawaii, especially those of alien extraction, offers peculiar difficulty, and it presents great opportunity for constructive work. Young people of the islands are already experiencing difficulty in finding work suited to their abilities and tastes. Hawaiians must be educated for life in Hawaii, and agriculture is the predominant industry of the islands. The university is setting an example to the schools of lower rank in directing its training largely toward activities which are related to the plantation.

A thorough study of the occupational needs of the Territory, following the plan of the surveys of industries frequently made in the States, has been suggested. Such a study should include consideration of the problem of vocational adjustment which is facing the young people, and of the contribution which the schools and other training agencies of the islands should be expected to make in a reorganized program.

In respect to training for citizenship there can be no doubt that splendid results are obtained. Every unprejudiced person who works for a time among these young citizens of foreign extraction and learns how earnest and high-principled they are is convinced that this new element, now beginning to come into the electorate of Hawaii, will prove to be a distinct asset. There can be no doubt that these new voters will perform loyally and efficiently their duties as American citizens. The schools and other agencies working in this field, and there are many in Hawaii, are to be commended for what they are accomplishing in this all-important line of endeavor.

North Dakota Campaign Practically Eliminates Illiteracy

The campaign against illiteracy which has been waged throughout the State of North Dakota for the past four years has caused reduction of the percentage of illiteracy to two-tenths of 1 per cent. About half of the illiterates of this State are native Americans—Indians on the reservations. The elimination of illiteracy among them has been one of the hardest problems in the State, for the majority are more than 60 years of age and can not even speak the English language, and it is almost impossible to teach them now to read or write it. Work among these people has been done by volunteers who are to a great extent the teachers of those communities.

Statistics show that one county of the State has no illiterates and that 17 of the 53 counties have fewer than 10. A literacy test for voters is not yet required in this State, but we are working for legislation to this end.—*Minnie J. Nielson, Superintendent of Public Instruction for North Dakota.*

Second Biennial Conference of World Federation

Final plans for the World Conference on Education, which will be held in Toronto, Canada, August 7–12, 1927, were formulated at a recent meeting in Toronto of officers of the World Federation of Education Associations with the Canadian committee on arrangements. The presence on the program of many of the most distinguished educators of Europe, Asia, and America is assured, and prospects already indicate a very large attendance. The Canadian committee is doing excellent work, and reports that accommodations will be available for more than 5,000 persons. Announcement of their intention to attend has been received from delegations in many foreign countries. From the British Isles alone a delegation of 400 teachers is expected; and a large attendance is anticipated from Canada and the United States. General meetings and discussion groups during the conference will be open to visitors.

Information may be obtained from Dr. A. O. Thomas, president, State House, Augusta, Me.; Prof. C. H. Williams, secretary, University of Missouri, Columbia, Mo.; and from Dr. E. A. Hardy, University of Toronto, Toronto, Canada.

"United States Schools" in South America

A school in Argentina and one in Brazil have recently been named for the United States, as an expression of friendship toward this country. Impressive ceremonies attended the naming of the "United States School" in Rio de Janeiro. Addresses were made by the American ambassador and by prominent educational officials of Brazil. American and Brazilian songs and exercises were given by the children, and portraits of Washington, Lincoln, and Horace Mann were unveiled.

Children in the school named for the United States in Buenos Aires observed our American Fourth of July. The program included singing of the national anthems of Argentina and of the United States, recitations on the national flags of the two countries, and an address on the significance of the Fourth of July.

Forty-four superintendents reported the use of the Dalton plan or some modification of it, and 42 reported the use of the Winnetka technique or an adaptation of it, in answer to a questionnaire sent out by the Department of the Interior, Bureau of Education, to 280 school superintendents of cities of 10,000 or more population.

To Overcome Differences in Reading Ability

To offset differences in reading ability of children in the four upper grades of Wheatland, Wyo., graded school, the pupils have been classified into homogeneous groups for special work. All pupils were given the Monroe silent reading test, and the Thorndike McCall reading scale was used as a check. The tests showed, grade by grade, a wide variation in reading ability, a range of as much as five or six years in each grade. On the basis of their reading ability, six groups were finally organized, with a range within each of the groups of probably not much more than a year.

It was decided to add to the daily schedule a new morning reading period for each of the six homogeneous groups, continuing at the same time the regular grade reading classes, but for a shorter period. Beneficial results of the grouping are already seen. Members of the superior group, all of whom read better than the average high-school junior, study elementary Spanish in the time which the other groups give to reading.

Home Study of High-School Seniors

To determine whether time devoted to home study by pupils in Western High School, Baltimore, is apportioned to the best advantage in preparation of different subjects in the curriculum, a questionnaire was sent to about 275 senior students. Answers show that history receives the most of home-study time, an average of 80 minutes. Latin comes next, with an average of 58 minutes; then stenography, 57 minutes; mathematics, 46; and modern languages and chemistry with an average of 45 minutes each. Pupils reported an average of 42 minutes home study of English, and 38 minutes of biology. The average per pupil time for each subject is 53 minutes, or about three hours and a half of home study in all. This is thought to be an overestimate rather than an underestimate. A practical result of the survey has been to reduce the history assignment, which entails library work, and by readjustments of other subjects to make more time available for home study in the subjects now below the median.

Talks on banking and elementary economics for pupils in seventh and eighth grades and high schools of Wisconsin are given by local speakers designated for the purpose by the Wisconsin Bankers Association.

29090°—27——2

Vocational Guidance by German Municipal Institutes

Voluntary Cooperation by Employers and Employees. Simple Intelligence Tests Supplement Educational Records. Industrial Establishments Utilize Institutes in Recruiting Employees. System Applicable to Choice of Professions

PSYCHOLOGICAL institutes as instruments for voluntary vocational guidance are maintained by municipalities in practically all important industrial areas in Germany. There has been since the war, and particularly within the past five years, a growing appreciation on the part of both employers and employees of such service.

The institute in Cologne—and the organization there is typical of other centers—is connected with the Berufsamt, or vocational guidance bureau. The Berufsamt registers and advises boys and girls about to leave school and enter industry, and through comprehensive school reports filed with the bureau, physical measurements and medical history of pupils are checked. Adults also take advantage of the service offered.

Tests, given in the institute, are usually very simple, the more complicated forms having been abandoned. Though the general character of tests has been standardized, details are changed frequently. In Cologne the written part of the test includes (1) a 10-minute essay on the applicant's choice of a career, (2) missing word test, and (3) completion of unfinished paragraphs. Manual and sensory tests include (1) manual strength, (2) color selection, (3) visual measurement, and (4) manual tests to determine dexterity, tempo, exactitude, ability to reproduce, etc. Tests can be completed in about two hours. Their principal value is said to be in the opportunity given for observation of the candidate during the test.

Results are reported by the institute under the headings: Manual and sensory equipment; practical-technical ability; schoolwork, verbal and perceptive intelligence; and "special tests" for applicants, often adults, for highly skilled work. The observer's general verdict is added as to the applicant's adaptation to unskilled, skilled, or highly skilled and original work. Upon the basis of this report the Berufsamt advises candidates and aids in securing positions for them.

Voluntary vocational guidance of this character, in the opinion of the correspondent of the London Times who described the system, is meeting with ever-increasing support of employers. It is estimated by one large company employing 10,000 workers that since adopting this policy of recruiting its apprentices, the number of failures in passing trade tests after three months of probation has been reduced from 30 per cent to a negligible number. It is even more significant that the system has the approval of trade-unions who realize its value in maintaining their standard of efficient workmanship. In Cologne students in medicine, law, architecture, and music are availing themselves of the services of the institute for psychological tests, indicating that the system is applicable also to the professions in assisting in the choice of a career.

Sex Education as Actually Conducted

"High Schools and Sex Education," a manual of suggestion on education related to sex, describes the work actually done in sex education by high-school teachers of the United States. The material was collected and the document was prepared under the auspices of the United States Bureau of Education and the United States Bureau of the Public Health Service.

This manual does not advocate special courses in sex hygiene, but seeks to bring about the integration of sex instruction with biology, physiology, personal hygiene, and other existing courses. It should be of substantial assistance to high-school teachers, and the practical application of the methods it describes should contribute to the rearing of a healthier and happier generation.

A new edition of the book has been issued in red buckram binding. It may be purchased from the Superintendent of Documents, Government Printing Office, Washington, D. C., at 50 cents per copy.

Free lectures under the auspices of the Board of Education of New York City, which attained such popularity 30 years ago under the direction of Henry M. Leipziger, are declining rapidly in the face of the competition from the movies and the radio. The appropriation for the bureau of lectures has been cut from $38,000 to $16,000 for the coming year.

SCHOOL LIFE

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

FEBRUARY, 1927

Four International Educational Conferences are Coming

FOUR important international conferences in which education will occupy the foremost place are described in this issue. The first in point of time will be the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation to be held in Honolulu, April 11 to 16, inclusive.

An international conference will be held at Prague, April 18 and 19, under the auspices of the International Bureau of Education, an activity of the Jean Jacques Rousseau Institute of Geneva. Its central theme will be the promotion of peace through instruction in the schools. "Progressive education," will be the common bond of the participants in a meeting to be held in Locarno, Switzerland, August 3 to 15. "The true meaning of freedom in education" will be the theme of that conference.

The World Federation of Education Associations will meet at Toronto, August 7 to 12, inclusive. This association was organized during the San Francisco convention of the National Education Association, and it has held one other meeting—that at Edinboro. The conspicuous success of these and the prospect of seeing and hearing some of the most distinguished educators of Europe will undoubtedly attract a large number of American teachers to Toronto, a city, by the way, which has more American characteristics than any other city not on American soil.

The conference at Honolulu is the only one of the four which is directly under governmental auspices. Provision was made for it by a joint resolution of the Congress of the United States, it was called by the President, the Secretary of the Interior is charged with its direction, an appropriation of $20,000 was made for it, and official delegates will attend from this country and from other countries bordering upon the Pacific and having territorial interests in the Pacific.

In addition to the delegates from the departments of our Government the attendance is expected of two or three governors, four or more State superintendents of public instruction, a number of presidents and other officers of universities, the president of the National Congress of Parents and Teachers, and others who have high places in the esteem of the educational public. These, with the accredited delegates of other countries, will be the headliners of the conference, and their presence plus the extraordinary attractiveness of the islands themselves will insure good audiences.

More than 6,000 students in American universities, colleges, and professional schools are residents of other countries bordering upon the Pacific, including Hawaii and the Philippines. No better means than this are possible for the cultivation of cordial relations with those countries. Presence of university and college representatives at this conference will tend to promote the attendance of students from the countries represented there, and it is therefore distinctly to the advantage of the individual institutions and beneficial to the country.

Aside from the conference and its business, the delights of a trip to "the paradise of the Pacific" are not to be overlooked.

Tuition Fees a Departure From Cherished Tradition

TENDENCY to increase the fees charged to students of State universities and State colleges seems to have excited little comment from administrators of higher education. This is exceedingly unfortunate, nevertheless, for the tendency is bad in principle and ultimately it is likely to lead to results contrary to the whole theory of American public education.

Of 106 State higher institutions included in Bureau of Education Bulletin 1925, No. 12, it is reported (in Table 6) that 30 make a definite charge for tuition in arts and science to residents of the State, and in 11 of them the tuition charge is $50 or more. Other State institutions make no formal charge for tuition but collect substantial sums in incidental or registration fees. Still others prescribe fees for both tuition and incidentals. In 27 of the institutions, one-fourth of the whole number, the combined charges for tuition and incidentals and registration amount to more than $50 a year.

Certain fees are justifiable, as a matter of course. It is reasonable and proper that students be required to contribute to the cost of instruction which they receive in an institution of a State other than that of their residence. All the States maintain colleges for their citizens, and he who wishes to attend in another State can not expect free tuition there unless some reciprocity arrangement is in effect. Laboratory breakage and the like should be paid. Personal service, including medical attendance, is properly charged to the individual, and membership in athletic clubs and student organizations is undoubtedly to be paid by the students, either by consent of the individual or by voluntary agreement of the student body. And professional instruction in certain forms has not yet been assumed as a full obligation by all the States, although it might well be. No serious objection can be urged under present conditions to such charges as these.

Objection does lie, however, against the practice, permissible, perhaps, in private institutions, of using fees as a barrier to keep down the numbers of students who seek entrance into State colleges, or as an easy means to raise a little more money for the institution. In both particulars the practice is of doubtful wisdom. The worst possible form of the "selective processes" is that based upon ability to pay. Purposely to shut out the ambitious and able student of moderate means in order that only the sons of the well-to-do may enjoy the benefits of higher education at State expense would be reprehensible and indefensible.

On the other hand, to follow the line of least resistance and to levy contributions upon the students for money which should be provided from the public treasury would be not only an unnecessary imposition but unwise as a matter of policy. The best and most earnest of the students will redouble their efforts at self-help and use still more time for earning that should be given to study, or their parents will make greater sacrifices to keep their sons in college. Many of them will succeed in doing so; but every important addition to the total cost raises the barrier above the level of the resources of prospective students of another stratum. The college enrollment has grown, to be sure, notwithstanding greater costs; but the reason lies in the flood of eligibles that issues steadily from the high schools.

It is easy to increase fees when the trustees control the matter. A recorded vote is all that is required. The tribulation comes to the worthy and ambitious ones who must contrive to pay them. How much better to carry the effort and the worry to the legislative committees where it belongs.

The sums received in added tuition fees are usually insignificant in terms of State appropriations, heavy though they may be upon individual students. The receipts from fees which are reported by some of the institutions appear imposing, but the totals include payments by nonresidents and those for professional instruction, which are always considerable.

The State universities and State colleges which are quiescent or complaisant in regard to increase in student fees depart from tradition. They barter a cherished principle for a pittance.

Preschool Work of National Congress of Parents and Teachers

By MILDRED RUMBOLD WILKINSON
Assistant Manager of Bureau, Furnace Brook Farm, Peekskill, N. Y.

THIRTY-NINE active preschool circles in Kansas City, Mo., all active and all organized during the past four years, prove that parents have found that it pays to study the rearing of their children.

In 1870 the interested public learned through Government pamphlets that a better breed of hogs would increase their weight ten times more rapidly on the same food that was given to a poorer breed. These same pamphlets told how to detect and to cure hog diseases. About 1880 the Government sent out pamphlets telling the best breed of horses for all kinds of work, and, later, helpful information on cows and chickens.

To-day, all over the country, parents are studying every phase of child training and the Government, through the Bureau of Education, is making available to all parents, even those in the little hamlets far removed from educational centers, home instruction through pamphlets and valuable book lists, on all phases of education for the entire family from the toddler to the adult.

Abundant Literature Supplied to Mothers

Parent-teacher associations, women's clubs, and child study groups are supplying their members with every possible aid for this study of child training and parental fitness. The American Child Health Association, the Playground and Recreation Association of America, both located in New York City, the National Safety Association, and many others are sending into the homes instructive material on health, play, safety, and other every-day life subjects. The Women's Foundation for Health is devoting time, effort, and money to help mothers to health through its Positive Health Series.

Even commercial firms are showering the homes of the country with valuable educational pamphlets.

This is a preschool age. The preschool child has become the incentive to his parents' education and training along a number of lines unconsidered until the parents realized that babies bring no habits with them into the world and that habit formation beginning at birth places the responsibility squarely upon the mothers and fathers.

All parents who are true parents are desirous of giving their children strong, robust bodies and a fair intellectual start in their education. Jesse H. Newlon, past president of the National Education Association, in addressing the State Teachers Convention in Montana said, "We as teachers are somewhat conceited, we consider our services in the school room as priceless. We are wrong. We must see the child in his relation to his environment not alone in the schoolroom but in the home. The State, The Nation, the whole universe, contribute to his success or failure. We must understand problems of health, emotions, homes, parentage, and character; and the parent-teacher association is the means whereby teachers can get on the inside of these problems."

Organizing and planning the work of preschool circles is a vital activity of the National Congress of Parents and Teachers. Mrs. Clifford Walker, of Atlanta, Ga., is the national chairman of preschool circles and she has a national committee made up of a chairman in each State branch. Program outlines for the work as well as excellent program material are published monthly in the Child Welfare Magazine. Mrs. E. R. Crumm, national chairman of study circles, Mrs. E. L. Morris, manager of the bureau of program service, and State preschool chairmen cooperate in the work.

These preschool circles meet at regular periods for intensive study. In some places mothers meet in the homes of members and bring their children with them. This gives the little ones an opportunity to play together in another room under the expert guidance of some one in charge of the children while the mothers are studying.

Talks by Specialists in Child Training

Child specialists give talks on such topics as habit problems, obedience, fear, punishment, play, proper toys for children, preparing the child for kindergarten, independence, and other subjects vital to the physical, mental, and spiritual training of children.

In Washington, D. C., 13 associations are having their preschool children carefully examined for all defects, and then following this examination with study of the problems brought to light. They expect to extend the preschool circle work so that every school in the District will have one.

At Fort Dodge, Iowa, the members of the parent-teacher associations and of the preschool-age clubs, in addition to their study work, have made appointments with mothers for morning or afternoon clinics in the kindergarten room of the Hawley School. They not only assist the school nurse in weighing and measuring the children but they call for the mothers and children and take them home again after the examinations. Los Angeles Federation has monthly conferences with its preschool chairmen for exchange of plans and ideas. They are doing very successful work with the young mothers of the city, who have become very enthusiastic child-study students.

St. Paul, Minn., has an organized course in preschool work under Miss Edith Dixon, of the Child Welfare Institute of the State university. The circle meets the first Monday and the third Wednesday of each month in the public library from three o'clock to half past four in the afternoon. The admission is free and the requirements are: (1) Attendance at every meeting, if possible; (2) handing in at each meeting one written question; (3) reading at least one book during the course from a selected book list.

In Michigan the State preschool chairman urges her chairmen throughout the State, to become interested in the work of the school kindergartens and the first grades, that they may know something of the school problems of the first years. She asks also that they make a survey of their fields, decide upon the outstanding needs, mental, moral, physical, and spiritual, and then do their utmost to better conditions. She supplies them with helpful pamphlets, outlines of work, and selected book lists.

Every State is working for preschool circles in every community, and even the smallest groups with no organized, self-supporting circle can form a group for this work. Without expensive books, without a trained expert to lead, they can still do resultful preschool work by using the instructive articles "First-Year Talks for Pre-School Circles" by Evelyn D. Cope, published each month in The Child Welfare Magazine.

The New Education Fellowship, a progressive educational organization with branches in many European countries, including England, will hold its fourth international conference in Locarno, Switzerland, August 3–15, 1927. The main topic for consideration will be the true meaning of freedom in education, and in this connection the promotion of closer educational relations between Europe and the United States will be discussed. The hope is expressed that American educators traveling in Europe this summer will arrange to attend the meeting.

Mission of Junior High School is in Articulation and Guided Exploration

Neither Wholly Elementary nor Wholly Secondary, but the Means of Integration. Initiates Secondary Education; Senior High School Completes It. Junior High School Aids Pupil to Make Provisional Choice of Kind of Work He Will Do. Eight Criteria for Appraising Efficiency of Junior High School.

By JAMES M. GLASS

Consulting Director of Junior High Schools, Florida State Department of Public Instruction

THE junior high school has been nationally accepted as the solution of many pressing and universal educational problems. Like an educational awakening it has spread in 15 years through all 48 States. No school system, no administrator, no teacher who has caught the new vision has been the same since, provided that school system, administrator, or teacher has awakened to the mission of the junior high school.

He who is content to appropriate the lifeless form and refuses the challenge of the new life-giving spirit of the junior high school will continue to wonder what it is all about. He who catches the vision of its mission and accepts the challenge to readjust his theory and practice in accord with it will experience a new birth in his personal and professional life. In the one case the junior high school becomes a static unit in the public-school system. In the other case it becomes a dynamic and pivotal center of reconstruction.

The first mission of the junior high school is this: It seeks to convert an unarticulated school system of 8 years of elementary education and 4 years of secondary education into an articulated and continuous 12-year school system. To this end the junior high school becomes the unit of transition to weld together elementary and secondary education.

Junior High School Coordinates School System

The junior high school at no point in its three years is either wholly elementary or wholly secondary. It is a new composite of both. It begins by continuing "common integrating education." It carries forward progressively its transitional articulation of elementary and secondary courses of study. It closes by starting the differentiation of secondary education. It continues the elementary school, it coordinates the school system, and it starts the secondary school. Stated in terms of pupil experience, the junior high school is the bridge over which its pupils pass from the irresponsible age of boyhood and girlhood to the increasingly responsible age and richer experience of adolescence.

Let us look at the conditions from which the junior high-school movement originated. In the elementary school of eight years we shall find the opportunity for the junior high school. In the high school of four years we shall find the need for it.

Two decades ago we experienced one of those educational tidal waves which have the virtue of concentrating thought and effort upon one objective. It was economy of time in the public school. The wave swept us to the conviction that the elementary school required only six years to complete its program.

Elementary Years Not Well Utilized

"Cardinal Principles of Secondary Education" gave the consensus of opinion thus: "The eight years heretofore given to elementary education have not, as a rule, been effectively utilized. The last two of these years in particular have not been well adapted to the needs of the adolescent. Many pupils lose interest and either drop out of school altogether or form habits of dawdling, to the serious injury of subsequent work. We believe that much of the difficulty will be removed by a new type of secondary education beginning at about 12 or 13."

Let us translate this quotation into an affirmation: The single greatest contribution to American education by the elementary school since 1890 was such increased efficiency that its program of eight years could be completed in six. This increased efficiency released grades 7 and 8 for a reconstructed program in secondary education and thereby created the opportunity for the junior high school.

Where was the need? In 1905 two studies on the problem of elimination from school, undertaken almost simultaneously by Ayres and Thorndike, revealed startling conditions of educational waste. It was discovered that for the country as a whole, of 100 pupils who completed the sixth year, 79 finished the seventh, 59 completed the eighth, and 39 survived to the end of the ninth—a mortality of 61 per cent in grades 7, 8, and 9. Here was a desperate need for reorganization and for the prevention of educational casualties.

In 1890 one of every ten pupils of high school age was enrolled in school. There is to-day one of every three, and in many communities two of every three. In 1890 the aggregate enrollment was 300,000; in 1924 it was three and one-half millions. During this period the total population of the country increased 78.9 per cent and high school enrollment 945.5 per cent. This secondary school growth is one of the phenomenal developments of our national life in the past 35 years.

In 1890 the high-school curriculum was chiefly college preparation. But when high schools were confronted with large numbers of pupils who had no college objective they accepted the challenge to meet new needs. The high school ceased to serve only a class and became democratized for the mass. Let us translate this also into another affirmation: The single greatest contribution of the high school to American education since 1890 was the comprehensive high school. Differentiated curricula, academic, technical, commercial, practical arts, and fine arts were the contributions of the comprehensive high school to the American ideal of equal opportunities for all.

No Longer Exclusively a Preparatory Stage

The day has gone when the high school was exclusively a preparatory stage to college. The day is at hand when the high school has become an integral part of public education for all the people. The comprehensive high school has changed the heritage of 8 years of elementary education to the universal present-day heritage of 12 years of contінous public education. The comprehensive high school and the junior high school created by it have combined to eliminate the former flag stop of the eighth year.

I shall not reflect upon your intelligent understanding of present social and industrial conditions nationally and internationally and of our scientific age to stress the fact that the heritage of our youth to-day must be 12 years of public schooling.

Publication fostered by National Committee on Research in Secondary Education, John B. Edmonson, chairman.

We are concerned with the need to create an integrated and articulated school system of 12 years. This is the first and primary mission of the junior high school. It is the long look of the junior high school to which all of us in our absorption in the specific problems of the first three secondary years are most likely to be blind. If we fail to integrate the six years of the elementary school with the three years of the junior high school and the latter with the three years of the senior high school, the original confusion of one gap will be worse confounded by the creation of two.

First Mission Concerned with Transition

Thus the first mission of the junior high school is primarily to create a school of transition designed to articulate elementary and secondary education into one continuous and integrated school system of 12 years, or in the case of an extensive practice of the South and Southwest of 11 years.

To understand the second mission we must change the focus of the lens from the long look at the whole public school system to the short look at the special functions of the junior high school. To quote again the Cardinal Principles of Secondary Education: "In the junior period emphasis should be placed upon the attempt to help the pupil to explore his own aptitudes and to make at least provisional choice of the kinds of work to which he will devote himself. In the senior period emphasis should be given to training in the fields thus chosen. This distinction lies at the basis of the organization of junior and senior high schools."

Comprehensive High School Created the Need

Clearly, then, the two are component parts of the secondary school. The former initiates, and the latter completes secondary education. Thirty years ago the high school did not need the junior high school. The comprehensive high school created the need. Differentiated curricula imply electives and electives in turn imply guidance and intelligent choices. Differentiation is the function of the senior high. Guidance is the function of the junior high school.

Two needs arose concurrently with the comprehensive high school. The first was more time for secondary education. This was supplied by the addition of the seventh and eighth years to the secondary period. The second need, which is the second mission of the junior high school, was to help each child to explore his own aptitides and to guide him to an intelligent choice of educational differentiation. If the senior high school is to furnish training in work chosen, it can not also undertake the mission of the junior high school to furnish guided exploration. This basic distinction must be respected whether a school system is reorganized upon the 6–3–3 or 6–6 basis.

No doubt the designation of 6–6 more closely approximates actual practice of present school administration. The fact is that there are still two major divisions of the 12-year school system, but modified into an elementary period of six years and a secondary period of six years. This does not imply that segregated junior and senior high schools should not exist. Each has its own peculiar functions. In large school systems each is more effectively administered as a separate building unit. But the implication plainly is that in smaller systems the joint junior senior high school of six years has as definite a place in school administration.

Should be Designated a Secondary School

Whether 6–3–3 or 6–6, the junior and senior high schools are component parts of the secondary period of the seventh to the twelfth school years. All tendencies in city, county, State, and national education associations to designate both as secondary schools should be encouraged until secondary education shall invariably predicate junior and senior high schools.

The inherent virtue of segregated junior and senior high schools is the increased probability, by reason of type of administration, that their respective functions will be strictly observed. The inherent virtue of a six-year junior-senior high school is the increased probability, also by reason of type of administration, that the mutual function to create an integrated secondary program will be as strictly observed. The question of respective type must be determined by local conditions of economy of administration. The question of distinctive and mutual functions is in either case a matter of professional attitude and informed leadership.

The long look at the junior high school reveals its mission to the public-school system—to eliminate its gaps, to provide gradual and progressive transition from elementary to secondary schools, and to integrate 12 years of public education.

Guidance into Differentiated Training

The short look at the junior high school reveals its mission to early adolescent youth—to guide them from elementary education through its own enlarged and enriched experiences of exploration of aptitudes, revelation of opportunities, and motivation of purposeful effort, and into the specialized or differentiated training of the senior high school.

It is important to note that the junior high school has its own twofold mission. Consequently it is neither a glorified grammar school nor an appendix to the senior high school. It must be a composite product of both, partaking of the nature of each, and solely responsible for the fulfillment of its own missions to the public-school system and to the early adolescent age. It must, therefore, have its own identity, its own purposes, and its own program of studies.

In the light of this twofold mission let us examine some criteria which in general practice to-day serve for an appraisal of a real junior high school:

Vision of Leaders Comes First

1. Without question the first criterion that a junior high school is fulfilling its purposes is the vision of its administrators and instructors. Junior high schools vary little in organization, program of studies, and administration. They vary much in the conviction of their faculties that there is a mission for them to fulfill. Principals and teachers should unceasingly search for the underlying philosophy of the junior high school, for the enthusiasm which rewards the search, and for the irresistible fascination of the spirit of the junior high school. To this end every teacher should take courses in the "junior high school idea" and keep in touch with its literature to follow its steady progress toward its high mission.

2. The junior high school has become the agency to elevate into secondary education the study of psychology as the basis of education. In consequence it elevates into the secondary school the method of making the child rather than subject matter the focus of procedure. All junior high school teachers, who have been trained by experience in the elementary school, know that elementary and particularly primary teachers have for a generation been students of child psychology. Herein lies the secret of their increased efficiency by reason of which the elementary school has released grades 7 and 8 to the secondary school.

Adolescent Psychology Not Fully Developed

The acid test of any school unit is the degree of correspondence between the psychology of the age with which it deals and its organized environment of materials, method, and school life. We of the secondary school have largely yet to learn by personal experience what this acid test implies for us. The reason is not so much our indifference as the fact that adolescent psychology is not the developed science which child psychology has become.

Steadily, however, junior high school literature is being enriched by more scientific studies of the early adolescent or pubescent age. A junior high school faculty should seek every opportunity

to enroll for what is beyond doubt the most fascinating teacher-training course open to them—the study of the early adolescent age. When a junior high school teacher can say, as I heard a Los Angeles teacher say, when a group of early adolescent boys marched upon the platform for a boys' chorus selection, "How I love these junior high school pupils," that teacher has found her place and she will fill it.

Involves Reconstruction of Study Program

3. The enacting clause of a junior high school is a reconstructed program of studies. Briefly this means a change from a vertical line of demarcation between elementary and secondary courses of study to a diagonal line of gradual articulation between them.

Each course should proceed by natural, transitional, and progressive stages from its elementary to its secondary constituents. Each course should fuse the refinements of its allied elementary courses with the simpler aspects of its allied secondary courses. Each course should provide a survey of the subject field to the end of exploring aptitudes and of revealing its educational and vocational possibilities. Each course should deal with the problems, interests, and needs of early adolescence.

Hence the first criterion of a vision of the junior high-school mission and the second criterion of a sympathetic understanding of the early adolescent age logically precede efforts at curriculum reconstruction. Junior high schools which are constructively reformulating their programs of studies in accord with the accepted purposes of the movement and with the steadily increasing knowledge of the pubescent age are effecting the curriculum reconstruction so indispensable to even an approximate realization of the junior high-school mission. Every true junior high-school teacher will accept without question assignments to participate actively in the rebuilding of the program of studies.

Classroom Procedure Must Be Socialized

4. The exclusively cultural-disciplinary concept of education has been modified, not replaced, by a modern social-practical concept. This new concept leads to the conviction that the socialization of the curriculum is a paradox without the socialization of classroom procedure. Manifestly socialized classroom procedure makes effectual a socialized curriculum. In the present-day readjustment of the secondary curriculum the objective is the introduction of social-practical values, the means are socialized materials, and the method is socialized classroom procedure.

A more comprehensive and sympathetic knowledge of early adolescent psychology will save junior high school teachers from fatal errors in instructional method. Early adolescence is characterized by a dynamic mental growth from the vicarious thinking life of the child to the independent thinking life of the adolescent. The early adolescent youth has an irrepressible instinct to think, to inquire, and to investigate for himself. He wants to discover and to understand in terms of his own experience. Yet his power for independent thinking and study has not developed to the point that he does not need guidance.

A Laboratory for Experiment

The true junior high school teacher is the unobstrusive leader of early adolescent mental expansion. She accepts the concept of the classroom as a laboratory, even though it challenges her former concept of it as a recitation room. She subscribes to the principle of "activity as the chief means of learning." She believes in learning by doing. She is willing to experiment with directed learning, the problem-project method, the socialized recitation, and the various other forms in which the classroom laboratory ideal has found expression.

She believes that the pupil is the active participating agent in the classroom and that she is the passive, nontalking, directing agent. She is bringing to the whole secondary field a shift in point of view from improvement of the teacher's method to improvement of the pupil's learning process. She actually believes, because she was largely trained in elementary school method, that the child is the focus of classroom procedure.

One-Hour Periods are Desirable

Her experience convinces her that the one indispensable condition for translating the theory of activity as the chief means of learning into classroom practice is the longer period of 60 minutes. The laboratory requires more time than the recitation. She is helping to make universal the administrative practice of six 1-hour periods daily.

5. Guidance is a synonym for the junior high school. The exploration of aptitudes is an individual, i. e., a guidance problem. The aim of the junior high school can be summarized in the purpose so to diagnose individual differences that each early adolescent may be wisely guided from the single curriculum of the elementary school to his proper curriculum placement among the multiple offerings of the senior high school.

The guidance program has three objectives: (1) The discovery of individual aptitudes; (2) the discovery of educational opportunities for the training of aptitudes when revealed; (3) the discovery of vocational openings for the useful employment of aptitudes when revealed and trained. In another way of statement the junior high school offers to early adolescent youth, as he instinctively looks forward to his proper place in society, three visions: His own native endowment, the world of education, and the world of work. Concurrently three purposes must be fulfilled: Exploration of aptitudes, revelation of training, and motivation of effort.

Guidance Course an Integral Part

The true junior high school teacher who has caught the vision and who comprehends the early adolescent age subscribes in no uncertain terms to the practice of classroom guidance instruction. She knows that junior high school children in their expanding mental growth should have their own conscious interpretation of what the junior high school is planned to give them. She is convinced that they need to know the worlds of education and vocation if they are wisely to be guided to intelligent adjustment of their individual lives. She believes in a guidance course of study as an integral part of the program of studies and in the guidance classroom period as an integral part of the schedule of classes.

Furthermore, the true junior high school teacher believes in the vocational counselor, the girls' adviser, the boys' adviser, and in her own social, moral, and personal guidance work of her weekly homeroom period. Experience has taught her that the junior high-school teacher is primarily a guide of early adolescent youth and secondarily a teacher of subject matter; that guidance is the synonym and method of the junior high school; and that a guidance program is the unfailing criterion by which to judge the worth of a junior high school.

Extracurricular Activities are Important

6. A sixth criterion for appraisal of a junior high school is its program of junior citizenship, more commonly called extracurricular activities. Dewey's definition of the school as "life, not preparation for life," is interpreted by Kilpatrick in his concept of education as "the continuous remaking of the child's life upon ever richer and higher levels." Thus defined the junior high school is primarily the school of early adolescent life, or, as Henry Neumann states it, "the special field for their activities" as junior citizens.

The socialized curriculum, socialized classroom procedure, and socialized junior citizenship constitute a harmonious whole. They guarantee to the junior high school the true ideal of early adolescent life as a cross-section of real living—a richer and higher level than preadolescence and

antecedent to the still richer and higher levels of middle and late adolescence.

Early adolescence is an age of general expansion—a physical expansion with its instinct for ceaseless activity; a mental expansion with its instinct to rationalized understanding and its aversion to mechanized practice; a social expansion with its instinct for cooperative service; and an emotional expansion with its instinct for altruistic expression. A program of junior citizenship is the medium of translating these worthy instincts into useful and saving habits of conduct and of developing these potential powers into actual educational assets.

Exercises of Junior Citizenship Aid Democracy

Junior high school children learn through their activities as junior citizens that "the voluntary surrender of some personal good is the upbuilding of some community good." And junior high school teachers learn that by the exercises of junior citizenship "the fibers of democracy grow sound and strong."

The true junior high school teacher knows that citizenship activities require the unremitting and sympathetic control of the faculty. She knows that she must be the same unobtrusive director of the citizenship activities of her home-room group as she is of the directed learning of her classroom groups. She accepts without question her assignment as a homeroom counselor, as a club sponsor, and as a director of activities.

She comes to find her greatest joy as a coworker with early adolescents and her highest privilege as a vicarious participant in the free, unsophisticated, and joyous age of budding adolescence. She can not comprehend how any organization of grades 7, 8, and 9 can be appraised as a real junior high school without a program of active, living, and inspiring junior citizenship.

Certain Items of Equipment are Essential

7. There are building criteria by which to appraise a junior high school: A library which is the general laboratory of all classrooms; an auditorium which is the source of school morale; a gymnasium where new physical powers may be properly trained; health rooms where unfortunate physical handicaps may be remedied; practical arts shops for boys and for girls where both may be trained to worthy home membership; fine-arts rooms where instincts to the appreciation of the æsthetic may find expression; no study halls to invite wrong habits of undirected learning; the laboratory ideal of every classroom where the principle of activity as the chief means of learning finds a stimulating environment; a students' conference room where leadership in junior citizenship may be trained; and ample administrative and supervisory quarters where the educational leadership of principal and advisory and supervisory associates may function effectively.

8. A final criterion for appraising a junior high school is that it should be freed from inhibitive traditions. It is the pivotal center of educational experimentation. It dares to make mistakes that it may make progress. It protests standardization until its problems are solved and so long afterwards as possible. Progress has been made. But its mission is only partly fulfilled. Conditions in any junior high school can not become rigidly fixed without limiting progress. The true junior high school will endeavor to stay in the plastic state of progressive development.

The true junior high school teacher glories in the pioneer service she can render to the solution of new problems. Like the pupils whom she guides in their expanding lives she looks ever forward to greater service and more worthy achievement. She has the vision of the life still more abundant ever just beyond. She is alive, alert, progressive, splendidly professional, and full of the joy of life because she is living and growing. She is a true missionary devoted in complete self-surrender to the mission of the junior high school.

Adult Education For Young Welsh Miners

A mining institute, the first of four which it is planned to erect in the Welsh County of Monmouthshire, under the South Wales scheme for mining education, was organized recently at Pontllanfraith. Courses in the institutes are designed to meet the needs of pupils who come direct from the schools, as well as of adult workers; and a part of the course is intended for men who wish to take matriculation examinations for the university. For the first two years six hours per week will be spent in the study of English, mathematics, mining science, and drawing. Physics is introduced in the third year, and chemistry in the fourth year. French or Welsh may also be taken as a second language. In the fifth and sixth years the usual matriculation subjects will be taken. The courses are not merely technical in character but will enable young miners to go on, if desired, to university work.

County library service in some form has been established in more than 200 counties in 32 States. It is said that the first book truck was operated in Washington County, Md.

University Encourages Practical Study of Botany

A wild flower contest, to continue 10 years in the schools of the State, has been projected by the University of Texas with the purpose of familiarizing teachers and pupils with wild flowers of their own locality. Annual exhibits will be prepared by the schools to consist of 30 specimens, 10 each gathered in the fall, winter, and spring, pressed and mounted according to directions announced by the professor of botany of the university, who is director of the contest. The scheme contemplates preparation of exhibits in triplicate and retention of one set by participating schools. The best exhibit in each county will be sent to the university. At the expiration of the 10-year period the university will have a collection of wild flowers from different parts of the State, and each school participating will possess an exhibit of 300 authentically identified wild flowers of its locality. The process of collection is purposely made gradual in order that pupils may learn the specimens thoroughly, and that the numbers received at the university at any one time may not be too great.

Beautiful Book on Irrigation Distributed Freely

Study of irrigation in the United States is largely a study of western expansion, for the history of many States of the West is written in terms of water. An illustrated booklet, "Federal Irrigation Projects," giving information concerning irrigation projects of the Bureau of Reclamation of the Department of the Interior, has been widely used by teachers and school children, and facts presented have been incorporated in a number of school textbooks. Copies of the booklet are available to teachers, without cost, in lots of 25 to 50. Application should be made to the Bureau of Reclamation, Interior Department, Washington, D. C.

"Expertness in teaching" will be the keynote of the Seventh Annual Education Conference, sponsored by Ohio State University, Columbus, to be held at the university, April 7–9, 1927. This subject will be prominent in discussions during the entire period, both in general sessions and in the more than 30 sectional group meetings which have been planned. These conferences have been in the past of outstanding helpfulness to teachers, and it is expected that meetings this year will reach a high point in value to those in attendance.

Volcanic Phenomena and Gorgeous Vegetation in Hawaii National Park

Kilauea, Mauna Loa, and Haleakala, All Famous Volcanoes, Are Within the Park. Mauna Loa, 13,675 Feet High, is Steadily Growing. Spectacular Pyrotechnics of Halemaumau, the Crater of Kilauea, Awaited with Eagerness. A Well-Behaved Volcano Which Issues Advance Notice of Outbreaks. Glorious Color Effects at Haleakala. Plants in Crater Gleam like Burnished Silver

By STEPHEN T. MATHER

Director National Park Service

HAWAII NATIONAL PARK, located in the far-off Hawaiian Islands, has many claims to distinction. One fact that makes it unique is its location, consisting as it does of three separate tracts lying on two different islands. The Kilauea and Mauna Loa sections are located on the island of Hawaii, and the third section, Haleakala, is on the island of Maui. Each is named after the volcanic exhibit which is its outstanding feature.

Another of the park's unusual attractions is its fascinating contrast of luxuriant tropical foliage with craters and barren lava flows, the result of some comparatively recent violent volcanic outbreak. At one point the road, winding through a forest of gorgeous fern trees and other vividly colored tropical tree growths, suddenly comes to a huge crater, surrounded by lava and large volcanic bowlders. As a series of contrasts, the entire park is unsurpassed.

The best known section is that including the volcano of Kilauea, usually the most active. This mountain, though much older than towering Mauna Loa, its neighbor, is not nearly so tall, rising only 4,000 feet. Its lavas, instead of flowing from the crater at the top, have found vents through its flanks, thus broadening and flattening the mountain. All that is left of its ancient crater is a great depression at the top, somewhat resembling a broad flat plain. In the middle of this is another crater or pit known by the Hawaiian name of Halemaumau, which popularly translated means "House of Everlasting Fire." This name comes from the fact that for years at a time the pit is filled almost to the brim with a boiling, bubbling mass of molten lava. Nearly a century and a half ago this pit became unusually active and its violent flow of lava destroyed a Hawaiian Army. From that time, 1790, no rocks or ash were ejected by Halemaumau until 1924. The preceding fall the lake of lava drained away, but it gradually returned until the pit contained a 50-

Kilauea's Lake of Fire in a placid mood

acre lake of seething lava. Lava geysers traveling across its surface set up incandescent sprays 150 feet high. This brilliant display continued for two months and then, with the crater nearly full, a large dome slowly formed on the lake. This burst with a roar, sending sheets of lava many feet into the air. Again the lake disappeared and crumbling masses of rock fell into the smoking pit, choking the vents through which the volcanic gases had escaped.

Fire Pit Covers 200 Acres

A few months later, when the gases unexpectedly returned, the vents were cleared by tremendous explosions hurling ashes for miles into the air. The violent disturbance continued for three weeks, and at the end of that time the fire pit had been enlarged to four times its former size, the opening now being 200 acres in area and 1,500 feet deep. A few weeks later, when all was quiet, a roaring geyser appeared at the bottom of the pit, sending up a steady spray of lava 200 feet high, building up a small cinder cone and forming a 10-acre lava lake on the floor of the pit. After giving a brilliant display for a couple of weeks the fountain weakened, and the volcano became dormant. This condition still continues, with only a glowing crack seen now and then at night far down in the pit. Immense columns of steam rise continually from the depths, showing that the fires are ever smoldering, and the chances are that the lake of fire will some day return to the pit.

Tropical Vegetation and Beautiful Birds

This section of the park has many other striking features. In addition to Halemaumau, there are steaming and dead craters; huge sulphur banks; great forests of virgin tree ferns, of koa and ohia trees, and of other valuable Hawaiian hardwoods; lava trees and tree molds, the latter being perfect casts of great trees which have been buried by lava torrents and burned slowly away, leaving impressions of their forms in the hardened lava. Bird Park, a beautiful natural park completely surrounded by ancient lava flows, is another outstanding feature. Here are many different species of very beautiful and rare native birds. In this section also the Seven Craters area, reached by the Cockett Trail, is of great interest. It is planned to connect these in time with a good road so that they may be easily visited by tourists.

In the Fern Jungle, through which the road to the volcano passes, are many giant ferns 40 feet high, with single fronds 25 feet long arching gracefully over the highway. This forms one of the most beautiful and appealing exhibits of this area.

On the rim of Kilauea Crater is located the Volcano House, the hotel that provides accommodations for visitors. The park administrative headquarters are located nearby. From the Volcano House the "World's Weirdest Trail" leads to the rim of the crater. Its first half-mile winds through rich tropical vegetation, then for a mile it takes its way through fantastic lava formations, the result of the Kau Flow of 1919 when Kilauea overflowed. Another mile follows over the area bombarded by huge boulders and fragments of lava during the 1924 eruptions.

Periodic Outbursts Add to Mauna Loa's Bulk

Not far from Kilauea is the Mauna Loa section, with its great volcano rising to an altitude of 13,675 feet. So closely connected are Mauna Loa and Kilauea that the latter appears to be a portion of the taller mountain's eastern slope. Mauna Loa is not only the second highest mountain in the islands, but it is one of the world's greatest volcanoes, steadily increasing its size as volcanic outbursts every five or ten years add huge masses of new lava to its bulk.

Huge Jets of Steam Issue Constantly

Mauna Loa's summit crater, Mokuaweoweo, is as spectacular in action as Kilauea, although entirely different. Its great pit, 3 miles long and 1½ miles wide, sends forth huge volumes of steam almost continuously. Below the crater are many rifts, some brilliantly colored, from which numerous lava flows have occurred in the past. In line with these rifts are many spatter cones and other peculiar volcanic phenomena. A trip up this mountain, by horseback or afoot, is always interesting. Forests of Hawaiian mahogany and tree fern grow at its base, and the lava slopes of the mountain are vividly tinted. At the 10,000-foot elevation a unique

Beauty of vegetation equals the sublimity of the volcano

resthouse has been set in a tiny cinder cone, and here most climbers spend the night, making the 25-mile trip to the top and back the next day.

The last great flow from Mauna Loa occurred in the spring of 1926, after a period of dormancy of seven years. The flow, which came from a rift about 3,000 feet below the summit, lasted for nearly two weeks. The width of the lava flow was about 1,500 feet. Of this, the middle area, like a 50-foot black river rushed along at the rate of 4 or 5 feet per minute. Jets of pebbles shot up from steam explosions and clouds of sand were thrown up. At first there was a hissing sound from the rushing lava, followed later by an almost roaring sound. As the lava rushed down the mountain slope into the sea the water seemed to become deep green in color, and to be steaming in widening areas. A little fishing village on the shore was covered, and the bay was filled with lava.

Halemaumau is more impressive by night than by day

Spectacular and violent as these outbreaks are, they are not dangerous, for there is always plenty of time and opportunity for onlookers to get to places of safety. In fact, a volcanic eruption in Hawaii is cause for rejoicing rather than fear, for everyone rushes to the scene of the spectacle, and the tourist business thrives.

Haleakala's Beauty in its Vegetation

In the third section of the park the main feature, Haleakala, is an extinct volcano. Its crater, which is one of the largest in the world, has an area of about 19 square miles and is several thousand feet deep in places. Inside the crater are hundreds of cinder cones and great lava flows, and at the southeast and northwest sections of the crater wall there are low gaps out of which great rivers of lava once flowed. Near each gap is a beautiful meadow with plenty of grass, and mamani trees furnish shade for camping parties. Within the crater grows the rare silversword plant, which now is found in few places outside of the crater of Haleakala. It is a yuccalike plant, growing to a height of 3 or 4 feet, its fronds gleaming like polished silver. The play of light and shadow in the old burned-out crater as the sunlight appears and floods the depths is impressive beyond words. At sunset, too, superb views are always obtained.

In order that visitors may view the sunrise a comfortable rest house has been provided at the top of the mountain, where the night may be spent. This structure was built with funds provided by citizens of Maui, who wished to give visitors an opportunity to see the crater in its most magnificent aspects. A road for motorists will in time be constructed to the summit. It is no wonder, with its glorious color effects, that the Hawaiians named this crater Haleakala—"The House of the Sun."

Although the Kilauea section is the most popular at present, because of its easy accessibility and its spectacular and capricious lake of fire, Haleakala's tremendous scale and beauty make it a favorite with many who have taken pains to see it. To its devotees there is nothing like it. All three sections contain much that is beautiful and spectacular, much that is weird and wonderful. All three should be visited in order that one may get a comprehensive view of their contrasting beauties; but to visit any one of them is worth the trip to Hawaii.

Saskatchewan Shows Marked Educational Development

Remarkable educational progress has been made in the Province of Saskatchewan, Canada, since its organization as a Province in 1905. The 894 school districts in existence at that time have grown to 4,625. When organized the Province was without high schools, and to-day there are 21 high schools, more than 300 continuation schools, and in addition nearly 700 other rural, village, and high schools are doing high school work. Teachers in elementary schools have increased during this period from 1,011 to more than 7,000, and normal schools and a university have been established for higher education of the people.

Lava trees and tree molds assume queer shapes

Preparation for Service in Eastern Countries

The School of Oriental Studies, London, is recognized as one of the most comprehensive and best equipped institutions of its kind in the world. One of the main purposes of the school, now in its eleventh year, is to give preliminary grounding to persons going to the East or to Africa in any capacity, whether in Government service, as missionaries, in a professional capacity, or for commerce. It is supported in part by grants from the Treasury and the Indian Government, supplemented by private contributions, principally from firms and individuals connected with the East. Of the 430 students attending the school last year 130 were women. Instruction is given in 35 subjects, including, in addition to a wide range of languages both classical and vernacular, comparative philology, Indian law, history, and phonetics.

An oriental and African library connected with the school contains about 62,500 books and pamphlets, and is continually enriched by donations and purchases. Through publication of a bulletin the scope of work is enlarged, and valuable contributions are made to the knowledge of Oriental and African languages, culture, history, and literature, affording a survey of mankind from East Africa to Japan. An international conference on African languages, held at the school last summer, was attended by 32 delegates representing 10 different countries. An outcome of the conference was the establishment in London of an international bureau for the study of African languages.

French Language in Virginia High Schools

Courses in French are available in 272 of the 359 accredited high schools in Virginia, and in 7 of the 25 accredited junior high schools. From a study of 67 high schools of the State, recently made by B. Frances Sellers, published in the Virginia Teacher for November, 1926, it is found that preparation of teachers ranges from 2 to 10 years, but one teacher is a native of France and another has spoken French all his life. Median preparation is 4 and 4½ years. Some of the best universities in the United States as well as a few French universities are represented in the preparation of these teachers. Most of the instructors in French teach other subjects, devoting only two hours a day to French. Of the other subjects, however, 74 per cent are languages— English, Latin, or Spanish.

Two-year courses are offered in the majority of the schools, four-year courses being available in only a few of the larger schools and military academies. In all but two of the schools classroom conversation is used, and French clubs are maintained in 14 schools. French libraries are meagerly equipped. They average slightly more than 10 books to the school. Pupils in 16 of the 67 schools correspond with high-school pupils in France, and 30 teachers subscribe to French periodicals.

Costa Rica Offers Prizes to Native Authors

To provide standard textbooks by native authors for use in schools of Costa Rica, a national contest has been authorized by the constitutional congress. Acceptance of manuscripts of four textbooks annually is contemplated, two each for elementary and for high school use. The board of directors of high schools, of which there are five in Costa Rica, and the technical chief of elementary schools compose the committee of award. A prize of 2,500 colones, about $625, is offered by the secretariat of education for each manuscript accepted, which then becomes the property of the Government. On publication, the author receives 20 per cent of the first edition, and the same proportion of subsequent editions if revised and corrected by him. He has, in addition, the privilege of having his work published at his own expense at any time for use in foreign countries. If use of the textbook is discontinued in the schools of Costa Rica, ownership reverts to the author.

Provision is made for translation of foreign textbooks for use in schools in case satisfactory manuscripts are not submitted by native writers; and for purchase of books in Spain and in Spanish-American countries, to be sold at cost to pupils. All textbooks and books of reference for use in schools will be imported duty free.—*Roderick W. Unckles, American vice consul in charge, San Jose, Costa Rica.*

Begin Term with Inspection of Plant

"Excursion day" marks the beginning of the school year at Prairie View State Normal and Industrial College, Texas, an institution for the training of colored teachers. Instructors and pupils march in procession to the different plants and industries connected with the institution, where the work is inspected and explained to the entire student body. Attendance on these inspection tours is required, and they are of particular assistance in the adjustment of new students to the work of the institution.

Pentathlon Planned for Texas Rural Schools

Rural pentathlon, a five-event athletic contest for pupils in rural one and two teacher schools in Texas has been inaugurated this year, sponsored by the Interscholastic League of the State. It is designed to promote all-round development rather than specialization upon one form of athletics, and at the same time to supply wholesome competition among rural schools where contestants will meet on terms of equality as to equipment and coaching advantages. To this end five events have been chosen. They consist of a 100-yard dash; a running high jump; a 12-pound shot put; a standing hop, step, and jump; and a running broad jump. It is the only athletic event carrying a special division for rural schools, organized on a state-wide basis. The pentathlon winner at the county meet qualifies for the district, and the winner at the district meet may represent his district at the State meet. In this final contest four prizes are offered, bronze, silver, and gold medals, and a silver loving cup.

Czechoslovakian University is Well Attended

Charles University, of Prague, founded in 1348, has in its winter semester 1926–27 already 8,387 students. The faculty of theology has 42, the faculty of law 3,992, the faculty of medicine 1,791, the faculty of philosophy 1,227, and the faculty of natural sciences 1,335 students. Of these students 1,267 are women, 89 of whom are studying law, 330 medicine, 378 philosophy, and 470 natural sciences. In all 978 foreign students are matriculated on these five faculties.—*Emanuel V. Lippert.*

Pan-American Interchange of Students and Professors

A movement to inaugurate an interchange of professors and students among Latin-American countries has been begun. Between the Argentine and Uruguay this has been in existence for some time, but the present plan is to develop it until it comprises the entire continent and even Central America.—*Peter A. Jay, American Ambassador at Buenos Aires.*

Constitutionality of the legislative act authorizing religious instruction of pupils of public schools of the State of New York, for one hour a week during school hours outside of school buildings, was upheld in a recent decision of the appellate division of the State supreme court.

New Books in Education

By JOHN D. WOLCOTT

Librarian, Bureau of Education

Bagley, William C. *and* Kyte, George C. The California curriculum study. (A study begun under a grant from the Commonwealth fund.) Berkeley, Calif., University of California printing office, 1926. 430 p. tables, diagrs. 8°.

The research work on which this study is based extended from 1924 to 1926, and was carried on by a committee under Doctor Bagley as director and Doctor Kyte as associate director. State Superintendent W. C. Wood was in general charge of the study, which was defined at the outset as an investigation of the course of study of the elementary schools with a view to: (*a*) The reorganization of subjects of study now required by law to be taught in the elementary schools; (*b*) the elimination of nonessentials in all subjects; (*c*) the regrading of subject matter in all subjects according to the capabilities of the pupils; and (*d*) the possibility of reducing the time of certain groups of pupils. These purposes were somewhat modified during the course of the investigation. The materials in the report are so organized as to present: (1) The evolution of the elementary school curriculum with special emphasis on its development in California; (2) a critical analysis of present general practices and deviations from them; and (3) investigations of conditions and influences which materially affect curriculum revision. Finally, a "core curriculum" is suggested. One result of the study is an act of the California legislature of 1925 reducing the number of statutory required subjects in the public elementary school curriculum by more than half of the previous figure.

Friese, John F. Exploring the manual arts. New York and London, The Century co. [1926] xii, 412 p. 8°. (The Century vocational series, ed. by C. A. Prosser.)

Manual arts as a cultural subject is taken up by this book at the junior high school level only. This is done on the basis of boy interest, physiology, and psychology between the ages of 12 and 15. The author points out some of the conclusions reached after more than four years of study, experimentation, revision of ideas, and writing and rewriting courses of study, by a manual arts department in a midwestern city of 20,000 population, with agricultural, industrial, and transportation interests. The results and conclusions are one answer to the partly solved problem of the place of manual arts in modern American education.

Gove, Floyd S. Religious education on public school time. Cambridge, Mass., Harvard university, 1926. xviii, 143 p. tables, diagrs. 8°. (Harvard bulletins in education, Graduate school of education, Harvard university. no. 11, September, 1926.)

Granting the importance of religious instruction as a part of the general scheme of education, this study shows the inadequacy of present means of religious education, discusses possible improvement through the use of public school time, and describes the present status of week-day religious education. Problems in organization and administration growing out of present week-day religious instruction are next taken up. In conclusion, the author points out the hopeful prospects for the future of week-day religious education, which is being extended and made more efficient. He also discusses the probability and means of improvement in week day religious education, and calls attention to some dangers involved in the use of public school time for this purpose.

Hollis, A. P. Motion pictures for instruction. New York, the Century co. [1926] xix, 450 p. front., plates. 8°. (The Century education series.)

In view of the large and increasing use of motion picture films in the public schools, this book has been prepared as a guide for superintendents of schools and others in the selection and use of educational films. The first part of the book sketches the development of visual education, tells how motion pictures are being used successfully in classrooms, presents in detail several different courses of study, offers a series of actual film lessons, explains the methods of presentation and follow-up, and discusses the pedagogy of instruction by means of motion pictures. The second part of the book lists and describes over 1,500 educational films particularly well suited to classroom use, classifies these films, names the organizations from which they may be obtained, offers suggestions for "film" libraries, and concludes with a selective bibliography.

Jones, Arthur J. Education and the individual. Principles of education from the psychological standpoint. New York, The Century co. [1926] xiv, 225 p. tables, diagrs. 8°. (The Century education series.)

The idea that education is fundamentally an individual and psychological process is basic to this discussion. The purpose of the book is to give teachers who have not had the opportunity for extended work in psychology and education an understanding of the principles underlying the process of education. The contributions which biology, sociology, and psychology make to the educational process are explained. Three factors are involved in every task, including teaching, namely, (1) purpose—a clear idea of the end to be reached and a reason for reaching it, (2) a knowledge of the principles and processes involved, and (3) a sense of personal responsibility for accomplishing the end proposed. The author describes the ends, principles, and processes of teaching, and leaves the third factor, a sense of personal responsibility, to the conscience of the individual teacher.

Jones, Thomas Jesse. Four essentials of education. New York, Chicago [etc.] Charles Scribner's sons [1926] xix, 188 p. 12°.

Community consciousness on the part of the educator, according to Dr. Jones, is the proper means of correlating the diverse needs of innumerable persons and of integrating the ever-increasing number of facts discovered by scientific research and travel. The author's studies of undeveloped peoples in Africa prepares him to formulate the approach to the study of a community on the basis of the elements of a primitive society. The essentials of education for the masses of mankind comprise knowledge and mastery of—(1) hygiene and health; (2) the resources and opportunities, particularly the agricultural and climatic ones, of the local physical environment; (3) a decent and comfortable home life; and (4) the art of recreation broadly understood. The book proceeds, first, to define each of these four "simples" or essentials of the community; second, to suggest forms of inquiry to ascertain the varied expressions of each essential as well as the organizations concerned in each; third, to show the relation of each essential to the educational processes of elementary, secondary, collegiate, and university education. The preface to the volume is contributed by Prof. Franklin H. Giddings, of Columbia university, and the introduction is by Sir Michael E. Sadler, of University college, Oxford.

Kerr, James. The fundamentals of school health. London, George Allen & Unwin, ltd. [1926] xvi. 859 p. front., illus., tables, diagrs. 4°.

Although written from the British point of view, this comprehensive work gives considerable space to the facts of school hygiene and sanitation as developed in the United States and in other progressive countries outside of Great Britain. The earlier chapters of the book deal with the fundamentals of normal growth, physique, nutrition, and diet. The following chapters are on mental development, intelligence, and the defective, unstable, and exceptional children. Infectious and contagious diseases, and the sanitary conduct of pre-school and early life are set forth as part of health education. The principles to be applied for buildings, space, ventilation, heating, and illumination are next analyzed, and a chapter on the practical application and risks of statistical methods concludes the work.

Newman, H. H., *ed.* The nature of the world and of man, by W. C. Allee, G. W. Bartelmez, J. H. Bretz, A. J. Carlson, R. T. Chamberlin, F. C. Cole, M. C. Coulter, H. C. Cowles, E. R. Downing, E. O. Jordan, C. H. Judd, H. B. Lemon, F. R. Moulton, H. H. Newman, A. S. Romer, and J. Stieglitz. Chicago, Ill., The University of Chicago press [1926] xxiv, 566 p. plates, tables, diagrs. 8°.

The subject matter of a "survey course" given each year at the University of Chicago to a group of selected first-year students of superior intelligence, is comprised in this volume. The survey course was designed to give capable students a preliminary view of the rich intellectual fields that lie before them, and has met with success from the standpoint of both instructors and students. The purpose of this book is to present an up-to-date outline of our knowledge of the physical and the biological world, and to show the position of man in the universe in which he lives, for the benefit of both college students and graduates. Dr. Charles H. Judd contributes the final section on "The mind in evolution."

Thomas, Frank W. Principles and technique of teaching; an introduction to the study of the teaching art. Boston, New York [etc.] Houghton Mifflin company [1927] xxiv, 410 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The preparation of this book is due to a need found by the author for a text furnishing adequate assistance in accomplishing the three things which seemed essential in an introductory course in teaching practice. The first of these essentials has to do with an organized body of principles upon which teaching procedure is to be based, which are derived from the psychology of learning. The second essential point is to familiarize the student with the fundamentals of a teaching technique which conforms to and applies the principles so derived. The third feature that seems necessary to developing a well-grounded technique of teaching is carefully directed observation and first-hand study of actual teaching. Following each chapter are outline guides for observation which are designed to bring about a practical unification of the theoretical discussions with the corresponding actual teaching problems.

○

POINTERS for PARENTS

1. *Insist that your children shall never be late at school.*
2. *They should never be absent, except when absolutely necessary. In that event, see that a written excuse is brought by the child when he returns.*
3. *Be specially careful with the little ones who are starting in the kindergarten or 1A classes. Help them to love to go to school.*
4. *Upper-grade pupils usually have lessons to study or prepare. See that assigned tasks receive careful attention.*
5. *Let the children do their own home work. They should not need your help.*
6. *Textbooks should be neatly covered. All children should be as careful of the property of the city as of their own.*
7. *Cleanliness of face, hands, and body should be required. "Cleanliness is next to godliness."*
8. *Remember how weary you become of taking care of one child. Have plenty of sympathy, therefore, for the teacher who has a class of 50.*
9. *Examine the monthly report cards of your children before you sign them. Require a record of "A" or "B+" if possible.*
10. *If your children are untruthful, dishonest, or disobedient, it necessarily reflects discredit upon you, and is some indication that the home training you give them falls short of what it should be. Do not blame the teacher.*
11. *Have a high regard for the principals who are responsible for the safety and education of your children and thousands of other pupils as well. Their positions are more important than those of bank presidents.*
12. *Teachers are also worthy of your highest appreciation, because they have the real task of instructing your children and in training them to become good Americans.*

EDWARD W. STITT,
Associate Superintendent of Schools,
New York City.

Lay the Foundation for Higher Intellectual and Spiritual Life

HUMAN EXPERIENCE has achieved certain very definite results, and these results the youth is entitled to know without being compelled to undertake the quite impossible task of finding them out for himself. Life is far too short to permit every individual to live over again, without guidance or instruction, the entire stretch of time between the dawn of history and the twentieth century. The first essential of a well-grounded school and college training is that the elements of that knowledge and achievement which constitute human experience shall be given to the youth for his information, for his discipline, and for his inspiration. The school manager or the college faculty that attempts in any way, whether through unconcern or through timorousness, to dodge this question is thereby abdicating as an educational influence. Nor is it in any wise true that all subjects of intellectual interest are of equal value and that the important thing is not what one studies but how he studies it. This is a popular foolishness that is contradicted by the daily experience of everyone. The various subdivisions of knowledge fall into an order of excellence as educational material that is determined by their respective relations to the development of the reflective reason. Utility is, of course, an important consideration; but utility is a term that may be given a very broad or a very narrow meaning. There are utilities higher and utilities lower, and under no circumstances will the true teacher ever permit the former to be sacrificed to the latter. This would be done if, in their zeal to fit the youth for self-support, the school and college were to neglect to lay the foundation for his higher intellectual and spiritual life

Nicholas Murray Butler

MAR 22 1927
LIBRARY
NATIONAL EDUCATION ASSOCIATION
WASHINGTON, D. C.

SCHOOL LIFE

Volume XII
Number 7

March
1927

GILLESPIE PLAYGROUND, SARASOTA, FLORIDA, AROSE FROM A TANGLED THICKET WITHIN A YEAR

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education Washington, D. C.

U. S. GOVERNMENT PRINTING OFFICE

CONTENTS

Page

Good Citizenship Built Upon Civic Integrity in High School. *Walton B. Bliss* 121

English City Has Bridged the Gap Between Education and Industry. *James Graham* 123

Man's Effort to Determine What is Best in Human Proportions. *James Frederick Rogers* 128

Editorial: "Escola Municipal Estados Unidos," Hail! 130

America Leads in Education Above Elementary 130

Brazilian School Named in Honor of the United States. *Edwin V. Morgan* . 131

Recreation is Promoted by Parent-Teacher Associations. *Mildred Rumbold Wilkinson* 132

Residence and Migration of University and College Students. *George F. Zook* 133

Dallas Meeting of the Department of Superintendence. *Seldon Carlyle Adams* 135

Playground Beautification Contest Brings Excellent Results. *Weaver Pangburn* 136

Sir George Newman's Report on Health of School Children. *Fred Tait* . . 138

New Books in Education. *John D. Wolcott* 140

A Code of Ethics for Parent-Teacher Associations. *H. C. Pryor* . Page 3 of cover

If Youth but Knew that Which Men for Themselves Must Learn. *Hubert Work* . . . . Page 4 of cover

SCHOOL LIFE is the organ of the National Committee on Research in Secondary Education, of which Dr. John B. Edmonson, Professor of Secondary Education, University of Michigan, is Chairman, and Eustace E. Windes, Associate Specialist in the United States Bureau of Education, is Secretary. Dr. Edmonson has recently arranged for a NEW SERIES OF ARTICLES, to be prepared by members of the committee, for publication in SCHOOL LIFE. The first of the new series, "The Mission of the Junior High School," by J. M. Glass, Consulting Director of Junior High Schools for Florida, was published in SCHOOL LIFE for February, 1927; the second, by W. B. Bliss, Assistant Director of Education for Ohio, is in this number. It is expected that each issue during the remainder of the year will contain at least one article of the series.

Contributions have been definitely promised by E. J. Ashbaugh, Assistant Director, College of Education, Ohio State University; Leonard V. Koos, Professor of Secondary Education, University of Minnesota; Emery W. Ferriss, Rural Education Department, New York State College of Agriculture, Cornell University; Joseph Roemer, Professor of Secondary Education, University of Florida; William R. Smithey, Professor of Secondary Education, University of Virginia; W. C. Reavis, Principal, University High School, School of Education, University of Chicago.

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education*, JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., MARCH, 1927 No. 7

Good Citizenship Built Upon Civic Integrity in High School

Civic Integrity Comes Only from Understanding of Problems of Civic Life. Pupils Should Study How to Live Intelligently in High-School World. Many Things Necessary for Successful Civic Life in Secondary School Besides Obeying Rules. Study of Institution Itself Should Come First. Ability to Get Along With Others Must Be Cultivated

By WALTON B. BLISS
Assistant Director, Ohio Department of Education

BREADTH of understanding will cure many civic ills. For such breadth carries with it a spirit of tolerance and a realization of the puniness as well as the power of the individual person in our social and civic life. Breadth of understanding begets ideals and beckons to a lurking philosophy that has been waiting for solid substance to feed upon. Breadth of understanding as a characteristic of the American citizen fosters an orientation to the world about him that is vital to his complete functioning as a social being. Among the many desirable attributes of the good citizen, we could spare a half-dozen more readily than this one.

Right Living Within the School

It must be understood at once that this inclusive introductory comment does not presage a detailed analysis of ways of turning out of the public schools a product thoroughly equipped in this respect. The purpose here is to support the principle but greatly to narrow its application. Much thought has been applied to preparing pupils to live adequately and, if possible, abundantly in the world that lies beyond the school. This article purposes to stress the importance of right living within that relatively minute cosmos, the school itself.

The thesis here, then, is that no preparation for citizenship outside the school is adequate if it does not consider the implications of responsible citizenship in the high-school world. The average man is rated on civic interest with respect to his attitude toward the enterprises of his town or city rather than those of his State or Nation. Yet the civic training of high-school youth has tended to pass over the main immediate problem—the youth's life in the little world of his school, which is after all a rather big world to him—and has dealt too heavily in deferred values. Undoubtedly there has been a kind of police power used in the high-school world that has produced an orderly, steady-going little universe. But this is the negative emphasis in citizenship, just as all bowing before law because of its superior might is negative. There are instances, too, of the self-governing high-school world, which is more positive and constructive in its influence. The tendency under this latter condition is to secure good citizenship for good citizenship's sake and not merely for the sake of avoiding unpleasant consequences.

Needs More Help than Rules Alone

But why should there not be a definite place in the school program for the actual study of a sort of "junior" civics—a course to be pursued, with a view to preparing for high-school citizenship, just as seriously as the present civics courses are studied with the broader community goals in view? It is not too early to explain that the high-school youth is not assumed herein to be divorced from community relations and responsibilities. He is a participating citizen of his city, State, and national worlds as well as of his high-school world. Good citizenship in the first three ought, however, to be built upon fine civic integrity in the latter. And that civic integrity can come only from a study and understanding of the problems of civic life in that world. In short, a pupil may at present study about almost everything else in high school except how to live there intelligently. That is principally a matter of regimentation and of suasion rather than of reasoned analysis. If breadth of civic understanding fosters in the average adult an orientation to his world that enables him to be a better citizen, should there not be a conscious effort to give a similar breadth of understanding to each young citizen who embarks on a career in the high-school world? The youth who has ahead of him three or four or six years of life in a secondary school system should have more discerning help than is represented by merely shoving at him a set of "Rules of Bulldoze High School." Anywhere else it is understood that merely to avoid running afoul of the law is a small part of good citizenship. There are many things necessary for successful civic life in the secondary school besides obeying the rules.

Trial-and-Error Process is Wasteful

The first big service of education to any young person who is just entering upon his secondary school years should be a training that will interpret to him this new world he is entering, his probable place in it, his responsibilities, and his opportunities. The school itself should systematically orient him to this new universe. Orientation can come by the trial-and-error process, of course, but this is an archaic, wasteful, and incomplete method, utterly indefensible in an enlightened generation. Such an orientation course, or "school" civics, can readily be organized as a part of the civics course that at

Publication sponsored by the National Committee on Research in Secondary Education, Dr. John B. Edmonson, chairman.

34141°—27——1

present is usually found in the opening year of the secondary curriculum. But what ought to be the content of such an offering?

Let Pupil Learn Purpose of School

First and foremost, it should present the institution, the school itself. The story of education deserves some attention in our schools. If the pupil can get some understanding of how the school came to be, its purposes, and its relations to him, he will be on the way toward cultivating a breadth of comprehension that will give him an intelligent background for his school life. In all phases of life we find constant values in knowing how the present came out of the past.

This "school" civics ought to present school officials and teachers in proper perspective. The eyes with which a high-school boy views his teachers may be afflicted with an astigmatism that is as damaging to the boy's life as such a defect would be in literal actuality, if uncorrected. The curriculum which is laid before him should be interpreted in such a course as this. The subjects that he must have should be clearly justified. The right of choice that is his in many fields should be given something to feed upon in the form of information about such subjects. Knowledge of the school is bound to give the pupil greater power and satisfaction in the use of that institution. It will make of him a much better school citizen.

Must Know Rudiments of Mental Processes

The good citizen in the world of affairs where we dwell has to be economically self-sustaining. He can not be a drag on the social order. He has to know his particular job and do it creditably. The school citizen will not function well unless he makes a creditable showing in his studies. His main job as a productive member of the school's economic world lies just here. He can not be a bungler or a 50 per cent efficient worker. He needs to understand in a rudimentary way his mental processes and how to apply them to lesson mastery. To train him for more effective study is, thus, a necessary part of such a course as is urged in this article. He may make a reasonable showing in his work, but unless he attacks his school tasks in an efficient way he is not the best type of citizen. Getting results is all right, but no social organism can tolerate too much wastefulness of method. He needs to understand, too, the training values that come from school activities apart from textbooks.

Good citizenship demands the ability and the willingness to get along with other people. The high-school pupil may have a fine understanding of the meaning and purposes of education and of his relations thereto, and may be skilled in applying his mental powers to the mastery of his school tasks, but he will still need training in his relationships with his fellows. Much of this he must, of course, obtain in the actual human laboratory of daily activity, in rubbing shoulders with his fellows, and in the give and take of student life. But there is a place for the formal consideration of some of the common social amenities that will play a part in his high-school life. This "school" civics or "junior" civics course ought to show him the importance of good manners and right conduct, with particular reference to his activities in the world of the school. The ability to suppress self and to become a cooperating member of a social system is indispensable for true citizenship. Consideration for the rights of others is similarly vital. The school citizen must be trained to assume these characteristics.

Show Where the School Leads Him

Finally, the good citizen anywhere has to be able to see beyond his nose. A course of this type ought not to content itself merely with showing the pupil his relation to his school, his best modes of effective work, and his proper relations with his fellows; it ought to show him where his school leads him. Virtuous performance along all the lines thus far indicated obviously carries considerable reward in and of itself, but human nature likes to see some goal beyond. Civic performance in the school world will be made more highly efficient if it can be related to an appealing career to be taken up after school is finished. The pupil ought to be led to think about such a career during the early stages of his secondary school course, so that he may make as wise a choice of subjects as possible. Vocational information presented thus early is not wasted when it does not promote an immediate decision. It is sure to cultivate a tendency toward intelligent appraisal of various callings as the pupil meets with them during the later years of his high-school course. This early elementary consideration of some of the problems inherent in the choice of a career gives him a point of view that has its effect upon all his subsequent school work. He is a better citizen of his little world because he sees a tie-up between what he does now and the affairs of that bigger and busier world in which he increasingly yearns to participate.

Student Assailed With Unfamiliar Relations

That the secondary school does make a surprise attack upon the entering pupil can not well be gainsaid. It assails him with a barrage of subjects, activities, and relationships that are new and unfamiliar. He must be oriented. He must be helped to estimable citizenship—to civic righteousness. A course of the type described herein can achieve that end. It may be a part of the social science course, as already suggested. Some schools have so provided. Others have included it in the English course as a basis for oral and written discussion. Study hall or assembly groups, home room groups, and school clubs have in other instances been chosen as the units for the organization of such a course. How it is to be fitted into the present curriculum is by all odds a minor question; the main thing is to decide to meet the need for such an offering. All too few are the schools which have become fully aware of their responsibility in this matter. Better high-school citizenship is an attainable ideal.

Committee on Research in Secondary Education Meets

An open meeting of the National Committee on Research in Secondary Education was held March 2 in the auditorium of the J. D. Van Winkle Book Co., Dallas, Tex. Dr. John B. Edmonson, chairman of the committee, presided. The following was the program:

"Experimentation as a phase of administration." Address by Dr. Charles H. Judd, director school of education, University of Chicago.

"Current research undertakings." Report by Dr. J. K. Norton, chairman special committee on current research undertakings.

"Survey of secondary schools accredited by the Southern Association of Colleges and Secondary Schools." Report by Dr. Joseph Roemer, chairman special committee on Survey of Southern Association Secondary Schools.

"The value of certain tests as predictors of school achievement." Report by Dr. Wm. C. Reavis.

"The relation between college admission requirements and efforts at revision of the high-school curriculum." Report by Dr. Wm. A. Proctor.

More of this meeting will be published in future numbers of School Life.

About 10,000 rubber seedlings from the best stock in Mindanao have been grown for distribution in Baybay Agricultural School, Leyte, P. I. Numerous requests have been received from haccenderos and planters for the seedlings, and pupils will want many for home planting. Additional seedlings to the number of about 20,000 are now under propagation.

English City Has Bridged the Gap Between Education and Industry

Leeds Maintains System of Technical and Commercial Schools Which Insures Coordination, Provides for Expansion, and Affords Natural Link with Industry. Local Education Authority Began to Develop Technical Education 25 Years Ago. "Secondary Schools" Are Definitely Cultural and Lead to University. Scholarships Provided for Children of Humble Parents

By JAMES GRAHAM
Director of Education, Leeds, England

THE LINES of development in England of the two forms of education which act as direct handmaidens of industry—technical for the productive side and commercial for the distributive—may be well appreciated from a consideration of the system of "further" education which operates in this industrial city of Leeds, a system which insures coordination, provides for expansion, and affords a natural link with industry.

For a long time our ancestors were content to concentrate almost exclusively on production, with little fear of competition. Craftsmanship was of a high standard, and the training of the apprentice gave him an admirable education in the principles and practice of his craft. The distributive side was ignored, since the goods were of the best and were easy to sell. Later, with increased competition, increased wages, machinery, and specialization, there was no time available for giving an all-round training to the apprentice. The craftsman was fully occupied in making his own particular job pay. His life became more arduous and difficult, and for many reasons the old method of the son following in his father's footsteps gradually became obsolete.

Combine Traditional Efficiency with New Methods

The craftsman died and semiskilled operators replaced him. Moreover, as other countries developed their industries and became serious rivals in trade, the question of selling the goods arose. Two problems therefore loomed on the horizon: (*a*) How was it possible to combine the traditional efficiency of the old craftsman with the new industrial methods? (*b*) How could we maintain our trade supremacy?

In the early stages the imminence of industrial problems on a national scale was realized only by the few, and technical education began in a very humble manner. It started with isolated voluntary classes carried on by a few educational enthusiasts who attempted to provide some mental training which would the more easily enable the ambitious worker to fit himself for accepting responsibility and for taking advantage of opportunities. Later, voluntary classes were formed in various parts of the country in which apprentices might gain knowledge of the crafts in which they were engaged and where their general knowledge might be increased in other directions.

Mechanics' Institutes Flourished Exceedingly

These were the forerunners of the famous mechanics' institutes which began early in the ninteenth century and influenced public opinion for more than a century. From about 1850 the institutes received State aid for their technical and art classes, with the result that these forms of education flourished exceedingly and developed in an extraordinary manner.

Finally, self-contained technical and art schools sprang up within the institutes themselves and formed the nucleus of the great technical and art schools and colleges of the present day. It was not until 1902, however, that a successful attempt was made in Leeds to coordinate the technical work carried on. The mechanics' institutes were independent bodies controlled by enthusiastic workers in education. Much overlapping occurred with a consequent waste in expenditure.

Trade Committees Acted as Advisers

When local education authorities, with their great powers conferred by Government, were formed in 1902, an attempt in Leeds was made as soon as possible to develop technical education and to put it on sound, well-organized lines. In 1905 the mechanics' institutes were taken over and arrangements were made to retain the existing committees under the control of the education authority. In this way it was found possible to increase efficiency without loss of local interest. In addition, trade committees, consisting of representatives of employers and employees, were formed to advise on all questions relating to industry. This was the first real attempt made in Leeds to bridge the

Technical College students of bakery study modeling in the School of Art

wide gap which had long existed between education and industry.

Although technical education was taken up seriously at this time, the old ideas of commercial education persisted. The business man and the public still thought of commercial education in terms of shorthand, typewriting, and bookkeeping. Had anyone suggested that training for a commercial career was as complex and as necessary as technical instruction was for the producer he would have been ridiculed. Joseph Chamberlain, one of our leading statesmen, very early recognized our deficiency in this respect and helped to establish an institution at Birmingham where instruction was given in economics and other subjects needed by those engaged in the increasingly difficult calling of a business career. The subsequent creation of faculties of commerce at our universities and the award of degrees in commerce were a fitting recognition of the more exacting demands made upon the business profession.

Too Many Children Leave at 14

It is deplorable and depressing that so many children who leave the elementary schools at 14 years of age neglect to continue their education. To counteract their apathy, the education authority makes every effort to enlist the sympathy of parents and head masters in encouraging children either to attempt, at the age of 11, to win scholarships for secondary schools, or later on, at 13 years of age, to try for entry into the junior commercial, junior art, or junior technical schools. In addition, it has been arranged that the last three years of the elementary school life of those children who miss the three avenues mentioned shall be devoted to work of a broadening and inspiring nature, e. g., science and economics, which will encourage them to continue further research into the interesting fields of education provided at the continuation evening schools of the city.

Secondary Schools

Except in the girls' secondary schools, hardly any technical or commercial work is attempted; the education is definitely of a cultural and nonvocational nature and aims at providing a general education up to 16 plus years of age. Beyond that age special advanced courses are provided for those who wish to take examinations of professional bodies or to enter universities. In the girls' secondary schools a certain amount of commercial work is optional in the sixteenth year for those who intend to adopt a commercial career.

Very little coordination exists at present between the secondary schools and the technical college. The difficulty lies primarily in the social distinction between the two types of institutions. This I know hardly obtains in America, but for years in England it has proved an almost insurmountable barrier of prejudice. It is rare indeed that secondary school students attend the technical colleges. There is, fortunately, no such hindrance in commercial education, probably because the latter is more intimately connected with the "black-coated" professions and also because it is a more recent innovation. Quite a number of secondary school students at 16 years of age spend a further 12 months at the commercial college prior to entering business.

In craft work the School of Art cooperates with the Technical College

The Junior Technical School

Any boy who is 13 years of age and has completed the work of Standard VI (Standard VIII is the highest) or an equivalent grade in any elementary school is eligible for admission to this type of school. The course of instruction covers a minimum period of two years. The curriculum is specially designed to meet the needs of industry as a whole—not the needs of a particular industry—to enable a boy with a natural aptitude for things mechanical to acquire sufficient theoretical and practical knowledge to develop his innate ability and thus to provide industry later on with either a leader or a first-class craftsman.

This type of education undoubtedly affords a boy the means of discovering for what branch of trade he is most fitted. It gives him a thorough insight into the principles underlying the trade and places him in a much more fortunate position than that of the boy who must of necessity take up any situation which

The College of Commerce is well equipped with office appliances

by chance comes his way—a situation sometimes of an uncongenial nature, of questionable environment, and of doubtful prospects.

The syllabus consists of English, industrial geography, civics, practical mathematics, practical science, technical drawing, workshop practice (both in wood and metal), and physical training. Except for its vocational nature, the school is run as nearly as possible on the lines of a secondary school.

At the end of two years—that is, at 15 years of age—the boy enters industry as an apprentice. During this latter period he may carry on his education at the technical college. Much leakage, however, occurs, and the question of keeping in touch with apprentices causes the education authority much anxiety. A great deal depends upon the relationship which exists between education authority and employer. When the two work together harmoniously, the difficulties are considerably reduced.

Boot manufacture is taught practically in the Technical College

The Junior Commercial School

Many of the younger business men of to-day are themselves either university trained, or at any rate men who have received a good secondary school education. In selecting boys and girls whom they take into their employment, they look primarily for intelligence, character, and ability. Over and above these qualities they prefer, if possible, those who have received a preliminary training in the nature, organization, and methods of the world of commerce. Such training, it is felt, enables young people who enter business to understand what they learn during the early shop training. For this purpose a school was established in Leeds as recently as 1924 in response to a recommendation of the Leeds Chamber of Commerce (a business organization) and is to commercial education what the junior technical schools are to technical education. It provides two alternative courses covering a period of two years (13 to 15 years of age):

(*a*) The normal course for boys and girls who require a general preparation for a commercial career.

(*b*) The retail traders' course designed for those who propose to seek employment in the establishments of retail traders and intend ultimately to attain to positions of responsibility therein.

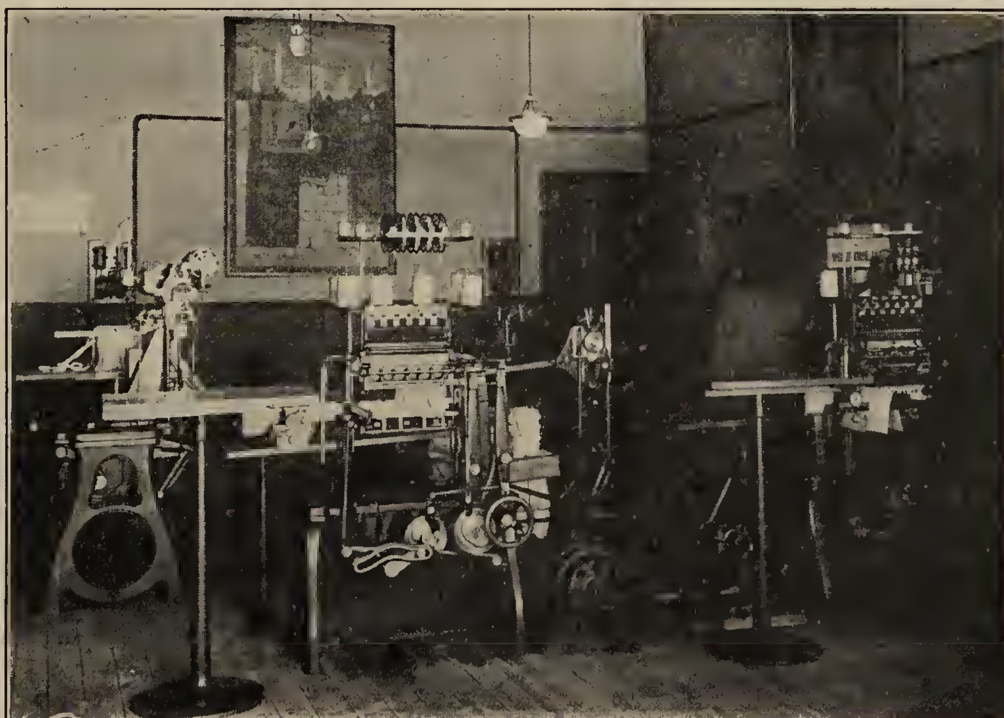
The subjects to be studied for the normal course are English, commercial arithmetic, mathematics, elements of commerce, economic history, accounting, shorthand, typewriting and office routine, commercial geography, French, German, or Spanish, physical development. The curriculum for the retail traders' course includes English, commercial arithmetic, elements of commerce, economic history, merchandise, color and design, commercial geography, technique of retail trade. The classes in color and design are taken at the school of art.

The school is under the direction of the principal of the college of commerce, and at the end of their course, that is, when the students are 15 years of age, they may attend part-time day and evening instruction at the parent college of commerce. Where the part-time instruction is impossible the student is advised to attend the evening classes suitable for the occupation in which he or she is engaged.

The Junior Art School

This is a recent innovation specially introduced to serve the needs of elementary school children of artistic bent. It is a common experience to find children of artistic temperament relegated to the background in the elementary schools because of an alleged deficiency in the three R's. Very little encouragement is given to such children and they often leave school with a distinct feeling of inferiority. There are many trades closely allied to art for which these children are particularly suited, and the combination of technical, art, and general education which they may receive at this institution provides an exellent preparation for these trades.

As in the junior technical and junior commercial schools, the course at the junior art school may be commenced when a child is 13 years of age and it covers two years' training in art, English, mathematics, handwork, and science. Active cooperation exists between the school and the various industries by means of trade advisory committees, and in this way the students can be placed at the end of their



The book binding department of Technical College has all the machinery of the trade

course in the painting and decorating, cabinetmaking, industrial design, furniture, and other crafts and trades. The organization allows a continuation of the junior course by part-time day and evening instruction in the senior school.

Evening Continuation Schools

These probably form the most important branch of further education, and they occupy in our system a very crucial position. They are designed for the children who have just left the elementary schools, but these children have just received their "freedom" from the restraining influence of school life, and the question of whether or not their educational career is practically ended often depends upon two factors, (*a*) the sympathy and help received from parents and elementary school head masters, (*b*) the type and quality of the instruction received at continuation schools.

It is a depressing fact that the majority after the age of 14 cease to attend any educational institution, and although every effort is made before the child leaves school to enlist the sympathy and help of parents and head masters, a large proportion of the children who finish the primary school course receive no further instruction. Realizing this fact, the Leeds authority has endeavored so to organize further educational provision that the boys and girls who voluntarily give up their evenings to study may have the fullest possible opportunities for vocational and cultural improvement. The imagination is stimulated by providing instruction which will most appeal to them and the foundation of any further education which they may receive later at the technical and commercial colleges is laid. The method of carrying out the first purpose is by giving whenever possible a bias toward the industries in which the students are engaged and by introducing such new subjects as science on the artisan side and shorthand and bookkeeping, economic history, and geography on the commercial side.

Direct Value Must be Apparent

The child of 14 is very susceptible to external influences, and, provided some form of education is introduced which will appear of direct and immediate value, the interest of the child is maintained. It is possible to accomplish this without any danger of upsetting any of the fundamental principles of general education. General education in cultural subjects is continued and the bias is made only in the application of those principles with which the student is most familiar.

The continuation schools were originally divided into three grades. The first, or Grade I type, which gave to backward children a preparatory course in the three R's, no longer exists, but has been merged into the Grade II schools. The second, Grade II, provides a continuation of the primary school curriculum, widened, as indicated above, to allow development and expansion; 27 of these schools are distributed over the city. For more advanced students in technology three Grade III schools are provided, two in outlying districts and one centrally situated; these are fed from the Grade II schools.

In addition to the foregoing general scheme, numerous classes are held throughout the city in special subjects such as cookery, millinery, dressmaking, needlework, elocution, arts and crafts, musical appreciation, home nursing, child welfare, confectionery, physical training, etc. From these Grade II and Grade III schools as they are called the students at 16 years of age may proceed to the technical or commercial colleges or the school of art.

The Technical College

More than 2,000 students are in attendance at this institution which definitely acts as a close "handmaiden" of industry. Each department is under the guidance of an advisory subcommittee, which is composed of employers and employees representative of the trade concerned. These subcommittees take their duties very seriously and it is no exaggeration to say that the success of the Leeds Technical College is mainly due to their efforts. Every course is drawn up in consultation with these committees and many of the internal examinations are directly controlled by the industry itself. The possibility of an academic training only at this college is therefore ruled out. The committees are virtually responsible for the inception of new classes, for the selection of their teachers, and for the encouragement of attendance at these classes.

Student May Obtain Degree in Engineering

Generally the aim of the technical college is to provide a high standard of work which will fit its students for positions as leaders and managers of industry. In engineering the college is recognized for the ordinary and higher certificates of the Institutes of Mechanical and Electrical Engineers, which means that a student may now either obtain his degree in electrical engineering or take most of the examinations of the degrees in mechanical and civil engineering. Further, a concordat has been arranged with the University of Leeds for the latter to provide advanced instruction beyond these stages so that a definite link may be maintained between the evening work at the technical college and that of the university. By this means the complete degrees in both mechanical engineering and civil engineering may be obtained by evening school and university education, and as exhibitions are usually awarded to successful students throughout their courses, the cost of such education to the students is very small. In chemistry a course exists which provides the necessary preparation for the associate membership of the Institute of Chemists, a highly valued qualification in the industrial world of chemistry.

In every department the courses are so organized that students may sit for nearly every professional examination of note either direct from the technical college or after a further coordinated course at the university. In addition complete coordination exists between the technical and commercial colleges and the art school, and whenever it is necessary for the successful teaching of some particular trade that tuition in allied subjects at the commercial or art institutions should be given, arrangements are made by which this may be effected. As an instance of this, students in the bakery trade learn art design at the school of art, others in the plastering industry receive modeling instruction at the art school and instruction in "costings" at the college of commerce.

The School of Art

The purpose of this school is chiefly to equip students for the various crafts and professions allied to art. More than 1,000 students are now in attendance and the extent of its development has made it one of the foremost art institutions in the country. In addition to its junior department, previously mentioned, it contains departments for design, painting, modeling, and architecture, a department for the training of art teachers and various craft departments. It is recognized by the board of education for the training of art teachers and is recognized by the Royal Institute of British Architects as providing a high enough standard of architectural education for the Royal Institute of British Architects diploma. In conjunction with the College of Commerce and Technical College, the following crafts and industries are provided for: Illustration, poster work, fashion work, jewelry, printing, bookbinding, painting and decorating, cabinetmaking, leather work, building, engineering, textiles, etc. As in previous cases, these are controlled by trade advisory committees which undertake to maintain the necessary close relationship with industry.

Scholarships

With regard to the position of the child of humble parents, the scholarship scheme for the city is now comprehensive enough to include almost every avenue indicated

on the progress chart. Poverty is no bar to education in England at the present time, provided the child is capable and willing to take advantage of the facilities offered. Beyond the age of 14 maintenance allowances either accompany the scholarship awards or are available when necessity requires them to be made. In order to encourage those actually engaged in industry, scholarships tenable at day and evening classes of the technical and commercial colleges and the university are granted. In connection with day instruction mention might be made inter alia of the intermediate, higher, and senior technological scholarships, three valuable types of scholarships which provide for students from 15 to 30 years of age free education and maintenance allowance at the technical colleges and the university.

Notwithstanding all that has been done and is still being done in Leeds, it is still very doubtful if we are reaching more than a minority of the masses. Progress in education depends very largely on progress in industry. The two are intimately bound up and the cooperation between the employer and the education official will have to be a very tight bond if any real work is to be accomplished. The system is established whereby development and expansion may continue hand in hand with industry. All that is now needed is to educate the employer and the public to a full appreciation of this system and the part it can be made to play in the production of an educated worker and an efficient industry.

Public Health Reports Available for Subscription

The weekly Public Health Reports of the United States Public Health Service are now available for subscription at $1.50 per year, postage prepaid to points in the United States and its possessions, and in Canada, Cuba, and Mexico.

In addition to information as to the world prevalence of disease, these reports contain each week one or more leading articles written by practical sanitarians, and other items of use to all who are interested in maintaining health and efficiency. Subscriptions should be addressed to the Superintendent of Documents, Government Printing Office, Washington, D. C.

About 13 of every 1,000 girls in the United States between the ages of 10 and 19 years are Girl Scouts. Leaders in Girl Scout activities number 16,569, and Girl Scout activities have been organized in 791 communities. Girl Scout camps are held in 43 States.

American School in Guatemala Begins Auspiciously

The formal inauguration of the American Academy in Guatemala took place on January 9, 1927, in the presence of a large number of Americans and Guatemalans. Speeches were delivered by Minister Geissler, by Dr. Federico Nora, Secretary of Education of Guatemala, and by Professor MacKnight, principal of the academy.

Doctor Nora, in a prepared speech, expressed appreciation that an American school should be established in Guatemala and made mention of the advantages resulting from the introduction into the country of American methods of education. Professor MacKnight paid tribute to Mr. Geissler as the initiator of the idea of establishing an American school in Guatemala and as a valuable assistant in its organization.

The board of directors of the American Academy has tendered a scholarship, presented by the United Fruit Co., to one of the daughters of the late General Orellana in appreciation of the services rendered the institution at the time of its foundation by the former president. Announcement of this award has created a favorable impression among the public.—*Leon H. Ellis, Secretary American Legation, Guatemala.*

Latin Students are Highest in Intelligence

That highest average intelligence among 778 students in Thomas Jefferson High School, New York City, is possessed by students who elect the study of Latin is shown by statistics concerning classes entering school in February, 1926, compiled by Samuel Rakowitz, grade adviser and teacher of French. Range of the intelligence quotient for the entire 778 was 70 to 141, the average being 100.4. Students electing Latin averaged 105, those electing French averaged 102.3, and those choosing Spanish, 102. Nonlanguage students showed an average intelligence quotient of 97, about three and one-half points below the class average.

Ages of entering pupils in this class ranged from 11 years and 6 months to 17 years and 9 months, with an average of 13 years and 11 months. Comparison of students taking the general course and of those entering commercial courses, about a third of the entire number, showed that though in age commercial students averaged slightly above the average of the entire group, in intelligence they averaged five points below. Pupils taking the general course showed an average intelligence quotient of two points above the average for the entire class.

Oakland Meeting of Parents and Teachers

"Sevenfold program of home and school" is the general theme around which discussion will center in the thirty-first annual convention of the National Congress of Parents and Teachers, at Oakland, Calif., May 21–28. In addition, there will be conferences on health and development of the child, and use of leisure in cultural development; and special conferences of State presidents and of delegates. Round tables will be conducted on parental education, guidance of adolescent boys and girls, rural life, the home, the preschool child, spiritual training, and other subjects. Classes in parliamentary law, a publicity institute, and special opportunities for personal conference with visiting experts are helpful features of the program. An educational exhibit will present in a graphic way work of the 49 State branches of the organization.

Detroit Maintains Municipal Medical College

The degree of bachelor of medicine was conferred this summer upon 40 students in the Detroit College of Medicine and Surgery who had completed the four-year course of instruction, and the degree of doctor of medicine upon 50 students who had satisfactorily completed one year of interneship or research and had submitted an acceptable thesis for degree. Of the 249 students registered last session, 88 per cent were residents of Detroit. The service rendered by the college, which has been for eight years a unit in the city school system, is steadily increasing. A new six-story building, now under construction, will be ready for occupancy in the spring of 1927.

Headquarters for Collegiate Alumni in 45 Cities

Alumni organizations of more than 80 colleges and universities throughout the United States cooperate in an intercollegiate alumni hotel plan under which certain hotels in different places are designated as headquarters for alumni activities in their respective localities. So far 45 hotels have been designated as intercollegiate alumni hotels, and in these hotels local officers cooperate in concentrating alumni affairs. For the convenience of visiting alumni, a card index containing the names of resident alumni, is kept in the hotels, and in some of them a file of alumni publications also is maintained in an accessible place.

Man's Effort to Determine What Is Best in Human Proportions

Many Attempts to Formulate Perfect Human Proportions. Study of Anthropometry Flourished in Last Quarter of Nineteenth Century. Wide Divergences Occur Even in Healthy Individuals. Men Physically Inferior May be Giants of Spiritual Stature

By JAMES FREDERICK ROGERS, M. D.
Chief Division of School Hygiene, Bureau of Education

MAN has his notions of his own bodily perfection so far as outward aspect is concerned, and has attempted, from various points of view, to determine what is best in human proportions in order that all might become familiar with, and perchance strive toward, that supposedly superior mold.

Artists have from a far time sought to formulate perfect human proportions, and various "canons" or systems of measurements have been devised for its ideal representation. According to those who have delved in the history of such matters, the oldest of these is found in an ancient Sanskrit manuscript. In this system of proportions the body is said to have been divided longitudinally into 480 parts. The hair occupied 15 parts of the whole, the face 55 parts, the neck 25 parts, the thigh 90 parts, the knee 30 parts, etc.

The next oldest canons of which we have knowledge were devised by the Egyptians, the earliest dating from about 3000 B. C. In this system of proportions the length of the foot was used as a unit of measure, and the body height was made six foot-lengths. In a later canon, which grew out of the first, a smaller unit, the length of the middle finger, was chosen and the total height was made 19 of these finger lengths.

Greeks Interpreted Rules With Independence

The Greeks no doubt tried the Egyptian canons, but modified them to suit their less formal notions. There is a story that two Greek sculptors, living in different cities, each produced half a human figure, after an Egyptian scheme of proportions, and, when brought together, the two halves made a very acceptable whole. The Greek artists are said to have done everything by rule, but if so, then rules must have been elastic and interpreted with much independence. Their most famous canon was that of Polycletus, which was exemplified in his famous statues, the Doryphorus and the Diadumenos. The former figure was considered by many artists to represent absolute perfection in human proportions. Very little is known about this canon, although copies of his statues are to be seen in our museums.

A large number of artists since the time of the Greeks have proposed systems of proportions, most of them taking as a fundamental unit of measure some part of the body, as the foot, hand, head, face, nose, or arm. There were canons by Giotto, Leonardo, Michelangelo, Raffaello, Mascagni, Cousin, Poussin, Dürer, Schadow, Flaxman, and many others, medieval and modern.

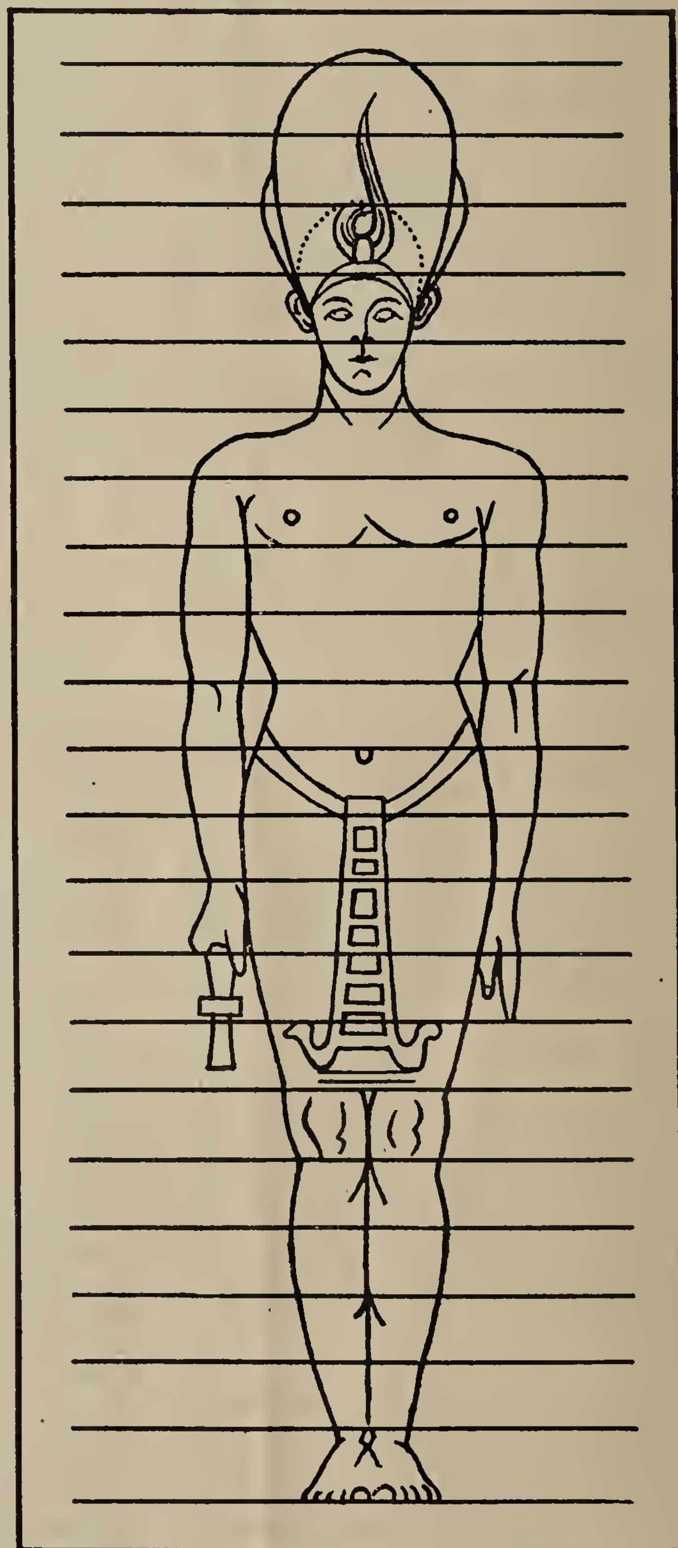
A number of canons were based on geometrical diagrams. An American artist, W. W. Storey, who, by combining certain mystical symbols which he considered of great significance, produced a square and a triangle inscribed in a circle, the relationship of which, he believed, afforded a guide to bodily proportions "that would satisfy all the scientific and practical conditions demanded for such a means of measure."

While the mathematically inclined have tried to reduce perfect human proportions to rule of thumb, other artists have had in mind some less definite notion of the ideal form and have produced without resort to mathematical means satisfactory representations of that form.

From another point of view a Belgian, Quetelet, inaugurated a new study of bodily proportions and this time from a comparative study of many men in many lands. He was the first to compare various measurements of parts of the body in many persons and to work out certain laws in regard to average human proportions.

This method of measuring and comparing the measurements of large groups of people was adopted by those who were interested in the physique and the growth of young people. Francis Galton led the way in such studies in England, and in this country Doctor Hitchcock, of Amherst, did pioneer work in colleges, and Doctor Bowditch, of Boston, and others in public schools. The last quarter of the nineteenth century was the golden age of such anthropometry. Elaborate measurements were made and tables of averages and percentages were worked out, so that at any age one could compare his own individual measurements with those of the mean.

While the average physical measurements of a thousand persons of the same

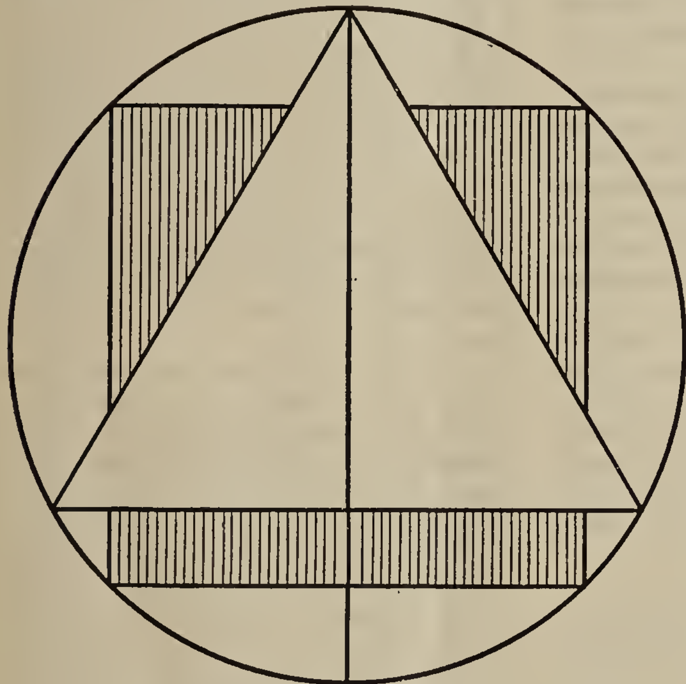


In an Egyptian canon the height was 19 finger-lengths

age gives only the average and by no means ideal proportions, these offered to the enthusiastic nineteenth century workers for physical perfection the best available model to which we might all aspire, and students were shown the various points of height, or weight, or girth of arm, or length of legs, etc., in which they fell below the average and were urged to pursue such exercises as might serve to correct the faulty (?) proportions.

Measurements Were Well Worth While

Although by such practice many poorly developed muscles were made larger and growth of bone was stimulated to some extent by the pull of the more active muscles upon their attachments, no cubits were added to stature and but little measureable change was brought about, save that which would come naturally from growth as prescribed by heredity. The taking and charting of measurements was well worth while, however, from the interest it aroused in the pupil in his health and physique even if it was impossible for him to bring himself to the mean or attain an elusive ideal.



Mystic symbols were Storey's guide to bodily proportions

To reach a more perfect guide to athletic proportions, the measurements of a group of 50 college young men who excelled in all-round strength tests and who, consequently, showed a superior muscular development, were reduced to a composite. Using the mean proportions so obtained, Dr. R. Tait McKenzie shaped a statue which might be said to embody "the proportions of the physically ideal American student of 22," though it would hardly appeal as an ideal figure from an artistic standpoint. Many individual athletes would come far from approximating the proportions of this statue; one being more slender, one heavier, one taller, one shorter, one with longer legs, etc., according to the form of athletics in which he excels partly because of his peculiar anatomical proportions.

During the golden age of anthropometry which we have mentioned, thousands of school children were measured, but the measurements were, of necessity, limited to a few proportions and chiefly to those of height and weight. Many facts were learned from these measurements about the growth of boys and girls. Average measurements were worked out for each age, and weight relationships were determined. These average measurements are useful for comparisons but they are again only average and not "ideal" measurements, for we are as much in the dark as ever as to what should be the ideal human form or whether there is such a thing.

We realize that man as we now know him is a composite descended from many ancestral lines, influenced by different nutritional and climatic conditions. A mixture of physical types has resulted which, because there are so many intermediate forms, do not stand out as they otherwise would. So while there are average measurements to which a large proportion of children and adults approximate when rightly fed and otherwise cared for, there are wide divergences in height and weight among the healthy at a given age and in weight for height at any age.

It has been learned lately that growth is influenced, very mysteriously and very powerfully, by the product of certain chemical laboratories within the body, the ductless glands. If these are misbehaving a person may turn out a dwarf or he may become a giant; he may be too fat or he may be too thin. In either case he is apparently not so well off in artistic proportions or in any other sense as one who approximates more nearly the normal.

A Few Models Approximate the Ideal

Man will always have in mind an ideal human form to which he aspires; a mental picture which possibly reacts subtly to shape in slight measure, from age to age, his flesh and bone. The artist finds in a few models at least approximately the image which he has in mind, and his representation of such forms serves as the embodiment of the racial desire. With such an ideal we always connect perfection of function or health, and, though we may not attain what we consider to be perfection of form, we can at least bring our own bodies to the most harmonious working of which they are capable and we can bring up future generations far more free from the sad deformities of trunk or of limb, the results of malnutrition or the attacks of infectious disease.

Greeks not Superior to Englishmen

Professor Mahaffy, the distinguished student of Greek life, believed that the average Greek youth was not at all superior to the average English boy, and the studies of Quetelet seem to confirm this view from the standpoint of anthropometry. Prof. Elliot Smith, an equally distinguished anatomist and anthropologist, says we are to-day promoting a physique that has never been surpassed in the history of mankind. It is true that more of the physically inferior survive than ever before, but they seem, as a rule, not unworthy to survive and sometimes grow to be giants in spiritual stature, who, like Calvin, Bacon, Locke, or De Quincey, prove powerful apostles of better health and the promoters of bodily vigor in those who live after them.

That interest in beauty of form is as keen as ever it was in past ages is evidenced by the appeal which it makes not only in painting and sculpture but from the stage and in the picture sheet of the press. The circus is a perennial exhibition of body beauty and doubtless a considerable proportion of those who year after year find their way to the big tent do so because, consciously or unconsciously, they feel with the poor hunchback camel keeper in Wilfred Gibson's poem that—

> The only moments I've lived my life to the full
> And that live in remembrance unfaded are those
> When I've seen life compact in some perfect body
> The living God made manifest to man.

Formality in Use of Sewing Machine Required

A school license to operate a sewing machine must be obtained by seventh grade pupils in school No. 3, Buffalo, N. Y., before permission is granted to make a garment in the domestic art room. Licenses are issued only after a girl has learned something of the history of the sewing machine, understands its care and use, and has satisfactorily completed the simple project used as the basis of instruction in operation of the machine. The license card is placed in the girl's notebook, to be shown on demand, and may be revoked if the privilege is abused. This provision has developed in the girls a sense of responsibility in the use of public property, and has promoted exact care and facility in their work.

· SCHOOL LIFE ·

Issued Monthly, except July and August *By* THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - James C. Boykin

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

MARCH, 1927

"Escola Municipal Estados Unidos," Hail!

A PUBLIC SCHOOL in the Federal District of Brazil bears the name of the United States. Portraits of distinguished Americans and representations of American scenes adorn its walls. In the instruction given, North American characteristics, North American geography, North American history, and North American products are emphasized, and it is desired that correspondence be established between its teachers and pupils and the teachers and pupils of elementary schools of the United States to the end that the children and, pari passu, the people of the two countries may be brought together in closer friendship.

The idea is excellent, and it deserves full recognition and wide encouragement. Escola Municipal Estados Unidos should lack nothing of North American atmosphere; our teachers should see to that.

A school has been named for the United States in Argentina also—in Buenos Aires—and perhaps in other South American countries, for the custom appears to be somewhat widespread. Ambassador Morgan, whose report is quoted in another column of this issue, mentions 16 schools of the Federal District of Brazil which bear the names of sister countries or of distinguished citizens of those countries. "Escola Equador," "Escola Argentina," "Escola Bolivia," "Escola Estados Unidos," and the rest will bring into the schools of the Federal District of Brazil a wealth of western history and geography and will admirably vitalize the study of those subjects. And the new custom will tend effectively to solidarity between the Republics of the American Continent.

The suggestion is made that communication between schools of the United States and the South American schools named for the United States be initiated, though not necessarily continued, through the American diplomatic representatives in the capitals of the southern nations. Ambassador Morgan himself is warmly interested in the United States School in Rio de Janeiro and is in touch with the director. It is safe to anticipate that his cooperation will be cordially given to any American teacher who wishes to participate in the movement of good will. The Pan American Union, too, may be depended upon to lend its countenance and assistance in every proper way.

America Leads in Education above Elementary

THE UNITED STATES excels all other nations in the proportion of its people who are receiving education in advance of the elementary grades. For this the reason lies in the American idea of education in public schools that are open to all classes of the population, without price and without hindrance. No barrier is lifted against any student at any stage of his progress from the primary school through the university. He may advance without interruption as far as his abilities permit. The obstacles are only those which concern himself or lie within himself.

Because of the system of organization which is peculiar to the United States and to those nations which have followed its lead, and because of the extraordinary enthusiasm of Americans for education, more than three-fourths of the children who complete the highest elementary grade enter the high school. At least one-sixth, probably as many as one-fifth, of the youth of the United States of the proper ages actually complete the high-school course. In a few States more than half the persons of high-school age are in high schools, and in some favored communities every child of proper age is in such a school.

Three States of the Union require school attendance to the age of 18 or until high-school graduation. Others require attendance to the age of 18 but waive the requirement for those above certain other ages, as 14, 15, or 16, if they have obtained suitable employment. High-school education for every normal child is generally accepted as a reasonable ideal.

The differences which have come from improved education within the past generation are matters of every-day observation to all who have lived long enough to see its progress.

Compare the conditions here with those of the countries of Europe. There, schools for the common people in the past embraced only the primary or at most the elementary grades. These were supplemented by trade schools or the like, but only the children of the aristocratic or at least the select social class were expected to proceed to schools which correspond to our high schools and colleges.

With the advance of democracy in Europe the way has been made easier for ambitious children of the people, but vestiges of the old order remain in the organization of instruction and in the attitude of the people. Fees are still charged for "higher education," as everything above elementary rank is commonly called. Superior pupils of small means are favored by devices known as "free places," "bursaries," and "scholarships," but in no European country have the restrictions to advancement been wholly removed. In consequence the schooling of 95 per cent of the children of Europe is confined to the elementary schools.

Waiving all considerations of length of course and other differences (for on the Continent of Europe the schools which lie between the primary school and the university commonly comprise eight or nine years), Los Angeles has more secondary students than all of Austria, and New York City more than all of France. Detroit, with about a million inhabitants, has as many in her secondary schools as London, with nearly 5,000,000 people. Leeds, England, whose population is about a half million, has 4,507 students in "maintained," or publicly supported, secondary schools, and 1,797 in nonmaintained schools of this class. For corresponding numbers in American cities we must go to places of fewer than 150,000 inhabitants, like Reading, Pa., Spokane, Wash., and Des Moines, Iowa.

A feeling of satisfaction with the scholarship system seems to prevail there. Frequent references appear to "the comprehensive and generous scheme of scholarship that has opened the way to many boys and girls of humble parentage to develop their intellectual gifts." But not always so. A distinguished member of the legislative council of one of the British Dominions recently wrote thus:

"Lately, there has grown a strong body of public opinion which is adverse to the continuance of the scholarships for a variety of reasons, the principal being: (1) The comparative cheapness of the award; (2) the unhealthiness of the competition, which is conducive to 'cram' and does not afford that equality of opportunity which is so much prated about, and because it enables the well-to-do parent to have her child 'coached' at the expense of his classmates; and (3) because it has been established that the rewards of outside employment are so superior that really clever lads (and for that matter the brightest of the girls also) will not for the sake of £10 a year continue at a secondary school unless destined for one of the learned professions."

How easy it would seem to an American to cast away all such cumbering baggage.

Three considerations apparently loom large before the eyes of our European brethren: (1) The loss of revenue which the abolition of tuition fees would entail; (2) the lack of appreciation of a privilege which comes without the effort involved in raising the money to pay for it; and (3) the flood of students that would overwhelm the schools if the stop gates were removed.

Similar difficulties arose in the nineteenth century in abolishing tuition fees in elementary schools in imitation of America's example, and they were overcome. History will repeat itself. Universal access to education of all grades is on the way, and in the fulness of time it will arrive for Europe as well as for America.

Pupils in the week-in-school-week-in-store course in retail selling at the High School of Practical Arts, Boston, are paid $12 a week for their work in the stores, and have opportunity to become acquainted with the different departments of the establishments. During the five years that the plan has been in operation many young people have been kept in school who would otherwise have been forced to leave and go to work. Enrollment is now 100. Pupils taking the course almost invariably continue after graduation in the employ of the store in which their experience was gained.

Practical application to the mechanics of household equipment is made by high-school girls of Milwaukee, Wis., of scientific principles learned as a result of their work in the physics laboratory. Study of heat and electricity has led to many interesting experiments with kitchen conditions and equipment, correlating in an instructive way the physics course with home economics.

Medical extension classes for summer postgraduate study were held in 18 centers in North Carolina during the past biennium, and courses were taken by 261 physicians of the State. Courses consist of 12 lectures and clinics, and the work is self-supporting. During the six years that this special professional work has been offered, 1,185 physicians have registered for study.

Latin letters as a medium for written and printed text will be used hereafter in schools of Turkey instead of the Turkish alphabet, a modified form of the Arabic, according to recent decision of the Turkish Government.

Brazilian School Named in Honor of the United States

Purpose is to Promote Amity Between the Nations Through Correspondence of Pupils. Teachers of American Elementary Schools Should Communicate with Pan American Union with That End in View

By EDWIN V. MORGAN

American Ambassador, Rio de Janeiro, Brazil

DR. CARNEIRO LEÃO, director of public instruction in the Federal District of Brazil, whose term of office terminated on November 15 last, made a practice to endow certain public primary schools under his jurisdiction with the name of countries of the American Continent or of distinguished foreign American educators.

On July 17 last I participated in the dedication of a school situated in the suburb of Santa Cruz, upon which the name of "Escola Municipal Estados Unidos" (United States Municipal School) was bestowed.

The school building, which is among the oldest in the Federal district and was founded under the Empire, is frequented for the most part by boys and girls of indigent families—so much so that a daily meal of vegetable soup is given to the children. The daily attendance is about 300, and the staff consists of half a dozen teachers.

The inauguration ceremonies were attended by Dr. Carneiro Leão, who made a brief address of welcome, to which I replied. Among the invited guests was Dr. I. L. Kandel, a member of the international institute connected with the Teachers College of Columbia University.

I have received a visit from Miss Elvira de Niranda, the recently appointed director of the school, to whom I promised to continue the assistance which I had given her predecessor, Miss Maria Isabel Duarte Moreira, which consisted of a gift of books, maps, and printed material suitable for the use of the pupils.

I would suggest that one or more primary schools in the United States enter into relations with the teachers and pupils of the "Escola Estados Unidos," Santa Cruz, Districto Federal. As Brazilians prefer that an official character shall be given to such international relationships, it would be well if the Pan American Union, after securing cooperation in the United States, should make this office the first medium of communication.

It may be of interest also to know that I am frequently in receipt of requests from school children in the United States who are studying the history and economics of Brazil for printed matter relating thereto. A stock of this material is kept on hand and the children's requests are always complied with.

Official report to Secretary of State.

Recruiting High-School Students in Greek

Enrollment in Greek classes in William Penn Charter School, Philadelphia, has doubled this year as the result of an effort to popularize study of the language. Latin is taken up in this school in the seventh grade, and all students in first-year high school study Latin and French. Greek may be substituted for French in the second year, though exceptional students may take all three languages.

An extra credit for the study of Greek was offered first-year high-school students last session as an experiment. The work was not compulsory, but the desirability was emphasized of possession by all educated persons of some knowledge of Greek, at least of the alphabet and a small vocabulary. The try-out course consisted of a half hour of Greek once a week for five weeks, and it was understood that only those who showed some capacity would be allowed to continue the study. Approximately 60 per cent of the students undertook the voluntary study, and about half received credit for their work.

The result of this preliminary study of Greek has been a better understanding and appreciation of the language, and enrollment for the regular course this session of twice as many as usual. All of them are high-grade students.

A graduate home economics fellowship for 1927–28 is offered by the American Home Economics Association, under the Ellen H. Richards memorial fund. The purpose of the fellowship, which has a value of $500, is to encourage research in fields in which the association is vitally interested and where research is needed. Application should be made on or before April 1, 1927, to the American Home Economics Association, Washington, D. C.

Recreation is Promoted by Parent-Teacher Associations

By MILDRED RUMBOLD WILKINSON
Assistant Manager of Bureau, National Congress of Parents and Teachers

MANY of the records of the juvenile courts and reform schools show the effect of the wrong use of leisure time. The cost of disciplining one delinquent child for a year would furnish recreation for 55 children during the same time, states a scientific student of leisure-time activities. Parent-teacher associations in many parts of the country under the leadership of J. W. Faust, of the Playground and Recreation Association of America, are studying the subject of recreation, securing information on the gainful use of leisure time for the child as well as for the adult, and discussing community and home needs along recreational lines.

Mr. Faust, as the recreation chairman of the National Congress of Parents and Teachers, has outlined a recreation program for the associations of the country based on the following objectives: Community self-study of recreation, home play, backyard play, school recreation, high-school social recreation, community recreation, winter sports, recreation meeting program, and recreation at meetings.

Play Aids in Character Building

Recreation chairmen in each of the 49 branches of the congress are carrying out this program in different ways. In Pennsylvania the associations and mothers' clubs are using the school buildings and yards as community centers. They provide supervision for all play hours, realizing that play which encourages social instincts and values is a great aid in character building. It is well known that children will criticize each other for unethical conduct on the playground far more severely than any adult would and that the children will accept the criticisms of their companions with less rancor than from an adult.

In the District of Columbia the parent-teacher associations have adopted the following resolution:

"That it is the sense of the District of Columbia Congress of Parent-Teacher Associations that the school-building program of the District of Columbia should be so coordinated with park and playground plans as to make the greatest use of municipal playgrounds and parks in conjunction with the educational and recreational programs of the public schools."

The State recreation chairman of Vermont sends to all the associations in the State the following suggestions as a guide in their work:

1. Make playgrounds of the school yards which shall include a few pieces of apparatus from a sand box to a trapeze. The older boys should be shown how to make play equipment.
2. Secure the services of a college young man or woman, trained through experience, to teach organized games and arrange for definite periods of instruction after school hours for the boys and girls.
3. Sponsor the social activities of the school, appointing committees to be responsible for all chaperonage at socials, athletic games, and to travel with the girl teams. Plan bazaars for raising funds to purchase a moving-picture machine or playground equipment.
4. Secure aid from agencies in the State, like the Young Women's Christian Association and the Young Men's Christian Association, Farm Bureau, and others, to organize clubs for boys and girls to provide for their physical, mental, and spiritual development, and to direct handwork or any interests they may have.
5. Interest boys and girls in summer camps where they can work for their board or go for two weeks for a sum within their earning power. Provide "campships" for those who are worthy.
6. Campaign for a better class of movies; provide special pictures for children on Saturdays.
7. Cooperate with the librarian to secure story hours for children and to advise suitable books for all ages.
8. Plan suppers for mothers and daughters, for fathers and sons and invite members of the school faculty. Arrange for luncheons for mothers and teachers.
9. Build up community spirit by providing opportunities for all ages to do things together; a pageant telling the history of the town; a chorus to meet weekly; parties for special days and occasions; parades and outings with basket luncheons; a community clean-up day when a hot dinner is served by the women at noon; radio programs; a series of entertainments or lecture courses; an annual flower show or harvest festival or a winter sports carnival. Construct community tennis courts and provide other play spaces.
10. Plan recreation program for a parent-teacher meeting when three-minute talks shall be given on selected subjects such as, "national recreation," "playgrounds," "recreation in the home," "school recreation," "summer camps," "outings," etc.

Organized play after school, as well as during recess, is the object of many wideawake parent-teacher associations in Massachusetts. Classes in gymnastics, folk dancing, and swimming, teams for all ages and both sexes are the solution of what to do with the leisure hours.

One city in New York State reports that it has organized a negro center and playground. This is financed by city and public funds but the interested efforts of the parent-teacher association have made it a success. Another New York district is developing playgrounds, employing supervisors, conducting community dancing and singing, and music memory contests.

At Ramsey, Minn., the parent-teacher associations maintain a skating rink for the children, with a supervisor in charge.

In Cincinnati, Ohio, the vacation schools mean schools for recreational activities during the summer vacation. These are open five days a week for five weeks from the Monday after school closes. The children assemble at quarter of 9 in the morning and after the opening, which is always of great interest to all ages, they are divided into groups of about 25 each, guided by age and grade, and each child is allowed to select the handwork he is most interested in and to work at this until noon. Many kinds of occupations are offered to the children, one of these schools being in a high school where drawing and painting are offered. Cincinnati has many playgrounds maintained and supervised by the board of park commissioners where the children can exercise their muscles as well as learn the "give and take" of life. Members of the mothers' clubs assist in supervising the adult dancing at these playgrounds from 8 o'clock until 10.

Parents Participate in Children's Play

Many parents whose children attend the country schools around San Diego, Calif., are learning to play with their children, recognizing the value of just plain fun as well as the value of muscular and mental development. In the eight summer play centers of San Diego the members of the parent-teacher associations take an active part. They are divided into committees to assist at different times. The Normal Heights Association in that city raised money enough to guarantee that every child in that community could be provided with wholesome activity for the summer. In another part of this same city four parent-teacher associations have worked under trained recreation leaders, furthering the "three M's"—merriment, muscles, and mentality.

At the thirtieth convention of the National Congress of Parents and Teachers to be held at Oakland, Calif., May 21 to 28, the subject of recreation will be discussed at the round table on the "use of leisure." This will be in charge of recreation experts and promises to be of great value to all interested in putting the "play spirit" into the lives of the busy American people.

Zeal for high professional standards on the part of teachers in South Carolina is shown by enrollment last summer for special study of 2,454 teachers in 7 summer schools conducted in the State, and in Asheville, N. C., and at the University of Virginia. In addition, 2,425 teachers were enrolled in the 32 study centers fostered by the extension division of Winthrop College, Rock Hill.

Residence and Migration of University and College Students

One Person in Every 212 in the United States is Attending a College or a University. Western States Now Surpass New England in Relative Numbers of College Students. Nearly One-fourth the Students Attend College Outside their Home States. Colleges in Some States Receive Two-thirds their Students from Other States

By GEORGE F. ZOOK

Formerly Chief, Division of Higher Education, Bureau of Education; President University of Akron

UTAH leads all States in the number of college students residing in the State as compared to the total population. In Utah there is 1 college student residing in the State (without regard to place of attendance) for every 99 persons in the State; the District of Columbia follows, with 1 student for every 103 persons; Oregon has 1 student for every 121 in the population, and Nebraska 1 student for every 126. The average for the entire country is 1 student to every 212 persons in population. The median for the 48 States and the District of Columbia is 217. The first 12 States, including the District of Columbia, follow:

People in each State to each college student residing in the State [1]

State	Number	Rank in 1922–23	Rank in 1920–21
Utah	99	1	4
District of Columbia	103	2	1
Oregon	121	3	2
Nebraska	126	4	6
Iowa	127	5	3
Washington	129	6	7
Colorado	131	7	10
Kansas	134	8	5
Nevada	141	9	8
California	146	10	9
Idaho	157	11	11
Minnesota	159	12	12

[1] Based on the population of each State on July 1, 1923, as estimated by the Bureau of the Census. The Census Bureau has made no change in the estimated population of Nevada as reported in the census of 1920. Students of teachers colleges and normal schools are not included in this study.

All 12 of these States, except the District of Columbia, are west of the Mississippi River. These 12 States are the same 12 which stood first in the bureau's study of the same subject three years ago. To be sure, there have been a few changes in rank. These changes are probably due in part to the fact that the present investigation is somewhat more complete than the previous one.

There are, of course, several factors which give the well-developed States of the Middle West certain advantages over the Southern and Eastern States. In the first place several of them, including Utah, Oregon, Iowa, and Nevada, either have no separate normal schools or only one such institution—a situation which probably tends to increase the number of persons attending the regular colleges and universities. In the next place most of these States have only a small negro and foreign population.

Notwithstanding all these modifying influences, the residents of the Western States may take pride in the fact that they lead the older States in the proportion of their population which is obtaining a college education.

On the other hand, as may be expected because of the large colored population, the Southern States nearly all stand low in the proportion of their population enrolled in colleges and universities. The 12 States at the bottom of the list are as follows:

People in each State to each college student residing in the State [1]

State	Number	Rank in 1922–23	Rank in 1920–21
Arkansas	445	49	48
Tennessee	421	48	49
Georgia	388	47	45
Kentucky	386	46	46
Alabama	345	45	44
Louisiana	343	44	43
New Mexico	343	43	47
Oklahoma	318	42	30
West Virginia	318	41	37
Florida	313	40	41
Virginia	309	39	35
Mississippi	295	38	39

[1] The Census Bureau had made no change in the estimated population of Mississippi as reported in the Census of 1920.

Several changes have been made in this list of 12 States since the previous study in 1920–21. North Carolina, Texas and Maryland have advanced out of the list and have been replaced by Oklahoma, West Virginia, and Virginia. Some of these changes may be due to the fact that the data for 1922-23 are somewhat more complete than those for 1920–21.

Here is an interesting comparison with Mr. Kalbach's study for 1896–97. At that time all of the New England States, with the exception of New Hampshire, were in the highest one-fourth of the States, whereas in the study for 1922–23 they had all dropped to the second on third quartile.

Why should Tennessee be next to the last on the list in 1922–23? The negro population of Tennessee is small as compared to the States in the lower South. Moreover, there are more large and well-known colleges and universities for both white and colored students in Tennessee than in most of the Southern States. The answer in Tennessee can probably be summed up in a single thought—the lack of the development of public high schools. The same is probably true of Arkansas and Kentucky. Why are Oklahoma and West Virginia lower in the list than the two Carolinas and Texas? Perhaps in the one case the Indian population and in the other the foreign population are important factors. At any rate the two Carolinas and Texas, notwithstanding a high percentage of colored population, seem to stand out above other Southern States.

Another interesting fact is the extent to which students residing in the several States find it necessary or desirable to migrate from their home States to attend colleges and universities elsewhere. On the average, 24.4 per cent of the college and university students of the United States go outside the State in which they reside in order to attend college, and 75.6 per cent of them remain in their home States for a college education. The median for the 48 States and the District of Columbia is 73.3 per cent.

Naturally there is considerable difference in the extent to which the students of some States migrate as against the practice of students in other States. For example, 90.4 per cent of the California students enroll in California institutions, and 89.4 per cent of the Texas students go to college in their home State.

Percentage of students attending college in the States in which they reside

1. California	90.4	44. New Mexico	53.9
2. Texas	89.4	45. New Hampshire	49.1
3. Oregon	87.2	46. Delaware	48.3
4. Utah	86.7	47. Wyoming	45.8
5. Nebraska	84.3	48. Connecticut	34.1
6. Minnesota	82.5	49. New Jersey	21.1

On the other hand, only 21.1 per cent of the New Jersey students go to college in New Jersey. All but 34.1 per cent of the Connecticut students migrate to other States to attend colleges and universities.

There is considerable similarity here to the situation revealed by Mr. Kalbach's

Extracts from Bureau of Education Bulletin, 1926, No. 11.

earlier studies. In the study for 1893–94 more than 50 per cent of the students residing in the District of Columbia, New Jersey, New Hampshire, Idaho, Delaware, and Oklahoma migrated to other States for their education. North Carolina, California, Massachusetts, and Tennessee led in the proportion of students who were accommodated at home.

Reasons for Migration Often Obscure

The question naturally arises as to why students migrate from their home States to attend colleges and universities in other States. Data on this subject are very inadequate and of course the motives vary from one State to another. For example, why do the students residing in New Jersey, Connecticut, Wyoming, Delaware, and New Hampshire leave their home States in such large proportions? In New Jersey there seems to be an actual dearth of facilities in higher education to accommodate the large group. Furthermore, there is not the variety of curricula offered by several institutions as in other States with a similar population. Finally, of course, many New Jersey students find it fairly convenient to go to New York City or Philadelphia for a college education.

In Connecticut much the same situation exists. Yale University draws most of its student body from without the State. Outside of this institution there is little variety of curricula offered by the institutions of the State. The State College of Agriculture and Mechanic Arts has not been extensively developed, and, as in New Jersey, short distances make it comparatively easy to reach excellent institutions in other States—as, for example, New York, Massachusetts, and Rhode Island.

Institutions of Other States More Accessible

In Wyoming the reason for the large migration of students would seem to be due to the fact that there is but one university in the State, that institutions located in other States are often more accessible, and to the fact that students may seek higher education in older and more developed institutions located in other States.

In New Hampshire and Delaware the facilities of institutions in the bordering States probably account for the migration of college students. The development of a State university in New Hampshire may change this situation in the future.

As has been stated elsewhere, notwithstanding the tendency for students from all sections of the country to flock to colleges and universities in Massachusetts, 25.9 per cent of the students resident in that State go elsewhere to college. It will be remembered that the average for the country is 24.4 per cent. In this instance short distances to institutions in other States and the fact that a State university has not been developed probably account in considerable part for the migration. Several years ago in connection with a survey of higher education in that State, Massachusetts students attending colleges and universities outside the State assigned the following reasons for migrating:

1. Opportunity to secure the course of study desired 75
2. In order to attend college away from home 62
3. Expense of college education at Massachusetts colleges 59
4. Desire to attend a small college 41
5. Entrance examination requirements at Massachusetts colleges 28
6. Knew other students 21
7. College life 21
8. Outdoor life 18
9. Military training 14
10. Failure to pass entrance examinations at Massachusetts colleges 12
11. The faculty 11
12. Opportunities to obtain scholarship or employment 9
13. Religious reasons 6
14. Coeducational institution 6

Satisfactory Facilities Retain Students at Home

On the other hand, why do students who reside in California, Texas, Oregon, and Utah remain at home? The answer seems to be clearly a matter of excellent or satisfactory higher-education facilities in these respective States, coupled with the long distances in reaching similar or superior institutions located in other States. Each of these States forms a kind of educational empire within itself, surrounded by large areas which for the most part do not contain outstanding universities and colleges.

In this connection attention may be called to the fact that college and university students are much more likely to leave the State of their residence for their education than are students who attend normal schools and teachers' colleges.

In several of the States the colleges and universities draw their students almost exclusively from their own population. For example, in the Mississippi and Texas institutions 94.1 per cent of the students reside in these respective States. Ninety-two and four-tenths per cent of the enrollment in the Oklahoma institutions is composed of residents of the State. Montana follows with 90.3 per cent. In all these States it seems clear that the institutions have not been developed to such a point as to draw students very largely from their sister States. At the other extreme one finds that only 30.4 per cent of the enrollment in the colleges and universities of the District of Columbia reside in the District. The institutions in New Hampshire enroll only 32.4 per cent of their students from New Hamspshire. Maryland, Connecticut, and New Jersey follow with 37.2 per cent, 40.1 per cent, and 48.2 per cent, respectively.

A number of States (17 and the District of Columbia) enroll in their colleges and universities more students than there are residents of the State attending colleges and universities in and out of the State. These States are the commonly recognized centers of higher education, such as Massachusetts, New York, and Illinois. For example, 20,641 residents of Massachusetts were enrolled in college, whereas the number of students attending colleges and universities located in the State was 29,656. The situation in several of the other States is as follows:

Students attending and students residing in State

State	Number of students attending college in the State 1	Number of college students residing in the State 2	Excess of 1 over 2 3
Massachusetts	29, 656	20, 641	9, 015
District of Columbia	10, 716	4, 614	6, 102
New York	58, 463	52, 847	5, 616
Maryland	9, 887	5, 525	4, 362
Illinois	35, 642	33, 107	2, 535
Virginia	9, 592	7, 758	1, 834
Michigan	16, 680	15, 344	1, 336
Wisconsin	13, 525	12, 362	1, 163

It should be realized, of course, that notwithstanding the fact that students in great numbers from other States repair to Massachusetts, New York, Illinois, Maryland, and Virginia to attend colleges and universities, students from these same States in considerable numbers migrate to other States. For example, 25.9 per cent of the Massachusetts students, or more than the average for the country, go to colleges and universities in other States. Similar percentages for other States are: New York, 21.8 per cent; Maryland, 23.5 per cent; Illinois, 22.3 per cent; Virginia, 29.9 per cent; Michigan, 19.9 per cent. As will be recalled, the average for the country is 24.4 per cent. It is clear, therefore, that while students who live in States which are centers for colleges and universities do not usually leave the State in which they reside for a college education to the same extent as students from other States, nevertheless they do migrate to other States in considerable numbers and proportions.

The tendency for students from all parts of the country to congregate in such States as Massachusetts, New York, Maryland, and Illinois results in the fact that in 31 out of the 48 States there are more students residing in the State than there are students enrolled in the colleges and universities located in the State. The most notable example is the case of New Jersey, which has a student population of 13,270, but which enrolls in its colleges and universities only 5,803 students.

Dallas Meeting of the Department of Superintendence

By SELDON CARLYLE ADAMS

Assistant Director Division of Publications, National Education Association

EDUCATORS love inspiration, and one of their great functions in life is to inspire others. But the superintendent in his office, the professor in his lecture room, and the teacher in his classroom, find that inspiration must come from a source. Realizing that when the spring runs dry the stream ceases to flow, the great professional groups of America have banded together in organizations for the purpose of supplying each other with encouragement and suggestions for professional self-improvement.

Twice every year some 15,000 educators gather in the United States under the auspices of the National Education Association and allied groups to refresh their inspiration. Such a meeting has just closed at Dallas, Tex., where the department of superintendence and its allied organizations met in its fifty-seventh annual convention.

The main sessions of the convention were presided over by Superintendent Randall J. Condon, of Cincinnati, who retired on March 4 as president of the department. Doctor Condon introduced a new feature in the convention by opening it officially on Saturday afternoon, February 26, in the exhibit hall at Fair Park, Dallas. The previous custom always has been to open the convention at the time of the vesper services Sunday afternoon. However, Doctor Condon looked upon the exhibit as an important educational feature of the great meeting.

Historic Flags Add Impressiveness

The convention hall this year was made most impressive by the presence of the flags of Lexington, brought to Dallas from Lexington, Mass., and hung with the State flags and the great flag of the Nation. Explaining the presence of the flags, President Condon said: "This plan of patriotic decoration, symbolizing and emphasizing as it does national unity, has been made possible by the generous action of the selectmen of Lexington, Mass. These flags, owned by the town, were used on Lexington Common in celebration of the one hundredth and fiftieth anniversary of the first battle for American Independence. Never before have these cherished possessions been loaned for any purpose.

"I saw these flags floating in the April breeze on that anniversary day and I coveted their use for this convention, although I knew that they had never been away from their home town.

"Lexington sends them to Dallas; Massachusetts to Texas; New England to this gathering of the superintendents of the Nation to symbolize this, the spirit of national unity, and to help make clear that 'the ideals of a Nation must be born in the hearts of the youth of to-day.'"

The general theme of the convention as arranged by President Condon had four main elements—ideals, character, citizenship, and national unity. Music played an unusually important part in the program this year. The National High School orchestra appeared under the direction of Joseph E. Maddy, supervisor of music at Madison, Wis. The orchestra was composed of high-school pupils from all parts of the country. Their first rehearsal was held in Dallas after the meeting opened.

Religious leaders of two nations were the speakers at the vesper service on Sunday afternoon, February 27. They were Dr. George W. Truett, pastor of the First Baptist Church of Dallas, and Dr. Wilfred T. Grenfell, British medical missionary to the Labrador.

Special Theme for Each Session

To each of the succeeding general sessions the President gave a special theme. These themes included "National ideals," "International good will and understanding," "Educational ideals and their achievement," the "Fundamental problems of the junior high-school curriculum."

The junior high school received much attention throughout the convention. A special junior high-school conference was held in the auditorium of the First Baptist Church on Wednesday afternoon, March 2, with "The objectives of the junior high school and their attainment," as the special theme. The objectives were discussed by Frank C. Touton, professor of education, University of Southern California, and director of curricula, Pasadena, Calif. Suggestions for attainment of the objectives were presented by Willard E. Givens, assistant superintendent of schools, Oakland, Calif.; Thomas W. Gosling, superintendent, Madison, Wis.; H. L. Harrington, supervising principal, Detroit; Henry King, principal, Central Junior High School, Kansas City, Mo.; E. Marie Gugle, assistant superintendent, Columbus, Ohio; George W. H. Shield, supervisor of modern languages, Los Angeles; Louise A. Merrill, principal, Byers Junior High School, Denver; Eugene S. Briggs, superintendent, Okmulgee, Okla.; Helen Watson Pierce, assistant superintendent, Los Angeles; and Walter D. Cockling, director of curricula, books, supplies, St. Louis, Mo.

Six other departments of the National Education Association held meetings during the convention week at Dallas. They were the national council of education, the department of deans of women, the department of rural education, the department of secondary education, the department of elementary school principals, and the department of vocational education.

Other Organizations Meet Simultaneously

Allied organizations, not organized under the by-laws of the National Education Association, which held meetings at Dallas, included the city teacher training school section, The Educational Research Association, the National Association of High-School Inspectors and Supervisors, the National Council of Kindergarten Supervisors and Training Teachers, the National Council of Primary Education, the National Council of State Superintendents, the National Society for the Study of Education, the National Society of College Teachers of Education.

Dr. John J. Tigert, United States Commissioner of Education, was unable to attend the Dallas meeting, but the Bureau of Education was represented by L. R. Alderman, Mrs. Katherine M. Cook, W. S. Deffenbaugh, Alice Barrows, Eustace E. Windes, and William M. Robinson. Mr. Alderman addressed the National Council of State Superintendents on "Americanization and adult education," and Mrs. Cook spoke before the State supervisors of rural schools on "Some essentials of a State supervisory program for improvement of instruction in rural schools."

Self-Help the Custom at Hiram College

That 81.5 per cent of the students attending Hiram College, Hiram, Ohio, are wholly or partially self-supporting is indicated by signed answers to a questionnaire presented in a recent assembly to the students, and filled out by them as accurately as possible. Of the men students 87 per cent, and of the women students 76 per cent, are paying some portion of their college expenses by working during vacation or during the college year, or both. The average student expense for the college year is $592.65. The average man student who works throughout the entire year is able thus to pay 57.4 per cent of his college expenses, and the average woman student 41.1 per cent.

Playground Beautification Contest Brings Excellent Results

Ground Which Showed Greatest Improvement Was Scott Field, La Porte. Three of the Six Prize Winners Are in California. Beginning of Campaign for Beautifying Areas in Which Children Play

By WEAVER PANGBURN
Playground and Recreation Association of America

OF THE 80 school playgrounds entered in the playground beautification contest among 189 cities of the United States and Canada, 1 has captured a $500 award and 5 others $50 awards.

Scott Field in La Porte, Ind., won the large award. The others were Park Hill School, North Little Rock, Ark.; Longfellow School, Pasadena, Calif.; children's playground, Montebello, Calif.; Seneca School, Irondequoit, N. Y.; public school at Pauline, S. C., and Harmon Field, Alamosa, Colo. The awards were given by the Harmon Foundation, and the Playground and Recreation Association of America conducted the competition. The Pentzer playground in Lincoln, Nebr., though entered by the city recreation board, was sponsored by the Lincoln Parent-Teacher Association, and some of the work of beautification was accomplished by school children.

It was the intiative of Miss Mabel Foor, supervisor of physical training and playground activities in La Porte, that won the cooperation of many organizations and individuals for the beautification of Scott Field, which took the first prize among cities of eight to twenty-five thousand population. At the beginning of the contest, the field was unequipped except for a fence built by the board of education.

The Seneca School playground of Irondequoit comprises 1½ acres and was entered by Louise Pfeiffer, a trustee of the school. The school is a beautiful 10-room building housing 316 pupils. Irondequoit is a suburb of Rochester. The improvement of the playground included the laying out of a regular baseball diamond, football field, and volleyball court. Swings, slides, seesaws, a sand box, horizontal ladders, and giant strides were installed. The beautification program included grading the grounds, planting grass, hedges, and many varieties of flowering shrubs.

Parent-Teacher Association Files Entry

It was the Park Hill Parent-Teacher Association that filed the entry of the Park Hill playground in North Little Rock, Ark. Their 2-acre playground was improved by thinning out trees, pulling stumps, rolling and grading the land, laying out volley ball and basketball courts, football and baseball fields, planting cedars, dogwoods, and flower beds, building a terrace and providing play space for small children.

Seneca School, Irondequoit, N. Y., was a prize winner

The rural public-school grounds in Pauline, S. C., were beautified by a small club of half a dozen women who were working for the upbuilding of their district. They had no public money or gifts. Everything was done by hard work. They gave plays in the school and put on a community exhibit at the county fair, winning first prize. Excessive drouth was a handicap, but the grounds were graded and sanded and many trees, privet hedge, and flowering shrubs were planted. Next spring the fences and the side of the roadway will be a mass of clematis and wisteria. Twenty swings, 12 seesaws, a baseball diamond, basketball court, and sand piles were the facilities installed for the children's play.

Pentzer Playground, Lincoln, Nebr., was a parent-teacher entry

The beautification of the Montebello municipal playground was sponsored by the energetic Lions Club of that community. The land is owned by the local school district. This 3½-acre playground was practically useless when development began. The high-school boys had used it to some extent, but had abandoned it. In winter the ground was covered with miniature lakes.

Playground Development Their Principal Project

The Lions, under the leadership of M. C. James, chairman of their playground committee, made the development of the playground their principal project during the year. The improvement involved extensive grading, laying 800 feet of pipe, installing a giant stride, horizontal ladder, and other equipment, the purchase of hose and sprinklers, the planting of grass and shrubs on the border, and laying out playground ball, football, and volley ball fields.

The Lincoln, Nebr., Council of Parent-Teachers sponsored the entry of the Pentzer playground in that community. The playground is located near the Clinton School of 700 pupils. The purpose of having the children share in the planting of flowers and trees was not only for the educational value of participation but also to encourage personal interest among children in the upkeep of the playground and to instill a respect for public property. Although 100 boys daily spent their leisure hours in games on this playground throughout the summer, the flowers were entirely unmolested.

At the conclusion of the improvement accomplished on the Longfellow School grounds, Pasadena, Calif., H. W. Lyon, principal of the school, wrote: "We have enjoyed very much being participants in the national contest. It has added interest to the work of improving the grounds. We shall be very proud if we win a prize, but whether we win or not we still have our improved grounds, which are very delightful." The work here was accomplished with an expenditure of $9,360. Some of the largest items were for the construction of concrete retaining walls and steps, oil macadam paving and the installation of apparatus. Forty-one trees, 292 shrubs, and 70 flowers were planted. The Longfellow Parent-Teacher Association, the third largest parent-teacher group in California, cooperated in the work.

In Stamford, Conn., practical lessons in civics for children in three schools near the playgrounds were conducted on Hyland field during the process of beautification.

This national contest, which opened October 1, 1925, and closed November 1, 1926, enrolled 321 playgrounds and athletic fields in the United States and Canada. The playgrounds showing the greatest progress in each of the three population groups into which the contestants were classified were awarded the first prize and 10 playgrounds the next highest in each group the lesser prizes. Stillman Valley, Ill., and Green Bay, Wis., share first honors with La Porte.

A Permanent Movement Has Been Inaugurated

In announcing the awards the judges, while warmly praising many communities whose playgrounds had shown marked progress in beauty, nevertheless pointed out that in every case still further progress could be made. And this was very generally recognized by the contestants, many of whom felt that the first year's work was but the commencement of a steady campaign for beautifying the areas where the children play. In suggesting the competition it was the intention of the Harmon Foundation to create just such an attitude, and its directors are gratified that what appears to be a permanent movement has been stimulated for associating beauty with municipal playgrounds.

Centennial School grounds, Trinidad, Colo., after beautification

Sir George Newman's Report on Health of School Children

By FRED TAIT
Gateshead, England

THE School Medical Service for England and Wales now employs 1,140 fully qualified medical officers, of whom 261 are full time, 567 part time in the schools and the rest in the Public Health Service, and 312 part-time officers. In addition, there are 786 specialist medical officers for ophthalmic, aural, anaesthetic, X ray, and orthopedic work, of whom 16 are full time in schools and the rest part time. There are also 584 school dentists, of whom 259 are employed whole time for school and public health work. The nursing staff consists of 4,520 nurses, of whom 1,166 give full time to the schools, and 1,317 divide their time between public-health duties and school work.

National Government Pays Half

The cost of the medical service in recent years has been as follows: 1912–13, £285,993; 1921–22, £1,391,606; 1922–23, £1,223,088; 1923–24, £1,220,268; 1924–25, £1,300,347. Of this the National Government pays approximately one-half and the local education authorities the other.

Medical examinations.—Each year there are three routine medical inspections of school children in elementary schools: (*a*) New entrants who are just over 5 years; (*b*) children in the middle school, aged approximately 8 to 11; (*c*) "leavers," aged between 13 and 14.

In addition, many special cases are examined; i. e., children who have been previously examined and recommended for further observation and children who are referred by the teachers. Of the 5,000,000 children in attendance at elementary schools during 1925, 1,798,397 were examined in the routine inspections and 820,953 were examined as special cases. The accompanying table shows the result.

Nearly One-Fourth Require Treatment

The number of children found to require treatment, apart from uncleanliness and dental defects, was 428,090, or 23.8 per cent of all those examined.

For uncleanliness the school nurses made 13,589,000 inspections during the year, which is almost equivalent to three per child. The total number found unclean was 878,788, or 6.5 per cent of those examined, which is the lowest recorded figure.

The number of children submitted to dental inspection was 2,038,988 and of these two-thirds required treatment.

Local Authorities Provide for Certain Defects

Practically every county and borough in the country now makes provision for treating defects found in children as a result of medical inspection. This is particularly true of minor defects, defective vision, and teeth. For orthopedic treatment only 85 out of 311 areas have definitely established centers.

Medical inspections in England and Wales

Group	England and Wales (excluding London)			London		
	Inspected	Requiring treatment	Per cent	Inspected	Requiring treatment	Per cent
Entrants	593,364	136,913	23.1	82,209	13,715	16.7
Intermediates	436,878	117,270	26.8	49,871	9,954	20.0
Leavers	486,364	119,129	24.5	65,622	13,292	20.3
Total	1,516,606	373,312	24.6	197,702	36,961	18.7
Other inspections	43,078	11,179	26.0	41,011	6,997	17.1

Main defects, in order of magnitude

	Number	Routine, per 1,000	Special, per 1,000
Defects of vision	158,131	54.7	73.0
Enlarged tonsils and adenoids	134,880	53.3	47.6
Eye diseases	61,028	9.5	53.7
Otitis media	31,763	6.3	25.0
Throat diseases	29,166	6.2	22.0
Squint	26,402	9.1	12.2
Malnutrition	23,767	9.5	8.3
Deformities	19,688	7.1	8.6
Defects of hearing	17,738	5.4	9.8
Nervous disorders	10,034	1.8	7.1
Tuberculosis (pulmonary):			
Definite	2,155	.5	2.1
Suspected	7,130	1.6	5.1
Tuberculosis (nonpulmonary)	5,399	1.1	4.1
Organic heart disease	6,072	2.2	3.0

Treatment is generally given at school clinics freely, or where it involves an operation, at a small fee, if the parent can afford such. There are now 1,395 school clinics, an increase of 186 over 1924. It is estimated that 80 per cent of the cases of defective vision are submitted for treatment and in all but seven areas provision is made for supplying spectacles, sometimes free, sometimes at a low cost.

For enlarged tonsils and adenoids in 82 areas the authorities perform operations at their own clinics, and in practically all others arrangements are made for operations to be performed, if the parents can not afford a private surgeon, at local hospitals. There were 60,871 operations of this description carried out in 1925.

In ear diseases 56 authorities treated the diseases themselves and many others made arrangements with other institutions.

School buildings.—The Board of Education has recently carried out a survey of school buildings with the result that 664 schools have been blacklisted as unsuitable for recognition and incapable of improvement. It will be a slow process to eliminate and replace these, for the board has recently curtailed the building programs of many authorities.

Two Secondary Schools for Blind Pupils

Defective children.—The school medical service has found that there are 2,000 blind children and 4,692 partially blind in England and Wales. Of both these classes 3,900 are being taught in special schools. There is still a lack of accommodation for the unfortunate children thus handicapped and as far as secondary education is concerned there are only two secondary schools which accommodate 95 blind pupils in the whole country.

There are 33,000 children who are mentally defective and 200,000 who are dull or backward. These have been discovered in routine and special inspections, but there are probably thousands more; but in a medical inspection of about 10 minutes, which is mainly concerned with physical defects, it is impossible to discover all the dull and backward children. The total accommodation for mentally defective children is 15,123 in day and 1,880 in residential schools. Of the rest, 12,470 are attending public elementary schools, 860 are in educational institutions of other types, and 3,872 are not in any school or institution. Slow progress has been made in the provision of suitable education for the mentally deficient, who must now be suitably educated under the mental deficiency act of 1913, and sections 55, 56 of the education act of 1921. No duty is laid upon local education authorities to educate the dull and backward children upon suitable lines, and in many areas absolutely nothing is done for these unfortunate children. They drag along through the ordinary school, a burden to their teachers and to themselves.

Necessitous Children Receive Two Meals Daily

School meals.—It is now part of the duty of each local education authority to provide meals for necessitous school children, who by reason of hunger are unable to derive benefit from the instruction given in schools. During the recent coal dispute the miners' children, in most of the areas affected, were catered for in

Digest of the Report for 1925 of Sir George Newman, chief medical officer, to the Board of Education of Great Britain.

this manner. The child generally receives breakfast and dinner at school or in some special feeding center.

During 1925 there were 118,464 children supplied with 13,176,383 meals, of which 9,666,286 were supplied free. The cost, inclusive, of all charges for 1924 worked out at 3.72 pence per meal. During the coal dispute in 1921 there were 592,518 children fed and they received 60,076,017 meals. The cost of the meal is recovered where possible from the parents, but the income from this source only represents a fraction of the cost. Thus in 1924 the total cost was £158,726, of which £17,881 was recovered from parents.

In his conclusion to the report, which is much more extensive than is indicated above, Sir George Newman points out that England to-day is "only struggling slowly out of the results of the industrial revolution; and much of our present urban environment, insanitation, and unwholesome, sunless home life is a continuance of the conditions of that revolution. * * * We are trying to rear a healthy race, which has been born in slums."

On the other hand he shows that there is a general substantial improvement in the physical condition of the child. This he ascribes to the public health service and the school medical service, and the fact that "the English people are becoming an open-air race."

He lays stress on mother care. "We have to acquire the supreme arts of maternity and domestic nurture." But the report indicates the value of the work done and the fruits it will bear in the future.

Representative Men on Carolina School Boards

That 93 per cent of the members of county boards of education in North Carolina are natives of the State is indicated by a study of the development and present status of the county board of education, made by Rawleigh Lewis Tremain of the University of North Carolina, Chapel Hill. The median age of the members is approximately 50 years, and their education ranges from one with no formal schooling to 31 who are college graduates; practically all are members of the church. More are connected with farming or merchandising than with any other occupation, the median value of property held by them is $15,735, and the median annual income is $2,781. Slightly more than half have held previously some other public position, and 26 are engaged in other public service. The median number of years served on the board of education by these members is between three and four years.

California Teachers Patronize Placement Agencies

Teacher placement in California for the 4,265 teachers who availed themselves of this service during 1925 cost approximately $90,912, according to a study recently made by L. P. Farris, principal, Alexander Hamilton Junior High School, Oakland, and published in the California Quarterly of Secondary Education. This is an average of about $21.31 for each teacher placed. Thirty teacher-placing agencies are maintained in the State, 18 of which are maintained by educational institutions for the benefit of their graduates and students and 12 by commercial concerns. Two offices are maintained by the California Teachers' Association for a like purpose. About 3,000 more teachers registered for placement during 1925 than during the preceding year. For placement through commercial agencies the approximate average cost to teachers was $58; through the California Teachers' Association, approximately $29; and through educational institutions only $3. These figures indicate the expense borne by educational institutions in order to render this service.

Ten Schools for Training Professional Foresters

In Czechoslovakia there are 5 professional secondary schools with 12 classes and 448 students for education of foresters and 5 professional public schools with 8 classes and 286 students for education of forest wardens and gamekeepers. A new building of the public school for forest wardens and gamekeepers was opened on October 17 at Domazlice in Southwest Bohemia. Many representatives of Czechoslovak authorities attended the opening ceremony. A museum of forestry will be established at the new Agricultural Museum in Bratislava, Slovakia. The museum will have a laboratory for forest work and a great professional library.—*Emanuel V. Lippert.*

Extension Study in Indiana Teachers' Institutes

More than 6,000 teachers in Indiana were enrolled last session in extension classes conducted by standard colleges and normal schools of the State in connection with teachers' institutes, which are required by law. Courses are chosen with a view to meeting the professional needs of teachers, and textbooks are selected by the board of the reading circle of the State Teachers' Association, of which the State superintendent is ex officio a member. Ten subjects were offered for study during the session 1925–26, and in all 235 classes were conducted, with a total enrollment of 6,184. Present interest in ethics and religion was shown by an enrollment of 3,616, more than half of all enrolled, for the study of Baily and Kent's "History of the Hebrew Commonwealth," which had been a textbook also the preceding year. For 1926–27 Moulton's "Modern Reader's Bible" has been selected for study in that field.

Attention to Libraries in Jewish Centers

A specialized library of 10,000 volumes will be established in the Lawndale Branch of the Jewish People's Institute of Chicago, now in course of construction. With the erection in many places of Jewish community centers, provision of libraries containing books of Jewish interest is becoming an important feature. The central building of the Jewish People's Institute of Chicago already possesses a library of 9,000 volumes, half of which are for children; and in addition, the public library of Chicago maintains in the building a station for the circulation of books.

Other Jewish centers maintaining libraries comprising books and literature of Judaica, or contemplating their early establishment, are: Kansas City, St. Louis, Pittsburgh, Scranton, Philadelphia, and Newark. The Young Men's Hebrew Association of New York City has a library of 17,000 volumes, with a Judaica collection of 600 books.

Ultra-Violet Rays Promote Children's Growth

In an English school the experiment was made of glazing the windows of one of the classrooms with glass which permits the passage of ultra-violet rays, and it is reported that the 30 boys, 9 to 11 years of age, gained 3 pounds more in weight and a half inch more in height than a similar group of boys in a classroom with windows of ordinary glass. The children exposed to the ultra-violet rays were found also to have 8.63 per cent more coloring matter in their blood, and their school attendance was 3.73 per cent better.

About 60 per cent of the teachers of Nova Scotia are graduates of normal colleges.

New Books In Education

By JOHN D. WOLCOTT

Librarian Bureau of Education

Brubacher, A. R. Teaching: Profession and practice. New York, The Century co. [1927] xvii, 301 p. 8°. (Century education series.)

The ideal standards for the teaching profession which are presented in these pages are designed to give teachers that proper respect for their calling which they too often lack. The author shows why teaching is a profession, and analyzes the obligations of the teacher to the administrative officer, the board of education, the community, and her fellow teachers. The significance of proper academic and professional training, and the ethical principles which should regulate the professional conduct of teachers, are also set forth.

Bruner, Earle D. A laboratory study in democracy. The agitator and other types. Garden City, N. Y., Doubleday, Page & company, 1927. xv, 262 p. front., plates. 12°.

The operation of self-government in the George Junior Republic of Western Pennsylvania, of which Mr. Bruner is director, is described in this book, which deals with various types of boys which are found in every school system. The story of the evolution of a fine civic consciousness in these boys will appeal to civics and guidance teachers in our schools and to parents.

Campbell, Macy. Rural life at the crossroads. Boston, New York [etc.] Ginn and company [1927] x, 482 p. illus. 12°.

The author finds that rural life in America is on the decline, owing to increased taxation and decreased buying power, which cause the most capable young people of each generation to desert the farms. He shows that the buying power of the farm can not be reestablished on a parity with the buying power of the other great industries until agriculture makes as effective use of group marketing, of the tariff, and of the control of its surplus as is now made by these others. Another pressing need of the farm is the elimination of ignorance by more effective education, specifically adapted to rural life. The means to this end are discussed, including consolidated schools and farm-life schools. Ginn and company have just published another rural text entitled Making the most of agriculture (efficient marketing, profitable farming, worth-while living), by Theodore Macklin, W. E. Grimes, and J. H. Kolb.

Cook, William Adelbert. High-school administration. Baltimore, Warwick and York, inc., 1926. ix, 378 p. 12°.

The author's purpose in this work is to discuss from the standpoint of the administrator the routine as well as the broader problems pressing upon the management of every high school, and to present in concise form a body of concrete information about high schools, which shall reflect a large amount of actual experience.

Douglass, Aubrey A. Secondary education. Boston, New York [etc.] Houghton Mifflin company [1927] xxxiv, 649 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

Since our system of public education is to be regarded as an entity with all its divisions of various grades contributing in a broad, general way to one ultimate goal, no one of these divisions can be adequately considered apart from its relations to the immediately preceding and following stages. This book accordingly devotes chapters to the relations of elementary and secondary education and to the relations of the secondary school to the college and university. The curriculum is considered in terms of educational aims and objectives rather than in terms of the special subjects. The personal characteristics of the secondary-school pupil are discussed, with particular attention to educational and vocational guidance.

Lowth, Frank J. Everyday problems of the country teacher; a textbook and a handbook of country-school practice, New York, The Macmillan company, 1926. xii, 563 p. front., illus. 8°.

This very comprehensive manual offers practical solutions for a wide range of the problems which confront the rural teacher. The suggestions given are concrete, and abstract discussions of educational philosophy are omitted as unpractical. The discussions deal with guiding essentials, but abundant material is listed for more detailed treatment of class procedures.

Neill, A. S. The problem child. New York, Robert M. McBride & company [1927] 256 p. 12°.

The author of this book is a well-known English educator who abandoned teaching a few years ago to specialize in child psychology, and then started a school of his own for "difficult" children. From the results of his practical experience he discusses numerous aspects of his work which are suggestive for others dealing with similar problems.

Pechstein, L. A., *and* Jenkins, Frances. Psychology of the kindergarten-primary child. Boston, New York [etc.] Houghton Mifflin company [1927] xvi, 281 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The purpose of this book is to render to the student of kindergarten-primary education a service similar to that rendered to junior high school teachers by its companion volume in the same series, Psychology of the junior-high school pupil, by Pechstein and McGregor, 1924. As defined in the earlier work, this means that the "best educational practice in a given field is placed side by side with the science underlying that practice." The authors believe that in the past five years the discovery of psychological facts of child life has been so extensive, and their application in the best kindergarten-primary schools has been carried so far, that a new contribution based upon applied psychology is warranted.

Roberts, Lydia J. Nutrition work with children. Chicago, Ill., The University of Chicago press [1927] xiv, 394 p. plates, tables, diagrs. 8°. (The University of Chicago home economics series. Katharine Blunt, editor.)

We have in the United States, according to this book, to an extent probably greater than that of any other nation, the problem of malnutrition of children unassociated with lack of food or poverty. The nature of the problem is here presented, and practical methods for its eradication are proposed. The causes, effects, prevention, and treatment of malnutrition are so covered as to equip this volume not only as a textbook, but also for general use among parents, social workers, child-welfare workers, and public-health officials.

Skinner, Charles Edward, *and others, editors.* Readings in educational psychology, edited by Charles Edward Skinner, Ira Morris Gast, and Harley Clay Skinner. New York, London, D. Appleton and company [1926] xvii, 833 p. tables, diagrs. 8°.

During recent years in the field of educational psychology the vast accumulation of available material renders it difficult for students to gain access to all the source material that is essential to a well-rounded course. This volume of readings has been compiled for students of psychology, educational psychology, and principles of education, to assist them in obtaining the necessary subject matter, and for ready reference to authoritative source material, much of it representing diverse points of view on particular subjects.

Sloman, Laura Gillmore. Some primary methods. New York, The Macmillan company, 1927. ix, 293 p. illus. 8°.

A high conception of teaching service is here presented by a primary teacher and supervisor of long experience. Practical suggestions are offered regarding the teacher's own attitude to the work, and methods are described in projects or class activities, study seat work, and in the special subjects of the curriculum.

Wentworth, Mary M. Individual differences in the intelligence of school children. Cambridge, Harvard university press, 1926. 162 p. tables, diagrs. 8°. (Harvard studies in education, vol. 7.)

This investigation is based upon an examination of 1,001 school children covering a period of two school years (1922–1924), and includes, with a few exceptions which were caused by absence or removal, all children who were in Grade I of the public schools in a residential suburb of Boston in 1922–1923, and all children who were in Grade II in the following year. The greater part of the book illustrates, by means of 112 individual case-studies of different types of children, many of the principles upon which present-day educational practice is striving to overcome the child's defects and develop constructive traits of character.

Whitney, Frederick Lamson. The growth of teachers in service; a manual for the inexperienced superintendent of schools. New York, The Century co. [1927] xl, 308 p. tables, diagrs. 8°. (Century education series.)

The problems met by the superintendent of schools in the small city are here discussed in the light of principles established in large city experience. The beginnings of reports from the former field are used so far as they are pertinent to topics considered. The author writes from a background of extensive experience in school administration and supervision, addressing himself primarily to the inexperienced superintendent of schools in a small city system. The subject of the growth of teachers in service is also presented so that classroom teachors may profit by it.

U. S. GOVERNMENT PRINTING OFFICE

A CODE OF ETHICS
for
PARENT-TEACHER ASSOCIATIONS

By H. C. PRYOR

Director College Training High School, Kansas State Teachers College
Pittsburg, Kansas

Realizing that our highest duty is to pass on to our children the best social heritage that we can provide, we, the patrons of the American public school, do indorse and promise to practice this code of ethics in our relationships with the school.

1. We will keep informed as to the needs of our school and will maintain a sympathetic attitude toward it.

2. We will ungrudgingly support our school to the fullest extent consistent with the financial ability of our community.

3. We will serve it faithfully, whenever chosen to act in an official capacity.

4. We will endeavor to select competent members for our Board of Education.

5. Realizing the importance of each step in education, we will insist that equally well qualified teachers be employed for all grades and that no grade be neglected or discriminated against.

6. In order that the interests of the children may be most effectively promoted, we will support and cooperate with the teaching staff and the Board of Education to the fullest possible extent. If we sincerely believe them to be in the wrong, we will be frank and open in our criticism. We will be equally ready to change our opinions and to make amends for any injustice done.

7. As individuals we will expect nothing for our children or ourselves contrary to the interests of the entire school.

8. We will make no hurried criticisms, but will act only on the basis of accurate and first-hand information and after sober judgment.

9. Realizing the harm done to children through unwise and indiscreet criticism, we will discourage any faultfinding on their part and will ourselves refrain from adverse criticism of teachers or of the school in their presence.

10. We will see that the best living conditions which the community affords are available to all teachers at a reasonable price.

11. To promote mutual understanding and to make teachers comfortable and happy, we will take them into our home and community life.

12. We will frequently avail ourselves of the opportunity to visit the school and get first-hand information regarding the equipment, the teaching, and school activities of the children.

13. We will accept our share of the responsibility of the home and school as partners in the rearing of children to manhood and womanhood.

14. We will cooperate with the school in developing and protecting the health and character of our children and in training them for citizenship and better parenthood.

15. We will provide wholesome recreation for our own children and will cooperate in providing equal opportunities for those who are less fortunate.

16. We will provide home conditions favorable for study.

17. We will encourage a sympathetic and constructive attitude toward the school and its activities.

18. We will always look upon the school as the foundation of our national life, the guardian of the best in our social structure, and the cradle of permanent reform.

19. We will study and support worthy State and National child-welfare legislation.

20. We will subscribe to, or at least read, periodicals and books relating to the education and nurture of the child.

21. We will express our attitude in a practical way, through membership and active service in the Parent-Teacher Association.

If Youth but Knew that which Men for Themselves must Learn

THAT faith in some one, or some thing, anchors us.
THAT sincerity is essential to intellectual honesty.
THAT one act does not establish a habit, but its repetition does.
THAT we are but a composite group of our habits.
THAT character is the truth of a man.
THAT nothing will pay that is not right.
THAT "duty" means to do in the best possible way the thing that lies nearest.
THAT duty daily performed invites peace of mind.
THAT each succeeding day should profit from yesterday, for to-morrow is also a day.
THAT only those can rule who have first learned to obey.
THAT the lessons of obedience must be learned in youth.
THAT disloyalty to authority penalizes itself.
THAT the head should control, but the joys of living come from the heart.
THAT he best serves himself who first serves others.
THAT happiness can not be captured; it comes to us.
THAT nothing happens; everything is brought about.
THAT we get from the world an equivalent for what we give to it.
THAT what we see in the faces of others is reflected from our own.
THAT because man's instinct prompts him to appraise, youth is not unobserved.
THAT introspection is wholesome for correction, but morbid self-censure deteriorates moral fiber.
THAT fear, most baleful to adolescence, is dispelled by understanding.

THEN YOUTH COULD APPRECIATE that the future promises to contribute more than the past, of that which is true and good, to the happiness of those coming forward to do the world's work.

—HUBERT WORK, *Secretary of the Interior.*

NATIONAL ... WASHINGTON, D. C. APR 14 1927

SCHOOL LIFE

Volume XII
Number 8

April
1927

THIS CLASS IN DULUTH DEFINED DESIRABLE HABITS AND PUT THEM INTO PRACTICE

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education Washington, D. C.

U. S. GOVERNMENT PRINTING OFFICE : 1927

CONTENTS

Page

Rural Education in Victoria is Maintained at State Expense.
Department of Education, Victoria 141

Culture of New and Liberal Tendencies Evolved by Mexican People.
Frances M. Fernald 143

Promotion of Child Health a Vital Parent-Teacher Activity.
Mildred Rumbold Wilkinson 147

Alaskan Reindeer Meat Widely Used as Food in Northwest 149

Editorial: Salt Lake City's Significant Experiment 150

Let Us Profit by Australian Experience 150

Impressions of the Dallas Meeting, Department of Superintendence.
Katherine M. Cook 151

Successful Governmental Experiment in Correspondence Instruction.
Clarence H. Danielson 152

A Year of School Life Saved to Children of Salt Lake City.
George N. Child and George A. Eaton 153

Need of Uniformity in Certification of High-School Teachers. *E. J. Ashbaugh* . . . 154

Using Children's Initiative to Strengthen Desirable Habits. *Helen M. Shaver* . . . 156

The National Committee on Research in Secondary Education. *Eustace E. Windes* . 159

New Books in Education. *John D. Wolcott* 160

Discuss Contemporary Issues Courageously and Frankly.
Harvard Alumni Bulletin . . . . Page 3 of cover

Civilization Has Become a Matter of Applied Science.
General Education Board . . . . Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

// SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., APRIL, 1927 No. 8

Rural Education in Victoria is Maintained at State Expense

Teachers are Fully Qualified and Must Remain Two Years. School Year from 210 to 220 Days. Standard of Instruction Same as in City Schools. Half-time Schools in Districts with Fewer than 10 Children. Itinerant Teachers for Isolated Families. Under Certain Conditions Parents are Paid for Transporting Children to School. Correspondence Instruction Successfully Conducted

By the DEPARTMENT OF EDUCATION, VICTORIA

VICTORIA has 29.6 per cent of the total population of Australia and only 2.96 per cent of the total area. The education of children in sparsely settled areas does not, therefore, present the same difficulty as in other Australian States. It is possible to cater to the educational needs of most country districts by means of full-time rural schools.

Where an average attendance of about 20 pupils can be assured, the department builds a school and supplies a fully qualified teacher.

If the probable attendance is estimated at from 12 to 20 pupils, the residents are asked to provide a building, usually the local hall. The department pays rent for this and supplies a qualified teacher.

Out of a total number of 2,640 elementary schools in Victoria, three-quarters of that number (approximately 1,980) are schools with an average attendance of under 35, and 1,008 schools have an average attendance of 20 children, or fewer; these numbers show the extent to which full-time schools are used in Victoria.

The teachers appointed to rural schools are fully qualified; having completed a course of training in one of the teachers' colleges, the young teacher is appointed to a country school, and a minimum of two years must be spent at that school before the teacher is eligible for transfer. This ensures that there will be a steady stream of young, enthusiastic, qualified teachers to the outlying districts, and has been one of the main factors in the success of the rural school system in Victoria. The standard of instruction is the same as in the city schools.

Rural Schools Not Closed for Harvesting

Attendance is compulsory for all children of school age living within a 3-mile radius of the nearest school—the distance being reduced for younger children. The school year is of the same duration as that of the city schools, i. e., from 210 to 220 days a year. The rural schools are not closed to enable children to take part in harvesting or other farm operations, but a few children by special permission of the minister may, on application of their parents, be granted an exemption from attendance in a special emergency.

For districts where the average attendance is 10 or lower, two such schools may be worked together under one teacher, who visits the schools, day or week about, according to the distance between them. A conveyance allowance is paid to the teacher. Scholarships have been won by pupils of such half-time schools in competition with pupils of full-time schools. Schools are placed under this part-time system only on the approval of the minister of education.

Three Subsidized Full-Time Schools

Some school communities preferring full-time tuition may establish a "subsidized school," in which case the department provides a subsidy of £5 per pupil (up to £50). The teacher who is engaged by the parents must be approved by the minister of education. There are three of these schools in Victoria.

Where three isolated families of about four children each will accommodate a teacher for a week in rotation an "itinerant school" is established. There are two such schools in Victoria. Individual differences are removed and work sufficient to occupy the children in each subject for two weeks is set by the teacher and completed before he returns. This system, possibly on account of the extra allowances provided, has attracted competent teachers, and work to the standard of a full-time school has, in some cases, been done.

Allowance for the conveyance of their children to school may be paid to parents

---

Information concerning the instruction furnished to children in the sparsely settled areas of Australia was requested in a letter recently addressed by the Assistant Secretary of the Interior, at the instance of the Commissioner of Education, to the Secretary of State. In response the Secretary of State issued an instruction to the American consul general at Melbourne which resulted in a valuable series of reports. These have just been transmitted to the Commissioner of Education through official channels.

The reports were compiled and edited under the direction of Arthur Garrels, consul general, by Thomas H. Robinson, consul.

Control of education in Australia is essentially a State matter, as in the United States. The reports were based upon statements supplied by the departments of education of the several States. Conditions in Victoria, New South Wales, Tasmania, South Australia, and Western Australia have thus been described, and a report on Queensland is expected.

Victoria, of which the report is presented herewith, is comparable with Nebraska in area and population. With about 18 inhabitants per square mile it is more thickly settled than either of the other Australian States. At the other extreme with respect to density of population is Western Australia, which has an area greater than that of all the Rocky Mountain States between Canada and Mexico, but fewer inhabitants than Utah. It has an average of one inhabitant to about 3 square miles. The educational practices and results in Western Australia will be reported in the next number of SCHOOL LIFE.

39046°—27——1

whose homes are more than 4 miles from an existing school and who, without such allowance, would be unable to send their children to school.

During last year (July, 1925, to June, 1926), £7,000 was spent in the conveyance of pupils to elementary schools, and approximately 2,000 pupils benefited.

Correspondence Instruction

For children living in remote districts and for invalids, a system of education by correspondence has recently been inaugurated. Tuition by post is given in elementary, secondary, and technical school subjects. The salaries of teachers employed are paid by the department (except in the case of technical-school tuition), and postage is paid one way.

Correspondence tuition was first begun in 1914, when two children were taught by a group of five students of the Teachers' College, Melbourne. In 1915 a boy 5 years of age was added to the "class." In 1916, the number of children enrolled grew so large that it was decided to attach the correspondence classes, under a special staff, to the Faraday Street School, Carlton. Later the classes were attached to the City Road School, South Melbourne.

Any child who lives 4 miles or more from a school may be enrolled, also invalid children from any part of the State whose ailments prevent them from taking advantage of ordinary educational facilities. No fees are charged.

During the year ended June 30, 1925, the number of pupils enrolled for elementary school work by correspondence were: Under 6 years, 35; between 6 and 14 years, 350; over 14 years, 18; total, 403.

A staff of 8 teachers is now employed, being at the rate of 1 teacher for 50 pupils. These teachers, some of whom are returned soldiers with physical disabilities, carry out all the work connected with the scheme.

Utilizes Features of Dalton Plan

The procedure followed embraces the best features of the Dalton plan of teaching. A year's work for each grade is made out in sets, each of which contains a fortnight's work from specified textbooks. To aid the pupil, notes, explanations, and illustrations are added, in which the constant aim is to anticipate points of difficulty. A time-table is set for each grade, and parents are asked to see that the broad outline is adhered to, although modifications to suit individual requirements may be made. No set is sent out for each seventh fortnight, which is devoted to revision and examination.

The textbooks used are in use throughout Victorian schools. No special textbooks have been prescribed for use in correspondence tuition.

The results of the last examination held in November, 1925, were very gratifying. Of 15 pupils who were presented for the qualifying examination (an examination for pupils of Grade VI), 13 were successful, and of 10 who sat for the merit-certificate examination (for pupils of Grade VIII) all were successful. These candidates were given the same question papers as were set for all schools, and visited the nearest school for examination. The full worth of this achievement is realized when a comparison of the figures for the whole State is made. Of 23,000 who sat for the qualifying examination 13,700 were successful; and of 16,225 merit-certificate candidates 10,485 were successful.

Secondary Instruction Begins With Seventh Year

Secondary-school tuition.—A knowledge of the secondary-school system of Victoria is necessary in order to understand the field covered by correspondence tuition. Secondary-school work commences after the qualifying examination of Grade VI of the elementary schools. The high schools offer six years of secondary instruction leading to the "intermediate certificate" after four years, the "leaving certificate" after five years, and the "leaving certificate with honors" after six years. Thirty-three schools of this type are maintained, of which 25 are outside the "metropolitan radius," embracing the area within 20 miles of Melbourne. "High elementary schools" give four years of secondary work, at the completion of which the intermediate certificate is given. One such school is in the metropolitan radius and 47 are outside. In addition to these, 24 "central schools" giving two years of secondary instruction are maintained in the State, and 11 of them are outside the metropolitan radius.

Correspondence tuition provides education in the following groups: (*a*) Those whose homes are remote from any type of secondary school. (*b*) Those who have attended central schools or classes and who are unable to attend higher elementary schools or high schools. (*c*) Those who have attended higher elementary and obtained the intermediate certificate, and who desire to do the leaving-certificate course.

The secondary-school correspondence branch is attached to the Melbourne High School, and the methods followed are similar to those of the elementary-school branch. The textbooks prescribed are the same as those in use in the secondary schools. No fees are charged.

In most cases the pupils remain at the elementary, central, or higher elementary school, and do their work under the supervision of the teachers at those schools. Apart from junior teacher and other teachers numbering 338, the following numbers are enrolled for the intermediate certificate: First year, 213; second year, 121; third year, 63; total, 397.

In addition, 52 pupils are enrolled for the leaving-certificate course.

Trade Teaching by Correspondence is Difficult

Technical-school tuition.—In 1922, the Working Men's College (The Melbourne Technical School), a State-aided technical school, commenced a series of correspondence courses. So far as trade education is concerned the correspondence school has not been very successful. The courses which were most inquired about were bookkeeping, sign and ticket writing, engine driving, and salemanship. Compulsory examination subjects such as those required for surveyors for the intermediate and leaving certificates, and for the Banking Institute examinations, were in fair demand. In 1925, out of 202 students enrolled, only 22 took actual trade courses. For 1925, the revenue obtained by the college for correspondence work was £1,055, and the expenditure £1,871.

Italian Government Permits Exchange of Professors

Exchange of professors between Italian universities and similar institutions abroad was authorized by a royal decree law of December 19, 1926, published in the Gazzetta Ufficiale of January 22, 1927. Heretofore no legal provision existed by which Italian professors might accept temporarily chairs in foreign universities without prejudice to their interests and careers, and under no circumstances were foreign professors permitted to instruct officially in Italian universities. The new decree offers a remedy to a situation which the Fascist Government considered detrimental to Italian cultural interests.—*Henry P. Fletcher, American ambassador at Rome.*

THAT CHILDREN OF RURAL DISTRICTS and of towns and cities of less wealth may not lack essential opportunity for education that will enable them to live and serve as well as those who are fortunate enough to be reared in wealthier communities, we repeat our former recommendation that a large portion of the support of schools be assumed by the larger units of county and State. That taxation for education may be more evenly and justly distributed, we recommend careful study of the principles of taxation and the progressive adoption of modern, equitable, and scientific methods of obtaining revenues for the support of schools.—*Resolution adopted by the Department of Superintendence, National Education Association.*

Culture of New and Liberal Tendencies Evolved by Mexican People

Summer School of National University Attracts Many American Teachers. Federal Government Supplements Work of States in Opening New Schools. University Enrolls 11,000 Students. Entrance Based on 11 Years of Preparation. Secondary Education Consists of Two Cycles, of 3 and 2 Years, Respectively. Practical Education is Emphasized. Financial Needs Do Not Prevent Optimism

By FRANCES M. FERNALD

Translator, Bureau of Education

ABLE instructors, interesting excursions, charming hospitality to foreigners, and reductions in railroad and steamship fares, attract each year some three or four hundred students from other countries to the summer school of the National University at Mexico City. Even in July snow may sometimes be seen and heavy coats or wraps are often comfortable. The foreign contingent for the past five years has included many young people, public-school teachers for the most part, from the United States.

The program of the summer school of 1926 was made up of courses in Spanish, Mexican history, social problems, teaching methods, Spanish and Mexican art, philosophy and education, archæology, commercial courses, typical national songs and dances. The College of William and Mary, of Virginia, cooperated in the English courses, such as contemporary drama, English and American poetry of the 20th century, diplomatic relations between the United States and Latin America, Governments of Latin America, and the effect on Spain of the decline of the Roman Empire.

"For My Race the Spirit Will Speak"

The motto of the National University, "Por mi raza hablara el espiritu," signifies that a culture of new tendencies, liberal and spiritual in its essence, is being evolved by the Mexican people. The Ministry of Public Instruction and Fine Arts, suppressed by the constitutional assembly in 1917, and reestablished by decree of September 29, 1921, has full administrative control of the schools in the Federal District and in the two territories. Each of the 28 States has its own system, but the national Government, in its new program of education and culture, is aiding and directing in many ways. Besides the considerable number of primary, rural, normal, regional normal, and adult schools which the Federal ministry is conducting in the States, it offers to open and maintain during 1927 in each State as many schools as the State opens and maintains. The spirit of the present reforms points to generous national appropriations, reduction of illitcracy, a system open for continuous progress to all capable pupils, the strengthening and revival of the indigenous cultures, and the general development of the Mexican people.

Oldest University on Western Hemisphere

The National University, direct successor to the old Royal and Pontifical University of Mexico, chartered by Charles V of Spain on September 21, 1551, and claimed to be the first university on the Western Hemisphere, is leading in this new educational movement. The old Royal University was closed by Emperor Maximilian—descendant of its founder—and the splendid building which had sheltered it was torn down early in the present century. The National University of to-day with 11,000 or more students is controlled by the Ministry of Public Instruction, the secretary of which is a member of the President's cabinet. It includes a preparatory school, teachers' college, departments of philosophy and letters, medicine, law, engineering, chemistry, dentistry, fine arts, music, a summer school, and a graduate school. The medical school, one of the strongest schools in the university, has well-equipped laboratory and clinic facilities and is building a $200,000 laboratory for the study of tropical diseases.

Eleven Years' Preparation for University

Admission to the university presupposes eleven years of school training. From the kindergarten, now accessible to the children of the poor in Mexico City, the child goes to the four-year elementary school, then through the two years of the upper elementary school. His secondary education covers a five-year period; the first three years are devoted to a general preparatory course, the last two to special fields of study. University first degrees in law and engineering, civil, chemical, and mining, may be taken in five years; the

A schoolhouse at Merida in tropical surroundings

doctor of medicine requires six. University students are expected to identify themselves at all times with the interests of the ordinary citizen in the belief that the union of the intellectual classes with the working classes is one of the surest means of obtaining happiness for a country.

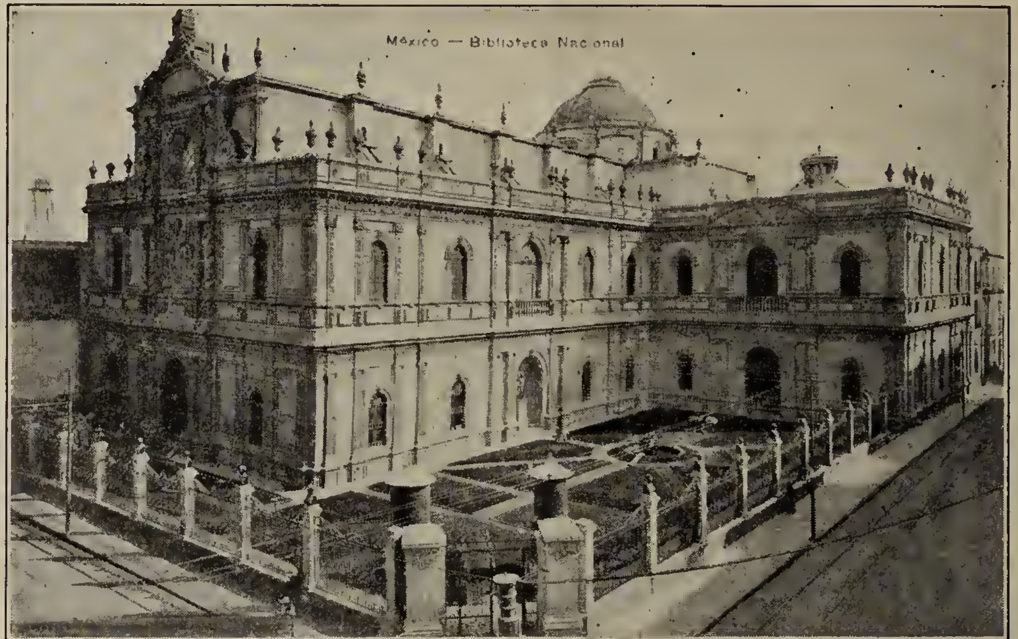
A new division of the Federal Ministry of Education, that for secondary education, was created in 1925. It is charged with the technical and administrative direction of the public and private secondary schools in the Federal District and with such influence over the State secondary and preparatory schools as may be authorized by the laws and regulations. The secondary schools of Mexico City have been reorganized to make better connections with the elementary school system on the one hand, and with the university on the other. The democratic spirit is emphasized and the four secondary day schools and two evening schools of the city are attended by nearly 4,000 students.

Program of the first secondary-school cycle

Subject	Hours per week		
	First year	Second year	Third year
Mathematics	3	3½	3½
Physics		4½	
Chemistry			4½
Biological sciences		3	3
Geography	3	3	
General history			3
History of Mexico			3
Description of economic facts			1
Spanish	3	3	
Literature			2
Foreign language	3	3	
Drawing	3	3	
Modeling			1
A trade	3		
Music	1	1	1
Games	2	2	2
Total	21	26	24

The program of the secondary school consists of two cycles: A general course of three years, followed by a special preparatory course of two years. The special course takes 10 different forms—preparing students for professional courses in law, social sciences, medicine, engineering, architecture, dentistry, chemistry, pharmacy, metallurgy, and finance. The table shows the program of the first cycle.

Mexico is emphasizing practical education. The budget to be voted on by the Congress this session contains provision for a good technical school at La Paz, Lower California, and four other schools. The ministry is in constant receipt of urgent requests from all parts of the republic that technical schools be installed, an evidence that people are anxious to learn how to develop for themselves the great resources of their country. Applicants for vocational training are given prevocational courses in order that they may be conversant with the work and opportunities in the different trades and occupations and competent to decide upon the kind that appeals most to the individual.



National Library of Mexico

The program of the second cycle depends entirely on the vocation for which a student desires to be prepared. If it is law, the subjects and the number of hours per week for each are: Economic geography, 3; general history, 6; history of Mexico, 3; economics, 1; accounting, 2; technicalities and neologisms, 3; literature, 3; Latin, 6; foreign languages, 6; psychology, 3; logic, 3; ethics, 3; philosophy, 1; and games and music, 6.

A playground in Mexico City equipped and donated by Americans

Technical, Industrial, and Commercial Education

The 37 technical schools had an enrollment of 21,016 students for the year ended August 31, 1926. Six new industrial schools were opened during the year in various States, with a total enrollment of 1,656 students and 94 teachers. Professionally trained teachers are employed for technical instruction wherever possible, and there is to be opened in 1927 an industrial technical school for the training of elementary-school teachers in modern systems and methods, in order that they may be prepared to impart to their pupils the elements necessary for the development of the resources of the school districts where they are employed.

The 13 leading technical schools, entrance to which is granted on completion of the 6-year elementary course, conferred 46 titles, 140 diplomas, and 582 certificates in 1926 upon graduates with from 1 to 3 years of training. They had no difficulty later in finding employment. There are not sufficient graduates in English shorthand to supply the demand

and foreigners are imported to fill the need. An official of an American mining company who employs many Mexicans states that their preparation in arithmetic, penmanship, and drawing compares favorably with that given in the schools of the United States. Six alumni of the school for mechanical and electrical engineers were sent to plants in Chicago, Philadelphia, Massachusetts, and Wisconsin and have made excellent records.

State College at Puebla

Normal Schools

Coeducation is a feature of the National School for Teachers, a well-housed and well-equipped institution formed in 1925 by the fusion of three normal schools of Mexico City. The course of five years has been extended to six, allowing extension in the secondary level of the work in applied psychology, biology, and modern history and geography. In the professional course the students are given practice teaching in the primary schools of the Federal District as well as in the primary school annex.

The course for the preparation of kindergarten teachers has been lengthened to 5 years; 3 years in the secondary program and 2 in the professional. Illness among the pupils in the preschool section of the national school was materially diminished after open-air sessions were begun. Detailed programs, "the gifts of Froebel," and special exercises for education of the senses, have all been suppressed, it being considered that free activity development is aided better by natural than by artificial means.

Thirty-three other public normal schools are maintained by the individual States, 25 States each having at least 1. The Jalisco Normal School and Girls' Preparatory School was founded as early as 1768. With respect to entrance requirements and opportunities for practice teaching the 33 public and 17 private schools are divided into 5 classes. Three accept graduates of the 4-year elementary school; 33 require completion of the 6-year school, and of these 6 make no provision for practice teaching. Four accept graduates of the 6-year primary school, provide practice teaching facilities, and in addition offer a course for kindergartners. Ten require for admission the full completion of a secondary course.

The normal school program generally covers a period of five years. That of the Teachers' Normal School at Saltillo, Coahuila, is a good example.

The academic subjects are mathematics, languages, sciences, etc. Among the skill subjects are manual training, shop work, music, and physical education. The professional subjects include pedagogy, psychology, methods, and school organization.

Program of the normal school at Saltillo

Subject	Hours per week				
	First year	Second year	Third year	Fourth year	Fifth year
Academic	20	19	24	18	12
Skill	14	14	11	3	
Professional			9	9	17
Observation and practice					11

Other teacher-training institutions are the regional normal schools which are being established where they can do most for the education and the industrial, social, and economic improvement of the Indian natives. Resident and day students, both boys and girls who are graduates of the 4-year elementary school, are given a course of 2 years, with a school day of 7 hours, a class period of 50 minutes, and a week of 5½ days. Free students are required to teach in the Federal schools for 2 years. The subjects of study are Spanish, arithmetic, geometry, anatomy, physiology, hygiene, geography, history, civics, gymnastics, singing, games, industries and industrial drawing, botany, zoology, mineralogy, theory and practice of education, physics, applied chemistry, theory and practice of education according to the school of action, psychology, and school organization. Three periods a week are given to social reunions. A primary school for practice work, shops, and cultivable ground are attached to each normal school.

Excellent Work in Rural Schools

The teachers prepared in these regional normal schools are employed in the rural, or Indian schools, numbering now 4,506. Local school boards have been organized and are interested and active. The teachers have a four-hour day, and give two additional hours to evening classes to which the boys bring their own par-

Normal school at Saltillo

affin candles, for there is no electric light and kerosene oil is not common. The undersecretary of education reports that he has heard better reading in these isolated rural schools than in some classes of the same grade in the City of Mexico. All the children sing, draw, and paint, and many dance. Basket ball and volley ball, etc., are played at most of the schools.

Fruit Trees and Gardens for Schools

Every school must have a garden, and as many as possible are being provided with fruit trees. There have been imported recently from the United States 45,000 fruit trees, 30,000 white mulberry cuttings, 20,000 scions of other trees for grafting, a multitude of strawberry plants, and 10,000 packages of garden and flower seeds.

The rural school teachers are given additional training by "teaching missions," composed of a chief, an agriculturist, a social worker, and a teacher of physical culture, which hold institutes of four weeks each. These are well attended, and the work of the students of the rural schools is brought to the attention of the whole community. Eighty-five inspector instructors aid and direct the teachers and report to the Federal directors of schools in the individual States.

In its system of rural schools, foreign educators traveling in Mexico see a force identified so closely with the needs and aspirations of the people that it appears destined to transform the rural life of Mexico in a single generation. But the educational problem which this Republic has to face is an exceedingly difficult one.

Official Describes Educational Conditions

Prof. Moisés Sáenz, subsecretary of public education for Mexico, addressing a convention of teachers in Dallas, Tex., summarized it as follows:

You, who are said to be the richest Nation in the world, are aware that the schools require money, and more money, and in spite of the surprising material resources of your country you find yourselves frequently in financial stringencies in face of all that you desire to do in the matter of education. How much more difficult and apparent are the needs of my country where we have not all the resources which you have! We need money. And the lack of men is not less evident and less pressing. You need them and we need them. How many times as administrators have we been in the situation of having a project and also having the money in the treasury with which to execute it, and then we find that we can not work it out or that there is a failure because of the lack of men fit for the task.

Thus, then, we need time, money, and men in order to realize our work, and at times the slowness of the former and the lack of the latter, make us desperate. We are not pessimists, however; we are decidedly optimists. After all, we have ideals and we are occupied in realizing them. But if we are not pessimists, we are filled with anxiety frequently. That which happens in Mexico is that it suffers from the anxiety of ideals which are unrealized. This is, probably, the fundamental explanation, and the most apt, of our revolutions. The same inquietude, however, makes us optimists. I prefer the unquiet dynamism of a boiling caldron to the perfect quietude of a frozen surface. I am glad, then, to see the inquietude among my people; it is the symptom of a new social conscience in Mexico. I am glad to see them discontented with things as they are, while I also see them trying to do something constructive, positive, in order to save themselves and save the country.

Record Card for Baltimore Kindergarten Pupils

A year or a term in the kindergarten gives to each child certain knowledge and achievement which could and should be available to the first-grade teacher when she begins her work with him. For conveying such information a record card has been developed in the Baltimore public schools. Its beginning was in a typewritten sheet devised by Frances M. Berry, kindergarten primary supervisor, and Isabel Lazarus, primary examiner. This sheet was used for several years. It was simple in form, but unwieldy and easily destroyed. As a record it was not satisfactory. With the assistance of Dr. J. L. Stenquist, head of the department of research, the card shown in reduced form on this page was devised, and it is now in use for the first time. The actual card is 6 inches by 4 inches. It becomes the first card in each pupil's cumulative history in the Baltimore packet.

[*Face*]

KG. RECORD

REPORT OF KINDERGARTEN TEACHER
BALTIMORE PUBLIC SCHOOLS

Pupils Name ________ School No. ________

Promoted to 1st Grade ________ 19__ Kg. Teacher's Name ________
Month

Health:— Good Fair Poor (underline one)

Physical Defects:—

Language - Oral

Stories	None ☐		None ☐
Able to retell stories alone check one	1 5 ☐	Able to retell stories in group check one	1-5 ☐
	5-10 ☐		5-10 ☐
	More ☐		More ☐
Songs	None ☐		None ☐
Able to sing songs alone check one	1-5 ☐	Able to sing songs in group check one	1-5 ☐
	5-10 ☐		5-10 ☐
	More ☐		More ☐
Rhymes	None ☐		None ☐
Able to repeat rhymes alone check one	1-5 ☐	Able to repeat rhymes in group check one	1-5 ☐
	5-10 ☐		5-10 ☐
	More ☐		More ☐

* This card is to be filled out by Kg. Teacher for every pupil promoted from Kg. to 1st Grade and forwarded to the pupils 1st grade teacher then the principal. When the pupil is promoted to the 2nd grade, mail this card to Supv. of Kindergartens.

[*Back*]

Conversational Ability
check one

None ☐
Little ☐
Average ☐
Great ☐
Unusual ☐

Any outstanding special interests? Any outstanding special abilities?

Length of time in Kindergarten

Term (check below how many) or Weeks (if less than term)

1.
2.
3.

Remarks:

Principal's Signature ________

Promotion of Child Health a Vital Parent-Teacher Activity

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau, National Congress of Parents and Teachers

SIXTEEN YEARS ago the Board of Education of Los Angeles had a bungalow built on the grounds of the Children's Hospital. When it was completed it was placed under the control of the Federation of Parents and Teachers of Los Angeles, to be used by them in caring for the needy ill among the school children. This was public recognition of the fact that the parent-teacher associations have the welfare and betterment of all children at heart, and that through them a health campaign could and would be carried into all homes needing help.

As usual, the healing professions—physicians, surgeons, dentists, and the visiting nurses—gave unstintingly of their time and ability. The organizations working for the children were able to start a broadening education of safeguarding the health of the community, showing that preventive measures used in homes and schools were cheaper in time, health, and life, than waiting to call the doctor when he would have something to cure.

Medical Care Given in "Health Centers"

In 1916 Mr. and Mrs. Johnson, of Los Angeles, erected a building on Yale Street and gave it to the Los Angeles Federation of Parents and Teachers. Because the federation was not incorporated the deed was made to the board of education. This building was to be used as a health center so long as it remained under the management of the federation. There are now seven health units and a traveling unit which reaches outlying districts. Hundreds of children and mothers thus receive medical and dental care and are aided in paying hospital expenses when necessary. If parents can not pay, the children receive free treatment. Many parents prefer to pay a small sum for material and they are expected to do so if possible. A steady stream of children is going and coming from 9 a. m. to 4 p. m. Most of them have been examined by the public-school nurses and sent here for treatment. No child is treated without the consent of parent or guardian.

The Parent-Teacher Federation pays for all supplies used, including instruments and machines. The federation is now buying a cardiograph to be used in diagnosing heart troubles. It is expected to be very effective in preventive work with young children. The Exchange Club donated an automobile to be used in carrying children to and from the health centers, and it is maintained by the federation.

The physicians and surgeons of all schools are appointed by the Parent-Teacher Health Center Board, with the approval of Dr. Sven Lokrantz, director of corrective physical education of the Los Angeles City schools.

Associated with Mrs. A. W. Meek, vice president of the federation and director of its department of health, are Mrs. Katherine De Wald, superintendent, Mrs. Carrie Laux Bryant, welfare worker, and a large staff of physicians, surgeons, and dentists. The object is to help in every way to build up and maintain the health of the children, thus assuring healthier and more forceful citizens in the future.

Lions' Club Gives Assistance

In San Pedro, Calif., the parent-teacher associations maintain a health center. In the dental clinic 817 children were enrolled between September 7, 1926, and January 1, 1927. There were 1,387 dental treatments given. The medical department gave 67 treatments. Nose, throat, and ear department gave 237 treatments and performed 88 tonsil and adenoid operations. In the eye department, 159 refractions were listed and 100 pairs of glasses were furnished, the parent-teacher associations paying for 33 pairs. School nurses gave 132 surgical dressings; 43 cases were sent to physicians' offices; 7 X-radiographs were made without cost to the patients. The Lions' Club helped the parent-teacher associations in this work.

The Kansas City (Mo.) Parent-Teacher Council is cooperating with the social hygiene committee of the Health Conservation Association in promoting a series of lectures by Dr. Edith Hale Swift, of the American Social Hygiene Association, of New York. Lectures are given at various churches in the city so as to enable persons to attend in their own neighborhood. Each course consists of two lectures which are given at 50 cents each to friends and members of the parent-teacher associations and the preschool circles. At the Young Men's Christian Association two courses of lectures were given, afternoon and evening, on advanced social hygiene work. The charge for four lectures was $1.

The health department of the Kansas City Parent-Teacher Association cooperates with the schools through nurses and physical directors in health programs. They cooperate with the Consumers' League in securing good milk, with the Health Conservation League, and with the Children's Bureau. The parent-teacher association preschool health work, in cooperation with the Children's Bureau, has been so thoroughly organized and so efficiently handled that the number of helpers has been greatly increased, and a much greater number of mothers have been reached. Principals, teachers, school nurses, and physical directors say that never before have so many children entered school in fine condition.

Joins in Fight Against Diphtheria

The Kansas City Parent-Teacher Association cooperated with the city health department in a fight against diphtheria. Eighteen preparatory talks were given by Doctor Lavan before preschool and parent-teacher associations. He and his associates gave the toxin-antitoxin treatments at school to 4,800 children.

At Washington, D. C., Doctor Grayson and Miss Douglas of the health department, with the cooperation of the parent-teacher associations, principals, and teachers began the Schick test and toxin-antitoxin inoculation on 257 children. Of this number, only 18 were found to be immune. Owing to limited funds, only children of the kindergartens and first three grades could be cared for, although parents of the upper-grade children asked to have their children included. This treatment meant a large saving in money to parents, and the saving to health and life is beyond estimate.

At Ashtabula, Ohio, the parent-teacher associations cooperated in health inspection of school children. Health talks, giving practical suggestions on health, were given to mothers and teachers. These suggestions were followed with such success that none of the school children had measles during an epidemic of the disease.

Examines Every Child in School

The parent-teacher associations of Memphis and Shelby County, Tenn., directed by Dr. C. W. Polk, aided in the physical examination of every child in school. This was completed by January 1.

In Georgia, where the school children have had trouble in getting to clinics, arrangements have been made whereby a parent can take a child to the nearest hospital for treatment and care for two days at greatly reduced rates. Railroads are cooperating by charging but half rates

for the parent and one-fourth fare for the child.

At a recent State board meeting at Jackson, Mich., it was voted that the health department arrange for scholarships to be given to teachers to enable them to attend a university to take courses covering some phase or phases of health education. These scholarships are provided by the local parent-teacher associations. The teachers who receive the scholarships are selected by a wisely chosen committee. A number of teachers take summer courses at the universities, and the local parent-teacher associations feel that a fifty dollar or a hundred dollar scholarship, given to some of them is a very good investment, since they render valuable aid in safeguarding the children's health. Any local Michigan parent-teacher association interested in this project is advised to correspond with Prof. N. Sinai, extension division of the University of Michigan, Ann Arbor.

Reindeer intended for slaughter are inspected by Government officers

Correct Remediable Defects Before School Entrance

In June, 1924, the National Congress of Parents and Teachers started a health drive called "the summer round-up." This was an effort to see that all children about to enter school were inspected, as one would inspect a very delicate piece of machinery, so that when they entered school in September all remediable defects might have been corrected. This drive has been conducted each year since that time. Primarily the child benefits by this care but the benefits extend to the home, school, and community. In many families children too young to go to school were carefully examined at the same time. Often only a trained professional eye is able to see a defect in a child, even in families where every care is given. Doctor Tigert's statement on the "Summer round-up" in the May, 1926, issue of the Child Welfare Magazine was: "It is my hope that the effort now so well established in some communities may be extended to every school district and that the children in the United States may enter school unhampered by physical defects."

The National Congress of Parents and Teachers has adopted May Day as rally day for its health program, and many associations throughout the country, cooperating closely with the American Child Health Association, 370 Seventh Avenue, New York City, aided by its helpful material, are putting on special May Day health programs.

By January 15, 1927, 28 States had appointed chairmen for the summer round-up. School boards, through principals and teachers, give every possible aid. The past three years have shown that normally healthy children entering school are not so likely to be repeaters and will more easily conform to the rules of the schoolroom and the playground.

Were it not for the aid of boards of health, physicians, dentists, and nurses the parent-teacher associations would find this a very difficult task; but cooperative work knits the community together and all are working for the good of the most important members of society.

Training in Trades for Detroit Boys and Girls

A year's intensive training in all-day classes in machinists' or auto mechanics' trades in Detroit is available to boys 15 years of age or more who possess the mechanical and mental ability to become skilled mechanics. Courses of study and hours are planned to meet State and Federal requirements, and upon completion of the courses certificates are granted and the boys are placed as apprentices. During the past school year 85 boys qualified for certificates.

All-day trade classes, training for life work in the home or industry, have been arranged for girls who are deemed by counselors and principals better fitted for instruction of this character than for regular work in grade schools. Dressmaking and millinery, preparatory to apprenticeship, cafeteria work, and home making are taught. Academic work fitted to the girls' needs and abilities is given, and is closely related to laboratory courses. The prescribed work was completed in 1925–26 by 196 girls, who were granted certificates.

Compensation to a member of a town school committee is not authorized by the laws of the State of Connecticut, and payments by town officers purporting to be made for such service are invalid. This is the substance of a recent decision by the supreme court of that State.

The reindeer readily draws 150 pounds over rough surfaces

Alaskan Reindeer Meat Widely Used as Food in Northwest

Service of Dasher, Dancer, Prancer, and Vixen No Longer Confined to the Night Before Christmas. They Have Become Prosaic Materials for Human Sustenance and a Source of Winter Clothing

REINDEER meat from Alaska is regularly sold in the markets of the Northwest. A single dealer in Seattle who handles reindeer meat exclusively sold 1,129 reindeer to the retail trade during 1926. Not only is the meat sold as steaks, roasts, and chops, but it is made into sausage, bologna, "pudding," and all the combinations in which we are accustomed to see beef and veal. The "stand" of this dealer is shown in the illustration on this page. The price tags in the picture show that chops are sold at 35 cents a pound, roasts at 20 cents, steaks at 25 cents, and other cuts in proportion.

From 1918 to 1925, inclusive, 1,875,000 pounds of reindeer meat were shipped out of Alaska, a large part of it by an incorporated company whose headquarters are at Nome. This company owns more than 50,000 reindeer. It has constructed several refrigerating plants within Seward Peninsula and it operates cold storage barges along the coast. In the northern portions of the Territory nature provides the best possible storage facilities, for the ground is frozen solid to great depths, and even in summer the ice is within a few inches of the surface.

Bureau's Officers Aid Eskimo Owners

About two-thirds of the half million reindeer in Alaska are the property of native Eskimo. The Bureau of Education aids them in disposing of their meat and each year the *Boxer*, the bureau's vessel, carries from the coast villages of Northern Alaska to Seattle a limited number of carcasess of reindeer which are sold for the Eskimo owners through the Seattle office of the Bureau of Education.

The reindeer industry is already one of the great assets of Alaska and it is growing apace, for the average gross increase of the herds is between 33 and 45 per cent. The wisdom and foresight of William T. Harris, commissioner of education; Sheldon Jackson, agent of education in Alaska; and M. A. Healy, captain of the revenue cutter *Bear*, have been abundantly justified. They were the men primarily responsible for it all.

It began in the summer of 1890. Doctor Jackson visited the native villages of Bering Sea and the Arctic Ocean as a passenger of the *Bear*. On the Alaskan side the natives were in a pitiful condition because of the uncertainty of the catch of whales, seals, and walrus, upon which they were obliged to depend for food and clothing. On the Siberian side the people were prosperous in the possession of large herds of reindeer. The solution of the problem was plain to both Doctor Jackson and Captain Healy. The Alaskans should have reindeer. When Doctor Jackson returned to Washington he found cordial sympathy for the plan in Doctor Harris, and steps were taken at once to begin the work of transforming the Eskimo of Alaska from a race of migratory hunters and fishermen into a pastoral people.

Native Herders Instructed by Lapps

Small sums of money were raised first from private sources and later by congressional appropriation, and between 1892 and 1902 the *Bear* and the *Thetis* brought from Siberia to Alaska 1,280 reindeer. "Stations" were established at convenient points and Lapps were employed to instruct native herders, each of whom received a few reindeer after a term of apprenticeship. In this way the industry was established. It extends now through the entire coastal area from Point Barrow to Mount McKinley, and to the Aleutian Islands.

The reindeer are not only a reliable source of food and clothing, but they are excellent draft animals for use with sleds over rough frozen surfaces.

Scholarship Fund for Public School Pupils

As a memorial to pupils in city schools of Rochester, N. Y., who gave their lives in the World War, a scholarship fund has been established. Funds will be administered under supervision of the city board of education, and disbursed on order of a board of directors composed of teachers in the schools and others interested in the work. The purpose is to aid promising pupils in city schools who are struggling under financial difficulties. Assistance will be available in sums of $1 to $6 per month to pupils in the grades, in junior or senior high school, or in the city normal school, who possess good mental and moral qualifications.

This dealer in Seattle sells reindeer meat exclusively

· SCHOOL LIFE ·

Issued Monthly, except July and August *By* THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - James C. Boykin

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the Superintendent of Documents, Government Printing Office, Washington, D. C.

APRIL, 1927

Salt Lake City's Significant Experiment

CONFIDENCE may well be expressed in the success of the new plan of organization of the Salt Lake City schools, described in another column of this issue.

Under the new plan six years are assigned to the elementary school, three years to the junior high school, and two years to the senior high school. Although this arrangement appears merely to take a year from the top, in reality the essential change is in what was formerly the higher elementary grades. The work of the seventh school year, now incorporated in the junior high school, has been materially strengthened and the eighth year is utilized wholly for high-school work. No loss whatever is anticipated in the efficiency of the high-school teaching, for no reduction is made in its content or in the time to be given to it.

Stress is laid upon the work of the kindergartens. Their number is increased, and it is plain that the school officers expect the mental power gained in them to carry over into the school work of later years. If this expectation is not realized, then the question may properly be raised as to the worth of the kindergarten.

Tests administered during the survey of education in Utah made during 1926 under the direction of the Commissioner of Education indicated that the instruction in Salt Lake City is good and that the pupil material is of high quality. It appears, therefore, that the experiment for saving a year in sending pupils to college or into industrial life is made under favorable conditions. Every indication is that it will succeed. It is no more than others have done before.

The step is of unusual significance for it is the first instance of actual reduction from 12 to 11 years in the course of study of any large city. Similar reduction was made in the schools of the School of Education of the University of Chicago, with entire success.

In Kansas City, Mo., and in most of the cities of the South the length of the course has never been more than 11 years. Repeated and thorough investigations in Kansas City have proved to the complete satisfaction of the school officers concerned that their students are prepared for higher study or for life equally as well as students of 12-year courses, that the saving of a year is of great importance to the children, and that material difference appears in the total expenditure per child.

For a generation the need of reduction in school time has been urged by educational leaders, from Charles W. Eliot to Charles H. Judd. Perhaps the action in Salt Lake City is an indication that the arguments of the elder statesmen are at last having effect.

Let Us Profit by Australian Experience

ADVOCATES of direct maintenance of rural schools by State authority frequently cite the Australian States as examples of efficient practice. The article in this number on rural education in Victoria, which came to us through the Department of State, conveys an excellent idea of the operation of the plan there.

Many, perhaps, will feel a shock of astonishment and even resentment at the suggestion of a State officer going into a local community to build and equip a schoolhouse, employ a teacher, and maintain a school. Yet precisely that is done habitually and as a matter of course in the States of Australia. The system works well there and it is recognized as the only way in which efficient schools can be maintained in the sparsely settled districts.

It is reported that the people take commendable interest in the schools and cooperate actively with the teachers through organizations comparable with our own parent-teacher associations. These organizations raise funds for improving playgrounds, supplying pianos, pictures, and books, and in general contribute to the efficiency of the schools and to the happiness of the children. It is clear that community spirit does not wane merely because the details of school management are not handled by local trustees.

The essential fact, however, is that in every particular which can be controlled by careful planning the rural schools are equal to the schools of the towns. The terms are of the same length, the equipment is of as good quality, and the teachers have equal academic and professional preparation and in addition they are especially trained for rural work. They are State employees and are assigned at the discretion of the Ministry of Education. They are not permitted to leave a post until they have served in it for two years.

Perhaps absolute equality of opportunity can never be attained. Much depends upon numbers, and in many parts of the country it is out of the question to bring together enough children to organize instruction in the most effective manner. But so far as it is humanly possible equality should be reached in the operation of the Australian system; that system should have careful consideration by Americans.

To urge its immediate adoption in full in this country would scarcely be the part of statesmanship—not because the change would involve any insuperable difficulty but because the habits of thought of our people have long run in a different groove. Time will be required to get them out of it.

We might have much that is good in the Australian system without radical changes in our own practices. It is not necessary for us to have State officers to determine where new schools are needed, nor State builders to construct schoolhouses, nor an organized body of State teachers, nor State inspectors to oversee the work of every individual instructor. All this would be implied if we mean to do things exactly as our antipodean kinsmen do them. We must trust local effort for such matters.

The recommendations made in the report of the survey of education in Utah (Bureau of Education Bulletin 1926, No. 12, Ch. XI) were reasonable and practical, and enough for a beginning. They involved payment by the State of all expenses of operation and maintenance in a minimum program, leaving the costs of capital outlay and debt service to be handled by local initiative. If this much were generally adopted, we may be certain that the passage of time would show whether further centralization of control in the hands of State officers is wise and expedient.

It is well for us to realize that in some respects others do things better than we do, and we should cultivate the willingness to profit by examples of excellence wherever they be found.

Professors for Chile Engaged in Europe

At the request of the rector of the University of Chile, the Minister of Foreign Affairs of Chile has addressed communications to the Chilean ministers in Paris and Berlin with regard to the engagement for service in the Pedagogical Institute of professors in French, botany, mathematics, pedagogy, and sciences. The rector is stated to have stipulated that the first-named should be engaged in France and the rest in Germany.—*C. Van H. Engert, American Chargé d'Affaires a. i.*

Impressions of the Dallas Meeting Department of Superintendence

By KATHERINE M. COOK

Chief Rural Education Division, Bureau of Education

IT WAS decidedly a Condon meeting and a Condon program—"the lengthened shadow of a man" With the possible exception of Superintendent William McAndrew, probably no other president has so distinctively stamped his own personality on the program of a department meeting. Doctor Condon is known as a man of ideals and sentiment. The program was a reflection of these qualities: "Character is higher than intellect"; "The best defense of free American institutions is the hearts of the American people themselves"; "The ideals of a nation must be born in the hearts of the youth of today."

Professionalism tempered with the spirit of idealism, reverence, and patriotism was apparent in the arrangement of the program, the selection of the subjects and in the addresses of a large number, at least, of the speakers. Doctor Condon's ideal of an address is one not read from manuscript. He himself set the example of speaking—not reading—and asked others to follow it. The result was that the reading of addresses, though not entirely abandoned, was distinctly less common than usual. This in itself was no easy accomplishment, for the speakers have long been accustomed to prepare their addresses in advance; abstracts of them have been distributed to newspapermen at the meetings, and the full text has usually been published in the general proceedings of the Department of Superintendence.

Attractive Exhibits Played Conspicuous Part

The Dallas meeting will be remembered as one in which the exhibits played an unwonted part, even aside from the unique setting. Located close to the general auditorium, ample in space, attractive in display, and in scope exceeding that of any recent memory, the hall of exhibits was a mecca to which all visitors turned and lingered. The arrangement was under the immediate direction of Director of Art William H. Vogel, of Cincinnati, and was designed to attain an effect both artistic and educational. The technical exhibits included contributions from 200 firms and organizations, according to announcements, and was the most comprehensive display of school material and school activities ever arranged by the National Education Association. The school arts exhibit, also under the immediate direction of Mr. Vogel, was a splendid demonstration in which the schools of 59 cities in 30 States were represented. The architectural exhibit, located in the lounge, showed some of the finest school buildings in the country; the display of schoolroom interiors arranged by Superintendent H. B. Wilson, of Berkeley, Calif., designed to show modern ideas in classroom arrangement and grouping as well as in equipment, were other features of the exhibit.

Music a Feature of General Programs

The musical programs were among the most delightful features of the general sessions, reaching a culmination of interest in the Wednesday evening program and of artistry in that of Thursday evening. Wednesday night 600 colored students from the Booker T. Washington High School, directed by Portia Washington Pittman, daughter of Booker T. Washington, entertained the great audience with a program of Negro spirituals. At the close of the program, at the suggestion of the president, the director and the chorus led the audience in singing "Old Black Joe" and a few other favorites.

Thursday night the whole program was devoted to music. The single address "Music and the Sacred Seven" was delivered by Superintendent Webster, of Minneapolis. The main part of the program was music offered by the National High School Orchestra, a group of 260 high-school students from 36 States, welded into a symphony orchestra, a distinct Condonesque touch. A cantata, Rip Van Winkle, from the Washington Irving legend, was given by a chorus of 800 children from the fifth, sixth, and seventh grades of the Dallas schools, assisted by the orchestra. Beside the music furnished by the orchestra itself, solos by selected players and a harp ensemble of eight girl harpists furnished music for several sessions. Joseph Maddy, supervisor of music, Ann Arbor, Mich., conducted the orchestra.

A handsomely bound copy of the program, prepared by the students of the Dallas schools was presented to Doctor Condon. A watch chain made up of 48 links, one from each State association affiliated with the National Education Association, was presented by Mrs. Cora Wilson Stewart to Dr. A. E. Winship. The handsome programs for the vesper service were embossed, printed, and bound by pupils of the Printing Trades School, of Cincinnati, and an unusually artistic "Collection of Hymns for the Dallas Meeting," printed for the occasion by the Department of Superintendence, was distributed in the usual membership envelope.

The meeting of the National Society for the Study of Education and later its joint meeting with the Department of Superintendence for the discussion of fundamental problems of the junior high school curriculum; the Thursday afternoon meeting featured by addresses by Dr. Henry Turner Bailey and Francis G. Blair, president of the National Education Association; the Tuesday morning program devoted to educational ideals and their achievement; and the Monday night program devoted to international good will and understanding were among the general sessions which proved particularly attractive judging by the unusually large audiences. Among the subjects of special interest in the discussion groups were "Recent developments in preschool and parental education," "Creative education," "Evaluation of crippled children," and "Educational value of the radio."

Citizens Showed Interest in Guests' Comfort

But the meeting was also a Dallas meeting. Its splendid auditorium, its exhibit hall, its Fair Park as a setting for general meetings, its two headquarters hotels of unexpected excellence, capacity, and service, its cordial hospitality, even its 57 varieties of weather impressed the visitors happily. There is a certain charm of intimacy in the evident interest of citizens in the comfort and pleasure of their guests at a convention, which only a small city can impart. This charm was very evident in Dallas. The western and southern States were particularly well represented. The Dallas public schools were in evidence as visiting places and as hosts. "Convention News," four pages of interesting information about Texas, was prepared and circulated by the pupils of the Dallas high schools. Texas, the State of six flags, has amplitude and history. We learned much about both. On the whole, it was a splendid meeting. "So, at the week's end," to quote President Condon, "may we go back home to help the teachers to teach the things that make for noble character, and fine citizenship."

Homesteads have been acquired by 12 of the 14 senior-class pupils in the Isabela (P. I.) Provincial High School at Cabagan. The boys will become farmers upon graduation from the school, and some of them have already fenced in their homestead land.

Successful Governmental Experiment in Correspondence Instruction

Problem of Educating Reserve Officers Met by Providing Theoretical Instruction by Correspondence and Active Duty Training in Summer Camps. Plan Adopted with Trepidation, But It Has Been Successful

By CLARENCE H. DANIELSON
Major, Adjutant General's Department, United States Army

NORMALLY, the appeal made by correspondence courses is similar to that made by residence courses—the desire to fit one's self better to cope with life. Correspondence courses appeal to the desire to increase one's earning capacity and to broaden one's knowledge of the cultural things of life.

It may appear that a system based on other principles is doomed to failure. But the courses of the system with which this article deals, the Army correspondence courses, cover, for the most part, subjects which can scarcely be said to increase one's earning capacity, or to broaden one's knowledge of the cultural things of life, or to lead to a degree. The basis and purpose of the Army correspondence courses are unique in the field of correspondence instruction. The work is planned to serve a specific purpose and a very limited group of students. The Army conducts its correspondence courses primarily to assist in educating one group of its own personnel—the reserve officers—to understand and to perform their duties as parts of the military organization. The fact that the Army correspondence work is intended to promote the usefulness to the Army of Army personnel sets the project apart from the work of the usual correspondence school.

Officers Feel Need of Instruction

The adoption of the correspondence method of instruction by the Army was due to the growth of the Organized Reserves and to the need for providing a means of instruction for the commissioned personnel of this important component of the United States Army. It should not be inferred that the need for instruction and the method of providing it were presented at the same time, or that they met by happy chance. Far from it. The need for a means of providing theoretical instruction for reserve officers was apparent shortly after the conclusion of the World War. The emergency officers who made up the Officers' Reserve Corps, for the most part, were busy relocating themselves in civilian life and had little time for keeping abreast of military developments. Soon, however, the period of readjustment had safely passed. It was then that the desire for military education came to the fore in the mind of the reserve officer. He had taken stock of his knowledge of things military and discovered to his surprise that the march of time had left him far behind.

The problem of educating the reserve officer presented many factors that could not be fitted into the regular educational system of the Army. Lack of facilities alone would have prevented it. But there were two other factors which made necessary some other method, even had facilities been available. The reserve officer is a civilian first of all and his primary interest will always center on the pursuit of his profession. Further, the cost to the Government which would result if the many thousands of reserve officers were to pursue residence courses at the Army service schools prohibits such a plan. These factors seemed to indicate that systematic and reasonably thorough military education of the reserve officer was difficult if not actually impossible of attainment. Continued study of this problem was made not only by the War Department, but by the reserve officers themselves.

Correspondence Method Result of Careful Study

In the fall of 1921, a serious attempt was made to sell the idea of correspondence instruction for reserve officers to the War Department. The desire of the Army to be successful in all things it undertakes subjected the proposal to that close scrutiny which should attend upon proper conservatism. It was after considerable study and with trepidation that the War Department adopted correspondence instruction as a means of furthering the military education of reserve officers.

As the Army correspondence course project was undertaken by the War Department with the view to providing instruction for reserve officers in the theoretical elements of military essentials, it was necessary carefully to analyze the entire range of military tactics and technique prior to selecting the subjects or parts of subjects for inclusion in the courses. The difficulties incident to a problem of this kind were increased by the fact that in many military subjects the theoretical and practical elements are not clearly divided. By carefully analyzing such subjects, it has been possible to include in the present courses parts of many subjects which a cursory examination would have indicated could not be taught by the correspondence method of instruction. This selection of the theoretical elements of certain subjects for presentation through the medium of correspondence instruction and the providing of other means of instruction for the practical elements of such subjects further sets the Army correspondence project apart from the usual correspondence school.

Each Unit Requires 20 Hours of Study

The subjects selected for the various branches were divided into courses appropriate to the grade and duties of the reserve officers for whom they were intended and the courses in turn were divided into subcourses or units of study requiring, on the average, 20 hours of study. The subcourses were then arranged in the courses in such manner that the student was enabled to become familiar with the principles of a subject before taking up their application. Further, this arrangement made possible the grouping of related subjects under a common heading to a degree impossible by any other plan. The breaking up of each course into a number of short subcourses, each of which constitutes a brief course in one subject or in related subjects suitable to the grade for which it is intended, proved practicable and especially adaptable in furthering the military education of reserve officers.

The subcourses are divided into lesson assignments the exercises or questions of which are so designed as to compel the student to apply to specific and detailed situations or problems, the principle or principles covered by the lessons.

The benefit reserve officers derive from the correspondence work is most evident in connection with the active-duty training which they are expected to receive every third year in summer camps. In case the reserve officer has pursued the correspondence course appropriate to his grade and branch the full time of his active-duty period can be devoted to the practical elements of the subjects under consideration. The theoretical knowledge gained from the study of the courses makes it possible to accomplish much more practical work in a given period.

Correspondence Courses for Theory Only

The War Department has never entertained the idea that officers could be made by correspondence study alone. It does expect the courses to familiarize the student officer with the theory of his branch and to give him much information upon which to build the practical elements of military subjects.

The growth and accomplishment of correspondence instruction in the Army has been most gratifying. Starting with

courses for the reserve officers of four branches during the period January to June, 1922, the program has been expanded until it now includes courses for practically all branches of the military service. Sixteen branches offer courses totaling 424 subcourses or units of study, as compared with the 4 branches and approximately 30 subcourses first offered. Enrollment in the correspondence work has grown from 6,091 students during the 1921–22 school year to 29,594 students on December 31, 1926. Students completed 15,972 subcourses, totaling 320,255 hours of work during the 1925–26 school year, while in the preceding year there were but 7,079 subcourses completed. Available figures indicate that the current school year will show a corresponding increase in the number of subcourses completed.

The Army correspondence work is the most complete and searching equivalent in the instruction of reserve officers that the War Department can devise as a substitute for the work of the Army schools.

Result of War on Saxon School Enrollment

In 1914, the number of public schools in Saxony was about 1,900, with a total of 805,000 pupils; in 1922, the total number of public schools in Saxony was 2,197, with a total of 720,174 pupils (355,901 male and 364,273 female). The number of pupils decreased steadily after the war and reached its lowest number of 504,000 in 1925–26. In 1921–22 it was 716,000. According to the Saxon census of 1925, it will increase by 10,000 in 1926 and again by 10,000 in 1927. In view of present and anticipated birth figures it is expected that in 1935, the total number of pupils of the Saxon public schools will amount to 81 per cent of the 1921–22 total (716,000), i. e. 579,960.—*A. T. Haeberle, American Consul, Dresden.*

Teachers Elect Members of School Board

According to a bill prepared by the Czechoslovakian Government, a central educational council will be constituted to administer the public elementary and urban, or grammar, schools of Prague. The primator, or chief alderman, of the city, will be chairman of the council. Of he 15 members, 5 will be representatives of the teachers and 10 will include representatives of citizens, and the chief central educational officers of the city.—*Emanuel V. Lippert.*

A Year of School Life Saved to Children of Salt Lake City

Public Schools Now Organized on 6–3–2 Plan. Expected that All Essentials of Subject Matter will be Thoroughly Mastered with Shorter Course. No Curtailment of High-School Program

[Portions of annual report of George N. Child, superintendent of city schools, Salt Lake City, Utah, 1924–25]

THE SCHOOL SYSTEM of Salt Lake City has, for the past several years, been gradually evolving from the old, well-established plan of 8 years in the elementary school and 4 years in the high school, to an organization known generally as the 6–3–3 plan, composed of an elementary school of 6 years, a junior high school of 3 years, and a senior high school of 3 years. As this movement has progressed and school organizations and curricula have been studied in different parts of the country we are convinced that at least one year of time in the school life of the child from kindergarten to graduation from high school should and can be eliminated with the majority. And so, at the present time, our plan of organization calls first for a year in the kindergarten, composed of children who are five years of age, to be followed by six years in the elementary school, three years in the junior high school and two years in the senior high school.

When this plan is completely in operation, the large majority of our young people should graduate from high school in 12 years from the time they enter kindergarten, and thus be ready for college or for practical life at 17 or 18 years of age. We are convinced that all the essentials of the subject matter now taught in the longer course can be as thoroughly mastered with the shorter course and that much dawdling can be prevented as well as loss of time from giving attention to irrelevant or useless subject matter.

If this change could be considered as an innovation among the public school systems of America we should have considerable hesitation about putting it into operation even though we are thoroughly convinced of its advisability and practicability. It is not, however, without precedent. Indeed, some of the best school systems in the country have operated under the 11-year plan above kindergarten with success both from the standpoint of educational results and of financial economy.

[Portions of annual report of George A. Eaton, assistant superintendent of city schools, Salt Lake City, Utah, 1924–25]

We had been lock stepping with the 8–4 plan, so far as time and subject matter were concerned, ever since our schools started. With the advent of the junior high school organization this was changed to a 6–3–3 plan with gratifying results educationally. Our experience under this system has pointed the way to still further improvement, by means of which the average pupil may complete his public-school course in 11 years, instead of 12 years as at present. In Salt Lake City we are situated more advantageously to bring about this reorganization than are many places where the experiment has already been successfully worked out.

The plan would not involve a curtailment of the content of the present high-school curriculum, or even of the time allotted to strictly high-school subjects, which would be four years as heretofore. It would mean, however, that the year of the present eighth grade would be utilized wholly for high-school work where formerly but a portion of the time was so used. For this reason the work of the seventh grade should be strengthened in the direction of providing an intensive final drill in the fundamentals as preparation for entering upon the high-school course.

Revision of the content of the seventh grade and strengthening the eighth grade by the inclusion of such high-school work as can profitably be undertaken at this time are the only necessary steps so far as curriculum is concerned. As to teaching personnel, it would imply that all teachers above the seventh grade should have the scholastic qualification and professional training of the high-school teacher. This latter condition is, with few exceptions, realized in our teaching force at the present time.

An examination of the scholastic records of our graduates for several years shows that a small number did actually complete the course one year earlier than the regular time, while a large number might have done so had they wished, since they had an adequate excess of credits and this, too, without any readjustment of the course of study. Moreover, these students always stand highest in their work and furnish the material which the colleges are seeking.

This plan means a saving of time and money for the pupil and his parents. In community expense it would result in the saving of a whole school year, at an age when per capita cost of instruction is highest.

Need of Uniformity in Certification of High-School Teachers

Reciprocity in Validating Certificates is Seriously Hindered by Wide Variation Between the States. At Least 125 Forms of Authority for Secondary-School Teaching. Differences are of Substance as Well as of Terminology. Problems Should be Attacked by a National Committee. Reasonable Similarity of Practice Might be Attained

By E. J. ASHBAUGH

Assistant Director, Bureau of Educational Research, Ohio State University

THE THEORY back of the certification of teachers is that some responsible individual or body should pass upon the qualifications of each candidate for a teaching position, in order to guarantee that the children shall have a properly qualified instructor. At first certification was in the hands of a representative of the local community, since it was largely a self-protective measure utilized on the initiative of the local group rather than required by the State. Gradually the certifying function was assumed or given to the larger unit, passing from the local district to the county and from the county to the State as the responsibility of the State was more fully recognized.

Certificate Should Insure Proper Qualification

It would seem that since the purpose of certification is to guarantee properly qualified teachers the conditions of certification should be rather uniform throughout the country as a whole. It is somewhat difficult to see why the children in one community or one State should have a teacher whose certification requires radically different training or scholarship from that required for the teacher of the children of another State. Practice, however, seems to conform not so much to the theory as to expediency. As teachers' certification has become a matter of State law, the lawmakers in the different States have been governed more by fear that the certification requirements would result in an insufficient number of teachers than by a clearly defined consideration of the essential requirements necessary to give each child a competent instructor.

Realizing that the condition of teachers' certification was not uniform among all the States, the school codes and the regulations regarding certification issued by the State departments of public instruction were secured from each of the 48 States, and an analysis made of certain factors which affect the entrance of teachers into the secondary field. Due to the fact that the wording of both the laws and regulations was not always clear-cut on these particular points, it is possible that errors have crept in. It is believed, however, that the general situation herein presented portrays rather accurately the conditions which prevail.

Who issues certificates.—Originally certificates were issued by local authorities, and later this power became the function of larger units. It is of interest to note, however, that all States have not progressed to the same point, if the movement of certification from local unit to State unit is progress. In 21 States the certificates for teachers in secondary schools are issued by the State alone; in 14 by the State and the county; in 3 by the State, county, and city boards of education; in 1 by the State and the teachers' colleges; in 1 by State, county, and teachers' college; in 1 by county authorities alone. In 2 States the certificates are issued by the bureau of examiners and the State department. Whether this bureau is a city or county body is not evident from the data at hand. In 5 States it is not clear from either the code or the regulations of the State department in whose hands the certification of teachers rests.

May Teach at 16 in One State

Minimum age.—The minimum age at which one may secure a certificate for teaching in the secondary schools of the State is also a matter of variation. Thirty-one States specify 18 years; 3, 17; 1 each, 16, 19, and 20. Eleven States reveal neither in the code nor the regulations received from the State department any minimum age for securing such a certificate.

Procedure.—There are two general procedures by which one may secure a teaching certificate. The first is examination, and the second by the completion of a specified amount of training. Seventeen States indicate that the lowest grade of high-school certificate is secured on examination. Six of these indicate the grade which must be made in order to secure this certificate. These vary from an average of 65 and not below 60 in 1 State to a minimum of 85 with no average specified in another. Evidently it is much easier to secure a certificate on examination in some States than in others. An additional variation exists among those States which certify teachers by examination. Five of the 17 make no specification beyond the minimum grade made on the examination itself. Three others require teaching experience of 12 months, 17 months, and 3 years, respectively, as an additional requirement for the certificate. One specifies high-school graduation, while 7 others require college or normal-school work of varying amounts. One State requires 35 months' experience and 2 years college work as a prerequisite for the examination, though there is nothing to indicate whether or not any of this college work must be of a professional nature.

Variation in Required Professional Training

The other method of securing a certificate is on the basis of training. Thirty-one States make provision for this method of certifying its secondary-school teachers. Twelve require the completion of a 4-year college course; five 3 to 3½ years; thirteen 2 to 2½ years; and one 1 year, though this year must be professional. A majority of these States specify not only the number of years of college work, but a definite amount of this work which must be in educational or professional subjects. The amount of this professional work definitely specified varies from 3 semester hours to as much as 20 semester hours. That one State should consider 3 semester hours of professional training sufficient in the collegiate work to merit a secondary-school certificate while another State requires 20 semester hours, indicates clearly that in all cases the value of professional training is not the first consideration in setting up the requirements for the teaching certification.

Kinds of certificate.—The greatest variation, however, is in the names of the certificates which enable one to teach in the secondary schools. If one counts all the different certificates listed by all the State codes and department regulations

Publication sponsored by the National Committee on Research in Secondary Education, Dr. James B. Edmonson, chairman.

for all grades of school service, kindergarten to superintendency, counting as duplicates only those which have identical nomenclature, a total of nearly 600 certificates will be found. If one counts in the same manner the certificates which are clearly specified to be for secondary teachers, without attempting to group those which mean the same thing but have different terminology, we find 121. Classifying these, however, as best one may from the documentary evidence itself, the following divisions may be noted: Separate certificates for white and colored teachers; permanent and temporary certificates; professional and nonprofessional certificates; special certificates for individual subjects and general certificates which cover all subjects; certificates issued by city, county, and State boards and by training institutions; certificates valid for 1, 2, 3, 4, 5, 6 years, and for life; permits and temporary certificates valid until the next regular examination; certificates of various grades usually designated as first, second, and third grade, or class A, B, and C, premised upon meeting certain varying qualifications, or valid for different periods of time.

Little Reciprocity in Validating Certificates

A listing of a few of the specific names may assist the reader in appreciating the lack of uniformity which exists. Grade A secondary professional; Grade A secondary; service; limited; special; special uniform; special high-school first grade; nonprofessional permanent secondary; professional temporary secondary; permanent special; professional; original local; partial secondary; first grade academic; high-school first class two-year; standard two-year advanced; standard life advanced. Certainly those who must validate certificates from one unit to another, whether these units be counties within the same State or different States, must have serious difficulty in finding among the certificates granted in their own units the equivalent of those brought from other units. It is doubtless because of this fact that there is so little reciprocity among States in validating certificates of those who move from one State to another.

Cooperation of State Authorities is Urged

It is easily seen that educational conditions due to a great many factors are different in the different States. Doubtless the best standards which are maintained in certain States could not become effective at once in other States. On the other hand, it is hard to see why the extreme variation which now exists in this important matter is necessary. Would it not be feasible for a national committee to work out a uniform certification law which would make possible an easy evaluation of a certificate gained in one State and presented in another? The minimum standards in various States need not be the same under such a scheme, but the same terminology should mean the same wherever it is used. The grades required for passing examinations and the amount of professional training required for certificates which carry the same prerogatives should and could be made uniform. The material presented in this article is offered with the hope that it may provoke some action toward the elimination of useless terms and variation.

Vocational Agriculture is Directly Profitable

Full-time schools in Virginia conducting work in vocational agriculture have steadily increased in number from 18 in 1917–18 to 106 in 1925–26. During the same period enrollment increased from 229 pupils to 3,702. Total profits derived from students' work expanded from $19,676 in 1918–19 to $203,894 in 1925–26. During the latter year, profits from students' supervised farm projects exceeded by $74,519 salaries paid teachers from State and local funds, according to announcement of the Virginia State Board of Education.

To Prepare Teachers of Handicapped Children

A training school for teachers of handicapped children will be maintained by the Board of Education of Marion, Ill., in cooperation with the Southern Illinois State Teachers College, if the plans recently announced by Superintendent C. W. Conrad are carried out.

It is expected that Mrs. Elizabeth Baird Kuhn, supervisor in the Marion public schools, will be critic teacher for the new school, and that credit will be given by the college for practice teaching in the Marion school for handicapped children.

Will Summarize Home Economics Progress

The American Home Economics Association will hold its twentieth annual meeting at Asheville, N. C., June 21 to 24, 1927, with the Battery Park Hotel as headquarters. An unusual feature of the program will be the opening "annual progress meeting" at which representatives of the various sections of the association (such as food and nutrition, textiles and clothing, and homemaking) will give brief summaries of the year's scientific progress in their respective subjects.

Government Officials Attend Pan-Pacific Conference

Plans have been practically completed for the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, and a party of Government officers led by Secretary Hubert Work, of the Interior Department, have gone to Hawaii to participate in the sessions of this international gathering.

Congress authorized and requested the President to call the conference, placing the responsibility of organizing and conducting it on the Interior Department. The meetings will be held during the week of April 11 to April 16 at Honolulu.

"The purpose of this conference," said Secretary Work in discussing his trip, "is to further the exchange of views on education, rehabilitation, reclamation, and recreation. Our Government has taken the lead in inviting countries bordering on or having territories in the Pacific Ocean, including other interested nations, to discuss these common problems.

"Assimilation of Pacific peoples has been going on for more than a century. The assembling of their representatives in a conference of this character will provide an excellent medium for facilitating their progress and for the propagation of knowledge among them. It will make clear to our Pacific neighbors that the United States is interested in cooperating in the advancement of peaceful arts and pursuits with them."

In addition to Secretary Work, the heads of several bureaus of the Interior Department and representatives of other Departments of the Government whose work is related to the questions under discussion, will attend the conference. These include Dr. Elwood Mead, Commissioner of Reclamation; Stephen T. Mather, Director of the National Park Service; Dr. John J. Tigert, Commissioner of Education; Dr. Hugh S. Cumming, Director of the Public Health Service; Dr. J. C. Wright, Director of the Federal Board for Vocational Education; and Nils A. Olsen, Acting Chief, Bureau of Agricultural Economics, Department of Agriculture. About 50 delegates from States and various national organizations, colleges, and universities will complete the representation from the United States.

State participation in the cost of public education varies from 76.1 per cent in Delaware to 1.6 per cent in Kansas, as shown by Bulletin No. 22, 1926, published by the Bureau of Education, Interior Department. For the United States as a whole approximately three-fourths of the total cost is borne by local school units.

Using Children's Initiative to Strengthen Desirable Habits

By HELEN M. SHAVER

Cleveland Heights, Ohio; Formerly Second Grade Teacher, Duluth, Minn.

INSPIRATION for systematic development of good habit formation came from the study of the Horace Mann report card. There seemed to be a need for keeping such records in an informally organized classroom where a social environment lends itself to the establishment of a democracy.

It has been possible to use children's initiative in formulating definitions of the very habits and qualities we wished to strengthen. Other ways of utilizing children's initiative to strengthen desirable habits have been developing throughout the year. One important point has been the need to make immediate use of the child's contribution.

Response

The "prompt response" card seemed a good place to begin. First a card was made with each child's name printed along the side. A printed explanation of what "response" meant was pasted in the corner of the chart and frequently read to the children. We discussed its meaning fully. One day a child suggested that the explanation be made larger and placed where the children could read it for themselves. This resulted in the following chart, printed with the printing press:

> **RESPONDS PROMPTLY**
>
> Does not procrastinate
> Comes to school on time
> Hands work in on time
> Responds instantly to signals
> Passes and collects materials promptly
> Puts work away quickly
> Puts on and removes wraps quickly.

Courtesy

The courtesy card was started in the same way—projected by the teacher but accepted by the children. We often read its explanatory paragraph but it was summed up by the children in these words, "Thoughtfulness—doing kind things to help," so we printed this interpretation as our heading and pasted beside it the items in full clipped from the Horace Mann record card.

> **COURTESY**
>
> **Thoughtfulness**
> **Doing kind things to help**
>
> James is courteous
> Allows older persons or pupils in front of him to pass through doorway first
> Opens door for others
> Offers book to a guest
> Picks up something dropped by another
> Waits quietly in turn for some privilege, as sharpening a pencil, etc..
> Is pleasant in greeting, and uses a person's name when addressing him
> Avoids abruptness of speech, as "sure," "yep," "say"
> Laughs or talks quietly, that he may not disturb others
> Is quiet and mannerly at lunch
> Is attentive when some one else is talking, whether it be another pupil, a teacher, a visitor, or a speaker in a public place
> Is reverent in attitude during prayer

Perseverance

One day Gunda had a big struggle. She was sewing an apron and went too far ahead without asking for help, so she had to rip much that she had done. She was tempted to be discouraged but Maurine came to her rescue and said, "Don't you care, Gunda. If at first you don't succeed, try, try again." Gunda laughed and went back to her work. When she had successfully finished her apron, we voted to give her a star—and so the perseverance card was started.

> **PERSEVERANCE**
>
> **If at first you don't succeed**
> **Try, try again**

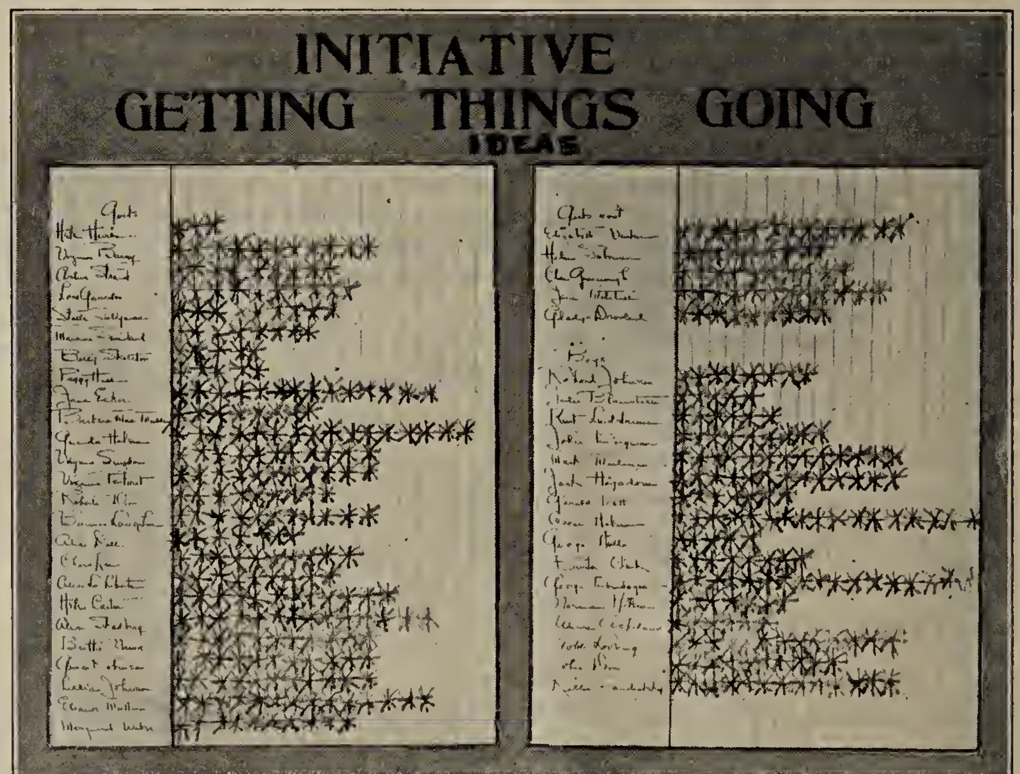
Prompt response, courtesy, and perseverance were the only qualities recorded that semester. Then a new group came into the room with the others. Of this group two children had especially disagreeable habits. Other children began to be affected by them and some action was necessary. The mothers of both children assured me of their appreciation and cooperation with any help we might give. These habits, though not entirely overcome, have been greatly helped.

We often talked of self-control. One day a small boy asked, "Just what does self-control mean?" So we talked it over again. "If a man jumped in the lake, would that be self-control?" he asked. I replied that a man who had learned self-control would not do such a thing. Finally the group figured out that to have self-control one needed to do good clear thinking. With us it began by taking care of our fingers, lips, and hands. So a new card was started:

> **SELF-CONTROL**
>
> **Good, Clear Thinking**
> **Fingers Lips Hands**

Neatness

Next came the neatness card. Rellis had been kept in a flannel suit all winter, and as spring came on he looked dirty and hot. Asked if he would see whether his mother had a wash blouse he could



The children check their own habit records

wear, he soon appeared wearing one but minus a necktie. He said he had none. We talked about how neat boys looked with neckties. The children suggested, "Why don't we have a neatness card? We'll get neckties for Rellis." They did. Three ties came that afternoon and the card was started. We have had to check him but once since—for dirty hands. We extended the neatness from ourselves to our papers, our desks, our room in general. Great pride is taken in this, and they insist on being checked sometimes several times in one day.

NEATNESS
Exactness Accuracy
Self Work Desks Room

Being Strict

One day Kurt announced that he thought we'd all do better if I were more strict. We agreed to try it for a while. For the rest of the day I was very stern about everything, especially with Kurt—but with a smile, so that the other children would know it was "playing strict." At the end of the day we talked of different kinds of rooms and all voted for our own kind. Then we discussed what "being strict" meant and decided if you are strict with yourself you need no one else to be strict with you. That if one really tried to do his best each day that was doing a great deal.

So the card was made and we became very particular about taking care of ourselves. This has probably been the most popular chart. We check up the last thing each day. One day an interruption occurred and the children went home without checking up. They were so disappointed, we had to make up for it on the following day. John said, "There, I've had a bad mark for two days, and I would have had a star yesterday, but you didn't check us up." I would not neglect it again under any circumstances. This is the only card that is regularly checked once a day. The others are used spontaneously as certain situations arise. On every other card they check themselves as the breaking of a rule occurs.

BEING STRICT WITH YOURSELF
To-day I Have Tried to Do My Very Best

Initiative

One day a group was learning a new singing game. After they were well started, I wished to go back and help the other children. "Who has enough initiative to keep the music going? Let's see!"—thus starting them off. They grasped the idea at once and when they came in for reports I asked Stella, the dancing teacher, which of the children showed good initiative. She told who had been most helpful to her. The same question was asked the following day, and we talked of initiative in other directions. Soon some one announced, "Then initiative means getting things going." We quickly started another card.

We have tried to establish a right relationship with all the supervisors and we know in which direction each one is helpful. I had previously talked of the

Informal classroom organization opens the way for developing social habits

Initiative in choosing the work materials for to-morrow

supervisor who had started our informal work. This day Kurt suddenly stood—though no mention had been made of Miss Davis — and said, "Miss Davis ought to have a star in initiative because she started the morning hour." I felt sure then that he had gotten the right idea. He wrote her a little note and gave her the star.

INITIATIVE
Getting Things Going
Ideas

Obedience

Suddenly the thought of obedience began to be discussed among the children. It was never clear just how it started but Kurt, with Arnold and Richard to help him, looked up the word "obedience" in the dictionary, printed it and started a record card. They wrote all the children's names, used their morning hour for several days and then had to paste the papers on a larger card than at first prepared and print again "obedience." This time they printed "Obedience means to mind." Questioned about what they were to mind, the answer was "The teacher." "Only the teacher?" I asked. "Oh, no, everybody," they replied. So I questioned further. "Everybody? Suppose someone told you to do something that was wrong?" Virginia answered, "You have to learn to know what's right and what's wrong." "Then what is it we should mind?" I asked. Maurine answered, "The rules." Roberta replied, "The rule of right." So we are working daily with Kurt's Obedience card.

OBEDIENCE
To Mind the Rule of Right

To me these little charts indicate law. They maintain order—anything other than checking up is very exceptional. It makes the daily work much easier and more interesting and I trust a lasting impression, a regard for the rights of others, is being made which will help them in their future experiences.

Yesterday I said to the children, "Do you ever get tired of being checked up?" The entire response was a most emphatic "No." "But think of the extra work it makes us," I continued, and the reply was "Oh, yes, but we like it." The children do like it, which is an essential factor in all worthwhile activities.

Teachers Give Scholarship to Fellow Teachers

A scholarship fund, established by the Indianapolis (Ind.) Grade Teachers' Association, is maintained from unexpended membership dues. To be eligible for the scholarship a member must have taught five years in public schools of the city, and during that time must have accumulated 12 semester hours of college credit. A teacher who has been the recipient of either of two scholarships awarded under the management of the school board for work of special merit is not eligible. The beneficiary of the association scholarship agrees to continue in the service of the Indianapolis public schools for at least two years, or to refund the amount accepted. The value of the scholarship for the summer of 1926 was $200.

Supreme Court Annuls Hawaiian Statutes

"Foreign language schools" may not be restricted and regulated by public officers of Hawaii as provided by acts of the Hawaiian Legislature passed in 1923 and 1925. The Supreme Court of the United States has decided that those acts are unconstitutional.

The schools in question are maintained by oriental inhabitants of Hawaii to preserve the knowledge of their native tongues in their children. The schools are usually in the vicinity of the public schools and the children who attend the language schools also attend the public schools as required by law. No part of the cost of the foreign language schools is paid from public funds. Nine of them are conducted in the Korean language, 7 in Chinese, and 147 in Japanese.

The annulled laws required that no such school should be conducted without a written permit from the Department of Public Instruction, issued upon the payment of a fee of $1 for each pupil in average attendance. Teachers were required to be possessed of the ideals of democracy, knowledge of American history and institutions, and ability to read, write, and speak the English language. Restrictions were also imposed upon the time of attendance of pupils, and upon the courses of study and text-books.

In its decision the court held "that the school act and the measures adopted thereunder go far beyond mere regulation of privately supported schools where children obtain instruction deemed valuable by their parents and which is not obviously in conflict with any public interest. They give affirmative direction concerning the intimate and essential details of such schools, intrust their control to public officers, and deny both owners and patrons reasonable choice and discretion in respect of teachers, curriculum, and text-books. Enforcement of the act probably would destroy most, if not all, of them; and certainly, it would deprive parents of fair opportunity to procure for their children instruction which they think important and we can not say is harmful. The Japanese parent has the right to direct the education of his own child without unreasonable restrictions; the Constitution protects him as well as those who speak another tongue."

Thirty schools in Baltimore have orchestras which play for assemblies, parent-teacher associations, and other meetings.

The National Committee on Research in Secondary Education

By EUSTACE E. WINDES
Secretary of the Committee

THE NATIONAL COMMITTEE on Research in Secondary Education met in executive session in the Van Winkle Book Auditorium, Dallas, Tex., on March 1. Those present were E. J. Ashbaugh, W. H. Bristow, Francis M. Crowley, J. B. Edmonson, Ralph E. Files, Leonard V. Koos, J. K. Norton, Wm. M. Proctor, W. R. Smithey, Wm. H. Wetzel, E. E. Windes, W. B. Bliss, Emery N. Ferriss, James M. Glass, W. C. Reavis, and Joseph Roemer; R. N. Dempster was represented by R. L. Brewer, of Southern Methodist University, Dallas, and A. J. Jones was represented by E. D. Grizzell, of the University of Pennsylvania.

The meeting concerned itself with a stocktaking of the situation in which the committee finds itself with reference to the status of the several researches under way, the needs and resources of the committee, and the possibilities of being of service to research workers in secondary education, considering the available research agencies.

An inventory of accomplishments by the committee showed the completion of undertakings as follows:

1. A bibliography of research in secondary education covering the period 1920-1925, published as bulletin 1926, No. 2, by the United States Bureau of Education.
2. A bibliography of current research studies for the school year 1925-26, prepared by the research division of the National Education Association and issued as a mimeographed circular by the United States Bureau of Education.
3. An outline of methods of research, with suggestions for high school principals and teachers, prepared by a committee consisting of P. W. L. Cox, Joseph G. Masters, John K. Norton, Ralph W. Pringle, Arthur J. Jones, chairman, and issued as bulletin 1926, No. 24, of the United States Bureau of Education.
4. A study of senior high school promotion plans by J. F. Montague. This study was made as a doctor's dissertation, University of Missouri, school of education, and sponsored by the National Committee on Research in Secondary Education. It has been accepted for publication in abridged form as a bulletin of the United States Bureau of Education.
5. A survey of the attitudes of colleges and universities toward basing college entrance requirements on the last three years of senior high school work, made at the suggestion of the committee by Arthur J. Klein, Chief, Division of Higher Education, United States Bureau of Education.
6. Miscellaneous articles and reviews published through SCHOOL LIFE.

Researches under way and being actively developed by the committee were reported as follows:

1. A study of the junior high school in rural and small school communities by the committee on rural and small high schools has proceeded to the point where statistical data on 135 junior high schools in school communities of less than 2,500 total population have been collected and tabulated. These data cover organization and administration, supervision, extra-curricula activities, provisions for individual differences, guidance, the program of studies and buildings. Additional material on State policies concerned with junior high schools and the legal status of junior high schools has been prepared by W. B. Bliss, of the Ohio State Department of Education, and Dr. J. B. Sears, of Stanford University.

Due to the impossibility of doing field work which was proposed as a supplement to questionnaire data, this study has been delayed, but through the cooperation of several State departments the way has been opened for securing the additional data needed and the study will be brought to completion within the present year.

2. A study of the American schoolmaster is under way by the committee on personnel problems, E. J. Ashbaugh, chairman. This study is being developed by the bureau of educational research of the Ohio State University.
3. A study of the relation between college admission requirements and efforts at revision of the high-school curriculum is under way by Wm. M. Proctor as chairman of a subcommittee of the committee on large and urban high schools. A preliminary study has been made on the basis of material available through Stanford University and the general plans for extending the study to the proportions of a national survey have been made.
4. A study of the comparative reliability of various standard tests or combinations of tests as an index of pupil ability is under way by Wm. C. Reavis, also, as chairman of a subcommittee of the committee on large and urban high schools. Considerable data have been collected from cooperating school systems and a preliminary report was made at the Dallas meeting.
5. A second bibliography of current research undertakings for the year 1926-27 has been compiled by John K. Norton, of the National Education Association, and is in process of preparation for publication in mimeographed form through the United States Bureau of Education.
6. A second bibliography of researches completed during the year 1926 is nearing completion and will be published as a bulletin of the United States Bureau of Education supplementary to Bulletin 1926, No. 2.
7. A comprehensive survey of the high schools of the Southern Association of Colleges and Secondary Schools, by Joseph Roemer, has proceeded to the point where statistical data have been assembled and tabulation has begun. The study will be completed in June, 1927.

At the open meeting of the committee at Dallas on March 2, Dr. Charles H. Judd addressed the meeting on the relation of research to administration. Digressing from his address, Doctor Judd stressed the opportunity which the National Committee on Research had because of its relation to the United States Bureau of Education, to bring about a needed coordination between education and the Federal Government and to stimulate the interest of the National Government in research. Doctor Judd pointed out the happy relationship which exists between industry and the Federal Government in the field of research, mentioning the work of the Bureau of Standards of the Department of Commerce in solving the technical problems of industry. Doctor Judd expressed the hope that through the National Committee on Research in Secondary Education some such relationship could be established with the Federal Government as exists between the Government and the National Research Council.

Mr. F. L. Bacon addressed the meeting, outlining the organization of the new department of high-school principals of the National Education Association. Mr. Bacon invited the National Committee on Research in Secondary Education to present to the directors of the new department such proposals looking toward affiliation of the committee with the department as might seem fitting to the committee. Mr. Bacon also recognized the opportunity that exists through the committee of bringing about coordinate development of research activities in the United States Bureau of Education and nongovernmental agencies engaging in research in secondary education. The present general officers of the committee were reelected to office for the coming year.

Publication sponsored by the National Committee on Research in Secondary Education, Dr. J. B. Edmonson, chairman.

State School Trains City Industrial Teachers

To facilitate the training of teachers in industrial arts for the Baltimore schools, the city school system has established cooperative relations with the Maryland State Normal School at Towson, just outside of Baltimore. The faculty of the State normal school will offer theoretical courses to be given at the State normal school, and the shop courses will be conducted in certain high schools of Baltimore under direction of the city supervisor of manual arts.

School for Training Professional Gardeners

A professional school for gardeners has been opened in the former Castle Eberhard near Bratislava, Czechoslovakia. The course of study covers a year and includes the culture of flowers, vegetables, fruits, and vines. Students must be indentured gardeners. Castle Eberhard has great parks, gardens, greenhouses, vineyards, and orchards.—*Emanuel V. Lippert.*

Instead of the usual county institute in West Chester, Pa., extension classes will be held in psychology of the adolescent child and in nature study. Undergraduate credit will be allowed.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

Blanton, Smiley, *and* Blanton, Margaret Gray. Child guidance. New York, London, The Century co. [1927] xviii, 301 p. 8°.

This volume has been produced to meet a need which the authors find to exist, namely, that while many books treat the problem child, and many describe the possibilities of the normal child, the single phase in which the normal child is the problem—in that each individual child must somehow be led to realize his greatest potentialities—has not been adequately covered. These pages aim to impart a knowledge of the present philosophy of child behavior, and also a definite correlation of this philosophy with the practical details of child-training. The work is based on practical experience with children from the great mid-ground called normal.

Bode, Boyd H. Modern educational theories. New York, The Macmillan company, 1927. xiv, 351 p. 12°. (The modern teachers' series, ed. by William C. Bagley.)

In recent years, the progress of the scientific movement in education has brought out numerous facts and apparent facts which, in their demand for a satisfactory interpretation, suggest strongly the need of a new statement of basic principles. This call to service places educational theory to-day in a position of real leadership. According to Dr. Bagley in the introduction to this volume, scores of well-trained men and women are now seeking and finding a career in this particular field of advanced study and research. The critique of current educational theories, coupled with constructive suggestions, presented by Prof. Bode in this book is therefore timely. He discusses the American tradition of democracy, and the bearings of democracy on education, culture, and the curriculum. He views democracy as a process of continuous readjustment in the direction of a more extensive mutual recognition of interests. Education, according to the author, can not be divorced from social theory. There are only two alternatives in education—the individual must either be fitted to become a cog in the social mechanism, or else must be educated according to some notion of changing this mechanism—and true democracy demands the second plan.

Collings, Ellsworth. School supervision in theory and practice. New York, Thomas Y. Crowell company [1927] xvi, 368 p. charts, forms. 8°.

Lines for the improvement of supervised teaching are presented in this book. The plan here advocated has been experimentally tested over a period of years at the University of Oklahoma, and has also been put into practice in several city schools. The author has found that the teacher left unaided and drawing continually on his or her own reservoir of ideals, may become stale. Teachers are constantly in need of an intelligent helper, a sympathetic friend, and a wise guide. The supervisor performs such a service, and is herself similarly in need of intelligent help and wise direction, since her work interlocks with that of the authorities above her.

Cook, William A. Federal and State school administration. New York, Thomas Y. Crowell company [1927] xvi, 373 p. 8°.

After a short introductory presentation of the school as an institution, the author gives a brief historical survey of the development of public responsibility for education in the United States. This is followed by a description of Federal activity on behalf of education from the beginning. Proposals for further educational activity by the Federal Government, such as the Curtis-Reed bill, are examined. The activities of State and local educational authorities are next discussed, and attention is given to methods and problems of financial support. The book closes with an outline of the general and special divisions of the present school system.

Cox, Philip W. L. Creative school control. Philadelphia, London [etc.] J. B. Lippincott company [1927] ix, 320 p. 12°. (Lippincott's educational guides, ed. by William F. Russell.)

For this study the school is conceived as a laboratory, wherein youth may develop skill in cooperation so that not merely a selected group, but each member of the community, will accept the responsibility for social control. It is expected also that the true citizen will seize every opportunity to act vigorously when his special ability is needed. The author aims to present a clear and consistent philosophy of social education and individual self-expression for boys and girls through participation in the life of the school and its community, making no distinction in value between curricular and extra-curricular activities.

Doermann, Henry J. The orientation of college freshmen. Introduction by John M. Brewer. Baltimore, The Williams & Wilkins company, 1926. 162 p. tables, diagrs. 8°.

Comprehensive educational guidance as an organized endeavor of the college is dealt with in this volume. It first presents an analysis of the problem of freshman orientation, then a description of significant methods of solution of the problem, and finally outlines a comprehensive personnel or guidance program and the means whereby that program is to be made effective. The study is confined to the liberal college, but many of the principles and practices suggested are capable of application in the technical and professional school.

Holley, Charles Elmer. The practical teacher; a handbook of teaching devices. New York, The Century co. [1927] xvi, 306 p. 8°. (The Century education series.)

Following a conspectus of the teacher's job, this book presents a summary and general comments on teaching devices under each of the following headings: Teaching pupils to study, capacity work, interest or motivation, concreteness in the classroom, organization of knowledge, appreciation in the classroom, drill work, improving the pupil's English, individual differences, social and moral aspects of classroom work, recreation and rest. This is said to be a new form of construction for a teachers' manual. The final chapter deals with measuring the results of teaching.

Judd, Charles Hubbard. Psychological analysis of the fundamentals of arithmetic. Chicago, Ill., The University of Chicago [1927] x, 121 p. illus., tables. 8°. (Supplementary educational monographs, pub. in conjunction with the School review and the Elementary school journal, no. 32, February, 1927.)

The investigations reported in this monograph deal with the mental processes of adults and children when they are counting or making the simpler number combinations. The final chapter of the book has a double purpose. It is intended to serve as a summary of the investigations reported in the preceding pages, and is at the same time an attempt to formulate a psychology of the fundamentals of arithmetic in such a way that it can be accepted as a basis for methods of teaching.

Moehlman, Arthur B. Public school finance; a discussion of the general principles underlying the organization and administration of the finance activity in public education, together with a practical technique. Chicago, New York, Rand McNally & company [1927] xviii, 508 p. tables, diagrs., forms. 8°.

In view of the pressing difficulties incident to the present financial situation, the author points out the economic factors involved and presents a study of school finance which is free from theoretical accounting and excessive detail. The book recognizes the impossibility of discussing the financial phases of the school apart from the educational policy involved. Thus the legislative, the executive, and the appraisal functions are included.

Rand McNally & company have also recently published a book by the same author entitled Public school relations; a discussion of the principles underlying informational service in the public schools, and a technique for practical use.

National society for the study of education. The twenty-sixth yearbook: Part I, Curriculum-making: Past and present. Part II, The foundations of curriculum-making. Bloomington, Ill., Public school publishing company, 1926. 2v. tables. 8°.

This yearbook was discussed at the Dallas meeting of the society, February 26 and March 1, 1927. Part I undertakes a description and critical synthesis of curriculum-making, past and present, in American schools and colleges. Part II presents a joint platform for curriculum construction—a general statement of the foundational principles upon which the society's committee on curriculum-making desires to see the next steps taken in the reconstruction of the school curriculum.

Smith, Homer J. Industrial education; administration and supervision. New York and London, The Century co. [1927] xx, 334 p. diagrs. 8°. (The Century vocational series, ed. by Charles A. Prosser.)

Supervisors and administrators of industrial education will find many of their problems handled in this study, which is based on an investigation of the policies, practices, and methods employed by those who now are engaged in this work in the United States. The data were collected mainly through questionnaires answered by 134 officials in 120 cities, and State and Federal agencies of industrial education were also considered. The present usage is so described as to indicate along what lines future progress may best be made.

Webster, Edward Harlan *and* Smith, Dora V. Teaching English in the junior high school. Yonkers-on-Hudson, N. Y., World book company, 1927. xi, 404 p. 8°.

The basic contribution of this book to the solution of the problems of English teaching lies in its exposition of the use of the group method for all phases of language instruction. The old-time lesson, begun, developed, and reviewed in a single recitation period, has given place to the unit of work, which may be executed in a single recitation period, but which more often covers a series of related lessons. Units of work fall naturally in two classes, which the authors have characterized as intensive and extensive projects.

U. S. GOVERNMENT PRINTING OFFICE : 1927

Discuss Contemporary Issues Courageously and Frankly

OLLEGE TEACHING should be objective, dispassionate, thorough, exacting; but it should also be stimulating and courageous and unequivocal in the way it deals with problems of immediate concern. Academic dust is not a necessary element in the atmosphere of the college classroom. Perhaps the major part of college work must be directed toward timeless and fundamental questions, which are controversial only among those who are seeking ultimate truth. It would be absurd to force into a consideration of the nature of matter any contemporary issue irrelevant to the subject under discussion. But there are college courses in plenty wherein contemporary issues are by no means beside the point, wherein if the instructor fails to declare himself upon them, however modestly, however dispassionately, he has really failed. Perhaps the only sure way of making college instruction frank and timely in this proper sense is to get men of force as college instructors. And that leads back again to the ever-present problem of the status of the college teacher and, among other things, his pay. The outcomes of college courses depend partly on the incomes of college teachers. In a large sense the university must grapple with the world, to interpret its meaning and rectify its confusion; and for that we must give to the finest minds the best preparation, full security, and ample leisure for wide contacts.

—*Harvard Alumni Bulletin.*

Civilization Has Become a Matter of Applied Science

EACH OF THESE SCIENCES—physics, chemistry, biology, and, necessarily, mathematics—represents a field of powerful inherent interest. They need therefore to be intensively cultivated because of their intellectual appeal. There is nothing finer than the search for knowledge, as such; and no further argument need be adduced in support of the endeavor to develop the pure sciences. None the less, two potent additional reasons may be cited. In the first place, the scientific spirit, characterized by the objective and disinterested search for facts, is gradually invading other fields—industry, politics, and law. The more solid and adequate the basic sciences become, the greater authority will scientific method win in realms not yet subdued; the more completely the world of physical, chemical, and biological phenomena can be described and accounted for, the more prestige does the scientific attitude acquire as respects other fields. Again, whether we will or no, civilization has become increasingly a matter of applied science. To be sure, science can be and is misapplied, but this is not to be laid at the door of science. Health, transportation, food, education—these are realms of activity that can not be properly managed until more is known. The increase of knowledge upon which human welfare depends comes largely from the laboratories dealing in the most fundamental fashion with the physical and biological sciences.

—*Report of the General Education Board.*

SCHOOL LIFE

Volume XII
Number 9

May
1927

HOME ECONOMICS AIDS IN SOLVING PROBLEMS OF SOCIAL RELATIONS

LIBRARY
★ MAY 13 1927 ★
NATIONAL
EDUCATION ASSOCIATION

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education . . . . Washington, D. C.

U. S. GOVERNMENT PRINTING OFFICE : 1927

CONTENTS

	Page
Conditions Favor Integration of Junior Colleges with High Schools. *Leonard V. Koos*	161
Accrediting Agency for Middle States Secondary Schools. *E. D. Grizzell*	164
Home Economics to Solve Problems of Social Relationships. *Mary Faulkner*	165
A Crusader Spreading the Gospel of Health, Ethics, and Patriotism. *John Hays Hammond*	167
Editorial: Supplying the Lack of Youthful Opportunity	170
Trained Minds Bring Practical Benefit to Mankind	170
Educating a Scanty Population Scattered Over Enormous Area. *The Director, Department of Education, Western Australia*	171
Parent-Teacher Associations Maintain Student Loan Funds. *Mildred Rumbold Wilkinson*	174
Connecticut Americanization Classes Make Civic Pilgrimage. *Robert C. Deming*	175
Buncombe County's Excellent Work for Adult Illiterates. *L. R. Alderman*	176
New Books in Education. *John D. Wolcott*	180
Truants. *Josephine M. Fabricant*	Page 3 of cover
Examinations to Measure Assimilation of Knowledge. *A. Lawrence Lowell*	Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

New Club Rate.—Subscription to SCHOOL LIFE, for 50 copies or more sent in bulk to one address, will hereafter be 35 cents a year each.

// SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education,* JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., MAY, 1927 No. 9

Conditions Favor Integration of Junior Colleges with High Schools

New Problems Precipitated by Rapid Growth of Junior Colleges. Distribution Should Serve Best the Youth of Entire State. High Schools Have Absorbed Certain Former College Subjects. Two Years Not Enough for a Separate Educational Unit. Appropriate Line of Cleavage About Middle of College Course. Integration with High School Will Prevent Deplorable Waste

By LEONARD V. KOOS
Professor of Secondary Education, University of Minnesota

RAPID INCREASE in the number of junior colleges continues. The growth may be illustrated by the public junior colleges—those maintained as parts of public school systems. With these the writer has kept in somewhat closer touch than with other types. The number of these for the country as a whole in 1922 was placed at 46. Although no accurate count has been made since that time, the scattered evidence from various sources gives one the assurance to estimate that in the intervening years this number has mounted to a figure somewhere between 80 and 100. That is, the number of public junior colleges has probably nearly doubled.

Activity Greater in Atlantic States

The increases are geographically widespread, this upward extension finding place in some States where there were no such units in 1922. However, most of the increment was in States and in sections of the country in which the movement had already made its most promising beginnings. So far as actual establishment is concerned there has been less development in States on and near the Atlantic seaboard than elsewhere, but discussion and activities in a number of eastern communities are anticipative shortly of more examples of the movement than have so far made their appearance.

Other types, also, of junior colleges have been on the increase. This has been particularly true of units on private foundations, but one may well believe that the types on State foundations and the branches of higher institutions have made some gains. We are probably not far from correct when we assume that, all told, junior colleges of types excluding those which are lower divisions of universities and colleges, now number between 250 and 300—perhaps more—where in 1922 there were approximately 75 to 100 fewer.

More Universities May Relinquish Junior Colleges

This does not take into account the increasing consciousness in our universities of the natural line of cleavage at about the mid-point of the four-year college period. Although, so far as I am aware without having made special inquiry on this score, no university in addition to the six which had already done so by 1922 has instituted the junior-college division, it is being considered in a number of others. In fact, some very estimable institutions are rapidly approaching committal, if they have not already been committed, to ultimate relinquishment of the work of the first two years, while still others, casting about for means of relief from overcrowded facilities, are considering the removal of freshmen and sophomores to other campuses.

This Growth and the Problems Precipitated

This continued growth of the movement is evidence that it must be taken seriously; that we must give consideration to questions and problems arising as to proper policies to be pursued in developing junior colleges both by those immediately in charge or by the standardizing agencies whose recommendations or mandates are influential in control. Whenever this is done one is confronted by a host of such problems. These may be illustrated by reference to those recently mentioned to the writer by a representative of one of our educational foundations who had only shortly before made some contact with junior colleges in California, the State in which they have had their most vigorous development.

As I recall the conversation, the problems related to questions of (1) financial support, (2) the source of the student body, (3) the curriculum, and (4) the relations of the junior college to other units in the school system—that is, the organizational problem. I quite concur in the judgment that these are all vital problems. It will, however, be impossible to discuss all at length within the scope of this paper, or even to mention the multitude of additional problems. Therefore, after having made clear the meaning of the first three in

Publication sponsored by National Committee on Research in Secondary Education, J. B. Edmonson, chairman. The article is substantially similar to a paper presented before a conference on the junior-college movement held November 12, 1926, in connection with the celebration of the hundredth anniversary of the founding of Western Reserve University, Cleveland, Ohio.

43556°—27——1

order, attention will be given over more extendedly to the last in the list.

(1) The financial problem referred to arises from the fact that junior-college work has sometimes been established in communities with assessed valuations too small to allow for the vigorous development of the unit. There may be resources from enough at hand to make a modest beginning with a small enrollment, but far from enough to guarantee a strong unit even with as generous a policy of State support as can be justified. The policy should be to encourage establishment of junior colleges only where adequate resources are at hand without crippling the lower schools, whose interests must always take precedence, and to discourage establishment elsewhere. The essence of the problem is that of locating the line of division between these two groups of communities. The problem is still an important one after a generous program of State aid has been instituted.

Proper Distribution Requires Careful Study

(2) The problem of the source of student body is the double one involving (*a*) the determination of the size and kind of community from which the minimum desirable student body (in numbers) may be recruited, and (*b*) the proper distribution of junior colleges to serve best the youth of the entire State who will seek opportunities for education on this level. In the early stages of such a movement it may be advisable to assume a laissez faire policy which gives latitude for local experimentation, but with the present large development in some States, it is imperative to consider how we may make the facilities available with an eye to "economy and efficiency" in the State as a whole. Decision on this important question can not be intelligently made without extended investigation, involving the compilation and interpretation of facts concerning the distribution and tendencies of high-school enrollment and college attendance, local and general, facilities for the transportation of students, the needs of residence facilities for students coming from areas where the provision of junior-college work can not be justified, etc.

Must Provide Completion Curricula

(3) The problem of the junior-college curriculum is one of great complexity and even greater moment. This problem is, like the preceding, also dual in nature. It is, concisely, that of serving adequately the needs of students who will continue their training on higher levels—what I have designated elsewhere as the "isthmian" function—and of those who will not, can not, or should not go on to these higher levels. It is quite proper that the recommendations of the universities and colleges be given respectful consideration for the former group of students. It is nevertheless manifest that to some extent these higher institutions are mapping out curriculum demands compliance with which is to some extent inimical to the discharge of what must be a major responsibility of the junior college, the *completion of the general education* of those who survive to this level of training. Where specialized departments and schools of the university are permitted unrestrictedly to set down the requirements for entering upon work in their fields in the senior college, they are sometimes prone to make too great inroads on this purpose of the period of secondary education of which the junior-college years are a part. The danger is even greater where the needs of those not going on beyond the junior-college level are concerned. Although it is only natural that one of the first concerns of those in charge of junior colleges is to "make good" with the higher institutions, the responsibility of providing for this second group is certain to loom larger and to call for the highest type of constructive ability. To respect the traditions of the four-year colleges and professional schools in outlining and prescribing work for this group of students will tend to defeat the purposes of education for them.

The Organizational Problem

(4) The fourth problem referred to above, the organizational relationship of the junior college to other units in the school system, is precipitated, if for no other reason than that, in certain communities, there has been the effort to extend the junior college upwards to include two more years and thus to compass the four-year college. Consideration of this problem, to which the remainder of this paper is devoted, may well be approached by considering the acceptability of the separate two-year junior-college unit.

Chief among the arguments that are presented for separation of public junior colleges from the grades of the high school below are three—the advantage in "selling" the junior college to the community, encouragement of the development of what is referred to as "college life," and safeguarding the standards of work.

(*a*) There is the feeling on the part of parents of some prospective students where the work is provided in connection with the high school that it can be "only more high-school work anyway" and that, therefore, it is not worth their children's time to attend, especially if they can afford to send them to "college." While the best view that can be taken of the work of the first two college years is that it is secondary and not higher, it may be expedient, in order to secure all desirable encouragement of the new unit in some localities, to effect at least partial separation until the tradition of attending the local junior college has been established.

(*b*) Not unrelated to this argument is the second, having for the most part to do with the absence of the activities and relationships associated with student life in the four-year colleges. These are especially lacking in a junior college during its first years of existence while the enrollment is too small to encourage their development.

No Group Monopolizes Mediocre Standards

(*c*) The third arises from a misgiving that standards of work will be lowered by "contamination" by those of the high-school grades below. Doubtless there are situations in which associations with these high-school grades can thus affect the standards of work, especialy at a time when the schools are still baffled as to what to do with the wider distribution of ability and capacity which has accompanied the recent great influx of the population into our secondary schools. But after extended visitation of class work on the junior-college level in the junior colleges themselves and in a number of colleges and universities I am convinced that the problem is not inherent in and typical of junior colleges associated with high schools and that junior colleges as a group do not have a monopoly on work of mediocre standards.

The fear expressed in this argument is based largely on the traditional misgiving in the college concerning whatever relates to the high school. In fact, one may summarize all these arguments for separation by saying that they are prompted by the mere tradition of separation of college from high school, and are not of the more fundamental character of the considerations supporting integration of junior-college with high-school work now to be reviewed. They have at most a temporary significance only.

Considerations Favoring Integration with High-School Grades

(1) A type of evidence favoring integration of the junior college with the grades and work in some other unit of the full school system is our luckless experience with other two-year units like the two-grade junior high school and the normal school. It becomes increasingly apparent that the junior high schools, including only the last two grades of the eight-year elementary school, are not often provocative of real reorganization and that to make reorganization effective it is necessary to include one or more grades

of the high school above. Our normal schools had scarcely relinquished the high-school grades below before they began to extend upward toward the four-year college status. The two-year period appears to be too short a one in which to render the kind of service to society which is called for.

Cities Ambitious to Maintain Colleges

This movement to extend upward is at work on the junior college in certain communities. This has often been stimulated by the "booster" spirit which would like to be in a position to boast that "we have a four-year college in our city." This movement is encouraged by the efforts to secure for the public junior college an organization and a housing distinct from that in the high school below, since such separation is respectful of the collegiate tradition. The university and other standardizing agencies that urge separation will have themselves to thank if any large proportion of the junior colleges achieve the four-year status. At the least they can be held accountable for a tactical blunder in encouraging the growth in the number of institutions offering work on the senior-college level. The critical and growing opinion is that we have too many rather than too few of these.

Incidentally, the establishment of junior college "branches" of the university should be regarded as unacceptable, except temporarily, because these branches will be prone also to aspire to upward extension beyond the junior-college level.

Advancing Age of College Entrants

(2) There are, however, much more fundamental reasons for the integration of junior college with high school. These are provided by facts in the trend of reorganization of secondary and higher education during the past hundred years which have been set forth at length elsewhere [1] by the writer and only brief reference to which can be made here. The trend is shown in the advance in age of the college entrant, an advance that may be illustrated for Harvard, the average age of whose freshmen increased by fully two years from about 1830 to 1880. In harmony with this advance in age was the increase in admission requirements which, during three-fourths of a century, expanded from the approximate equivalent of seven or eight present-day units to twice the number, or by about two years of work. This increment was largely inherited from the college curriculum in which subjects and courses experienced a steady depression to lower and lower levels. For instance, beginning algebra and geometry, prescribed for college freshmen until past the middle of the nineteenth century, became materials of instruction in the high school; and general chemistry and physics, formerly required of college juniors and seniors, are now available, in enhanced rather than diluted form, to students of the same classification in the lower school.

High School and Junior College Similar

The downward shift is so notable as at first to seem hardly credible. Other salient features of the trend are the far-reaching modification of college curricula from those fully and rigidly prescribed (at the opening of the period) to prescriptions only in the first two years with the requirement of specialization through the major system in the last two years (toward the end of the period); the appearance of two-year and three-year preprofessional curricula and allied changes in the colleges of liberal arts; and the shift of enrollment, especially in the last two years of the four-year college period, to units and institutions offering professional curricula. These changes are all of a piece—links in a single chain of evidence leading to a conclusion of the appropriateness of a line of cleavage somewhere near the middle of the present college course and the essential similarity of the purposes of education in high-school and junior-college years.

Distressing Waste in Overlapping

The inheritance by the high school of courses formerly given only in the college leads one to expect a large amount of overlapping in their curricula. The expectation is fully corroborated by the results of careful inquiry. This duplication may be regarded in two ways. In the first of these the two institutions concerned give courses more or less identical, such as beginning modern foreign language and first courses in chemistry. The large extent of identity argues that the division between high-school and college work is arbitrary and illogical, that our present boundary line between schools cuts across a field of learning essentially inseparable. If the work in the high school is secondary, most of that in the first two college years is likewise secondary. In the second, there is actual repetition by the individual student in the college of what he has already covered in the high school. This is a deplorable waste and arises primarily from the fact that the courses are taken in two separate institutions, the upper of which is not sufficiently cognizant of what is going forward in the lower. The separate junior college will tend to perpetuate this condition. Avoidance of repetition and the working out of a reorganization of courses bringing with them proper sequences can not come until all work of a similar sort is brought into a single integrated period of secondary education.

Integration Means Economy of Time

Integration in the way here referred to may hasten the feasibility of the kind of economy of time that will ultimately shorten the full period of secondary education by a year or more. It will certainly hasten the abbreviation of the period for superior students, for whom this type of economy of time is more unquestionably desirable. This is discouraged by the distribution of these school years to too large a number of distinct units. The question of whether the full period can be shortened for other students even in an integrated secondary-school period can hardly be answered without more opportunity for experimentation.

(3) Another consideration supporting organizational integration of junior-college with high-school years is associated with the need of an adequate program of guidance. The full period of secondary education from the seventh grade through the second college year is that in which the population is being distributed to occupational life or to the opportunities for training for occupational life. It is the feeling of the writer that one significant explanation of our failure to discharge more efficiently this important obligation, is the fact that this period has been divided among three different types of institutions: the elementary school, the four-year high school, and the college.

Increases Efficiency of Instruction

(4) The last consideration supporting integration to be mentioned, among a number which have not yet been cited, is one of a different type. It has to do with one phase of the organizational problem where the instructional staff and the curriculum are joined. It refers to the proper assignment of teaching responsibilities. Separation of the junior college from the upper high-school years often operates, except in the largest junior colleges, *either to restrict the offering or to encourage improper assignment of courses to teachers.* With only a two-year vertical range of work in many subject fields a full-time specialist in each of them can not be employed. The subject fields suffering most from this restriction are certain of the natural sciences and economics, political science, sociology, and history. In small junior colleges it is likely to apply to any field. In consequence, the work is not offered or those are assigned to it who are not adequately equipped for it. Integration of the junior college with at least the upper years of the high school, because of the

[1] The Junior College. Research Publications of the University of Minnesota. Education Series, No. 5, 1924. Chapters XV–XXVII. Also more briefly in The Junior-College Movement. Ginn & Co., 1925. Chapter VII.

representation of these fields in those years, makes it possible to assign work with much greater regard for the instructor's special preparation. Incidentally, it will elevate the standards of teacher-preparation for these upper high-school years.

Six Elementary, Eight Secondary Grades

The grouping of grades to be followed in working out the integration thus called for must take cognizance of the downward extension of secondary education already accomplished through junior high-school reorganization. This gives us, with the junior-college years, an eight-year period of secondary education. The grouping of the 14 grades (including six elementary grades) increasingly favored in theory and now beginning to be realized in practice is the 6–4–4, which would give us a six-year elementary school, a four-year junior high school, and a four-year senior high school or junior college. Even at first thought this grouping seems more sensible and logical than the unwieldy 6–3–3–2 grouping that both downward and upward extension of secondary education promised at first to bring us. It is much more acceptable when supported by the considerations of integration of the junior college with the high school as these have just been reviewed. It may be that the two units into which this longer secondary-school period is to be divided will not be of equal length. This may transpire whether or not the full period is shortened by a year or more for the average student. Whatever is done, we may judge from the foregoing considerations that the junior-college years should be worked out in integration with one or more high-school years below.

Need of Appreciating Significance of the Movement

A real obstacle to junior-college development along desirable lines is to be found in a lack of vision in many quarters of its full scope of function. To many it is little more than just another plan to get the first two years of college work, with perhaps the additional advantage over the other institutions where this work may be taken of its being more generally available at lower cost. The dominant view at present is that of regarding and evaluating the movement almost solely by concepts and criteria established in tradition. It is essential to the service to be rendered to American education by the junior-college movement that it be regarded not with the bias imposed by the conventional organization, but rather in the light of all its possible significance in the reorganization of our system of schools. Its acceptable purposes will go far toward showing the way to the solution of the host of problems with which the movement teems.

Accrediting Agency for Middle States Secondary Schools

Policies and Administrative Procedure Adopted at Meeting of Commission on Secondary Schools of Association of Colleges and Secondary Schools of Middle States and Maryland. State Committee for Each State

By E. D. GRIZZELL
Chairman of the Commission

THE COMMISSION on Secondary Schools of the Association of Colleges and Secondary Schools of the Middle States and Maryland met on April 2 at the Hotel Pennsylvania, Philadelphia. The membership of the commission consists of Dean Herbert E. Hawkes, Columbia University; Dr. George William McClelland, vice provost, University of Pennsylvania; Prof. Radcliffe Heermance, director of admissions, Princeton University; Dr. L. L. Jackson, Assistant Commissioner of Secondary Education, New Jersey State Department of Education; Miss Miriam A. Bytel, head mistress of St. Mary's School, New York City; Dr. John H. Denbigh, principal, Packer Collegiate Institute, Brooklyn; Mr. Thurston Davies, head master, Nichols School, Rochester, N. Y.; Dr. Richard M. Gummere, head master, William Penn Charter School, Philadelphia; Dr. William A. Wetzel, principal, Senior High School, Trenton; Dr. David E. Weglein, superintendent of schools, Baltimore; and Dr. E. D. Grizzell, University of Pennsylvania, chairman.

The entire commission was present at the meeting and a definite statement of policy and general administrative procedure was formulated and adopted. The commission adopted a State committee plan similar to that used by other accrediting associations. Each State committee will consist of a resident member of the commission, a public high-school principal, a private secondary-school headmaster, a registrar or director of admissions of a higher institution, a professor of secondary education, a member of the State Department of Education in charge of secondary education, and the chairman of the commission, ex officio. New Jersey, Delaware, Maryland, and the District of Columbia will each have a State committee as indicated; New York and Pennsylvania will each have two State committees, the State department official and the chairman of the commission serving on both committees. This modification of the State committee plan for these two States seems desirable because of the large number of schools in each and their wide geographical distribution.

Because of the great increase in college and university enrollment within the past few years, there is imperative need for an accredited list that will aid the secondary schools in establishing contacts with higher institutions. The demand for a reliable list of accredited schools is coming from higher institutions with greater force each year. There is need also for an active agency to study the problems confronting the secondary schools of the Middle States territory. The commission hopes to function in the three-fold capacity of an agency for (1) articulating secondary and higher schools, (2) establishing and maintaining an accredited list, and (3) promoting research for the solution of problems in secondary education in the region represented by the association.

A central office has been established for the commission and placed in direct charge of the chairman. Much preliminary work has been done. A complete directory consisting of 3,393 public and private secondary schools has been compiled. This large number of schools reveals the extent of the problem of accrediting in this territory. The commission plans to proceed at once through the central office in establishing contacts with the schools. Information concerning any phase of the work may be obtained by communicating with the chairman of the commission on secondary schools, 109 Bennett Hall, University of Pennsylvania, Philadelphia.

WE RECOGNIZE the great service which the United States Bureau of Education, with meager financial support, renders the cause of education in so many fields. Until some better agency for this service has been established by Congress, we urge such appropriations for this bureau as will enable it to perform effectively the great and important functions for which it was created.—*Resolution adopted by the Department of Superintendence, National Education Association.*

Home Economics to Solve Problems of Social Relationships

New Requirements and New Aims Developed in Reorganization of Department of Baltimore Public Schools. Emphasis on Simple Habits of Usefulness in the Home and on Foods in Relation to Health

By MARY FAULKNER

Supervisor of Home Economics Education, Baltimore Public Schools

HOME ECONOMICS education in Baltimore has made rapid progress within recent years. Out of the old type—domestic science and domestic art, narrow in its scope and outlook, with the main emphasis placed on skill in cooking and sewing—has developed, since the Strayer survey of 1921, a department which has many interesting features both in requirements and in its aims.

Baltimore is essentially a city of homes; possibly no other city in this country of this size is stressing home economics education to the same extent as the public schools of Baltimore. Home economics is a required subject for all girls from the fifth grade through the tenth grade.

In the fall of 1925 the Baltimore course of study in home economics for elementary schools, junior high schools, and senior high schools was completed and ready for distribution. This was the result of months of work of committees formed from the home economics teaching staff. Their aim was to make these courses suggestive and more or less elastic, so that they could be adapted to the needs of the varying communities.

The work planned for the fifth and sixth grades is intended to meet the needs not only of the average child of fifth and sixth grade age but also of the girl who, for various reasons, leaves school at an early age to enter employment. In Maryland the number who receive working permits is large. Housewifery and simple habits of usefulness in the home and training concerning food in relation to the health rules are especially stressed. The dominant thought in the food work in these grades should be, "What foods are needed by children of this age in order that they may grow and be strong?" Clothing work consists of simple projects adapted to the interests of the children at this period of development. Work which requires close application and fine, exact motions is physiologically objectionable. The spirit and motives of home economics teaching should differ in these grades from that of the junior high school. Two 120-minute periods per week are allowed for this work.

Standard equipment for a kitchen laboratory

Unit kitchens for advanced students

The purpose of the home economics studies in the junior high school is to help the girl as a member of her home and community solve her problems in social relationship; to develop the girl's interest in her home, its function and organization, and to give her ideas and ideals as a basis for home membership and the possible foundation of a home of her own; to develop standards and judgment in the selection, purchase, care, and use of clothing; to give her sufficient information about good food habits; to guide her in her plans for daily living through right opportunities for work, amusement, education, wise saving and spending. Time allowed, two 80-minute periods per week.

Advanced Work in Higher Grades

The tenth-grade course is two 45-minute periods per week. The student is allowed to decide whether she will take foods and cookery or clothing and textiles; if she majors in home economics in the eleventh and twelfth grades, her choice in the tenth grade determines what her major subject in home economics will be in the last two years of high school. The major courses in home economics are elective. The work becomes more advanced and scientific. Usable products of a standard more nearly approaching the standards of adults are produced and

greater opportunities offered for training in the occupations of home making, child care, and industrial vocations related to home-making subjects.

The above program is made possible by the model apartments with which all of the junior and senior high schools are equipped, and the well-equipped food and clothing laboratories, including the unit kitchens, which are in all of the new high schools, six in number. The model apartment includes living room, dining room, bedroom, kitchenette, and bathroom. It is furnished attractively, though not extravagantly. Its purpose is to give the girl training in home making with as natural home surroundings as possible. The students not only enjoy the classes in home management, but they are most reluctant to give up the work at the end of the ninth grade.

All high schools have model apartments

The department is giving a series of objective tests, the results of which, it is hoped, will determine the effectiveness of the new course of study. Modifications of the course will be made from the results obtained from these tests.

Home economics education does not end with the program which has just been described. There is very close cooperation between the home economics department and the school cafeteria, as well as the other departments in the school, such as art, history, etc. The school cafeteria, which is under the supervision of the home economics department, carries on an educational program through the school paper, interesting posters, a careful supervision of trays, and suggestive hints as to the choice and selection of the school lunch from the daily menus, which affects all the students of the school, both boys and girls, and makes the work of great value to all. The home economics student clubs, which are very popular, also stimulate interest and help to carry the work across.

Games and Equipment for Rural Schools

Indoor and outdoor games, most of them of such a character that a number of children can participate at one time, are described in a recent publication of the Interior Department, Bureau of Education, entitled "Games and Equipment for Small Rural Schools." Supervised playground activities are assuming increasing importance in educational work, and this leaflet, prepared by Marie M. Ready, assistant specialist in physical education in the bureau, and published as Physical Education Series No. 8, will be of assistance to the teachers to whom it is addressed. Diagrams of simple equipment and general suggestions concerning preparation of playgrounds, with selected bibliography, add to the value of the publication.

Dominion-wide competition in the beautification of school grounds has been inaugurated by the Canadian Horticultural Council. The purpose is to add to the enjoyment and stabilty of country life by stimulating interest in horticultural development, particularly in rural sections. In Ontario the Province has been divided into three districts, in each of which a silver trophy valued at $50 is offered.

Superintendents' Commission on the Curriculum

The fourth curriculum study of the department of superintendence, National Education Association, was launched at a meeting of the department's commission on the curriculum held at the National Education Association April 11 and 12. In the past three years the commission has prepared studies on (1) research in constructing the elementary school curriculum, (2) the Nation at work on the public school curriculum, and (3) the junior high - school curriculum. This year's study will be on the senior high-school curriculum.

Members of the commission who attended the April meeting are: John L. Alger, Frank W. Ballou, Edwin C. Broome, Arthur Gould (representing Mrs. Susan M. Dorsey), Charles H. Judd, Harold O. Rugg, Paul C. Stetson, A. L. Threlkeld, and John W. Withers.

The commission voted to appoint subcommittees to conduct separate studies in preparation for the 1928 yearbook on the senior high-school curriculum. Each subcommittee will have a superintendent of schools as chairman. In addition to the chairman it will include a college professor who is a specialist in the field that is studied, a high-school principal to be named by the National Association of High School Principals, and two other members to be named by the chairman of the subcommittee.

The following subcommittees will be appointed before the Seattle convention of the National Education Association in July: (1) Needs of American adolescent youth. (2) Objectives of secondary education. (3) Study of curricula found in American secondary schools. (4) Relationships between high school and college. (5) Appropriateness of high-school courses for pupils not going to college. (6) Differentiation of curricula for pupils of different levels of ability. (7) Relation of counseling to secondary curriculum. (8) Curriculum problems of the small high school. (9) Study of the senior high-school teacher. (10) Evaluation of extra-curricular activities in the secondary school. (11) The junior college with reference to the curriculum problem as it centers around orientation courses.—*Selden Carlyle Adams, Assistant Director, Division of Publications, National Education Association.*

American education week will be observed this year from Monday, November 7, to Sunday, November 13, inclusive. The American Legion and the National Education Association are cooperating to arrange the program.

A Crusader Spreading the Gospel of Health, Ethics, and Patriotism

First Benefit of Citizens' Military Training Camps is to Expose Physical Defects. Many Common Faults are Wholly Cured. Order and Obedience to Constituted Authority Among Best Lessons Learned

By JOHN HAYS HAMMOND

THE WAR OFFICE or the military factor of a nation is universally portrayed in the guise of Mars, but it was left to the War Department of the United States to play the rôle of crusader, a rôle that minimizes the ruthlessness of the god of war and submerges it in the more inspiring occupation of spreading the gospel of health, ethics, and patriotism. This is accomplished chiefly through the medium of the citizens' military training camps.

Important Result is Physical Upbuilding

The camps affect the health of the young men of the country both directly and indirectly. There are in all sections of the States a great number of youths who are suffering from various physical disabilitics. Many of these disabilities are not apparent and serious illnesses result that might have been prevented. When a young man applies for admission to a citizens' military training camp he must be first of all of good moral character and physically fit. There are certain disabilitics that can be waived, inasmuch as a month's training in camp may be just what is needed to rectify such defects; but if not, the young man or his parents have been warned of his condition and may take steps to remedy the matter. Common faults that are corrected in camp are overweight, underweight, and postural defects. Military training puts the corrective finger on physical disability; it prevents curvature of the spine, lifts chins, protrudes chests, and pulls in abdomens; it teaches one to walk with head erect, to breathe properly, and to look the other fellow in the eye—an attribute that inspires the confidence of others.

Regular Habits for Every Boy

In many American homes boys are reared with some regard to system, arising and retiring at definite hours, eating regularly and properly and, in general, living a normal healthy life. However, this is not true of every home. But in camp, every boy arises early, eats good, wholesome food at regular hours, and retires early after rounding out a day with systematic drill and athletics and work well balanced with play.

Wholesome Discipline Fosters Self-Development

The ethical lessons learned in camp are many and varied, but possibly the one that deserves to be mentioned first is that of order. Military precision is synonymous with order, for the individual must have a true conception of his relation to the whole. This uniformity must be of the body as well as of the mind. The citizens' military training camp student must be neat in dress and clean of body, and his equipment must be spotless. He must of necessity be mentally alert if his body is to act in unison with many others. Ability to think for himself is developed along with necessity for recognizing rightful authority, following directions implicitly, and carrying out such orders with promptness and exactitude. A common adverse criticism of military training is that it hampers self-development; but is this true? On the contrary, it encourages self-development, but always in relation to others; whereas, self-assertion and self-direction are too often carried to excess by well meaning but misguided people.

There is something about the American spirit that rebels against restraint and the lesson that we find most difficult to

Athletic contests are outstanding features of camp life

Inverted pillow fights conduce to hilarity

learn is that perfect freedom is absolute conformity to law. Obedience is, therefore, the second in importance of the lessons learned at camp. The young man discovers that discipline works both ways—a man who can not discipline himself and is not amenable to discipline can not discipline others. This is a fact that proves difficult to master, but once learned it is of inestimable value.

A by-product of order and obedience is courtesy or consideration of others which, after all, is the basic law of etiquette. Mothers find that boys return from a month's living in the open with a better idea of how to live within the confines of a home, and that whereas "to live" is important, "to let live" should not be overlooked.

Competition Subordinate to Cooperation

Scholarships awarded by educational institutions of good standing and prizes for athletic prowess, drilling, and similar activities keep alive the spirit of competition and stimulate and arouse ambition, but underlying these is a realization that while the spirit of competition is most desirable, it must be kept subordinate to cooperation. Initiative or capacity for leadership is worthless if the possessor has never learned to cooperate.

Once the young man has built up a strong, healthy body, equipped with a clear, alert mind, what is his relation to the State? Unfortunately, there are those who would have us believe that the product of the citizens' military training camps is merely so much cannon fodder. It is true that the day may come when he will be asked to render military service in defense of his country, but attendance at these camps does not constitute any present or future contract of enlistment in the Army of the United States, or any other military obligations. But, in the event of a national crisis, the untrained soldier's life is doubly wasted, for it is lost unnecessarily and its expense is futile. Universal peace is a noble aspiration, but it is an aspiration, and to date no practical guarantee against war has been found. It is generally conceded that America's great wealth proves a strong temptation and the danger from nations with predatory instincts must be taken into consideration; but it is improbable, if not admittedly impossible, that our national conscience would permit the growth of militarism. As a matter of fact, a month's actual experience in wearing a uniform, obeying orders unquestionably, and conforming in every way to military control does not tend to develop an eagerness for war. On the other hand, we prefer to believe that the famous utterance of Charles Cotesworth Pinckney, "Millions for defense, but not one cent for tribute," still carries weight. For free education and other advantages afforded youth, the Nation may expect something in return, and surely this Land of Opportunity is worth defending.

Who Serves His Country Serves Himself

While in attendance at a citizens' military training camp, many boys realize for the first time just what is their importance in relation to the State. Formerly, they thought of themselves as

And peeling onions has its cheerful side

Swimming meet at Camp Del Monte, Calif.

members of their respective families or local groups and, in many instances, were desirous of breaking the bonds that held them. While in camp, meeting men from all walks of life, through comparison with others they begin to appreciate the influences—good or bad—that are to be found at home; a better sense of values is acquired; they develop a sense of citizenship, a realization of its privileges and obligations; and the significance of constitutional government is impressed upon them. In other words, the young man who attends the citizens' military training camp realizes that the State is composed of individuals and that its worth is commensurate with their worth, but that its integrity must be retained at any cost, and that he serves his country best who rightly serves himself.

Americans Invited to the French Memorial Celebration

Philippe Pinel, the great French alienist, died a hundred years ago. The centennial will be commemorated on the occasion of the annual meeting of the French Congress of Neurology and Psychiatry, May 30 and 31, in Paris. The centennial of the birth of Edme Felix Alfred Vulpian, another distinguished French alienist, occurs at the same time, and it will be similarly celebrated beginning May 28.

The dual celebration is under the high patronage of the President of the Republic. The Ambassador of France extends the invitation of the Medico-Psychological Society of France to academies, faculties, and learned societies in the United States to send official delegates.

English Schoolboys Make Tour of Australia

Forty boys, from about 30 secondary schools in England, returned recently from a five-months tour of Australia. While in that country they visited the large towns, sheep farms, fruit farms, gold mines, and the group settlements that are a feature of Western Australia, and other places of interest, including Canberra, the new Federal capital.

The tour was organized by the school Empire tour committee, and expenses were borne by the parents. The whole party had the experience of a lifetime. On their return the boys were welcomed by a distinguished party, including the High Commissioner of Australia and other officials. Offer of a prize for the best diary emphasized the educational value of the tour to the boys.

Nine Months Assured for Oklahoma Schools

The Oklahoma Legislature at its recent session appropriated $3,000,000 for the relief of weak schools of the State. This gives $1,500,000 a year for the extension of the school term. We had 1,200 schools in Oklahoma last year with a term of six months or less. This appropriation practically insures a nine months' school term for every district in Oklahoma.—*J. L. McBrien, Central State Teachers College.*

Department of superintendence, National Education Association, will next meet in Boston, February 25 to March 1, 1928, both dates inclusive.

Fewer Hours of Teaching in Harvard College

The faculty of arts and sciences has sanctioned what may prove to be the most noteworthy development in the college since the general examinations and tutorial instruction were introduced. The amount of teaching is to be cut down. From the Christmas recess until the mid-year examination period, and for about three and a half weeks before the final examination period, lectures and other classroom exercises will cease in many courses and only seniors will be tutored.

The new plan will be applied only in those divisions and departments which see fit to adopt it and only to those courses which the division or department concerned shall indicate. It will not be applied to courses regularly open to freshmen; nor to courses conducted by the method of classroom discussion, unless the instructor so desires; and it will not prevent the holding of section meetings or conferences in charge of assistance. In divisions and departments which adopt the plan all tutoring will cease between the Christmas recess and the beginning of the second half-year. In May, however, seniors about to take their general examinations may be tutored. There is to be no diminution of the work required of students, either in their courses or in their preparation for the general examinations. For the periods during which formal instruction is suspended both course instructors and tutors will assign reading; and the work of the "reading periods" will be tested, not only in the general examinations but in the course examinations as well.

Two main considerations moved the faculty to its decision. It believes that the teaching staff has too much to do and that the students will profit by less instruction and more independent study.—*Prof. Henry A. Yeomans, in Harvard Alumni Bulletin.*

Epitome of American Educational Practices

"Education in the United States of America" is concisely set forth in a publication prepared under the direction of John J. Tigert, United States Commissioner of Education, for the recent Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation. The pamphlet contains 75 pages and is attractively printed. While the limited edition lasts, copies may be had upon application to the Commissioner of Education, Washington, D. C.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

MAY, 1927

Supplying the Lack of Youthful Opportunity

NEVER BEFORE in the world's history has such earnest and widespread effort been put forth to carry the blessings of education to men and women who were denied full opportunity for schooling in their youth. In our own country "elimination of illiteracy" has become a slogan to conjure with.

Excellent work has been done with this end in view in every part of the United States. Connecticut, New York, Kentucky, North Dakota, California, Oklahoma, and North Carolina are conspicuously active, but many other States are doing fully as much.

The teaching of illiterates is, to be sure, only a part of adult education. Any organized effort directed to the mental improvement of adults and conducted by an established educational agency properly comes within that term. But the mature man who can not write his own name and can not read a letter from his absent children is a pathetic figure which appeals to the sympathy of fortunate mankind; and in the popular view the work in his behalf overshadows the more extensive but less spectacular work for the further improvement of those who have already received a reasonably good education.

Illiteracy among native citizens of the growing generation is a negligible quantity in most of the States of the Union. Compulsory education laws, public sentiment for school attendance, and intelligent restriction of immigration will probably leave little illiteracy for our children to combat. But in the meantime we have much more of it than is good for us.

Mr. Alderman's paper in this issue describes an exceedingly interesting phase of the work that lies before us. Perhaps the unselfish work of devoted women should never be necessary to initiate an undertaking of the sort described; but the fact remains that many of the best things in American education have been assumed by public officers and at public expense only after private enterprise has shown the way. Let us be thankful that we have among us so many who are ready and willing to be pioneers for the public good.

Our burden of illiteracy is heavy, and it will abide with us for many years, at best. But it is light compared with the load which is borne by peoples in other parts of the world. India, China, Brazil, and Soviet Russia are attacking problems in comparison with which ours seems insignificant.

Trained Minds Bring Practical Benefit to Mankind

PHILOSOPHICAL foresight can show no greater practical triumph than the successful establishment of the reindeer industry in Alaska. If the intellect of William T. Harris, teacher, philosopher, and United States Commissioner of Education, had achieved nothing else, the results of that enterprise already obtained or in reasonable prospect of attainment would be enough to give him a place among the benefactors of mankind. The full development of the industry is still in the future. It has made only a beginning, but that beginning is such that none can doubt the beneficence of its effect.

Doctor Harris did not first conceive the idea of transplanting reindeer from Siberia in Alaska, nor was he by any means the only active mover in bringing about that achievement. But it was his comprehensive mind that first realized the full significance of the proposal and it was his convincing arguments that aroused the enthusiasm of others in its support.

Many Government officers on duty in Alaska in the early days were undoubtedly aware that the Siberian Chukchees were in better condition than the Alaskan Eskimos, and probably some had observed the reason. Charles H. Townsend, then a young naturalist, was sent to Alaska in 1885 by the United States Commissioner of Fisheries to gather certain data relating to seals, cetaceans, the fisheries, etc. A portion of his voyage was made on the U. S. S. *Corwin*, of which Capt. M. A. Healey was in command. In his report, made in 1886, Mr. Townsend stated that large herds of reindeer were kept in a state of domestication on the Asiatic side of Bering Strait, and suggested that the introduction of the tame variety among our own thriftless Eskimos would be a philanthropic movement. "Something tending to render a wild people pastoral, agricultural," he said, "ought to be the first step toward their advancement."

Captain Healey repeated this in conversation in 1890 with Dr. Sheldon Jackson, the agent of the Bureau of Education in its work for the Alaskan natives, then on his first tour of investigation as a passenger on Captain Healey's revenue cutter *Bear*. The subject was discussed with approval by the two men, but the means and methods were not apparent.

After Doctor Jackson's return to Washington he reported to his chief, Commissioner Harris, the incidents of his voyage upon the *Bear* and incidentally suggested the possibility of carrying reindeer over to help the Alaskans.

To a mind naturally profound, broadened by philosophy, and versed in the history of civilization, the mere suggestion was enough. The alert intelligence of Doctor Harris grasped the situation immediately. A few questions were satisfactorily answered, and the whole field with all its possibilities lay before him in his imagination. His bureau had been called upon to educate a race of nomads, moving their habitations from place to place during the greater part of the year, according to the migration of game and sea animals upon which they depended for subsistence and clothing. They returned to their permanent villages only to hibernate during the severest months of the winter. No civilized teacher could follow the wanderings of such people and endure the hardships which the frequent change involved.

Doctor Harris knew at once that the vague suggestion presented by Doctor Jackson could be the means of transforming the primitive wanderers of the Alaskan wastes into a pastoral people, held by their herds within reach of the means of education which the Government would provide.

The rest of the story has been often told. A small sum of money was obtained from private sources to begin the experiment, and a modest herd was thus established.

The project was placed before a committee of the Congress, and Captain Healey was brought from San Francisco to testify to the practicability of importing the deer. An appropriation was made. Nearly all the 1,280 animals that were the progenitors of the half million now in Alaska were brought over by the *Bear* with Captain Healey in command. The plan first adopted of distributing the reindeer through mission stations was developed under Doctor Jackson's direction. The present method of distribution among the natives through a system of apprenticeship was put into effect during the commissionership of Dr. Elmer Ellsworth Brown. But the mind which first foresaw the extraordinary results that have since followed and the logic which convinced others that those results were possible and led to the actual establishment of the undertaking were those of William Torrey Harris.

It was another instance of the value to mankind of a great mind broadened by study and reflection.

Educating a Scanty Population Scattered Over Enormous Area

Sparse Settlement of Western Australia Presents Great Difficulties in Educational Administration. Impossible to Provide Schools by Local Effort. State Government Assumes Whole Financial Burden. People of Any Locality, Free from Direct Responsibility for Support or Control of Schools, Cooperate Actively with Teachers, Nevertheless. No Child, However Remote, is Left Without Education

By THE DIRECTOR, DEPARTMENT OF EDUCATION, WESTERN AUSTRALIA

EVERY MODERN STATE attempts to provide facilities for education for all its people. The nature of the problem varies immensely in different countries, one of the principal factors in this variation being the density of the population. In England and Wales there are nearly 40,000,000 people in an area of 58,000 square miles. In Western Australia there are 370,000 people in an area of nearly 1,000,000 square miles. The West Australian problem is obviously very different from the English one. Outside the towns there is a very scanty population scattered over an enormous area. This sparse settlement presents great difficulties to educational administration. The numbers of children, compared with those of European countries, are small, but the distances over which they are scattered are immense. To travel from Perth to the most remote school that is under the control of the education department takes as long a time as a journey from London to Vancouver.

Do Not Depend on Local Taxation

A system which places in the hands of local authorities much of the responsibility for the organization, finance, and control of education may be admirably suited to a densely populated and old-established country like England. In a newly settled country with pioneers widely scattered over vast areas such a system would be impossible. In each of the Australian States the central government takes the whole of the financial responsibility for the schools. It erects the buildings, furnishes them, and maintains them, and provides the teachers, who are civil servants. The provision of education is, therefore, in no way dependent upon local "rates." No settler need fear that his children will be left without education, however remote he may be from anything like a town or village. Every teacher knows that, after service in the more remote or less attractive portions of the State, his claims will be considered for a transfer to a more desirable district. The appointments are made by the education department, and are not in the hands of local authorities.

No Lack of Cooperation

Although the people in any locality are free from direct responsibility for the finance or control of educational institutions, they are encouraged to take an interest in their schools, to cooperate actively with the teachers, and to endeavor to promote the efficiency of the schools and the happiness of the children. The establishment of a "Parents' and Citizens' Association" is often of very great assistance to a school. A committee of five, elected by the association is officially recognized as the school board. Many of these associations have raised funds for improving playgrounds, providing apparatus for sports and games, and supplying the schools with pianos, gramophones, pictures, and library books. They are most useful agents in fostering a real community spirit.

Education is compulsory for all children between the ages of 6 and 14. In spite of the long distances that many of the country children have to travel in order to reach school, the average attendance is nearly 90 per cent of the enrollment. That the schools are appreciated by the parents and that the children are happy in them is shown by the comparative rarity of truancy.

One reason for the comparatively small schools in the towns is to be found in the nature of the towns themselves. In other countries one finds masses of people densely packed into small areas. In a western Australian town all but a very small minority of the residences are of the bungalow type, all the rooms being on the ground floor. Nearly all the houses are detached, each standing in its own ground. The population is thus distributed over a much greater area than that which a similar population would occupy on an old-world town. There is, therefore, not the same need for huge aggregations of children in a single school. Very few of the buildings have upper stories; nearly all have their rooms on the ground floor only. Most of them, even in the city, have large playgrounds surrounding them. Boys and girls are taught together in all but a few of the largest schools.

The curriculum of the elementary schools includes such subjects as are now universally recognized as important elements in the early development of the child. Much attention is given to physical culture. Rhythmic exercises, dancing steps, and various games have made this side of school life very attractive. Drawing and manual activities of many kinds are included. The girls are well trained in needlework which, since it has been reorganized on modern lines, has proved a most popular subject. The older girls receive instruction in cookery and laundry-work. The older boys are trained in woodwork. Hygiene receives attention, both in theory and practice, throughout the schools. Nearly all the schools have gardens, and nature study is undertaken in connection with them as well as with the wild life of the bush. In teaching English much attention is given to good literature, and to the fostering of a taste for reading. A library is to be found in every school.

Agriculture Stressed in Rural Schools

The larger country schools are organized on much the same lines as the town schools. Many of them are, however, coming more and more closely into touch with different aspects of rural life. The manual work throughout the school is planned so as to meet various needs connected with agriculture and farm occupations. Ropework, woodwork, and simple forms of metal work are undertaken with a view to the requirements of the farm. Experimental work in agriculture is carried out in the school gardens with various cereal and fodder crops; and vegetables, fruit, and flowers are also grown. Collections are made of books, reports, and pamphlets dealing with agricultural matters, and these are freely consulted by the older children in connection with the

This article was prepared at the request of the American Consul at Adelaide, South Australia and was transmitted through the Consul General at Melbourne to the Secretary of State. It is one of a series of reports made at the suggestion of the Commissioner of Education, as explained in the note on page 141 of the April number of SCHOOL LIFE.

problems that they are studying. These older children also have courses in farm bookkeeping and mensuration. Bee-keeping and poultry keeping find places among the activities of some of these schools. The older girls receive training in home economics, and in drying and preserving fruit and vegetables that have been grown in the school gardens or brought from home. This is a side of rural-school education which it is hoped will be greatly developed in the future.

Rural Children Are Well Taught

In the smaller country schools, where there is only one teacher, it is of course impossible to carry on such varied activities. But many of them are doing excellent work and are bringing their schools into close touch with the life of the community around them. Teachers are now specially trained to undertake the work of these schools, and every effort is made to provide for the children of thinly peopled rural districts equal opportunities, so far as possible, to those enjoyed by the children in the towns. That many of these small schools succeed in giving the children a thoroughly satisfactory grounding is shown by the progress of children who pass from them to high schools, where they prove themselves quite as capable as the children who come from large elementary schools.

A sparse rural population makes the provision of education very difficult and very expensive. But the Government recognizes that it is essential that every child shall have its opportunity, and endeavors by various methods to meet the needs of all.

Wherever there is a reasonable prospect of an average attendance of 10 children and the permanence of the settlement seems to be assured, the Government undertakes to establish a school. The education department provides the building, furniture, and equipment and appoints and pays the teacher. Such a school is under the same regulations as a large town school, and is open for precisely the same number of weeks in the year. When once established, it is kept open so long as the average attendance does not fall below eight.

Will Provide School for Eight

If the numbers are insufficient for the establishment of a school under these conditions, but there is a reasonable prospect of an average attendance of eight, the department will provide the furniture and equipment and will appoint and pay a teacher if the parents undertake to make a suitable room available for school purposes.

Where settlement is too thin to allow such a school to be establshed, an "assisted school" may be started. If the parents secure the services of a suitable teacher or governess, the department supplies the necessary furniture, books, and apparatus, and gives a grant of £10 per annum for each pupil, on the average attendance, provided that certain requirements are complied with. Even a single family may become an "assisted school" under these conditions. These assisted schools are visited regularly by the department's inspectors.

"Driving Grants" for Children's Transportation

Even when schools have been supplied for such small collections of children as are required under the provisions, many of the settlers find that their children have to travel a long distance to reach them. Here again the Government assists them. If the parents arrange to drive their children to school regularly, they can, if they are in need of such assistance, obtain "driving grants" to help defray the cost. A grant of sixpence per day can be obtained for each child under 9 years of age who is driven more than 2 miles, and for each child over 9 who is driven more than 3 miles.

In some localities, where the conditions are favorable, the Education Department, instead of establishing a small school, provides for the driving of a number of children to a larger school. Horse-drawn vans and motor vans are both used for this purpose. The children are carried free without any expense whatever on the part of the parents.

The system of group settlement, under which groups of 20 families each are settled on small holdings in proximity to one another, does away with many of the difficulties that attach to the securing of schools in sparsely populated districts. A group generally contains a sufficient number of children to insure the establishment of a permanent school within a reasonable distance of each family.

Correspondence Instruction for Isolated Pupils

Even when small schools have been established under the regulations already detailed, when private teachers or governesses have been subsidized, and when driving grants have been provided, the Government's care of the educational needs of scattered families is not exhausted. Here and there on the great pastoral areas, in the vast extent of inland country where mining is carried on, and in the agricultural districts, there are isolated homes in which it is impossible to secure the services of a teacher. To meet the needs of children living under such conditions the Education Department has a special staff of teachers who carry on instruction by means of correspondence. It is necessary that some member of the household shall give a certain amount of supervision, especially with the younger children. The fortnightly budget contains sufficient advice to the supervisor to enable even the youngest children, who can neither read nor write, to profit by the teaching. Each teacher learns as much as possible about the children under her care and the conditions under which they are living, and keeps up a regular exchange of personal friendly letters in addition to the discussion of the child's work. The results are surprisingly good. Children who have received the whole of their instruction in this way reach a high standard of attainment. It is evident that the individual teaching is most effective and that children taught in this way need not be at any disadvantage in knowledge when compared with those who have been taught in school classes. When it happens that parents or children from one of these isolated homes visit Perth, they are most anxious to meet the unseen correspondent whom they have come to look upon as a personal friend, and they show unmistakably how very warmly they appreciate the skill and care that have been bestowed upon them. Nearly 1,000 children are now receiving the whole of their instruction by this method.

"Central Schools" Wherever Practicable

It is only in the large centers of population that the numbers of children are sufficient for the formation of central schools. But wherever a child may be, he will have the opportunity of continuing his education for two or three years after completing the primary course.

In the country towns regular classes above the elementary stage are established. In some schools the course is similar to that taken in the lower portion of the high schools, and leads up to the junior public examination. In others it varies according to the needs and prospects of the children.

High-School Subjects by Correspondence

In the small schools, where the whole staff consists of two teachers, or of one teacher only, it is difficult to obtain a satisfactory education under ordinary conditions for those who wish to remain beyond the elementary stage. It is very difficult for a single teacher to find sufficient time to look after them properly. Nor can one teacher be expected to be an expert in all subjects when the higher grades are reached. The staff of the correspondence school, therefore, comes to the assistance of the small school and provides regular courses for the older children. In this way the pupils of even the smallest school may obtain as far as is possible the advantages which the town child gets from the central school. About 1,000 children, seattered all over the State, are in this way receiving the benefits of advanced education. The needs of the country child are specially studied, and courses

are provided in such subjects as farm bookkeeping, mensuration, agricultural seienee, and home eeonomics.

The Government has established high schools with fine, well-equipped buildings and ample playgrounds in Perth, Kalgoorlie, Northam, Bunbury, and Albany. These schools provide a five years' course leading to the "leaving certificate" and admission to the university. No fees are eharged. In Perth there is not sufficient room for the numbers of qualified pupils that desire admission and entranee has to be gained by a competitive examination. Any child who has eompleted the elementary course satisfactorily and is considered capable of profiting by the high-sehool course can gain admission to one of the country-town high sehools. A hundred scholarships are provided each year. If a successful eandidate is obliged to live away from home in order to attend a high school, he reeeives £30 a year to assist in paying the expenses of boarding.

All the high schools have good science laboratories, workshops for woodwork and metal work, domestic science rooms, and gymnasiums.

Some of the other country towns have intermediate high schools providing a three years' course. As the numbers increase, and the demand for higher work grows, these will, no doubt, develop into full high schools.

There is a residential school on a large Government farm at Narrogin, which provides a two years' course for boys from 14 to 16 years of age. Here the boys reeeive a good general education, including elementary science bearing upon agrieulture. They assist in all the operations of the farm including the care of dairy cattle, horses, sheep, and pigs. They also reeeive a good praetical training in those crafts which are of the greatest service to the farmer. They learn blacksmithing and machinery repairing; saddlery and harness making; earpentry and building. The dairy and some of the workshops and sheds have been built by the boys themselves under their instructor. The school possesses a large orchard, in which practieal instruction is given in fruit growing.

The fees eharged to boarders are very low—only £30 per annum. A number of seholarships are provided each year; the winners are exempted from the payment of the boarding fees. There are no charges for tuition.

Arrangements are now being made for the establishment of an agricultural college near Northam. This will shortly be opened and will take older students for a more advanced course.

The university provides already eourses for advanced students who desire to take a diploma or a degree in agrieulture.

Recent Publications of the Bureau of Education

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

Record of eurrent educational publications, April 1, 1926. (Bulletin, 1926, No. 15.) 20 cents.

A handbook of educational associations and foundations in the United States. (Bulletin, 1926, No. 16.) 15 cents.

Reeord of eurrent edueational publications, July 1, 1926. (Bulletin, 1926, No. 17.) 10 cents.

Survey of edueation in Utah. (Bulletin, 1926, No. 18.) 60 cents.

Statistical summary of education, 1923–24. F. M. Phillips. (Bulletin, 1926, No. 19.) 5 eents.

Higher education, 1922–1924. Arthur J. Klein. (Bulletin, 1926, No. 20.) 5 cents.

Record of current edueational publications, October 1, 1926. (Bulletin, 1926, No. 21.) 5 cents.

A manual of educational legislation. (Bulletin, 1926, No. 22.) 15 cents.

An outline of methods of research with suggestions for high-school principals and teachers. (Bulletin, 1926, No. 24.) 10 cents.

Educational directory, 1927. (Bulletin, 1927, No. 1.) 20 eents.

Record of current educational publications, January 1, 1927. (Bulletin, 1927, No. 2.) 10 cents.

School hygiene and physical education. J. F. Rogers. (Bulletin, 1927, No. 3.) 5 cents.

Annual report of the Commissioner of Education for the fiscal year ended June 30, 1926. 5 cents.

Cities reporting use of homogeneous grouping and of the Winnetka technique and the Dalton plan. (City sehool leaflet, No. 22.) 5 cents.

Pupil's readiness for reading instruction upon entrance to first grade. (City school leaflet, No. 23.) 5 cents.

Report of administration of the schools of New Castle, Pa. W. S. Deffenbaugh. (City school leaflet, No. 24.) 5 cents.

Public education in Estonia. Juri Annusson. (Foreign education leaflet, No. 2.) 5 cents.

Edueational progress in the free city of Danzig. A. Rudy. (Foreign education leaflet, No. 3.) 5 cents.

The organized summer camp. Marie M. Ready. (Physieal education series, No. 7.) 5 cents.

Games and equipment for small rural schools. Marie M. Ready. (Physical education series, No. 8.) 5 cents.

The health of the teacher. J. F. Rogers. (School health studies, No. 12.) 10 cents.

Expenditures of State universities and State colleges, 1924–25. W. J. Greenleaf. (Higher edueation eireular, No. 32.) 5 cents.

Rhodes scholarships, 1927. (Higher education eircular, No. 33.) 5 cents.

Report of meeting of national committee on home education. E. C. Lombard. (Home edueation circular, No. 8.) 5 cents.

Publieations of the United States Bureau of Education of speeial interest to high sehool teaehers.

Education in the United States of America. (For Pan Paeific Conference, Honolulu, *Hawaii.*)

Comparison of city and sehool finances in 95 cities. (Statistical Circular, No. 6.) 5 cents.

Per capita eosts in eity schools, 1925–26. (Statistical Circular, No. 7.) 5 eents.—*Mary S. Phillips.*

Notes of Czechoslovakian Kindergartens

The union of Czechoslovak kindergartners arranged this year in April (in the Easter holidays) two university courses for kindergartners who have had heretofore no access to higher education. The courses were arranged at Prague and Brno in a manner similar to the university eourses that are arranged each year for elementary and urban school teachers. At Prague the leeturcs were by professors of Charles University, and at Brno by professors of Masaryk University.

The kindergarten at Prague VII, U Studanky, has proeured all the didactic materials of Frobel, of Doctor Decroly, and of Dr. Maria Montessori, and the materials designed for the J. J. Rousseau Institute at Geneva. The kindergartners of this sehool will experiment with materials of each class and examine the educational results. They will prepare reports of the experiments for the Psychological Seminary of the School of Higher Pedagogical Studies at Prague.

The Czeehoslovak Ministry of Education has prepared a new bill on kindergartens, infant schools, and nursery schools. Schools of this class are now established by eommunities or by soeial corporations. The new bill defines the relation of the State to them and provides for subventions.

The new building for a kindergarten in Prague will have not only necessary living rooms but two workrooms, a kitchen, a cloakroom, a playroom, an open-air playground, and a garden.—*Emanuel V. Lippert.*

Parent-Teacher Associations Maintain Student Loan Funds

Families are Aided Unobtrusively in Nearly all Communities. In Many States the Work is Highly Organized and Well Supported. Always Conducted Quietly, Confidentially, and With Tact

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau of National Congress of Parents and Teachers

FREQUENTLY children who are capable of profiting by higher education are unable to acquire it because of lack of means—as we all know. Nearly all local parent-teacher associations find families in their communities for whom unobtrusive aid is necessary to enable them to keep the children in school until they have finished even the grades. Many organizations have student loan departments. Mrs. J. F. Hill, of Portland, Oreg., is chairman of the student loan department of the National Congress of Parents and Teachers. Naturally, aid from the student loan fund is given only to such students as will profit by it.

Missouri boys and girls who need money to complete their education can borrow it, without interest, from the Caroline B. Ullman Scholarship Loan Fund. The parent-teacher circles of the State send contributions to this fund. Any association or individual who sends $100 or more has the privilege of naming a scholarship. The suggestion is made that in the event of the death of a friend, people send to the scholarship loan fund in the name of the friend the money they would spend for flowers. Recognition in such cases is made by the trustees of the fund.

Nine Trustees Control St. Louis Fund

In St. Louis, Mo., is a fund formerly known as the Child Conservation Scholarship Fund, but since December, 1924, it has been known as the St. Louis Parent-Teacher Scholarship Foundation. There are nine trustees of this fund, three of whom are elected each year from the St. Louis Council of Parents and Teachers to serve three years. Most of the applicants for this fund are recommended to the trustees by the board of education and are selected from children who apply for a working permit. One trustee is appointed to make a careful investigation of each case. The results of this investigation are made to the board of trustees and it is decided, by vote, whether or not to aid the child to remain in school. If it is decided to aid the child, a gift—not a loan—of $3 a week, during the school term, is given the mother or guardian of the child. The trustees receive a report of the child's school work every half quarter.

The Kansas City (Mo.) Council of Parents and Teachers sets aside one-fourth of its income for a scholarship fund. This is supplemented by gifts from parent-teacher circles and private contributions.

The student fund of Tennessee has aided a great many pupils in the university, State normal schools, high schools, and business colleges. In Davidson County there is a student-fund chairman in each local parent-teacher association.

New York Fund Aids Worthy Students

When the State chairman of the New York student fund made her appeal to the local parent-teacher associations for more money for the fund, she cited two cases. In the first, the father of a young college student was an invalid and his mother was teaching to support the father. This young man went home each week end to do the washing and ironing for his parents, to clean the house, and do such cooking as could be done for the coming week, in order to conserve his mother's strength. Even though the mother had this help her strength failed entirely and the son faced the prospect of having to leave college in his senior year. He learned of the student loan fund and with the help he received from it was able to finish his course with honor. The loan has been repaid with interest. In the second case, a student had suffered from infantile paralysis that was so severe that he had to have weekly treatments at a reconstruction hospital. He had to depend upon himself for his support and his physical condition necessarily limited his ways of earning a livelihood. A loan from the student fund is making it possible for him to complete his college course. At present 18 students are receiving loans from that fund.

California parent-teacher associations have had scholarship foundations since 1923. They now use the term, "scholarship aids," when giving loans or awards to enable children to go on with their higher education. Observation showed that the school work and happiness of a pupil could be benefited by other types of aid, so the plan has been broadened, and now, by the advice of a principal or observant teacher, aid in many ways is added to the loan of money.

When children are given school supplies and the family receive financial aid or other help so as to enable the children to be better nourished or clothed, the combination of philanthropy and scholarship fund is called "home and school aid."

The reports from about two-thirds of the parent-teacher associations of the State show that during the year of 1925 more than $52,000 was thus spent. The State association appropriated $1,500 from the per-capita dues to launch the fund in 1925 and again in 1926. Students are loaned $150 each during a period of 10 months. The parent-teacher associations say that the student loan fund is a strong lever for higher education and is a way to combat child labor. With a better education there is less likelihood of living and working in a rut, and life will be broader, more satisfying, and more helpful.

In all States it has been found that tact and confidential handling greatly enhance the value of money loaned or other things that were given. Some high-school parent-teacher associations having a scholarship department have found it advisable for the chairman to have an assistant to build up and maintain the fund.

Suggestions From California Experience

California gives the following suggestive outline compiled from data collected from associations throughout the State:

1. Need of a fund for this purpose exists even in the most prosperous communities.
2. A standing fund for this work in high schools is advised at around $300.
3. The fund should be permanent, and replenished yearly.
4. Loans to graduates should always be on a strictly loan basis without interest. Gifts to graduates should be made as an honor reward only.
5. All high-school needs should be planned upon before graduate gifts or loans are considered.
6. All high-school aid is considered a gift, but money is often returned.
7. Tact and confidential handling are essential. The principal or teacher reporting the case and the chairman of the committee are the only ones who should know of any instance of aid.

In North Carolina the State parent-teacher association gives a scholarship in an accredited business school for a complete business course. Any boy or girl above the tenth grade making the highest average on all required work of any county school or high school that does not give a business course is eligible for this scholarship.

The Kentucky student loan fund amounted to $14,000 during the past year.

Texas has a student loan fund of $10,000, handled by local clubs.

Michigan parent-teacher associations inaugurated a student loan fund in 1923.

Local organizations raise the money, and the distribution is made through superintendents of schools, county commissioners, or other county officials, to the mothers of children who would otherwise have to go to work. The amount given is the same as what the child would earn.

The Colorado parent-teacher association has had to change its plan of handling "the boys' loan fund." The early loans are now being collected and returned to the treasury and it is augmented by numerous and varied contributions. Although this fund has grown, the number of students needing and wishing to use it has increased more rapidly than the fund. For this reason it has become advisable to limit the loans to those students already established in college, and since the fund is maintained by Colorado people it has been decided to loan only to Colorado boys attending Colorado schools. To be just to all parts of the State it is necessary that the loans be prorated in their allotment as to locality. In order to expedite matters all applications and communications relative to them are handled by the State trustee. This plan has been approved by the State board of parents and teachers. Each county and local association is told that it is a privilege to contribute to this fund, and is urged to do so. They are reminded that their applicants can share in this fund.

Friendly Advice Often Effective

The officers of the Connecticut branch of the Congress of Parents and Teachers request that each local organization appoint a chairman for a student loan fund and suggest that each association contribute $1 to the fund. The local chairmen are requested to investigate local conditions and are asked to see the family of any student who is contemplating leaving school to go to work. It may be that through their advice or aid the child may continue in school for a time at least.

The foregoing are short reports from a few of the States that are proving through the student loan fund, as well as in many other ways, that the National Congress of Parents and Teachers, through its local units, is trying to aid any "needing" child, so that it may have as great an opportunity as the child's ability and environment will permit.

Connecticut Americanization Classes Make Civic Pilgrimage

Prospective Citizens Visit Seat of Nation's Government. Cordially Greeted by President Coolidge. Impressed by Grandeur of Buildings, but More by Strength of Nation Which They Represent

By ROBERT C. DEMING

Director Department of Americanization, Connecticut State Board of Education

PRECEDED by a month of detailed classroom instruction, 500 pupils and teachers of the Connecticut Americanization classes journeyed to Washington, D. C., January 28 to 30. The pilgrims of this civic pilgrimage paid their own expenses for transportation of all kinds, food and lodging, at $20 each.

The itinerary included all the Federal and civic buildings in Washington and a sightseeing tour of the city, together with trips to Arlington and Mount Vernon. The National Capitol was thrown open to them on a Sunday (the third time in history) and the Americanization pupils of Washington tendered the visitors a reception that brought together many of similar racial origin.

President Coolidge received the pilgrims on the south front of the White House and greeted them cordially and with much interest. The United States Commissioner of Education, Dr. Jno. J. Tigert, was present also. The accompanying picture was snapped at that time.

The educational value of this trip and the impressions it made upon the prospective citizens constitute its importance. They saw, to be sure, some of the greatest and most costly buildings in the world in the Capital of the greatest and wealthiest nation on earth; they were greeted personally by the Chief Executive of that Nation; and they saw tradition and power on all sides. But what impressed them far above all else was the unescapable conviction that while the Nation's buildings and wealth might be swept away overnight, the strength of the Nation would remain in the ideals and spirit of its people. While they appreciated its outward display of magnificence, they appreciated more the sincerity, simplicity, and virtues of its great men. It was in this spirit that they laid a wreath upon the Tomb of the Unknown Soldier, and turned homeward with convictions deeper than the classroom had been able to give them.

Photograph by E. De Souza

Connecticut Americanization classes were cordially received by the President of the United States

Buncombe County's Excellent Work for Adult Illiterates

Approximately 4,000 Adults Have Received the Rudiments of Education within Six Years. Devoted Labors of Mrs. Elizabeth Morriss the Greatest Element of Success. Reticent and Self-Reliant People of the Mountains Had Considered that Book Knowledge was not for Them, and Were Astonished at the Ease with Which They Learned

By L. R. ALDERMAN

Specialist in Adult Education, Bureau of Education

ILLITERACY is not sectional. It is to be found in all States and in most communities. According to the United States Bureau of the Census 6 per cent of our population is illiterate—that is, 6 out of every 100 people can not sign their names; but this does not tell the whole story, for a man may be able to write his name and still be unable to read or to write anything but his name.

Illiteracy is greater in rural than in urban communities, and it is greatest in those rural sections where the population is sparse and there is but little communication. A very pertinent question to ask a community is not what per cent of its population is illiterate but what is being done to reduce illiteracy.

An effort has been made to reduce illiteracy in North Carolina. For a number of years the State has truggled with this problem, appropriating money for it until 1921 when no fund was available for the work. The most successful teaching of adult illiterates in the State of North Carolina is to be found in Buncombe County, according to Hon. A. T. Allen, State Superintendent of Public Instruction. So important is this work considered that the Buncombe County and Asheville (N. C.) boards of education now appropriate $10,000 a year for its support.

The main expense is the salary of whole-time workers and of the director 12 months in the year, and of extra teachers 2 evenings a week for 8 months in the year.

Where money is used for the education of adults, two questions naturally arise: (1) Does the expenditure of money on these grown men and women lessen in

Night-school pupils gathered for a spelling match

any way the school advantages provided for children? (2) Does it pay in terms of human welfare to teach these grown people at this late hour of their lives?

With these questions in mind, the writer went to Buncombe County and soon found himself 10 or 15 miles in the country, in an old church building which was used that day for the adult elementary school.

Pupils comprise intelligent men of high character

Only seven or eight out of the usual 20 who attend the class were present. The eagerness with which the pupils recited their lessons was impressive. Only three of the group had passed middle age. One of these was 71 years of age, and she wrote the letter shown in facsimile on this page.

Sense of Equality with Associates

A road supervisor sat near the writer. He had learned to read in this school and read with much fervor. His writing was less fluent than his reading, but, nevertheless, it was legible. He said that the best thing that had come into his life was this school, for now he could read and mix with other men and not feel ashamed. He expressed a desire to continue learning all the rest of his life.

A woman of about 35 years of age held a 2-year-old child in her arms and wrote out her exercises. The child had a pencil and made marks over the paper, but this did not in the least disturb the mother, who was intent on finishing her copy. All the pupils had notebooks to take home, in which they were to write certain exercises. During the recitation there was every indication that the teacher had been trained for her work.

After the class was dismissed the members told me that to learn to read and write had always seemed too difficult, but that now they found it easy enough, and each expressed the intention to continue studying until at least the common grade subjects were mastered.

A class composed of mothers, who had met in the home of one of their number to learn to cook, was next attended. These women were learning to read recipes and to write them. On that day they were canning apple sauce for school lunches. They had samples of their cooking for inspection. One mother said to me, "I can now use a cookbook and do not have to have the same kind of meal every day." (Imagine living without a cookbook!) Another woman said that the most trying time of her life formerly came when the evening meal was over, when her husband took up his paper and the children went to their lessons, and all she could do was to "sit." "Now," said she, "I can take up my paper or book and read with the rest of the family."

Pupils Average 30 Years Old

Later we went to a night school where school busses brought the pupils from some distance. One bus had been so placed that its headlights guided us to the proper entrance to the school. There were five rooms occupied by pupils, most of whom were about 30 years of age; some were older, and a few were in their twenties.

Some of these people had been attending evening schools for five years and could read and write as well as a fifth-grade child in a regular day school. After the class time was over they all came into the assembly hall for general exercises. One man 45 years of age, who had recently learned to read, read the Lord's Prayer from the Bible. The writer was impressed with the earnestness of the students, and saw as never before the great importance of reading as a means of keeping up with the world.

At an evening entertainment these people, who a few years before could not be persuaded to take part in any public meeting, came upon the stage with all the zeal and enthusiasm of children, anxious to show that they were liberated from the bondage of illiteracy. They had grown up blind in a world flooded with light. The trained, patient teachers meant as much to them as does the physician to a family that has been stricken with disease. The schools mean more in the happiness and welfare of these people than anything else that could be done for them, for they are taught to help themselves. As a result, they gain one of the most important things in life—self-respect; they become better citizens, more healthful, more industrious.

Enthusiastic Woman Initiated Movement

County Superintendent of Schools A. C. Reynolds, when asked, "To whom is the credit due for this great work?" replied, "Mrs. Elizabeth Morriss." A reticent and self-reliant people, inhabiting a country of high mountains and secluded valleys, had resisted the invasion of the public schools, had signed "No" on road petitions, had evaded health crusades, had spurned women's clubs and other movements that go to make up what we call a progressive community.

It was a primitive people that Mrs. Elizabeth Morriss saw when she visited the rural sections in Buncombe County in 1919. She contrasted the native beauty of the country with the backwardness of

Weaverville. N.C.

November 11 19 26

Dear Mr. alderman:

When We grew up we had a Mighty little chance to go to School. We are trying to Make up for our loss by coming to Night School Now. We keep our Children in day School because We want them to have a better chance than We had.

We thank you for all the help you are giving us.

Sincerely yours
M. A. Hampton

The writer, a woman of 71, recently learned to write

the people. She noticed that this pure Anglo-Saxon stock had not marched with progress. A closer acquaintance revealed that they looked upon the learning of the alphabet and the reading of the printed page as possible only under a dispensation of God. Their feeling was that knowledge was not for them; that they had been passed by when God gave forth the gifts to men: To some, ability to read; to others, to speak with tongues; and to others, the gift of healing.

Mrs. Morriss, after visiting with these kindly and lovable mountain folk and realizing their great needs, felt the conviction come upon her that here was her field of labor. She saw that outside help, except for sympathetic guidance, was not what was needed. The people themselves must break through to freedom and progress. Her aim was to help them to catch step with modern civilization. To do this they must be literate. Evening schools must be provided for as many as could be persuaded to attend. To prevent future illiteracy the regular school system must reach the children of school age.

Teaching Methods Developed by Experience

To teach adult illiterates special training is needed. Teachers so trained were not available, so Mrs. Morriss, in order to develop best methods of instruction, selected a class of adults and began teaching them. By patiently toiling, working over methods far into the night, comparing and recording, she, after a year or so, had a body of knowledge that she could pass on to others. This she did through teaching in the summer session of the Asheville Normal School. Her earnest work attracted others, and she soon had a corps of teachers ready to undertake the instruction of adults. In the beginning, county and city officals, club women, and the Asheville Chamber of Commerce financed the project for evening schools in the county.

To secure attendance was a difficult problem. It was found that house-to-house visits yielded the best results. Five-sixths of all the evening school attendance was secured in this way.

Four Thousand Adults Learn Rudiments

During the six years that Mrs. Morriss has devoted to this work in Buncombe County approximately 4,000 adults, whose average age is 30 years, have been taught the simple elements of education—reading, writing, and arithmetic. Of the 4,000 pupils, about one-third have finished the third grade. It will be of interest to give here the minimum requirements of the third grade in these schools: (1) Write correctly several types of personal and business letters. (2) Read books of third grade difficulty, and selections from the Bible, newspapers, and magazines. (3) Spell 500 words. (4) Read and write numbers to 1,000,000. Work examples in long division with three figures in the divisor and six or seven figures in the dividend.

As a very important part of school work each school selects at least one thing to do for community betterment. Such a project may be of the simplest nature, but it is proposed and carried through by the pupils themselves. The following are examples of things done: (1) One group of pupils signed a petition to the county authorities requesting a special tax in order that the day-school term might be longer. (2) Another group put in better shape the road leading to the school. (3) In another district a play was given and the money thus raised was used for buying library books for the day and the night schools.

The cooperative spirit back of the movement is typified in the community school council. The membership is made up of 50 pupils of outstanding achievements. They are organized for service of any kind that will help community schools.

An inquiry as to the attendance of day-school pupils brought forth the information that the attendance of children in the rural communities increased in proportion to the attendance of their parents at evening schools.

Perfect in attendance for five years

The comment of the county superintendent of public welfare on the increased enrollment in the day schools was, "My observation is that a parent taught means a child in school. I believe this is so because the natural result of the mastery of the tools of learning is to bring about a realization at first hand of the value of education."

Promote Attendance in Day Schools

In order to cooperate and to further the attendance in the day schools, the director of community schools (evening schools) and her corps of five whole-time assistants each work with the county welfare officer one day a week investigating absences of pupils. During the first year that this plan was in operation (1924–25) the average percentage of attendance in the day schools in Buncombe County was raised from 68 to 86.

This increase in attendance in the day schools, after the opening of the adult schools, was so large that if we were to consider the increase in terms of money the gain would amount to more than twice the total cost of the evening schools

Man and wife, estimable young people, come 10 miles to school

for adults. This is convincing evidence that the schools for adults are not conducted at a sacrifice to the younger generation.

If we consider the handicap of a pupil who has illiterate parents we see the tremendous influence of this generation upon the next. To reach young people we must reach them through their homes. To reach these homes, particularly the mothers and wives in them, has been a special aim of Mrs. Morriss.

In North Carolina there are 43,990 illiterate native-born white women—women who sign away, with a mark, their homes and farms; who suffer when their children leave them because they have no direct means of communicating with them. Mrs. Morriss was convinced that a normal, happy, home environment could be secured only by bringing to these people higher standards of health, cooking, thrift, and education.

National, State, and local agencies are ready to help. But the bringing together of the agency and the home has required patient effort. One worker, the whole-time community school worker, gives her entire time to the women. As soon as she has a group intelligently grasping some of the simple truths of good health and good cooking, she passes this group on to the city home economics or county home demonstration agent, and turns her attention to forming another group

Government Publications Carefully Read

These mothers pore over the bulletins of the National Government: "What growing children need," "The preparation of vegetables," "Milk, the indispensable food for children," "Milk, and its uses in the home," "Child care," etc.

In regard to infant care and proper food for babies, one mother said, "I always chewed for my other four children, but I lost my teeth before my fifth baby was born. I was real sorry I lost my teeth because I couldn't chew for him. Maybe it was just as well, though, for the teacher tells me it wasn't healthy."

Literacy Brings Material Advancement

There can be no doubt that it does pay in terms of human welfare to teach these people at this late hour of their lives, when we consider the joy that has come to them through learning to read—not merely because of the pleasure it has brought to them but, in many cases, because of their material advancement. One young man attended evening school for 36 nights. At the end of the term he was promoted at his place of business with a raise in salary of $10 a month. Another man, who was a laborer in a cotton mill when he first came to evening schools, now holds a responsible position with the Carolina Power & Light Co. A woman, a widow, had to have State aid to supplement the amount received by washing for her neighbors in order to enable her to support her family of four children. She attended night school and night-school cooking classes and now has charge of a large lunch room and supports her family without outside aid.

One man learned to read at the age of 83. When life was almost done, he found a new land of dreams and living. Through this beginning, more than a dozen members of his family have been brought into touch with the adult school and taught to read. Two sons, permanent cripples, are learning to read through the missions of these same schools. One of their relatives, a student at the Leicester night school, carries their lessons and copy books to them and, after they have pored over them and learned them, he carries them back to the school and brings a fresh supply.

One woman of 70 came that she might be able to write to her children who are scattered over the country. An undemonstrative little woman had learned to read the Sermon on the Mount. As she read the last words, the tears rolled down her cheeks. "All my life," she said, "I've prayed that I could read just one verse in the Bible. I prayed and prayed but I never thought it could happen, short of a miracle. And now I've read a whole chapter. Maybe it is a miracle."

A man of 25 stood before a thousand people. He had never spoken in public before. "My friends," he said, "You've always had learning. You can't even guess what it means to me. But last fall, when I learned to write my name, I said with all the heart in me, 'Thank God, I'll never have to ask another man to write that for me.' And now I can write my own letters. I reckon maybe you can sort of guess what that means to a fellow's self-respect."

Now Part of Public School System

So firmly is County Superintendent Reynolds convinced of the everlasting good that comes from adult education that he says: "Education is for everybody whether he be 8 or 80 years old. With this idea as the big objective in the educational policies of the county, the board of education has incorporated the adult schools in the regular county system and provides for adults the same privileges and opportunities that are provided for children in the day schools."

Out of this cooperation has come a new coordinating county plan. The community school director, Mrs. Elizabeth C. Morriss, is now also rural supervisor of the elementary schools of Buncombe County. The county is divided into six districts with a community worker, now serving also as assistant supervisor of elementary day schools, in each district. These workers, cooperating with the schools of their respective districts, are expected to keep in touch with all matters of health, sanitation, juvenile delinquency, and community welfare problems and report them to a central organization every week. Mrs. Morriss has working with her the following trained and able assistant supervisors: Miss Eva Edgerton, Miss Maud Worley, Miss Ethel Ray, Mrs. J. M. Day, Miss Jennie L. Whitaker.

Adult negroes are eager students

New Books in Education

By JOHN D. WOLCOTT

Librarian, Bureau of Education

Bailey, D. C. A new approach to American history. Students' guide sheets. Chicago, Ill., The University of Chicago press [1927] viii, 82 p. 8°.

The method here proposed aims to give the student a series of understandings of the larger significant movements of American history which will explain the society in which he lives and develop in him a reasoning attitude toward the social world of to-day. For this purpose, American history is divided into the following six fundamental units: 1, Setting the stage for Columbus; 2, Pushing back the frontier; 3, The new world breaks away from the old; 4, Making the Constitution; 5, Testing the Constitution; 6, The industrializing of American life. This method is based on the principles of teaching set forth in Morrison's The practice of teaching in the secondary school.

Diels, P. A. Op paedagogische verkenning. Studien over moderne onderwijsverschijnselen. Groningen, den Haag, J. B. Wolters, 1927. 218 p. 8°.

These collected papers from the pen of Dr. Diels, a well-known Dutch educator, cover a wide range of subjects in the field of modern educational developments, and deal with American as well as European conditions. Specimen subjects of papers in this group are the history of the American public school, the plan of studies for the New York elementary schools, G. Stanley Hall, and the Gary system. Considerable attention is given to the recent psychological and scientific procedures in education. Dr. Diels also discusses the conspicuous influences from America and England upon pedagogical ideas in the Netherlands. Other papers describe education in France and in Soviet-Russia, and discuss student self-government and the bearing of education on world peace.

Hansen, Allen Oscar. Liberalism and American education in the eighteenth century. With an introduction by Edward H. Reisner. New York, The Macmillan company, 1926. xxv, 318 p. 12°.

Submitted in partial fulfillment of the requirements for the degree of doctor of philosophy, Columbia university.

This study gives a comprehensive and systematic account of the extent to which eighteenth century French and English liberalism affected the educational thought of the Revolutionary and post-Revolutionary generation of American intellectuals. It deals with a period dominated by faith in the indefinite perfectibility of man and institutions, which looked for the progress of the masses and sought an education best fitted to aid this development. The author details the plans for an American national system of education devised by Benjamin Rush, Robert Coram, James Sullivan, Nathaniel Chipman, Samuel Knox, Samuel H. Smith, Lafitte du Courteil, Du Pont de Nemours, and Noah Webster, respectively.

National education association. Department of superintendence. Fifth yearbook. The junior high school curriculum. Washington, D. C., Department of superintendence of the National education association, 1927. 562 p. tables, diagrs. 8°.

The cooperative plan of curriculum revision has produced this yearbook of the Department of superintendence, as well as its three immediate predecessors, 1924–1926. During 1926–27, 300 school systems interested in junior high school curriculum revision, and 12 national subject committees, have worked under the Commission on the curriculum, with the Department of superintendence and the research division of the National education association acting as a clearing house. This yearbook first tentatively defines the junior high school and states its functions, and does the same for the elementary school and the senior high school. The topics of the relation of the junior high school to college entrance requirements, the status of junior high school teachers, and junior high school costs are discussed. Reviews of 119 research studies bearing on curriculum revision are given.

Reed, Homer B. Psychology of elementary school subjects. Boston, New York [etc.] Ginn and company [1927] x, 481 p. tables, diagrs. 8°.

The purpose of this book is to give teachers and others interested in the subject an introduction to the scientific studies which during the past decade have given a new foundation to the psychology of the elementary-school branches. The results o these studies are here collected and organized, for reading, arithmetic, handwriting, spelling, language, history, and geography. In the final chapter, general conclusions are drawn and some needs for further research are indicated.

Ruch, G. M., *and* Stoddard, George D. Tests and measurements in high-school instruction. Yonkers-on-Hudson, N. Y., World book company, 1927. xix, 381 p. tables. 8°. (Measurement and adjustment series, ed. by Lewis M. Terman.)

The history, uses, and limitations of tests in secondary education are set forth in this volume. Criteria are given for the selection of tests suitable for a particular purpose. All the important intelligence and achievement tests intended for use in the high school are described and evaluated. Four chapters are finally added on the principles of test construction, thus going to the root of the subject.

Snedden, David. What's wrong with American education? Philadelphia, London, Chicago, J. B. Lippincott company [1927] ix, 379 p. 12°.

The title of this book implies the generally admitted fact of imperfections in our present educational system which need to be eliminated. Dr Snedden is convinced that in the field of specific purposes of education is now to be found the most urgent need of critical examination. Current statements of the expected purposes of various studies are couched in too general terms, and do not show proper discrimination among classes of learners differing as to native endowments, family circumstances, or future prospects. The author's criticisms are constructive, and show a persistent faith in steady progress toward a better type of American education. His discussion covers many grades and phases of our educational system.

Vasconcelos, José, *and* Gamio, Manuel. Aspects of Mexican civilization. Lectures on the Harris foundation, 1926. Chicago, Ill., The University of Chicago press [1926] ix, 194 p. 12°.

This volume contains three lectures by Vasconcelos, dealing with the Latin-American basis of Mexican civilization, and three by Gamio on the general topic of the Indian basis of Mexican civilization. One of the group of lectures by Gamio has the particular subject of the education of Indo-Hispanic peoples. In this he points out that Mexico is a country of heterogeneous population, and requires its own special and peculiar system of education adapted to its many different needs. The Indian element of the Mexican people especially needs a training suited to bring it to self-realization. Both lecturers are former officials of the Mexican department of education.

Wells, F. L. Mental tests in clinical practice. Yonkers-on-Hudson, N. Y., World book company, 1927. x, 315 p. tables. 8°. (Measurement and adjustment series, ed. by Lewis M. Terman.)

This manual is designed as a guide to the study of individual mentality and personality. In the introduction, Dr. L. M. Terman advocates the constant supplementing of our wholesale testing with clinical examinations of individual cases, notwithstanding increased expense of the latter. In the application of psychological tests in the school, in the juvenile court, in the psychopathic hospital, or in industry, our point of view should be more clinical than statistical, and this should be so even when group tests are used. Our need in the great majority of cases is to enlarge our understanding of the individual subject.

Wexberg, Erwin. Your nervous child; a guide for parents and teachers. Authorized translation into English by Walter Béran Wolfe. New York, Albert & Charles Boni, 1927. xiv, 178 p. 12°.

This little book comprises three chapters relating to nervousness in children—first, its manifestations; second, its causes; and lastly, its prophylaxis and treatment. Dr. Wexberg illustrates his theory of nervousness by practical clinical cases from the child guidance clinics established in Vienna by Dr. Alfred Adler, whose individual psychology is the basis of this study. This guide to the development of character in the child is dedicated to the task of giving to parents and teachers an insight into the peculiarities of the child's soul life.

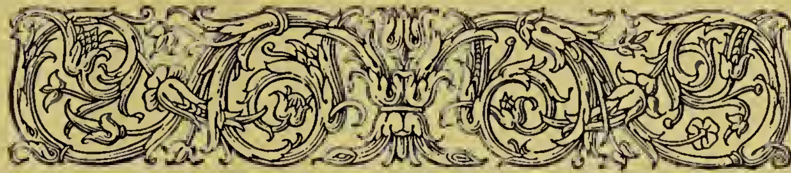
Williams, L. A. *and* Rice, G. A. Principles of secondary education. Boston, New York [etc.] Ginn and company [1927] xi, 339 p. tables, diagrs. 8°.

A general view of secondary education, from an aeroplane, as it were, is given by this book, which is designed to afford students of secondary education the necessary background and right perspective for special studies in the subject. After a brief discussion of fundamental principles, the characteristics of secondary education in France, Germany, England, and the United States are outlined. The remaining pages include in their scope the pupils, the program of studies, the process, and the system in secondary education, the last culminating in the new units of the junior and senior high school and the junior college.

Wood, Thomas D. *and* Rowell, Hugh Grant. Health supervision and medical inspection of schools. Philadelphia and London, W. B. Saunders company, 1927. 637 p. illus., plates, tables, forms. 8°.

Health supervision is briefly defined by this book as the program of health service in which school, home, and community unite their efforts to insure to every child in school that fullness of health and healthful conditions which are required for the child's best all-round development. The authors give a comprehensive presentation of modern school-health work, which, developing along sound principles and procedures of health and education, has availed itself of true progress in both fields and has added much to the traditional program of medical inspection. Most aspects of the subject are fully treated in this volume, excepting some which are reserved for amplification in special monographs, such as ventilation, health instruction, physical education, and the hygiene of instruction and school management.

U. S. GOVERNMENT PRINTING OFFICE: 1927



TRUANTS

Let's play truant, heart of mine,
For life's too full of duties.
We'll away nor leave a sign
And revel in earth's beauties.

There are lessons to be learned
And many tasks are pressing,
But happy earth with face upturned
Feels sunbeam's soft caressing.

All dull care we'll leave behind
And go as if a'Maying,
Frolic with the carefree wind
Like happy children playing.

Oh, to take our fill of joy
And know no other duty!
Let's play truant, heart of mine,
For life's so full of beauty.

Copyright 1927
JOSEPHINE M. FABRICANT
DeWitt Clinton High School
New York City

EXAMINATIONS TO MEASURE ASSIMILATION OF KNOWLEDGE

NUMEROUS CONDITIONS that might fill a treatise have brought a demand for the measurement of young people, for their classification in groups according to their natural capacity, their attainments, and their prospects. These have given rise to various kinds of tests, until educational thought and experiment have become deeply concerned with the subject of examinations. We hear much of intelligence tests based upon native ability, of aptitude tests, and of the new kind of examinations where a large number of questions are given, to be marked rapidly "Yes" or "No." These last, it is claimed, are more searching, more accurate, and more comparable than the older form of curricular questions in common use. Whether they will prove to be better or not for their purpose will be watched with interest, for it is highly important. But the excellence of any examination depends upon the degree in which it fulfills the object for which it is designed; and the intent of a general examination upon the main subject of a student's work in college is to ascertain not so much the amount of his knowledge as the use he can make of it; to measure his grasp, his power of thought, the extent to which his studies have molded the fabric of his mind; in short, how far he has in that field become an educated man

—*A. LAWRENCE LOWELL*

SCHOOL LIFE

Volume XII
Number 10

June
1927

SCHOOL CHILDREN OF WILMINGTON, DEL., COOPERATE WITH PARK AUTHORITIES IN PRESERVING THE CITY'S NATURAL BEAUTIES

Published Monthly [except July and August] by the Department of the Interior
Bureau of Education Washington, D. C.

U. S. GOVERNMENT PRINTING OFFICE : 1927

CONTENTS

Page

Modern Peoples Express National Ideals in Public Education. *Hubert Work* 181

Whole Families are at School Under Revolving-Farms Plan. *Martha Rhea Little* 184

Isolated Children Receive Instruction by Correspondence. *The Director, Department of Education, Western Australia* 188

Nursery-School Problems Discussed by New York Conference. *Mary Dabney Davis* 189

Editorial: Needs of Many Nations Frankly Set Forth 190

Further Development of Junior Colleges Seems Inevitable 190

Pan-Pacific Conference in Honolulu Marks Beginning of New Epoch. *Theo. Honour* 191

Wide Variations of Practice in Small Junior High Schools. *Emery N. Ferriss* 193

Parent-Teacher Associations Actively Support Public Education. *Mildred Rumbold Wilkinson* 196

Conservation of Bird Life Made a Community Interest. *Violet L. Findlay* 198

New Books in Education. *John D. Wolcott* 200

Resolutions of Pan-Pacific Conference Relating to Education . . . . . . Page 3 of cover

President of the United States Welcomes Pan-Pacific Conference . . . . Page 4 of cover

SCHOOL LIFE is an official organ of the Department of the Interior, Bureau of Education. It is published monthly except in July and August. The subscription price, 50 cents a year, should be sent to the Superintendent of Documents, Government Printing Office, Washington, D. C., and not to the Bureau of Education. Single copies are sold at 5 cents each. For postage to countries which do not recognize the mailing frank of the United States, add 25 cents a year.

New Club Rate.—Subscription to SCHOOL LIFE, for 50 copies or more sent in bulk to one address, will hereafter be 35 cents a year each.

SCHOOL LIFE

Published Monthly, except July and August, by the Department of the Interior, Bureau of Education
Secretary of the Interior, HUBERT WORK - - - - - *Commissioner of Education*, JOHN JAMES TIGERT

VOL. XII WASHINGTON, D. C., JUNE, 1927 No. 10

Modern Peoples Express National Ideals in Public Education

Progress of Society is Achieved by Practical Application of Knowledge. Social Structures of Nations Reinforced from Without as Well as Within. National Forces Should Cooperate in Spirit of Helpfulness to Develop Exalted Ideals of Civilization. Kinship of Pacific Peoples Shown in Way They Lend Themselves to Fusion with Modern Scientific Progress. Untouched Wealth Invites New Spirit of Exploration

By HUBERT WORK

Secretary of the Interior

THIS PAN-PACIFIC CONFERENCE has been called by the President of the United States, in conformity with a joint resolution of the Congress, and the sessions now begun are to be held under the auspices of the Department of the Interior.

By invitation of my Government, representatives of the countries bordering on or having territorial possessions in the Pacific Ocean, have been given an opportunity to participate. There is a mutuality of interest involving the people of all these nations, and I am conscious of the privilege of sharing in this meeting with our sister nations whose learned men and women are directing their powers toward constructive and peaceful ends.

The basic purpose of this conference is to promote the advancement of peaceful arts and pursuits among the countries participating to interchange knowledge on subjects of mutual interest, to broaden our vision, and improve our social and economic intercourse. It embraces the interests of all the Pacific peoples for their own good and the welfare of the countries they represent.

Coordination of ideas and ideals of economic progress will enable us to advance on common ground, toward a common end, with equal opportunity alike to all nations.

Our faith in civilization, our love of liberty, and our belief in the liberal in-

Opening address of the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, called by the President of the United States at Honolulu, Hawaii, April 11, 1927.

Twelve nations were represented by official delegates at the Pan-Pacific Congress

stitutions so beneficial to society, which we and other great civilized lands of the earth have acquired at costly sacrifices, teach us that we must school ourselves never to minimize the obligations our respective countries owe to each other to perform every service which profound statesmanship requires of an enlightened era.

No world power to-day may remain in isolation or escape the tide of modern advancement. The difference in physical and climatic conditions, and the variety in intellectual and social progress among nations would seem to ordain a policy of independence between them, but there is nevertheless a mutuality of international interest. Each nation, for the benefit of its people, must of necessity deal with its own problems of fiscal policy, trade and commerce, and the attitude of government toward industrial enterprise. Yet, certain features of individual and national life are susceptible of general application. The general treatment of economic ideas and doctrines by friendly powers, which we expect at this conference, can not but contribute to the hopes and aspirations of all the peoples of the Pacific, whose national destiny is influenced by modern thought.

Earnest men and women have come to understand that the progress of society is achieved by the practical application of knowledge. They strive by individual and collective effort to prevent and correct evils, in a national sense, quite as much as in purely a local sense. The social structures of nations are subject to reinforcement from without as well as within. The blight of centuries has been the inclination and policy of nations to pursue a separatist policy, ever viewing their own economic and social development at a cost, usually, of the progress of their peoples, rather than in the interest of the progressive improvement of the human race. So long as these national forces operate in opposite directions, intent upon separate national interest and existence, material progess will be delayed.

The Pacific is a great combination of geographical, ethnological, and political factors, extremely diverse, but within them there is a spirit of human commonalty that encourages persistent efforts toward the germination of new and exalted ideals of civilization.

In our essential equipment for participation in the world's work, intercourse, environments, and traditions are phases of intellectual and emotional activity which inspire us. Words and combinations of words difficult to pronounce are avoided for the sake of euphony. Likewise, discordant theories and practices should give way to clarity of ideals and definite purpose. The cultured mind of a people will unconsciously express itself worthily, and as we attain higher intelligence our acts and our aspirations are molded into permanent form, awaiting only opportunity for practical application.

The romance of the Pacific is an enduring heritage from distant ages. Where for two and a half centuries a single galleon made its slow way forward and backward from Acapulco to Manila once a year, we to-day are unmoved by the magic of human invention which shuttles giant steamships across the Pacific between America and Asia in a few days. Ships touch daily along coastal reefs, unite the islands and mainlands, or ply between great foreign ports. Little less than a century ago vessels timorously rounded Cape Horn, steering toward the setting sun, and rarely did they return before the lapse of years. But within the past half century the evolution of the scientific spirit and the improvement in navigation have set afloat thousands of ocean-going steamships, crossing bows and weaving their way into every commercial port of the Pacific.

Balboa, Magellan, Drake roamed the Pacific out of sheer love of adventure. Yet, they were evangels of progress. For ages the movement of the human family has been westward. In this westward reach for a habitat and happiness, race has overwhelmed race. Yet withal, civilization itself, and the economic center of the civilized world with it, has ever moved steadily westward, from Carthage to Italy, to Holland, to England, crossing the Atlantic, spanning our continent—to the Pacific. Once all nations clustered about the Mediterranean; then the Atlantic became the pathway of international intercourse; now the greatest of the world's waters—the new Pacific—is the center of the world's currents of progress.

The significance of the Pacific, in a westward voyage, is not lost on the human mind, for in traversing this half a world of water, we reach the opposite continent and Asia—the birthplace of the human race.

The kinship of peoples scattered over the 70,000,000 square miles of Pacific seas becomes evident in the way in which they lend themselves to fusion with modern scientific progress. Perhaps in time, if our progress and development be not impeded, the many tongues now spoken on the thousands of islands in Pacific waters will give way to a simple and flexible language spoken in every inlet of the seas.

One-half of the human race lives in countries bordering on and in the Pacific. Oriental life is found on our Pacific seaboard, as American life is found on the Asiatic side. To the south, among the islands of the antipodes, or north of the Equator, here in Hawaii, we find a constant interchange of racial relations. This Pan-Pacific conference is happily a reunion of friendly nations and peoples. Your sons have studied in our schools and universities, they have contributed to our mechanical, material, and social growth, they have fought under our flag. We have come to Honolulu, our frontier in the Pacific, on a mission of amity. We would counsel and be counseled. We believe that international cooperation assiduously observed will do more to found mutual happiness and justice than all the theories evolved through the centuries.

Nowhere is the evolution of events which portend progress more in evidence than in and around the Pacific Ocean. This vast sea is now one of the world's highways of commerce, and its industrial progression is challenging the attention of practical minds. It is taking its strategic place as the largest of oceans, its commonwealths among other commonwealths, its commerce among all commerce of the world.

Nowhere on the globe are found so many groups and such innumerable islands, in size from up-shooting rocks to the island-continent of Australia. The untouched wealth of the Pacific invites a new spirit of exploration, for here we find climate of all variety, soil of all kinds, riches in every form.

The representatives of the United States are here assembled to learn and to impart what may be mutually beneficial to all countries alike. Though the distinguished delegates to this conference may have a full knowledge of America's development—from the hazardous days of our early colonization until the present—yet I feel my mission would be inadequately fulfilled were I not to indicate our material progress and aspirations, ever so briefly, for the purpose solely of advising you of what we ourselves have done, and what we hope to do, aided and encouraged by this interchange of national thought.

Within the span of little more than a century the United States has progressed through the perpetuity of high ideals founded upon a modicum of training handed down from generation to generation. Prudence and industry have been the guiding spirit. In our East, great commercial centers thrive; the plantations of our Southland, the plains of our West, the mountains of our Pacific coast, have responded to individual and collective initiative. High valuation indeed must be placed upon such initiative. Without it there could have been no transition period, no science of business or government administration. With increasing force the knowledge comes to us

that directive intelligence is becoming more and more essential to successful enterprise.

We hear a great deal about centralization of executive power. There always has been, there always will be, some central authority in the fixation of governmental dominion, though I do not by this mean to subscribe to the theory that such centralization of power should carry with it mandatory control or supervision of the rights of individual States. In this struggle for free government and the placing of responsibility, we have come through the years to realize that in organization lies the safety of the human race, the sanctity of national life.

The permanency of the national life of a people depends basically upon human ingenuity and the capture and practical conversion of all available natural resources. Singularly, though not strangely, nature has secreted many of her most useful resources in forbidding places, but the genius of man continuously triumphs over nature. New elements are being introduced into the life of the time and new adjustments are being made necessary. During the past century an industrial revolution has affected agriculture, manufacture, transportation, and commerce. Modern nations no longer are countries of small freeholders with open-field tillage. To-day we have in every quarter of the globe modern agricultural nations, with inclosed field, rotation of crops, improved farm implements, and advanced methods of cultivation. Handworkers and small establishments have given way to great factories. Improved highways, rail, river, and canal commerce are contributing with amazing prodigality to national advancement.

One of the major subjects for discussion before this conference involves reclamation, that modern science of engineering upon which depends the productivity of much of the earth's tillable lands. In the United States, our reclamation progress during the past quarter of a century has been epochal. Our conquest of the desert by inland rivers is a chapter in reclamation history which makes us proud of our progress in conservation.

But while we in America were striving for the full benefits of modern reclamation, Australia, the sixth continent of the world—for indeed its area approximates that of the United States—was responding amazingly to the engineering skill of a great builder. That engineer to-day is the directing head of the reclamation forces of the United States Goverment.

Education and its applicability to human progress constitutes the important phase of our program at this conference. Modern people expect to form, strengthen, and express their national ideals largely through education carried on in public-school systems. In our meetings we shall consider those international aspects of education which relate to exchange of educational thought between nations, standards of child life, and vocational training.

No country has a school system that is entirely of its own making. All have borrowed from others. Our school men and women acknowledge their debt and express their gratitude to the great educational leaders of older and modern Europe. Other nations are sending their experts to us to study our school systems. We hope they will find things of value that they may adapt and use. Civilization owes much to the freedom with which schemes for human training have been carried from country to country.

These exchanges of educational thought are growing rapidly in volume and importance and taking on many different aspects. Over a hundred organizations either within or without the regular colleges and universities are at work in the United States promoting some phase or other of international intellectual cooperation. Fellowships and scholarships for Americans to study in other countries are offered annually, totaling half a million or more of dollars. Foreign students are brought to us to study in our institutions or gain experience in our business establishments. From two to three thousand nonquota students are coming annually to our schools. Summer schools for foreigners are now commonplaces in European countries. Even a university afloat is making a round of the world in order that students may know many countries by actual contact, as well as from books.

It seems proper for this conference to survey all these activities and to consider how they may be fostered and rendered more effective for the nations of the Pacific. The educational publications of each of our countries should be made quickly and easily available in all. The students that go from one country to another are for the most part earnest young people whose time is valuable. Some standards of credential acceptance and evaluation need to be set so that these foreign students may work to their own advantage, and the satisfaction of the institutions they enter.

This national business of education has developed a general appreciation of the value and the rights of child life. We recognize that every child should be well born, and that mothers and infants must have proper care. Both the welfare of the State and that of the child require that he be given a certain number of years of instruction and that his body be strong and sound. We of the Pacific can not afford to permit our populations to be any less literate or less physically sound than those of other countries. It will be well to consider at this meeting how we may best and most quickly improve our standards of literacy and physical fitness.

Our host, the Territory of Hawaii, recently entered upon the policy of extending vocational education which was begun in other parts of the United States and in Canada about a decade ago. The old and often effective plan of training for the vocations through apprenticeships, separate and apart from the schools, can not supply, either in quality or numbers, the workers needed in modern industry. The school systems must of necessity broaden their offerings and their activities to include training for industry and the direction of the pupils into work in line with their desires and abilities. In establishing the program of vocational education, the Governor of Hawaii wishes to profit by your experiences and to learn from you what to do and what to avoid. I am sure you have much to offer him. Beyond this specific interest, the general question of the place of vocational education in the general educational program is to be considered.

We have finally to consider those schemes, many of which bring really remarkable results, for restoring the disabled to self-support and self-respect and reducing to a minimum the unhappiness that may result from unavoidable accident. Prevention is better than cure, but industrial accidents, though reduced to a minimum, will always occur, and methods of cure or rehabilitation should be available.

Recreation, of importance on our agenda, undoubtedly will be given profound consideration, for here, too, is a vital relative factor in the mental, physical, and spiritual life of nations. All countries, all inhabitable centers in all parts of the world, to-day are directing thought upon the problem of public parks, playgrounds, and the development of athletics. A healthy and progressive people are inspired by environment and right living conditions, and if relaxation and recreation are injected into the daily routine of our lives, it enables broader and clearer vision, more happiness, and a more wholesome spirit to go forward in confidence with courage.

With all these subjects of common interest before us for free discussion, the conference should evolve foundation principles which will make the occasion internationally historic, and I now declare the Pan-Pacific conference opened for the purposes for which it was called.

Whole Families Are at School Under Revolving-Farms Plan

Practical Method of Teaching Mountaineers of North Georgia Improved Methods of Farming, and of Habituating Their Families to Better Standards of Living. Founder of School Lacked Early Advantages but was Graduated from Harvard Through His Own Efforts. Tenant-Students are Limited to Five Years at School

By MARTHA RHEA LITTLE
Secretary Rabun Gap-Nacoochee School, of Rabun Gap and Sautee, Ga.

IN THE MOUNTAINS, and for the mountains, the school at Rabun Gap, Ga., at the junction of the State with North Carolina and South Carolina, is unique in its two distinctive features—its revolving-farms plan and its system of adult education.

More than 20 years ago this school was organized by Dr. Andrew J. Ritchie, who was himself born in an isolated log cabin in the vicinity of the tract that now constitutes the school farm. His early life was typical of the mountains. At 21 he was still studying the spelling book and at 25 he first rode upon a railroad train. Three years afterward, however, he entered Harvard University and worked his way through to graduation. He was thus the first man from Rabun County to be graduated from a college.

After teaching three years in Baylor University, Texas, he returned to his native county and began his life's work for the amelioration of the lot of his kinsmen and neighbors. For two years he served as county superintendent of public schools at a nominal salary and then began the upbuilding of a school by which he hoped to provide a way for children of the mountains to be in school eight months of the year, supporting themselves by their own labor. A plot of land was purchased upon favorable terms and a house was constructed by community effort at small cash outlay. Some help was received from liberal-minded men in near-by cities.

The original plan was to conduct the school like a big family, half the children

The typical mountain home is sadly lacking in modern conveniences

working on the farm or at the domestic work of the establishment, while the other half pursued their studies, the groups of workers and of students alternating weekly.

Like others who have attempted this arrangement, Doctor Ritchie found it impossible to obtain satisfactory results from the school and the farm at the same time. Nevertheless the school grew. Additional land was acquired, until the holdings of the school amounted to 1,500 acres.

School boys could not supply the labor for cultivating such acreage under the most favorable conditions, and the plan was adopted of renting portions of the land to tenants who gave to the school half their crops as rental. In time this practice developed into a definite educational agency of unique but effective type.

Fifty-four Missionaries of Good Farming

The dormitories and the school proper were retained, but the new plan contemplated dividing the magnificent 1,500-acre property into "rotating farm homes," and putting them in charge of men with large families, of the landless, mountain type. There is sufficient land for 20 families, who are admitted in successive groups for periods of five years. In the 20 years since the plan was first put into operation, 54 families have come in contact with the educational advantages offered.

The whole establishment is a school. Each separate farm is a foundation for the education and support of a family during its term of residence. Each home is a school dormitory—each man, woman, and child is a student. Every acre of land, every garden, cornfield, barn, and kitchen is for purposes of education, especially education to make better farmers and citizens.

The heads of families attend a special school which is conducted by practical instructors of agriculture and home economics who teach how to assimilate the advantages offered.

Young people with large families are preferred as tenant-students

The families that succeed, and most of them do, may remain five years. At the end of this period, sometimes sooner, a tenant will have paid his debts, accumulated a surplus, learned good farm practice and better standards of living, and the children will have a fine start in school. They are in position to become owners or managers of good farms and orchards.

Parents desiring to become tenant students, fill application blanks, with information as to age, health, names of children, and answers to such questions as: "Do you want a better chance to educate your children?" "Do you want a chance to become a better farmer?" "Do you and your wife want to improve your own education?" "What crops did you raise the past year?" "What livestock do you own?" "Are you in debt?"

Favorable Terms to Tenant-Students

General rules and regulations are enforced, as: (1) Each farm is divided into three rotating sections—a cornfield and two meadows. (2) A house, barn, garden, 1 acre for truck patch, pasture for two milk cows, and firewood for fuel are allowed each family free of rent. (3) Property must be well-kept. Minor repairs to buildings, fences, and roads must be done by the family. Larger repairs and improvements will be done by the school. (4) The family must furnish work stock and farming tools. (5) Each family must keep a farm account book, showing what it makes, spends, and saves. (It was interesting to see how a family of 12 lived on a cash "turn-over" of about $35 a month, and within four years paid a debt of more than $300.) (6) The head of each family and all grown-ups must attend the school for adults and the meetings held for their benefit and improvement. They must be found at home and at work regularly. (7) Parents must keep their children of school age in school

Well planned bungalows are lessons in better living

regularly, and must train them to habits of work and good conduct.

The school for adults includes lecture courses and discussion groups on such subjects as taxation, governmental methods, and topics of the day. Grading on "agriculture," "home economics," "habits and conduct" is under the supervision of Doctor and Mrs. Ritchie, with constant home-to-home, and farm-to-farm visiting. Recently, Mrs. Ritchie had the young girls for a conference on care of their yards. Her visits to the homes are often in the interest of gardens, poultry, truck patches, etc.

Learn the Joy of Comfort and Beauty

It is here that the philanthropic, sympathetic phase of the revolving school farm may find fullest expression through the personality and ministry of the community visitor. She sits with the mother and children as family counsellor. She teaches the advantages of cleanliness and first aid, the comfort of good mattresses, the satisfaction of perfect bread making, and the joy of beautifying the home.

Doctor Ritchie conducts frequent and regular "talk-to-the-family" meetings. His notes for one of these meetings at the beginning of the 1927 farm year give an idea of their scope: (1) Importance of early plowing and getting ready to plant. Unfavorable weather conditions for a good crop year—so much rain. Therefore crops will need to be cultivated well. (2) Importance of your farm boundary looking the part—neat, clean, tidy farming; ditch banks, fence corners, creek banks cleaned off; cow pastures grubbed and cleaned; fences and gates kept up; gates kept closed. Gates should open on the inside of farms—not out on roads and highways. (3) Small hay and rye crops—corn main crop this year. Rye will follow corn crops in the fall. Later on will go back to hay. (4) Keep up gates, roads, and bridges on farm boundaries. (5) Families must get out of debt, or can not be allowed to stay. (6) Making and saving. (7) Get location ready for next bungalow. (8) New bungalows must show the "model home" plan—must look better than other places in the country, with trees set out, shrubbery, flowers, good gardens, pretty flock of chickens, good housekeeping, etc. (9) As far as possible place barns, hog pens, hog lots on back side of premises at all old farmhouses on the place. This of course will be planned for at the new bungalows. (10) Gardens and truck patches must be better than others in the surrounding country. What is prettier or means more to a family than a fine garden? (11) Buying supplies—getting better supplies at lower price. (12) Care of tools—bringing in tools belonging to school. (13) Grades for 1927 crops. (14) Grades and prizes awarded for 1926 crops. (The corn crop for 1926 was 13,000 bushels.)

In the system of dividing crops and grading, one half the whole crop is allowed to the family, according to the rule of renting good land in the surrounding community, one half is allowed to the school. Out of the school's share bonuses and prizes are awarded to families for farm or home investment or equipment, according to their grades for progress as students of farming, production from the land, and improvement in citizenship. A family graded A or B for the year is awarded, in addition to its share of one half the crop, a bonus from the corn crop corresponding to its grade, and is admitted for another year. A family graded C receives half the crop, and is readmitted on probation. A family graded D receives half the crop, but is not readmitted. Prizes of smaller amounts are awarded for excellence in special subjects.

Log Cabin to Modern Bungalow

For the year ending December 31, 1926, the winner of the first prize of 25 bushels of corn and possession of the second model house made an A average through unceasing ambition and hard work. His was "the last family up the creek." His former home was a one-room log cabin—crude, unceiled—so remote in a desolate cove, so close to the towering mountains that their shadows gave but reluctant entrance to the sunshine from 10 in the morning until 4 in the afternoon.

Careful selection of tenants is vital in the revolving farm plan. Four leading considerations are: The family chosen must be worthy, with earnest desire for better standards of living. Young parents with large families of little children are preferred, other things being equal—the 5-children family could not compete with the 10-children family. The most isolated families are given preference. Tenants must be able-bodied enough to make a crop.

Advantages of the revolving farm at Rabun Gap are obvious. As affecting educational problems, two other advantages are outstanding.

Investigation fails to find in actual operation a school farm making a success of student labor and at the same time maintaining high standards of education. It has been the dream of good men to place such an institution on a sound business basis. All school boys need the physical development as well as the educational and cultural advantages of manual labor. But when the safety of a crop depends upon their efforts, either the finances of the school, or the scholarship attainments of the boy—usually both—must suffer.

Farms and Dormitories Mutually Helpful

The Rabun Gap system solves that problem, by putting the responsibility of the yield of its 20 farms upon "seasoned man power." In rush seasons the farmer can get up before daylight and

The effect of improved surroundings is apparent in the demeanor of pupils

work until after dark. He has a colony of school children to call on for supplementary help. The dormitory students are sent to his farm to work under his direction. Thus the farmer can employ student labor at a figure he can afford to pay, while the students receive practical training. The revolving farm contributes to the support of the dormitory, by furnishing practically everything that is eaten, and a market is created for the farmer.

Earn Living While Educating Children

Further advantage in the Rabun system is the solving of the isolated mountain farmer's greatest problem. He can not make a living and keep his children in school nine months of the year, for he has access to no outside help. Through process of domestic manufacture, and the individual struggle against nature, he and his family depend upon their own efforts for food, shelter, and raiment.

At Rabun Gap he has the cooperation of a school working on a profit-sharing basis; he has a dormitory full of big boys whose means for an education depend in turn upon the outside work they can do for the farmer; his domestic group is kept intact; he is made economically independent; he acquires a whole crop of new ideas and habits; and he can at the same time keep his children in a first-class school.

Thus equipped he is sent back to his own neighborhood, and another group comes in—"boys and girls who are going to waste for lack of education and training to make good citizens; parents who are illiterate in books and ignorant of things that go with thrift, industry, and proper standards of living."

Disasters Cause Schools to Merge

Unexpected events of the past year have brought about a merger of the school at Rabun Gap with Nacoochee Institute at Sautee, less than 30 miles away, which served the youth of contiguous territory.

The main school building at Rabun Gap was destroyed by fire and within a short time a disastrous fire wiped out much of the Nacoochee plant. Negotiations for consolidating the two interests naturally followed and the merger has been arranged. The two institutions will be consolidated and rebuilt as the Rabun Gap-Nacoochee School.

The Nacoochee school was established in 1903, and it has been directed for nearly 20 years by Dr. John Knox Coit. It owned 320 acres of land, and its average enrollment for the past 10 years has been more than 200.

Under the terms of the merger, a standard elementary school will be maintained at the Nacoochee plant in Sautee, with a home for orphan girls and a community house. At Rabun Gap permanent stone buildings will be erected for the offices of administration, for the school for adults, for a standard high school, and for dormitories for boys and girls. From the central group of buildings will radiate like the spokes of a wheel the unique campus of 20 school farms.

Funds for the enterprise have been raised largely by private contribution, and the cost of the equipment of the enlarged program is expected to reach a half million dollars. The administration of the new institution is by a board of trustees. A plan of cooperation with the board of education of Rabun County and the public-school trustees of the local district has been worked out by which the Rabun Gap corporation has invested $15,000 in a building in which a public day school will be conducted under favorable conditions.

Aid for Commission on Secondary Schools

A grant of $10,000 from the Carnegie Corporation has been received by the Association of Colleges and Secondary Schools of the Middle States and Maryland for the support of the work of the Commission on Secondary Schools. This subvention makes possible the survey of secondary schools within the territory as a first step in the preparation of an accredited list.

More than 3,200 public and private secondary schools are in the territory, and all of them have been invited to make application for membership on the list. The grant from the Carnegie Corporation makes it possible for the commission to render this service without expense to the schools. In view of the fact that the grant will cover the expense of the work for about one year, it is important that all secondary schools within the Middle States and Maryland, that wish to participate in this service, should make application at once to the chairman of the Commission on Secondary Schools. Standards, questionnaire forms, and general information will be sent to all schools that have made application before the close of the current year. Inquiries concerning any phase of the accrediting program should be addressed to the Chairman of the Commission on Secondary Schools, 109 Bennett Hall, University of Pennsylvania, Philadelphia, Pa.—*E. D. Grizzell.*

School sites of 5 or more acres each are possessed by 252 public elementary and high schools in New York State. The largest school site reported in New York is in Sparta, Livingston County, with an area of 65 acres.

University of London's Attractive Summer Course

A holiday course for foreigners to be held July 15 to August 11 by the University of London is described in pamphlets transmitted to the Secretary of State of the United States by His Britannic Majesty's ambassador at Washington, at the request of His Majesty's Principal Secretary of State for Foreign Affairs. The Secretary of State forwarded the documents to the Secretary of the Interior for reference to the Commissioner of Education; but copies of the pamphlets which came to the Bureau of Education with official form and ceremony may be had by any American for the asking. Simply address "Holiday Course, the University Extension Registrar, University of London, London, S. W. 7, England." Walter Ripman, M. A., is director of the course in behalf of the university.

The course is planned to be of special value to teachers in secondary schools and to those preparing for the teaching profession, but its value is not confined to those persons only. Short courses and lectures will be offered on English literature, economics, history, education, architecture, etc. Formal instruction will be supplemented by excursions and entertainments. Certificates of attendance will be given to students who satisfy the requirements.

The fee for the course is £5. Students who apply for accommodations will be placed by the director in communication with suitable householders. A limited number of ladies may reside at King's College for Women, where the course is to be held, at £2 2s. per week for room, breakfast, and dinner.

Books Follow Workers Into the Forests

A library car, traveling on rails and moved by a locomotive as logging camps penetrate further into the forests, is operated by the Missoula County (Mont.) Free Library in cooperation with the Anaconda Copper Mining Co. The library car is a converted freight car, newly painted and adapted to library use, and is well lighted and heated. It is provided with open book cases, and is comfortably furnished with a long table and arm chairs. Packages of books are sent from the car to camps, which may be 5 or 6 miles away. The librarian, who is employed by the company, serves the men in many incidental ways, in one instance assisting a man to obtain a patent on a water power device. More than 5,000 men visited the car in nine months and 3,200 books were loaned.

Isolated Children Receive Instruction by Correspondence

No Child in Western Australia too Remote for Effective Teaching under State Auspices. Systematic Work under Skillful Instructors. Personal Relations with Pupils are Cultivated. Supervision by Members of Family

By THE DIRECTOR, DEPARTMENT OF EDUCATION, WESTERN AUSTRALIA

CORRESPONDENCE CLASSES were inaugurated in western Australia about eight years ago to meet the requirements of children beyond the reach of existing educational facilities. The results have been highly gratifying. From a modest enrollment of 54 pupils the number has steadily grown until it has reached 1,296, with every indication of further advance.

The classes aid three groups of children: (1) Those who can not attend school on account of distance; (2) those who, having completed the primary course at the small country school, wish to take continuation work by post; and (3) children doing advanced work in the small country school. Pupils in Group 1 must live outside the compulsory radius (3 miles) of the nearest school. Six years is the minimum age for admission. For enrollment in Group 2, pupils must have completed the full course offered by the small country school. Our present enrollment is: Group 1, 1,203 pupils; Group 2, 93 pupils; Group 3, about 1,000 pupils.

The correspondence school is located at Perth and is housed under the same roof as the education department. No locality having a mail service is so remote that it can not receive lesson sheets; they regularly find their way to all parts of the State.

Teachers of Wide Experience are Selected

The work is carried on under the direction of a senior inspector of schools and the staff comprises 1 head master, 25 assistant teachers, and 2 typists. The teachers engaged in correspondence work enjoy the same privileges with regard to holidays, long service leave, salaries, etc., as those employed in ordinary schools. The hours observed are from 9 a. m. to 4 p. m. (with one hour for lunch) five days per week. The teaching staff have been recruited from our primary schools and most are teachers of wide experience.

The scheme of study is fairly comprehensive, embracing reading, writing, number work, crayon work, and poetry in the infant class, and gradually broadening with each step through the grades. The children in the intermediate classes receive instruction in writing, English, arithmetic, geography, and history; for the higher classes (VII and VIII) are included subjects of much practical value, such as farm bookkeeping, home economics, and practical mensuration. At present, Standard VIII is the highest class, but arrangements will be made to carry pupils up to the standard required for the university junior certificate.

This article was prepared at the request of the American consul at Adelaide, South Australia, and was transmitted through the consul general at Melbourne to the Secretary of State. It is one of a series of reports made at the suggestion of the Commissioner of Education, as explained in the note on page 141 of the April number of SCHOOL LIFE.

Lessons are Attractively Presented

A year's course is covered by 20 lesson sheets, each sheet representing a fortnight's work. These sheets are carefully graded, attractively illustrated for junior children, and fully but simply explained. The notes, which are prepared by teachers showing special aptitude for this class of work, are typed on a dermatype stencil and duplicated on a mimeograph machine. The cut stencils are subsequently filed, and with care may be used several times. A recent addition to our office equipment is a mimeoscope machine, which is proving of much practical value in connection with illustrative work.

Readers, history books, geography books, and supply of pad paper on which the lessons are worked are supplied free of charge by the education department. A few other necessary books are purchased by the correspondence teachers when so authorized by the parents.

For young children supervision of work is essential. The lot of supervisor generally falls to the mother, but not infrequently an elder brother or other member of the family. One of the most pleasing features of our postal scheme is the hearty cooperation which is generally forthcoming in the home, the supervisors carrying out their duties in a fine spirit, and generally to the entire satisfaction of the teachers. As a child advances through the grades the need of supervision generally diminishes until by the time he has reached Standard V or VI little home direction is necessary.

Instruction papers are sent to pupils fortnightly. Students are expected to work to a time table (which, by the way, is so elastic as to be adjusted to home conditions) and submit their worked papers for correction at the end of every second week. The period for study varies with the standard of the pupil, junior children being expected to spend about 2½ hours daily at lessons and senior pupils from 4 to 5 hours. Students taking continuation courses may be permitted to enroll for a modified course—generally not less than three subjects—but in all cases reasonable time for study must be guaranteed. Evening work is discouraged except for continuation students who may be in employment during the day. It is found that pupils usually complete and post their work up to scheduled time.

Each Teacher Becomes a Specialist

The classes are divided into three divisions or sections: (1) A junior division (infants and Standards I and II); (2) an intermediate division (Standards III, IV and V); and a senior division (Standards VI, VII, and VIII). This enables each teacher to become a specialist in her own division.

Each teacher keeps a dispatch book in which is recorded the name and address of pupils and the date of dispatch of each lesson sheet. In this book is also kept a record of the date both of receipt and of the redispatch of worked papers. This information is so arranged that it is possible to tell at a glance if a pupil is working regularly and the time taken over each set. A file is opened for every family. In this is kept a carbon copy of the teacher's report on the work submitted for correction and a copy of the letters to pupils and supervisor. The making of carbon copies is facilitated by the use of stylographic pens and report "blocks" of about 150 sheets. In addition to the report, which is written on a printed form, teachers make copious and helpful instructions to individual pupils and never fail to inclose a little personal note with the corrected sheets.

Close Personal Relation with Pupils

A special feature of the classes is the close personal touch secured by the teachers with their way-back pupils. Very little encouragement is needed to bring forth regular and spontaneous letters from the pupil, and these, together with photographs of the child, and of his home surroundings, give the teacher a close insight into the life of the pupil and help to make the system a success. Many ex-students keep up a correspondence with their late teachers, although time does not permit all letters to be answered.

The staff of the correspondence classes furnishes papers for children in Standards V, VI, VII, and VIII in small country

schools where it is difficult for a single teacher, who may be in charge of all classes from infants upwards, to give advanced pupils adequate attention. More than 400 schools in all parts of the State are on the dispatch list. The teacher, of course, is responsible for the correction of all papers worked in his school.

Two scholarships are awarded annually. These are of the value of £30 per annum and are tenable in the first place for three years with a possibility of renewal for two years more. The scholarships are intended to defray the cost of boarding at a Government high school. Candidates must have satisfactorily completed the work of the VI Standard. Already a number of scholarship winners are in attendance at the various high schools throughout the State, and reports on their work are most gratifying. In 1925, one of the scholarships was awarded to a student who had been educated entirely by the correspondence plan.

No charge is made for the tuition of students under the age of 21. Adults, however, enrolling for correspondence lessons are required to pay a small fee of 10 shillings per subject per term.

Postage expenses are met by the education department.

Bureau of Education Requires Two Specialists

The United States Civil Service Commission announces the following open competitive examination: Educationist (secondary education); educationist (rural education).

Applications for these positions must be on file with the Civil Service Commission at Washington, D. C., not later than June 21. The examinations are to fill vacancies in the Bureau of Education, Department of the Interior, and vacancies occurring in positions requiring similar qualifications. The entrance salary is $3,800 a year. A probationary period of six months is required; advancement after that depends upon individual efficiency, increased usefulness, and the occurrence of vacancies in higher positions.

Full information 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.

Teachers who have not advanced their professional training within the past four years will no longer be employed in Crook County, Wyo., according to recent decision of the school board association.

47668°—27——2

Nursery-School Problems Discussed by New York Conference

Six Major Topics Presented. General Discussion Following Formal Papers Proves Especially Fruitful. College Training for Nursery-School Teachers is Favored. Current Practice in Organization and Administration

By MARY DABNEY DAVIS

Specialist in Nursery-Kindergarten-Primary Education, Bureau of Education

APPROXIMATELY 225 persons actively interested in the education of young children, met in New York City, April 22 and 23, to discuss problems pertinent to nursery schools.

Six major topics of general interest were presented and discussed: Educational activities and materials in the nursery school; The daily program in the nursery school; Training of nursery-school teachers; Education of parents in connection with the nursery school; Problems of physical well-being of the nursery school child; Budgets, housing, equipment.

Problems and current practice relative to these topics were presented by workers especially interested in them and general discussion followed. This form of conference proved to be of the most practical help. Contributions, challenges, and replies were spontaneously and continuously given.

Under the topic of training nursery school teachers three points were discussed: (1) Who shall be eligible to teach nursery school children? (2) On what academic level is it desirable to train teachers? (3) What shall constitute the curriculum for training these teachers?

Students in Training Have Varied Experience

Past experience of students now in training for nursery school teaching is varied, including experience as instructors in kindergarten and primary grades, home economics, social service, nursing, Montessori, home management, and as mothers in home management. Considering these groups as eligible, the program for their training should supplement deficiencies and provide other essentials. The consensus of opinion seemed to favor college training as the initial background for nursery school teachers. Periods of practice teaching should vary with the previous training and experience of the student, but it was agreed that this should extend from nursery school into kindergarten and lower primary grades. Subjects of the curriculum for training nursery school teachers should include psychology, sociology, sciences, hygiene, nutrition, as well as educational methods and materials.

Three criteria for determining the selection of play materials were given: (1) The materials must appeal to children as useful and attractive, offer opportunities for muscular development and coordination, and challenge creative and cooperative play. (2) It should be possible to use the materials continuously as more difficult problems occur. (3) The materials should be of a nature to encourage young children to express and to reproduce their ideas and experiences.

Three Considerations Determine Cost and Equipment

A report of current practice in the organization and administration of nursery schools compiled from information given by directors of 33 nursery schools was presented from the Bureau of Education. It was reported that the costs and equipment of nursery schools are almost entirely determined by (1) the type of institution in which the school is organized—university, teacher-training institutions, health or welfare centers, private or public schools; (2) the purpose for which the nursery school is organized—research, relief of parents, training of teachers or parents or simply education of young children; and (3) the length of the day's session—half or full day.

Reports from 18 schools not connected with public school systems indicate that about half their expense is for teachers' salaries. In three public schools three-quarters of the money apportioned to nursery schools is used for instruction. Employment of consultants, psychologists, physicians, nutritionists, and social workers, and the practice of supplying food and transportation for the children greatly increase the cost of "coordinate activities" and "auxiliary agencies."

In keeping with its decision of last year the "advisory board" presented a report as to the future of the present informal group of nursery school workers. It was decided that a nursery school committee of 19, representing all phases of child development, should act as a central body to decide upon future conferences or activities for a period of two years and that it should make public the work which it carries on.

· SCHOOL LIFE ·

ISSUED MONTHLY, EXCEPT JULY AND AUGUST
By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - JAMES C. BOYKIN

Terms: Subscription, 50 cents per year, in advance; to foreign countries in which the mailing frank of the United States is not recognized, 75 cents. *Club rate:* Fifty copies or more will be sent in bulk to one address within the United States at the rate of 35 cents a year each. *Remittance* should be made to the SUPERINTENDENT OF DOCUMENTS, Government Printing Office, Washington, D. C.

JUNE, 1927

Needs of Many Nations Frankly Set Forth

PROCEEDINGS of the Pan Pacific Conference in Honolulu will be printed. For those who read the volume an unusual pleasure is in store.

Official delegates from 12 nations, most of them men in responsible position, and representatives of institutions of learning and of scientific, technical, and educational associations, numbering in all 222 individuals, met to discuss problems of common interest in education, rehabilitation, recreation, and reclamation.

The conference was proposed by the Department of the Interior in response to an invitation by the Governor of Hawaii to the Secretary of the Interior to visit Hawaii. The success of the local arrangement was due to the governor's activity and that of his associates in Hawaii. A joint resolution of the Congress of the United States provided for participation of the United States Government under the direction of the Secretary of the Interior; and the President formally called the conference and showed his interest in it by a cordial letter which was read at the opening.

The cooperation of the nations bordering upon the Pacific or having territorial interests upon the shores of that ocean was invited by the President, and the departments and independent establishments of the Government whose functions related to the subjects of the conference took active part in it.

Essentially, therefore, it was an official affair; but the formality and stiffness with which tradition invests everything that savors of officialdom was wholly lacking. The personality of the individual officials concerned with the direction of the conference was a guaranty against oppressive formalism; the presence of many professional men among the delegates tended to prevent it; and finally the very atmosphere of Hawaii made it impossible. In consequence, the volume of the proceedings clearly shows that the conference was a conference in fact, and that frank discussion was its outstanding feature.

The leading papers were carefully prepared and were upon a high plane, but the limited number of delegates made it possible to indulge in friendly talks which gave a delightful tone to the meetings. One of the delegates from Australia said at the closing session: "We are gratified with the success of this conference and the achievements that have been obtained at what may be termed its initial meeting. We recognize that through conferences and meetings such as these a much closer and better understanding can be obtained, not only of the domestic problems affecting each country, but of the aims and ideals of the races of each country."

Several of the speakers declared that they would carry home with them many ideas that would be applied with profit in their own countries; and the warmth of the personal contacts that were made was indicated by the expressions of the delegate who said: "It grieves me that I am going to part from my very close friends; although I have had the pleasure of having your acquaintance for a few days only, I feel that I am not a stranger in a strange land, but among my own kith and kin."

Such was the spirit of the conference. It is implied in Mr. Honour's account on another page of this issue, and one is strongly impressed by it in reading the text of the addresses. From so many papers of high excellence it is impossible to name those of outstanding interest. But it is safe to say that in no other single volume is it possible to find such satisfying and intimate descriptions of the social and educational conditions of so many different countries.

Further Development of Junior Colleges Seems Inevitable

SIGNIFICANT of the trend of the times in the organization of higher education is the proposed "University College" of the University of Michigan. The status of the plan is such that its early adoption is anticipated.

It is contemplated that the University College shall include all students of less than junior standing in the present schools or colleges of the university which admit students directly from high schools. These students will be members of this college for the first two years of their course or until they qualify for admission to another school or college of the university. A dean will be appointed for the University College, and its faculty will enjoy the same rights and privileges as the faculties of other independent schools and colleges of the university.

Prominent in the statement of purposes of the new plan of organization are the following: (1) To provide more adequate means of dealing with the student as an individual in his intellectual life and of insuring his physical and mental health; (2) to provide some common knowledge of certain fields of learning for all students as an indispensable foundation; and (3) to prepare the way for specialization in the later years of university work.

This separate organization of the "lower division" is directly in line with the action of the University of Chicago, University of California, and other universities. It tends to favor the growth of junior colleges, although that is not specifically included in the published plans. That result, however, will naturally follow, for the same coordination of professional and specialized higher schools and colleges of the University of Michigan with the University College of that institution will be available to junior colleges organized with similar purposes upon other foundations. Their growth will, therefore, be facilitated and stimulated.

It will be recalled that both Johns Hopkins University and Leland Stanford Junior University have recently determined to discontinue their freshman and sophomore classes and to confine their activities to "seasoned applicants" who are expected to come from junior colleges in such numbers as to tax the facilities of those universities.

President Ray Lyman Wilbur, of Leland Stanford, has recently issued a letter "to alumni and friends of Stanford University," in which he describes the increasing pressure upon his own institution and the contemporaneous growth of junior colleges in numbers and efficiency. It is his belief that there can be no material expansion in the universities, and he considers it inevitable that the normal public-school system of an established community will soon have its own junior college. A larger number can attend such institutions "with less expense and less wastage than in our university classes. The quality of instruction in the junior colleges offers at least as satisfactory preparation as does our own lower-division work, judged on the basis of our experience."

In this President Wilbur is in substantial agreement with judgments commonly expressed.

In Australia every child born entitles the mother, regardless of wealth or station, to a sum of £5, or $25, from public funds, towards the cost of the child's birth. The Government of France gives to every mother who nurses her own child a monthly pension during the first year of the child's life.

Pan-Pacific Conference in Honolulu Marks Beginning of New Epoch

So Acclaimed with Enthusiasm by Official Delegates. Was Called by President in Conformity with Joint Resolution of the Congress. Representatives of Twelve Countries Participate in Deliberations. Meetings of Section on Education Devoted to Three Major Themes: Exchange of Information, Vocational Education, and Child Life. Elaborate Program of Entertainment for Delegates

By THEO. HONOUR

Secretary of the Education Section

CHARACTERIZED by Hon. W. R. Farrington, Governor of Hawaii, as the most successful conference ever held in the Territory, acclaimed by the delegates as marking an epoch in international relations, the First Pan-Pacific Conference on Education, Rehabilitation, Reclamation and Recreation, held in Honolulu, Hawaii, concluded its deliberations on April 16 with a resolution suggesting that a similar conference be held at some mutually agreeable place within the next two years.

The conference was opened on Monday morning, April 11, with a plenary session, presided over by Hon. Hubert Work, Secretary of the Interior and general chairman of the conference. The Secretary read a letter from the President, in which he sent greetings to the delegates. This letter and the Secretary's opening address are printed elsewhere in this issue.

In his address of welcome Governor Farrington outlined the evolution of education in the Hawaiian Islands. "Education has sharpened our wits and broadened our vision," he said. "Reclamation has made fields fertile that were once barren waste. Acting and reacting under the direction of alert minds, those forces that organize men, minds, and material have made possible the leisure and recreation that conserve energy for the next task."

Three State Superintendents Were Present

The visiting delegates were presented to the conference by Hon. Raymond C. Brown, Secretary of the Territory of Hawaii. The foreign countries officially represented at the conference were: Australia, Chile, Colombia, Fiji Islands and British Western Pacific, France, Great Britain, Japan, Mexico, New Zealand, Nicaragua, and Peru. The State superintendents of public instruction of Mississippi, New Mexico, and Utah, the Territorial superintendent of public instruction of Hawaii, and a representative of the Department of Education of American Samoa were also present.

Besides the Secretary of the Interior, the official party from the United States included the Commissioner of Education and two members of the staff of the Bureau of Education; the Commissioner of Reclamation and a member of his staff; the Director of the National Park Service and a member of his staff; and the Surgeon General of the Public Health Service of the United States. The Assistant Chief of the Bureau of Agricultural Economics of the Department of Agriculture, the Director of the Federal Board for Vocational Education, and a representative of the United States Civil Service Commission were also present.

Two Hundred Participate in Discussions

Following the plenary session, the conference divided itself into three sections—education, reclamation, and recreation. Dr. Jno. J. Tigert, United States Commissioner of Education, was general chairman of the education section. The meetings of this section were held in the Royal Hawaiian Hotel. The ballroom, where all the sessions excepting the first were held, was profusely decorated with the flags of the countries participating in the conference. Approximately 200 delegates participated in the discussions. The deliberations centered about three major themes: Exchange of educational ideas and the establishment of centers of information, vocational education, and child life.

The first session was devoted to a general discussion of educational conditions in the several countries represented. Doctor Tigert presided and outlined the system and aims of education in the United States.

Organization of the department of education in Australia was described by Dr. S. H. Smith, director of education for New South Wales, Australia. "Australia," he said, "has the most coordinated system in any British community." He described at length the details of the school system and a history of its development.

Prof. Salvador Novo, chief of the editorial division of the educational department, Mexico, gave a résumé of the education program undertaken by the Government of Mexico in recent years. Until recently, Professor Novo said, literacy in Mexico was a privilege of the upper classes, and no consideration was given the Mexican Indian who was permitted to struggle along as best he might from the days of the conquest, until an organized attempt was made by the school department to fortify its nationals with at least practical learning. How this is being done was outlined by Professor Novo, who stressed the importance of the new rural school system.

The school system in American Samoa was outlined by K. Sua, representing the department of public instruction there. Dr. N. Murakami, of the department of education of Japan, explained the system of education in that country, the evolution of the use of Chinese characters in the written language and the gradual development of its present methods through the education of its teachers in methods of other countries. A short paper on educational activities in New Zealand was read by W. F. Kennedy, the delegate from that country. Antonio D. Castro, Peruvian consul at Honolulu, described the development of modern educational facilities in Peru. Will C. Crawford, Territorial superintendent of public instruction for Hawaii, told of the aims of the school department in the Territory.

International Exchange of Ideas

The program of the education section on Tuesday morning centered around the exchange of educational ideas among nations. Dr. N. Murakami, of Japan, presided. Papers were read by Dr. S. P. Capen, chancellor of the University of Buffalo, Señor Salvador Novo, of Mexico, and Dr. S. H. Smith, of New South Wales.

A general discussion followed. It was the unanimous opinion of the delegates that every agency and medium which

makes for better understanding on educational matters among the Pacific countries through the exchange of lecturers, students, publications, exhibits, etc., is desirable.

The establishment of centers of educational information was the topic of discussion at the Tuesday afternoon session. Dr. S. H. Smith of New South Wales presided. Leaders in the discussion were the presiding officer, Dr. T. Harada, of Japan, and Prof. Leon J. Richardson, of the University of California. Dr. S. P. Capen, of the University of Buffalo, told what is being done by the American Council of Education and the Institute of International Education along this line. A round-table discussion on the evaluation of student credentials, led by J. F. Abel, of the Bureau of Education, followed.

Vocational Training Birthright of Americans

The program on Wednesday morning, April 13, centered around the subject of vocational education, its development and place in the public school program. Dr. J. C. Wright, Director of the Federal Board for Vocational Education, presided. The leaders in the discussion were Señor Jose A. Pichardo, of Mexico, Dr. S. Hirota, of Japan, Dr. K. Sua, of Samoa, and James A. Coxen, director of vocational education for Hawaii. The chairman emphasized the need of vocational education, declaring that all the school children in the United States are entitled not only to a general education but to a training that gives them ability to earn a livelihood or rise in their chosen callings.

The discussions following divulged a difficulty common to all the countries involved, namely, an adequate program in the schools for trade, industrial, commercial, and agricultural training for those who do not go to college, with the consequence that large numbers of students drop out of school at an early age without practical means of earning a livelihood. To remedy this situation the conference placed itself upon record as favoring more vocational guidance, accompanied by prevocational suggestions and followed by a program of vocational education in the public schools, for those who do not expect to go to college or pursue the higher professions. Because of the close correlation between such a program and commercial and economic prosperity the conference felt such a movement to be a matter of national responsibility.

An open session of the education section was held on Tuesday evening under the auspices of the local education association. Addresses were made by Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, who spoke of the work of the parent-teacher association; Dr. N. Murakami, of Japan, who told of the part which education is playing in that country; Dr. S. H. Smith, who gave a brief outline of the organization of education in Australia; Senor Salvador Novo of Mexico who said that Mexico is trying to follow the best that other countries have developed along educational and cultural lines; and Dr. Jno. J. Tigert, United States Commissioner of Education, who spoke of the educational opportunities and the responsibilities of teachers in the United States.

The subject for discussion at the Wednesday afternoon meeting was vocational rehabilitation of the disabled civilian; Senor Salvador Novo of Mexico presided. Papers were presented by J. C. Wright, Director for the Federal Board for Vocational Education, Dr. S. H. Smith, of Australia, and Surgeon General Hugh S. Cumming, of the United States Public Health Service.

Surgeon General Cumming discussed at length the work the United States Government is doing in physically restoring its citizens who have been disabled in industry or war, and the technique which has been established to carry on this restoration. General Cumming approached the problem in all its phases, laying emphasis upon the physical and mental aspects.

M. Henri Gourdon, delegate from France, told what France is doing for the rehabilitation of its nationals. He explained that after the war France was compelled to take care of its disabled soldiers and that since that time attention has been paid to disabled civilians, and at present there are more than 80 villages in which the French Government has established schools where persons afflicted with various diseases are taught new vocations.

Workmen's Compensation Acts are Comprehensive

W. F. Kennedy, of New Zealand, said that little work has been done in that country for the rehabilitation of citizens but that much has been done for the blind, and comprehensive workmen's compensation acts have been put into force. C. Ligot, representative from the Philippines; Will C. Crawford, superintendent of public instruction in Hawaii; C. N. Jensen, State superintendent of schools of Utah, and W. F. Bond, State superintendent of schools of Mississippi, reported the work that is done in those Territories and States.

It was the sense of the conference that the rehabilitation of men disabled in industry and peaceful pursuits can be successfully brought about by a program of vocational education, provided they are trained for types of employment in which they are not handicapped.

Two open sessions of the conference were held on Wednesday evening and were devoted to motion pictures. At one of the sessions, pictures illustrative of education in the United States were discussed by Dr. Jno. J. Tigert, United States Commissioner of Education, and pictures descriptive of the United States National parks were discussed by S. T. Mather, Director of the National Park Service. At the other session, pictures portraying the reclamation service of the United States Bureau of Reclamation were discussed by Dr. Elwood Mead, United States Commissioner of Reclamation.

Standards of child life was the subject around which the discussions of both the morning and afternoon sessions of April 14 centered.

Health Instruction Occupies a Session

At the morning session C. N. Jensen, State superintendent of public instruction of Utah, presided. The subtopic discussed was "Care of the mother and infant, and health instruction." The leaders in this discussion were W. F. Kennedy, who told of the work that is done in New Zealand; Mrs. A. H. Reeve, president of the National Congress of Parents and Teachers, who told what her organization is doing in this direction; Dr. S. H. Smith, who described the work that is done in Australia; and Lois Randolph, State superintendent of public instruction for New Mexico, who outlined the problems in that State.

At the afternoon session, M. Henri Gourdon, of France, presided, assisted by W. F. Bond, State superintendent of public instruction of Mississippi. Contributors to the program were Dr. N. Murakami, of Japan, Prof. S. Oda, of Korea, W. C. Crawford, Territorial superintendent of public instruction for Hawaii, and W. F. Bond, State superintendent of public instruction for Mississippi. State Superintendent Bond decried the lack of sufficient home training and attacked certain kinds of influences which he said undid the work of the homes and schools. Professor Oda described the educational problems and programs in Korea, which he said is steadfastly improving its schools, extending their number, raising standards, and increasing the compulsory periods in the common schools.

The conference closed on Saturday morning with a plenary session, presided over by Secretary Work. The resolutions relative to education which were adopted by the conference are printed elsewhere in this number. The history of common school education in Japan was told by Doctor Murakami, who said that the empire had eliminated certain educational principles based on American and European plans and established those in harmony with the special needs of the nation. The delegates were of the opinion

(Continued on page 195)

Wide Variations of Practice in Small Junior High Schools

Tentative Statement of Results of Inquiry by National Committee on Research in Secondary Education in Cooperation with Bureau of Education. Improved Roads Double the Practicable Distance of Pupil Transportation and Increase Efficiency of Rural Schools. Nearly 1,200 Junior High Schools in Small Communities. Many do not Observe Most Authoritative Recent Theories of Curriculum Organization

By EMERY N. FERRISS

Professor of Rural Education, Cornell University

NO SINGLE STATEMENT is sufficient to explain the development of the junior high school as a part of our educational system. It is one phase of the broad movement of reorganization of the schools of the United States in the direction of a better adjustment to the needs of the child and the demands of a democracy. In bringing the beginning of secondary education two years earlier it has brought secondary education more closely in harmony with the period of adolescence. Where it has developed best it has through its new curriculum content and organization, its extra class activities, its government, its provision for individual differences, guidance, etc., resulted in a close articulation between the elementary school and the secondary school and in a type of education suited to children of the early adolescent years.

Spread from Cities to Rural Centers

Like other progressive movements in education the junior high school developed first in the large urban centers. In the last few years, however, the movement has spread into many rural and village centers, particularly in certain States. Its administrative organization and relationships with the other units of the educational system have varied for different communities. Sometimes these have undoubtedly been determined on the basis of community needs and resources and sometimes undoubtedly on the basis of mere expediency. Sometimes the most fundamental characteristic of the junior high school, the program of studies, has undergone a genuine reorganization and in other cases little or no change has been made in the old seventh and eighth grade program.

The adoption of the junior high school plan in village and rural communities has, it would seem, great possibilities. If its purpose is to afford pupils of the early adolescent years educational opportunities suited to their capacities, interests, and stage of maturity; to give recognition to individual differences and the need of exploration, discovery, and guidance; and to make articulated and continuous education from the elementary school into and through the secondary school, the junior high school should have much to offer children of village and rural communities.

In these small centers the character of the work in the upper grades has too often been wholly academic and traditional and much limited in both scope and richness. Usually a serious gap has existed between the elementary school and the high school. "It is assumed that the elementary school takes care of reading, writing, arithmetic, English grammar, and, to a large extent, United States history. English is the only subject that carries over even by name from one school to the other. Its character, however, is so changed as to make it virtually a new study." (Hillegas, Milo B. Junior High Schools in Small Communities. Teachers College Record, 19: 336–344, p. 341.) This statement is probably fairly typical of the condition that existed in the majority of small communities under the 8–4 form of organization.

Flexibility in Organization is Necessary

Many problems must be solved in the adaptation of the junior high school to the needs and conditions of small communities. To meet the various types of situations to be found, flexibility in organization will undoubtedly be necessary. The organization of the junior unit and its administrative and supervisory relationships with the elementary school and the senior high school must be determined in large measure by the local conditions under which it is developed and in which it must function. It is important, however, that the particular form it takes in any small community be, in so far as can be determined through careful study, that best suited to the conditions represented by the type of community. Above all, it should, whatever its administrative organization, at least offer a program of studies of rich and proven content values, affording opportunity for exploration and some differentiation in both academic subjects and the practical arts; it should make some definite provision for guidance; have an adequate program of social and extra class activities; and be housed in a building affording library, laboratory, auditorium, and gymnasium facilities and special rooms equipped for practical arts work for both boys and girls.

Determine Suitable Type for Each Situation

It should be possible in time to determine the most suitable type of junior high school organization for each type of situation. In rural centralized districts or in villages capable of supporting a 12-year system of schools either the 6–3–3 or the 6–6 organization with partial separation of the secondary period into junior and senior units may be the best type. In many communities high schools are still too remote for children to attend and live at home. In many more the local high school facilities are meager and unsatisfactory, and are maintained at almost exorbitant per-pupil cost.

In most sections of the country the development of good roads and improvements in means of transportation are doubling the distances over which pupils can be carried to school. This makes it possible to develop, perhaps, in many small centers which are not large enough to support an efficient four-year high school, a good three or four year junior high school and to transport the pupils of the tenth, eleventh, and twelfth grades, or the last two, to a central secondary school. This central school with a junior division of 75 to 150 pupils and a senior division of similar or larger enrollment would be able to maintain a senior high school capable of offering economically and effectively a reasonably wide range of work of standard quality. Where proper coordination of work in the central school and the contributory junior schools were effected the results should be better educational opportunities for all children not only in the central school but in the outlying, contributory districts as well.

Publication sponsored by the National Committee on Research in Secondary Education, Dr. J. B. Edmonson, chairman.

In 1925 a special committee of the National Committee on Research in Secondary Education undertook with the cooperation of the United States Bureau of Education to study certain phases of the junior high school development in rural and small communities. The purpose was to determine along what lines as suggested in the preceding paragraphs the reorganization of secondary education in such communities was developing, and something as to the character of the new junior unit. It was thought that the results of such a study should be helpful to those concerned with educational problems in small centers. The study was planned to include the following problems:

Nine Problems Included in Study

(1) State legislation bearing upon the financial support of junior high schools in rural and small communities. (2) What State departments of education are doing to encourage and direct the reorganization of secondary education in small and rural communities. (3) The general administration and organization. (4) Pupil guidance. (5) The program of studies. (6) Provisions for individual differences other than through the curriculum. (7) Buildings and equipment. (8) Supervision of instruction. (9) Extra class activities.

The work of the committee is not yet completed. However, fairly adequate data from 135 schools distributed over 30 States have been gathered and tabulated. The remaining part of this article will be devoted mainly to a brief preliminary treatment of a few phases of the study on the basis of the materials at hand. All statements should be regarded as indicative merely and in no sense as conclusive.

According to statistics of the United States Bureau of Education for 1924, supplemented and corrected by reports from State departments of education for 1925, there were at that time 1,174 centers of population under 2,500 having junior high-school organizations of one type or another. One hundred and eighty-four of these schools, or approximately 16 per cent, were reported as segregated junior high schools, mainly of the three or four year types; 893, or 76 per cent, were reported as junior-senior high schools, all but 31 being of the six-year type; and 96, or 8 per cent, were reported as undivided six-year high schools.

Most Common Type Comprises all Grades

The data on the 135 schools, which are well distributed and probably fairly typical of the general situation, indicate that the most common type of organization in small communities is that represented by the elementary-junior-senior school in one building under one administrative head. The second most frequent type is where the junior and senior high-school units are in the same building, usually under one principal. A small percentage, schools of small enrollments, are of the elementary-junior types. In most cases the latter are undoubtedly schools in communities with a secondary-school population of insufficient size to justify a complete secondary school. The elementary-junior-senior school also seems to appear most frequently where enrollments are comparatively small. The consolidated school district tends decidedly toward this type of organization. In approximately 18 per cent of the schools a separate principal was reported as having charge of the junior unit. In more than one-half of the schools the junior high school unit included the seventh, eighth, and ninth grades and in about 35 per cent the seventh and eighth grades only. The remaining schools represented a number of other grade combinations, the majority being of the four-year type.

Tendencies in Distribution of Teachers' Time

The organization of the teachers' work indicates some interesting tendencies. In only approximately 5 per cent of the schools did teachers devote all their time to instruction in the junior unit. In the larger proportion of the schools, slightly less than two-thirds, some teachers gave instruction in both the junior and senior schools. In approximately 30 per cent of the schools some of the instructors taught in both the elementary school and the junior school.

The data on the organization of the school day indicate that as to length it is similar to that long prevalent in small elementary schools. In about four-fifths of the schools the day was five and one-half to six hours or more in length. Approximately three-fourths of the schools reported class periods of 40 to 45 minutes. Apparently they have usually followed the traditional organization of the regular four-year high school. Only 17 per cent had class periods of 50 minutes or longer. This is interesting since it indicates that the organization in small communities has not included the adoption of the longer class period by many regarded as highly desirable, if not absolutely essential, in the junior high school—with its emphasis upon directed study and the class room as a work room rather than primarily a place to recite.

Largest Group Housed in General Buildings

As was indicated in the discussion of administrative organization, the largest group of schools reporting, approximately 44 per cent, were in a general building housing all elementary and secondary grades. In the second largest group the junior and senior schools were housed together. In a small percentage of the schools the elementary and junior grades only were in one building.

The majority of the schools had some laboratory facilities, more than one-third, however, reporting but one general laboratory. Approximately one-half reported the laboratories as used by both the junior and senior schools. In many cases also the laboratories were used for classes in manual training, domestic science, agriculture, and academic subjects other than science. Practically three-fourths of the schools had one or more practical-arts rooms. The practical-arts rooms most frequently reported were a cooking room, sewing room, general domestic arts room, woodworking shop, and a general shop.

Majority Have Well-Equipped Auditoriums

Approximately three-fourths of the schools were provided with auditoriums, the majority having a stage, curtains, and piano. About one school in three had a moving-picture machine. Practically all schools reported a library. In a large proportion of the schools this was a joint possession with the senior school. Considerably more than one-half reported gymnasium facilities, approximately two-fifths a rest room for women teachers, and small percentages a rest room for men teachers, a room for a school nurse, and other special rooms.

As indicated by the schools studied the completion of the six elementary grades is practically a constant requirement for admission to the small junior high school. That this requirement may in some instances be waived in favor of a special examination is indicated by the replies from a small number of schools. Approximately 6 per cent reported the admission of children of 13 years or older. In no case is the frequency of admission on any basis, other than completion of the first six grades, high enough to be of any real significance.

Uniform Program for All Pupils

In regard to the subjects studied, the most common practice apparently is that of a uniform program for all pupils throughout the junior high-school period. This is especially interesting since it runs counter to the most authoritative theory on the junior high-school program of studies. It is generally agreed that the program of studies and the organization of the work should permit some differentiation through variable subjects at least with the beginning of the second year of the junior high school.

A few schools reported some opportunity for choice in the first year, and about the same number gave such opportunity in the second year, and a considerably larger number permitted election in

the third year. Approximately one-fifth of the schools reported differentiated curricula in the junior high school. These were most commonly designated as general and academic, while a few schools reported practical arts, commercial, vocational, and home economics curricula.

The data indicate that the curriculum of the junior high school in small and rural communities is one of the phases most needing careful study. Unless a genuine reorganization can be effected in this most fundamental phase of the reorganization, the junior high school can never be of the service it should to the children of such communities.

The data on extraclass activities indicate that practically all the small junior high schools give considerable attention to various clubs and other pupil organizations. In the majority of the schools reporting, pupils were not required to participate in extraclass activities. The majority of the schools indicated that the nature of such activities was determined by the faculty but with reference to the pupils' interests. In a large proportion of the schools, attention was given to the correlation of the extraclass activities with the regular curriculum. Activities most often mentioned as correlated with the regular work of the school were the musical organizations, debating, the school paper and dramatics. In some schools credit was given for participation in these and certain other activities.

Little Restriction on Pupil Organizations

Great variability in the rules as to the number of organizations to which a pupil might belong, methods of electing officers, eligibility to membership and to office, etc., was apparent. In the majority of the schools no restrictions were placed upon the number to which a pupil might belong. A large proportion placed no restrictions on holding a major office and approximately one-fifth made no scholastic requirement. In practically one-half of the schools extraclass activities were partially financed by student fees; in a larger proportion by proceeds from school plays, etc.; and in a small number of schools by appropriations by the school board.

In practically all the schools all extraclass activities in all their meetings were sponsored and supervised by teachers, who acted as advisers and leaders. In almost one-half the advisers were appointed by the principal and in the majority of the other schools the pupil organizations chose their faculty sponsors. In only a few schools was a teacher who acted as sponsor given extra pay, and in only 12 schools was he relieved from certain other school duties.

In the majority of the schools the social life of pupils received consideration in other ways than through the regular extraclass activities. The majority of the schools reported school and class parties and almost one-half such other activities as banquets, dances, picnics, and entertainments of different kinds. In the majority of the schools social activities were under the direction of class sponsors or other members of the faculty. In a considerable number parents chaperoned pupil social affairs. While it has been possible in this short article to indicate in a tentative way only certain phases of the junior high-school movement in small and rural communities, one thing should be evident: There is extreme variability in all aspects of the organization and work of the small junior high schools. Though flexibility is undoubtedly necessary in adapting the new institution to the various types of situations in small communities, there would appear to be at the present time far more variance in practice than can possibly make for efficiency. Nothing is more evident than that in the immediate future there are needed a number of extensive, careful studies of the small junior high school, with attention to such problems as curriculum content and organization, general organization, the nature of the extraclass activities that should be fostered and their supervision and control, the character and amount of local adaptation desirable, general administration and the supervision of instruction, and many other pressing problems.

Fellowships for Englishmen in American Universities

Commonwealth fund fellowships, amounting to $125,000, have been awarded to 23 honor graduates of British universities who are to come to the United States next fall for two years' study in American universities. This is the third annual group of such awards and makes a total of 63 young scholars so far given opportunity for education and travel in the United States under the auspices of the Commonwealth fund. To the 20 annual fellowships provided under the original plan, three new fellowships have been added this year for honor graduates of British colonial universities at present studying in Great Britain.

An important provision of the fellowships is that the holders are required to travel widely while in this country. During the academic year they attend meetings of various learned societies and so come in contact with eminent specialists in their field of work. In the summer each fellow maps out a "swing around the circle" which usually extends from coast to coast.

Pan-Pacific Conference Begins New Epoch

(*Continued from page 192*)

that child welfare could be better promoted if a closer cooperation could be effected between the home and the school.

In connection with the conference a very elaborate program of entertainment was furnished by the Territory of Hawaii, the public schools, business and civic organizations, and private individuals.

On the Thursday preceding the opening of the conference a beautiful pageant, illustrative of the coming of the various races to the Hawaiian Islands, was presented at the Territorial fairgrounds; 10,000 persons participated in the pageant. The participants were dressed in the national costumes of the countries represented, and each individual represented 500 persons of the same origin now living in the Territory. They portrayed the handicraft of their races, sang their national songs, and gave exhibitions of their national dances. In a setting of tropical splendor, under a cloudless sky, with an extinct volcano merging into the horizon for a background, the kaleidoscopic effect of the various presentments was beyond description. The profusion of flowers, the vivid colorings of the costumes, the perfect performance of the participants all combined to make the pageant an event that would not soon be forgotten.

Other events included a visit to a pineapple cannery; a review and reception at Schofield Barracks; a visit to a sugar plantation; an interracial festival at the Pan-Pacific Research Institute; sports on the beach; a banquet and reception by Governor and Mrs. W. R. Farrington; a special opening of the Academy of Arts for the delegates; a dance at the Royal Hawaiian Hotel; a trip around the Island of Oahu as guests of the Chamber of Commerce of Honolulu; a parade by Hawaiian fraternal orders with a Hawaiian banquet, followed by a water pageant and a "Hawaiian evening."

After the close of the conference the delegates were entertained by the Territory of Hawaii on an inter-island trip. On Sunday the Island of Maui, "The Mountain Island," was visited and the delegates were taken to the various points of interest there. On Monday they went to Hilo, on the Island of Hawaii, and they visited the Kilauea National Park. Tuesday was spent in the park and around the rim of Kilauea Volcano. The party returned to Honolulu on the morning of Wednesday, April 20, leaving there at noon the same day for the return trip to the mainland.

Parent-Teacher Associations Actively Support Public Education

Summaries of Reports of Presidents of State Branches of National Congress of Parents and Teachers. Activities Cover Many Phases of School Work, but Attitude is Always of Helpfulness to Constituted Authority. Health of School Children and Loan Funds to Aid Needy Pupils are Favored Objects of Effort

By MILDRED RUMBOLD WILKINSON

Assistant Manager of Bureau of National Congress of Parents and Teachers

Alabama.—Business men as well as the educators ask the cooperation of the Alabama Congress of Parents and Teachers in aiding community projects for betterment. More than $1,000,000 was placed back of the public schools this year largely through the public sentiment created by the parent-teacher workers.

Arizona.—A bulletin is published in cooperation with the State vocational educational board. Student loan funds, juvenile protection, reading for home and school, playgrounds, and parental classes are some of the outstanding activities. The branch had a "rest room" at the State fair; literature and information were available and talks were given. Forty-two parents received certificates for completing the work of the parenthood classes.

Representatives of Educational Agencies Confer

California.—Representatives of recognized educational organizations and institutions, such as the State University, State teachers colleges, State board of health, boards of education, and experienced parent-teacher leaders have met bimonthly for a two-day session, to discuss plans and methods of work of common interest. These meetings rotated geographically so that all parts of the State were benefited. The Chamber of Commerce of Los Angeles furnishes and maintains an office in its building for the State congress. The city library keeps a reference library of up-to-date books in this office. The bureau of child development of the State has made a survey of handicapped children, the kinds of care and relief available. The bureau of education extension of the State branch secured two extension courses in preschool work in the State University at Berkeley and at the Los Angeles branch. Nearly 200 preschool circles are actively working, and many nursery schools are maintained. Foreign mothers can hear talks on child training in their own language. Classes in citizenship are held for foreigners and native born.

The *Delaware* branch is using its efforts and influence to create personal interest in a state-wide school-building program. Articles are published all over the State at regular periods, giving laymen some conception of the broadened curriculum of the present-day school, and facts concerning the resources of the State as they relate to ability to rebuild its schools. Adult illiteracy is one of the problems of this State and the parent-teacher associations are working for adult education.

District of Columbia.—Many associations have had excellent results from their classes in parental education, leadership, and preschool work. Study circles are increasing in number and the programs are becoming more interesting and are attracting new members each month. Fifty mothers formed a class for the study of social hygiene. The juvenile-court work of the District has been outstanding; members of parent-teacher associations care for the children in a room which they have made homelike. The Parent-Teacher Magazine of the District is self-supporting.

Florida.—A survey is being made of each district and county to decide whether the student loan fund shall be used for college students or confined to grade and high-school pupils. A State bulletin has been regularly published. The colored groups have joined the National Congress of Colored Parents and Teachers and they are very active in welfare work.

Join in Campaign Against Diphtheria

The *Georgia* branch raised $95,000 which was used to supplement teachers' salaries and to buy needed school equipment and first-aid supplies. Arrangements have been made for clinical treatment for all children in need of treatment. The Georgia branch advocates a better compulsory education law and supports the Sheppard-Towner bill. Recently the State Medical Association adopted a resolution to join the State board of health, the county officials, and the Georgia parent-teacher associations in a campaign to immunize against diphtheria every child in Georgia under the age of 10. Every doctor and the president of every local parent-teacher association has been notified, and work is soon to begin. The doctors are waiting for the parents to accept their services.

Hawaii.—The Territorial branch has been very active in parent-teacher work this year. Mrs. A. H. Reeve, President of the National Congress, after attending the sessions of the Pan-Pacific Conference, where she was one of the principal speakers, spent some time with the president of this branch of the Congress, visited many associations, and held many special meetings for the discussion of the work.

Idaho has published a bulletin, of which 1,000 copies are mailed to associations each month. It is cooperating in welfare work with all educational and child welfare agencies and is aiding in parenthood training.

Illinois.—Radio programs on parent education have been broadcast by the State congress.

Indiana University Distributes Helpful Literature

Indiana.—The package library service of Indiana University handles without cost to the State branch all parent-teacher literature, National and State, and sends this with helpful pamphlets on health to all associations in membership.

Iowa.—The State branch, the commissioner of health, and all public-health workers have formed a State hygiene committee to work in the summer round-up campaign. This branch was instrumental in having a kindergarten bill passed by the legislature. Many local associations pay the expenses of workers who go to the universities or summer schools for courses in child development. About 400 persons availed themselves of the lectures on parental training.

Kansas has done intensive radio work, broadcasting from the State University at Lawrence and from the State Agricultural College at Manhattan. Illiteracy committees are working everywhere to further adult education.

Kentucky.—The second vice president of the State branch is a member of the State department of education and through his contact with the 120 county

superintendents a better understanding of the parent-teacher movement has been established. Health inspection and regular health education have been carried on in the rural districts in cooperation with health authorities. Social hygiene lectures have been given in almost every part of the State and preschool work has been general. A men's round table has been very successful. A scholarship fund has been in use for several years, the money being raised by selling lead pencils. This fund has kept 24 children in school the entire year and 5 others part of the time.

Organized Corps of Story-Tellers

Louisiana.—Special emphasis has been placed on recreation work and playgrounds; this includes an organized corps of "story tellers" who entertain the little ones during the summer months.

Maine.—This branch has increased its membership 108 per cent and reports that this increase has been due largely to the extension work of its officers and to the publishing of a State bulletin which has spread information and has given tangible help to local associations. This bulletin, only one year old, is self supporting. It is printed by different high schools in their printing departments.

Massachusetts.—Men are joining the parent-teacher associations. Illiteracy is one of the problems which are engaging the time of the workers. The Americanization committee has made a careful survey of the situation and is striving to interest the foreign born in parent-teacher work. In this the parent-teacher associations cooperate with civic and philanthropic agencies.

Michigan. — Many local associations offer scholarships to teachers willing to attend some university or summer school for special work in health education. Each county holds leadership classes. A full-time lecturer on social hygiene is provided by the State department of health. The governor issued a proclamation to encourage state-wide plans for child health day.

The *Mississippi* branch points with pride to its summer round-up work. Health work is stressed in the rural districts.

Radio School Reaches Many Homes

Missouri.—Each district president of the Parent-Teacher Congress has been made a member of the State Teachers Association. One dollar of every five in the treasury of the State branch is set aside for the scholarship fund. Missouri has carried on a very successful radio school in parent-teacher work, reaching thousands of homes.

New Jersey.—Through the cooperation of the parent-teacher associations seven county libraries have been established. An educational campaign is being carried on against the sale of salacious literature, civic groups and churches joining in this effort. Evening schools are held for citizenship training and for adult education.

Parent-Teacher Influence Aids Kindergartens

New Mexico has established headquarters with no expense to the State. The parent-teacher association council placed a "parents' bookshelf" in the Carnegie Library, at Roswell. Through the parent-teacher influence a kindergarten bill passed the legislature, and New Mexico will now have kindergartens. Also, a free text-book bill was passed. The superintendent of public instruction is a member of the State executive board of the State Congress of Parents and Teachers. Leadership classes have been held. A college credit course is to be given at the normal school at Las Vegas.

North Carolina.—The rural associations raised $10,000 and used it to raise the standard of the schools. The objectives of the association are an eight-months school term, an eight-hour day for working children, and compulsory education to the fourth grade. The colored parent-teacher workers have formed a state-wide organization.

North Dakota.—One hundred local associations are well started in child-study work. Parent-teacher associations all over the State have had remarkable cooperation from the county superintendents. Parent-teacher association speakers have had prominent places on the programs of the State teachers' associations.

Oklahoma has held several parent-teacher institutes during the year, and the associations are on the increase. A colored branch has been organized.

Men Selected as Local Presidents

Ohio.—The increase of State dues has enabled the branch to put its State office on a business basis with a paid extension secretary, to publish the Parent-Teacher Magazine, and to carry on the State welfare extension work without an appeal for contributions. Men are presidents of 129 local associations in this State;

The *Oregon* branch has carried on a baby clinic for 14 years; child health and American citizenship have been stressed; State dues have been raised, making it easier to pay the traveling expenses of the volunteer extension and organization workers; cooperation in night-school work has been very general over the State; radio service has been regularly maintained. The parents educational bureau established in 1913 works in connection with committees on mental hygiene, social hygiene, and physical education. The department of safety in the Oregon Congress has had the cooperation of the State and city officials in installing safety devices and otherwise protecting school children.

The *Pennsylvania* branch has aided materially in securing adequate appropriations for "mothers' assistance fund." The juvenile court and probation committees have made surveys of the counties to learn whether or not the counties are obeying the law requiring them to have a building, or at least rooms, for the detention of children while awaiting a hearing.

Offers Opportunity for Community Betterment

Rhode Island has greatly increased its membership this year and many men have joined. They recognize the opportunities the parent-teacher movement offers for community betterment. In one school their influence has turned the school yard into a well-equipped playground with baths in the school building. Some associations have been instrumental in securing city playgrounds with facilities for football and baseball. One club paid $1,500 for trained recreation leaders. This branch has worked for necessary State provision for teaching adult illiterates and immigrants with the result that these "home teachers" are provided by the State. Forty-one associations in Rhode Island are busy with the "summer round-up," the campaign to send children to school next fall 100 per cent free from remediable diseases. This national congress activity has made a strong appeal to parents and health officials in every community, and it has become a "vacation habit." School boards give the school buildings for clinics, school nurses cooperate with boards of health in the examinations and the follow-up work; doctors and dentists recognize it as a valuable way to further welfare work for the communities, for it spreads health information to the homes.

Much Accomplished in Health Education

South Carolina.—Many clinics are held and much is accomplished in health education. Locally parent-teacher associations are regarded as welfare units, serving free lunches, providing clothing and school books, and caring for the needy. The State Congress has a place in the State Conference of Social Work. The parent-teacher booth at the State fair at Columbia demonstrated a back-yard playground, and plans were sent by request to 150 communities. A cooperative movement is being planned with the State Library Association.

South Dakota reports a stronger State organization and a great increase in the number of rural associations. Parental education, welfare work, and health clinics have been stressed. A survey of the

(*Continued on page 199*)

Conservation of Bird Life Made a Community Interest

Department of Nature Study in the Public Schools Cooperates With the Park Commission and Civic Organizations to Increase Natural Beauty of Parks and to Protect Bird Life in them

By VIOLET L. FINDLAY

Supervisor of Nature Study, Public Schools, Wilmington, Del.

WILMINGTON, DEL., is in a place of natural beauty. Its parks are original woodlands; the historic Brandywine flows through the very heart of the city, and its shores have been converted into Brandywine Park. Here are hundreds of native trees—massive oaks, spreading maples, and graceful willows. At the end of the 2-mile Park Drive one comes to Rockford Park, crowned with its quaint stone tower. Here are rocky caverns and many a quiet bridle path, and opportunity for communing with trees, birds, and flowers. Smaller parks are maintained throughout the city as breathing places for the tired citizens of the busy industrial community.

Realizing that the future of such places is in the hands of the children of the present generation, every effort is made to teach them to love the trees, the flowers, and the birds, and to cooperate in their preservation. The Department of Nature Study of the public schools has spread the message of conservation throughout schools, and certain civic bodies have cooperated in such a way that great good to the city of Wilmington has resulted. The park commission, with a true nature student as superintendent, has given invaluable aid, and the members of the Brandywine Garden Club have taken one phase of the work as their special civic problem, the conservation of bird life.

Annual Bird-House Contest Instituted

The park commissioners thought that bird houses placed in trees would attract a number of birds to the parks, and they expressed this opinion to the supervisor of nature study in the schools. She accepted the suggestion and instituted a yearly bird-house contest. The actual work of constructing the houses was made a project in the manual-training department. An exhibit, held in the corridor of the city building, was arranged with the help of the park department, and the prizes and judging were from the members of the Garden Club. One expression of the game warden gave especial satisfaction to those interested in this work: "The boy who built that bird house will not shoot the bird."

An interested member of the park commission has set aside $50 which is to be paid as rent for the bird houses in the parks. The owner of any house is to be paid $2.50 when a rightful tenant is seen building in the house. The boys, therefore, watch the houses with great interest, and thus acquire a feeling of ownership in the parks.

Audubon Charts Attract Many Visitors

The month of March of this year saw another contest in which 723 houses were sent to the exhibit—for wrens, martins, flickers, and robins, and for feeding stations. So great was the interest shown in the characteristics of the various birds that the supervisor hung on the bulletin board large Audubon charts. Many visitors stopped before them and studied the colorings and relative size of birds pictured. Certainly no better way could be devised for interesting the citizens in bird life.

The children show interest not only in sheltering their feathered friends but also in feeding the winter birds. Before Christmas vacation the park board distributed to each of twenty schools "feeding sticks," 3 feet in length with six holes bored in each. A mixture of suet and peanuts was provided by the Garden Club. This also was sent to the schools and the children pounded the filling into each hole. When completed the sticks were gathered by the park commission and placed in trees in the parks and school yards, and truly a Christmas feast was provided for the birds.

Children brought so constantly in touch with the wild life in the wooded sections of a city will show in their adult years real appreciation of nature's handiwork and greater love and better care for the parks. A city need have no fear as to the future of its trees and birds so long as such work is carried on among the children.

College Catalogues Aid High School Advisers

A collection of catalogues and bulletins of more than 100 colleges and universities is maintained in the library of the New Utrecht High School, New York City. A bulletin board above the shelves presenting items of current interest adds to the popularity of the college catalogue section of the library. The information is easily accessible to students, and besides saving much time of college advisers, is of material assistance to boys who contemplate a college career in deciding upon the institution that best suits their needs.

A boy of 15 made the prize-winning martin house

Parent-Teacher Associations Support Education

(Continued from page 197)

State shows that many boys and girls need help to complete their education, and the State branch is working on a student loan fund.

Tennessee has a memorial fund for the benefit of the scholarship fund. Six of the large counties have their own scholarship funds. A "winter round-up" for the children entering the school in midyear is carried on. Many of the colored associations are working against illiteracy.

Texas has increased its college parent associations. The chairman of the safety education is connected with the State fire commission and has given valuable help. Health and thrift have been stressed. Scholarship funds are found in many councils and the State has a very active life-membership chairman, the money so received being used to further the parent-teacher work.

Utah has published a parent-teacher bulletin and is stressing many phases of child-welfare work. The State department of education is cooperating.

Virginia.—There is a preschool circle in nearly every association. The demand for the leadership course was so great that the field secretary held 55 in four months. Membership has doubled in numbers, even though the dues have been raised. Six weeks' credit courses in parent-teacher work have been given at the University of Virginia and courses of three weeks at William and Mary College.

Washington is busy with extension work; preschool groups are working in all parts of the State. In Spokane 90 men and women have been taught to read and write. Plans are on foot to start an extensive campaign to interest parents in home economics; the State department of education is cooperating. Home making is the topic of the State convention to be held this spring.

West Virginia has the cooperation of the State health department in its parent-teacher health work, and it is stressing study circles and parental education. The publicity department is doing excellent work in spreading information of National and State activities which benefit the local associations.

Park guardians of Wilmington aid the children in studying nature

Wilmington parks are well supplied with bird houses

Wisconsin.—In the third district the parent-teacher workers are cooperating with the county nurses in holding preschool clinics and are trying to spread health information generally. The Milwaukee district, as well as the fourth, has a fund to enable physically handicapped children to attend school. The school board of Milwaukee has granted wider use of the school buildings for community purposes.

Wyoming has put the State branch on a business basis, has sent out monthly news letters to all organizations, and has published a bulletin.

About 1,500 students from India are taking courses of study in schools and colleges of Great Britain. The annual expense of these students to parents or guardians is approximately £300 each.

Trained Americans Teach English in Costa Rica

The Costa Rican Minister of Public Education several weeks ago conversed with me relative to the possibility of securing the services of North Americans with normal-school training to teach English in the grammar schools of Costa Rica.

The minister informed me later that he has engaged seven North American teachers, and that one will be assigned to the grammar schools in the capital of each of the seven provinces.

English is taught in all of the secondary schools of the Republic. The experiment of the department of education in employing trained American teachers to inaugurate courses in English in the grammar schools will be observed with interest by this legation.

The Minister of Public Education, Mr. Luis Dobles Segreda, spent some time in the United States, and was connected with the faculty of the Louisiana State Normal School at Natchitoches, La. He is active and enthusiastic in his work and has introduced many modern educational methods into the educational system of Costa Rica.—*Roy T. Davis, American Minister, San Jose, Costa Rica.*

New Books in Education

By JOHN D. WOLCOTT

Librarian, Bureau of Education

BAKER, HARRY J. Characteristic differences in bright and dull pupils. An interpretation of mental differences, with special reference to teaching procedures. Bloomington, Ill., Public school publishing company [1927] viii, 118 p. 8°.

The author, who is clinical psychologist of the Detroit public schools, undertakes to go behind the scenes of testing and to interpret differences in general intelligence in terms of the psychology of learning. He discusses the general differences in mental response and the modifications of procedures in the field of elementary education, and briefly considers other effects upon school procedures. The purpose of the study is to interpret intelligence in terms of responses to school work, instead of in terms of test scores or I. Q.'s. The experience of 500 Detroit teachers has cooperated in producing this interpretation.

COX, CATHARINE MORRIS. The early mental traits of 300 geniuses, [by] Catharine Morris Cox, assisted by Lela O. Gillan, Ruth Haines Livesay, Lewis M. Terman. Stanford university, Calif., Stanford university press, 1926. xxiii, 842 p. front. (port.), tables (partly fold.), diagrs. 8°. (Genetic studies of genius, ed. by Lewis M. Terman, vol. II.)

The study summarized in this volume is an attempt to ascertain from historical accounts of the early years of great men, what degree of mental endowment characterizes individuals of genius in their childhood and youth. The subjects described are 301 of the most eminent men and women of history living between 1450 and 1850, with reference to their heredity, their childhood, and their youth, according to the method of historiometry. The traits concerned are rated by recognized psychological indices. The results obtained from the study of such a representative group may be expected to hold true for eminent men and women in general, and to throw light upon the conditions which are likely to produce and foster genius at any time.

The following conclusions result from the investigation: Youths who achieve eminence have, in general, a heredity above the average and superior advantages in early environment. They are also distinguished in childhood by behavior which indicates an unusually high I. Q. They are characterized not only by high intellectual traits, but also by persistance of motive and effort, confidence in their abilities, and great strength or force of character.

CUBBERLEY, ELLWOOD P. State school administration; a textbook of principles. Boston, New York [etc.] Houghton Mifflin company [1927] xix, 773 p. maps, diagrs. 8°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The author of this book emphasizes administrative principles, as he sees them, and states lines of action and directions of future progress in terms of an evolutionary series, instead of primarily describing what our States are now doing. Seven important aspects of education in the States are dealt with, as follows: The relation of the Federal Government to education, the administrative organization for the State school systems, the scope of the public-school system provided, how the school system may be financed, the State's interest in the material environment and equipment of the school, the State's relation to the teacher, and the general oversight of the State as it relates to child life and to extra-state efforts of an educational nature.

DUNN, FANNIE W., *and* EVERETT, MARCIA A. Four years in a country school. New York city, Teachers college, Columbia university, 1926. vi, 173 p. tables. 8°.

The record is here given of an experimental rural school which has been conducted for five years past at Quaker Grove, Warren County, N. J., by Teachers college, Columbia university. This experiment was undertaken with the purpose of working out in a typical rural situation, a school organization and curriculum suited to the one-teacher school's essential conditions, as far as possible meeting its limitations and utilizing its potentialities, to the end of realizing maximum profit from the expenditure of teacher's and pupil's time.

LUNDQUIST, GUSTAVE A. *and* CARVER, THOMAS NIXON. Principles of rural sociology. Boston, New York [etc.] Ginn and company [1927] vii, 484 p. diagrs. 8°.

Rural sociology is here defined as the study which concerns itself with the social problems of rural people. This book is a general presentation of elementary principles, and is intended to serve as an introductory study of rural problems in the United States. The authors have given particular attention to ascertained facts regarding rural conditions, and, as far as possible, to quantitative data. They trace the development of rural conditions, especially in the United States, into their present status, as a basis for consideration of possible improvement. The volume covers a wide range of aspects of rural life—economic, political, social, moral, religious, physical, and intellectual—and includes a chapter on rural education.

MORTON, ROBERT LEE. Teaching arithmetic in the intermediate grades. New York [etc.] Silver, Burdett and company [1927] v, 354 p. diagrs. 12°.

Modern research has produced so voluminous a mass of tested material on arithmetic teaching that it is no longer possible to discuss the entire subject in a single volume. The present manual covers the work of the intermediate grades, or grades 4, 5, and 6.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. The sixth yearbook. Projects in supervision, ed. by Arthur S. Gist. Washington, D. C., Department of elementary school principals of the National education association, 1927. [129] 388 p. tables (1 fold.) 8°. (*Its* Bulletin, vol. VI, no. 3, April, 1927.)

This yearbook contains 22 papers dealing with various projects in elementary school supervision. Among the titles of the projects treated are the nursery school and parental education, school publicity, health education in a city school, visual aids in the classroom, classroom activities and the school library, improvement of teachers in service, character training, and juvenile delinquency

O'SHEA, M. V. A State educational system at work. Report of an investigation of the intellectual status and educational progress of pupils in the elementary and high schools and freshmen in the colleges, public and private, of Mississippi, together with recommendations relating to the modification of educational procedure in the State. [Jackson, Miss.] The Bernard B. Jones fund, 1927. 368 p. tables, diagrs. 8°.

Professor O'Shea directed a survey made in 1925 of the Mississippi public school system, the results of which have been published in a volume entitled "Public education in Mississippi." In the former study a number of problems of fundamental importance were left undecided, because the investigators were restricted to inspection of the work in progress and examination of the records available in the educational institutions. At that time a program of tests and measurements was impracticable, but funds for this purpose have since been provided by Bernard B. Jones, of Washington, D. C. The data which have been secured from the measurement program and which are presented in this volume confirm the findings of the original survey and reenforce its recommendations. Among the points brought out are recommendations for the abandonment of the district unit in educational administration, and the modification of school and college curricula so as to provide for varying talents and needs among pupils. The report also advises the grading of pupils according to mental maturity and ability, and that girls be given as good opportunities and facilities for education as are provided for boys.

SPAULDING, FRANCIS T. The small junior high school; a study of its possibilities and limitations. Cambridge, Harvard university press, 1927. xvi, 226 p. tables. 8°. (Harvard studies in education, pub. under the direction of the Graduate school of education, vol. IX.)

If it is possible to establish and operate true junior high schools in small communities, notwithstanding the handicaps in the way, then the arguments upon which the reorganization of city school systems has been based apply with equal force to the schools of our towns and villages. An analysis of the feasibility of the project is therefore desirable, and is undertaken in the present study, which is based on a critical examination of administrative procedure in a group of small schools in New England. Taking into account the necessary relationships between class size and economy in school organization, the author determines the extent to which commonly accepted junior high school procedures are practicable in the small school.

STRAYER, GEORGE D. *and* ENGELHARDT, N. L. School building problems., New York city, Teachers college. Columbia university, 1927. xiv, 697 p. illus. tables, diagrs., forms. 8°.

This collection of School building problems continues and develops the plan of a volume issued by the same authors a year ago, entitled Problems in educational administration, which covered the whole range of that subject. It is now proposed to prepare a series of problem books, each of which shall cover intensively some particular field of school administration. The present volume of School building problems is the first of the new series. It outlines 109 problems dealing with evaluation of the present school plant, determination of locations for new buildings, procedures, schedules of accommodations, and standards in construction, and finance. Most of these problems are provided with special bibliographies.

U. S. GOVERNMENT PRINTING OFFICE

RESOLUTIONS OF PAN-PACIFIC CONFERENCE RELATING TO EDUCATION

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, declare it desirable to promote the interchange of educational ideas and the establishment of educational centers of information, through

1. The frequent visits of eminent university professors to other countries for limited periods for the purpose of giving courses of lectures.

2. The establishment of a center in each of the participating countries where educational reports, bulletins, statistics, calendars, catalogues and similar material issued by the universities, educational departments and other institutions shall be collected, preserved, catalogued and summarized for circulation.

3. A consideration by the universities of English-speaking countries as to the desirability of giving recognition to the Japanese and Chinese languages when taken in properly accredited preparatory schools on a basis similar to that accorded European languages.

4. The availability, as far as possible, of descriptions of the various systems of education obtaining in the different countries, through official sources, in the languages of the countries bordering on the Pacific.

5. Calling the attention of Government educational officials to the desirability of uniformity in educational terminology, with the suggestion that the United States Bureau of Education consider the feasibility of issuing a glossary of educational terms now current in the countries of the Pacific.

6. The appointment of educational attachés to the respective embassies and legations of the several Governments of the countries participating in this Conference.

7. The appointment by the several Governments here represented of a Pan-Pacific Committee on cooperation between museums, to the end that ways and means may be studied to bring about closer cooperation between all the various types of museums existing in the various countries invited to participate in this conference in the matter of exchange of personnel, research students, information, publications, exhibits and research material, and cooperation in exploration and scientific research.

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, express its belief that vocational education and vocational rehabilitation have an important part in the conservation of human and material resources, and whereas vocational education has been largely limited to preparation for the professions and higher technical operations in which a relatively small number of the people can be engaged, declare it desirable that:

1. Vocational education of less than college grade be included in the public school program for the benefit of those who do not go to college.

2. An opportunity be given to those vocationally handicapped through accident or disease, and who are unable to carry on in their former occupation, to prepare themselves for earning a living in some other occupation for which they are not vocationally handicapped and for which they can be successfully trained.

3. Vocational education be so organized as not only to train individuals for a certain industry but at the same time build toward well rounded and satisfied citizenship.

4. The responsibility of a nation to stimulate and promote such a vocational program in the interests of its national prosperity be recognized.

5. The term "vocational education" be considered as meaning any education or training which has for its purpose the preparation or training of the individual for advantageously entering upon employment in some specific occupation or the upgrading of the individual in the occupation in which he is already engaged.

6. The public school should include in its program courses in "Prevocational" subjects and a program of vocational guidance as a means of better directing youth into suitable employment.

Resolved, That the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, in Plenary session assembled, upon recommendation of the Education Section, affirm that the standards of child life have an important relationship to the welfare of nations, and that therefore,

1. The extension of parental education in the mental and physical care of the infant and the preschool child by means of health centers, conferences, child study circles, visiting nurses, correspondence courses, and other agencies should be encouraged.

2. There be a systematic coordination of the home with the school program for the promotion of mental hygiene and physical health among the children.

3. There be introduced, as far as possible, into the curriculum of secondary schools, courses in maternal and child hygiene.

PRESIDENT OF THE UNITED STATES WELCOMES PAN PACIFIC CONFERENCE

THE WHITE HOUSE,
Washington, March 12, 1927.

MY DEAR MR. SECRETARY:

Will you please extend my greetings and welcome to the delegates from the countries represented at the Pan-Pacific Conference on Education, Rehabilitation, Reclamation, and Recreation, which it has been my very great privilege to call.

It is a pleasure for the United States to receive them in Hawaii, one of the outposts of our Country, and to join with them in the deliberations. I firmly believe these discussions will result in a more thorough understanding of the problems coming within their scope which are common to all the countries and possessions bordering on the Pacific.

More than half the people of the world inhabit countries touching on that Ocean, and eighty million live on its islands. Its commerce has grown tremendously in the past century and its ports now rank with those in other parts of the world. Ships and cables and the radio all have brought its peoples into more intimate contact.

This increase in communication, and in the closeness of the relations one with the other, has made it both appropriate and desirable that means should be found for mutual helpfulness.

As cooperation between the various agencies interested in the matters which are to claim your attention has proved most effective in the United States, it should be equally helpful to establish such relations among all the Pan-Pacific countries. I am sure our Country may learn much of value from the research, practice, and experience of others, and I hope we may contribute our full share to the general good.

Each nation has its own traditions, its own customs and own ideals; but more and more we are coming to realize that human problems are much the same the world over. Whatever may be done at the Conference to promote the peaceful arts and pursuits, and to make the individual healthier and happier in his home and national life, will be a worth-while contribution to civilization.

Very truly yours,

Calvin Coolidge

Hon. HUBERT WORK,
Chairman, Pan-Pacific Conference on Education,
Rehabilitation, Reclamation, and Recreation,
Honolulu, Hawaii.

LIBRARY
JUL 31 1928
NATIONAL
EDUCATION ASSOCIATION

SCHOOL LIFE

VOL. 12 1926-27

NATIONAL LIBRARY OF EDUCATION
3 6533 00283226