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SCHOOL LIFE

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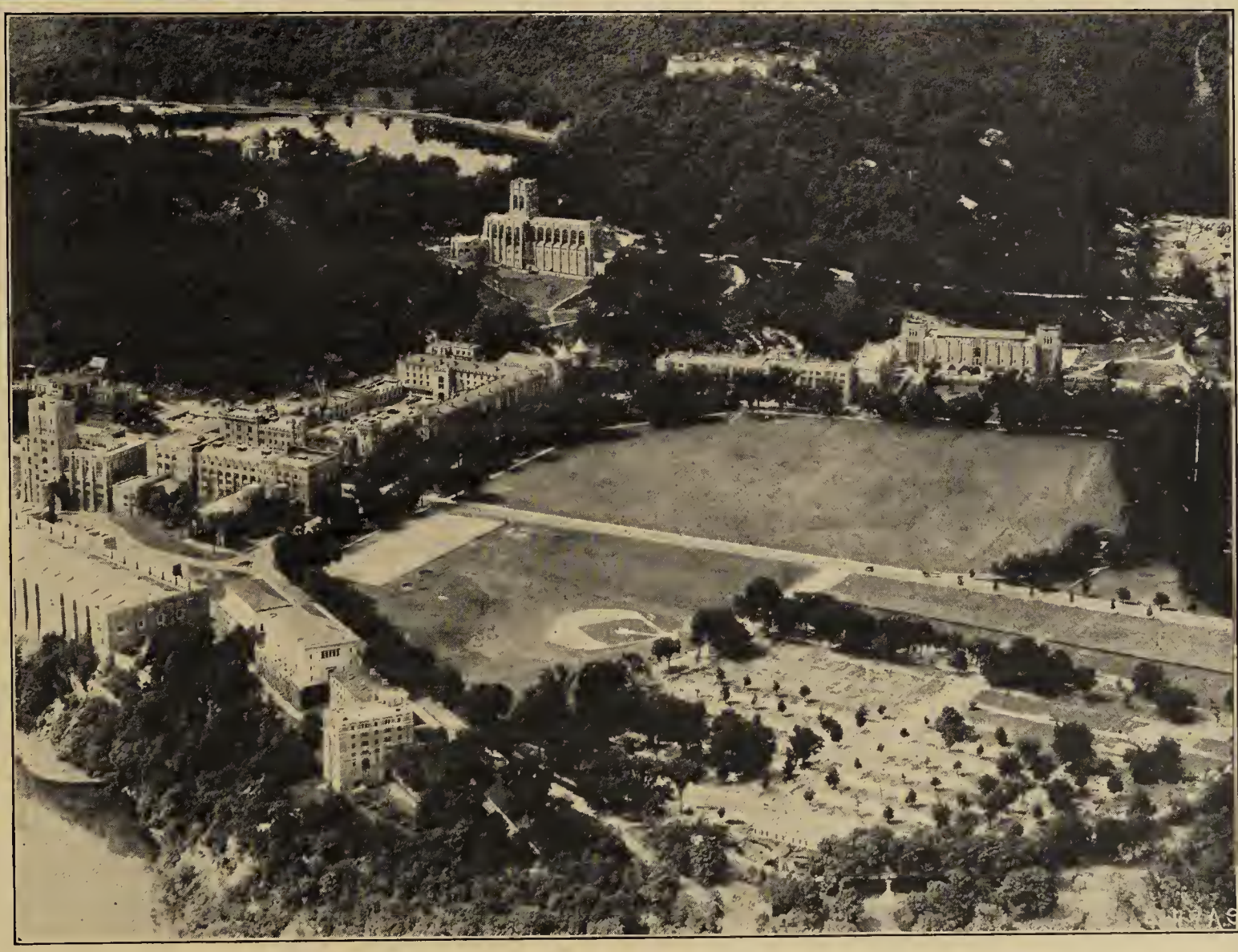

AIR-PLANE VIEW OF UNITED STATES MILITARY ACADEMY, WEST POINT, N. Y.

Published Monthly [except July and August] by the Department of the Interior
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GOVERNMENT PRINTING OFFICE

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IN ACCORDANCE with its practice in several years past the Bureau of Education will issue a series of special publications to aid in the observance of American Education Week. This series will include: (1) "How, Why, and When to Prepare for American Education Week," a pamphlet of 32 pages containing general suggestions for organization, descriptions of successful efforts with mention of attractive devices employed, specific material for each day of the week, references to suitable literature, and hints for lessons and other exercises in the schools. Price, 5 cents per copy, with material reduction for quantity orders. (2) "Broadside," containing new articles written for the occasion by distinguished writers, general information, statistics, and quotations useful for newspaper articles and addresses. Price, 5 cents, with material reduction for orders in quantity. (3) The October number of SCHOOL LIFE will be an American Education Week number and will contain suggestive material for the observance. Price, 5 cents per copy. (4) "School and Teacher Day," a folder with illustrations and detailed information relating especially to this day, but useful as a model for either of the other days. Suggests ways of basing school activities on community problems and local interests. Price, 5 cents per copy; in quantity, $1 per 100. (5) "The Quest of Youth," a historical pageant for schools. It comprises 102 pages. Price, 10 cents per copy; in lots of 100 or more, 6 cents each. Orders for these publications should be sent *as early as practicable* to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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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. XI WASHINGTON, D. C., SEPTEMBER, 1925 No. 1

Postage Stamps Promote Popular Education and Stimulate Patriotism

Historic Scenes and Features of Great Men Become Familiar Even to Persons of Little Education. First Knowledge of Important Past Events Often Gained Through Stamps. Thirteen Commemorative Series in 33 Years Have Contributed to Public Enlightenment. Postal Service Ancient, but Adhesive Stamps a Recent Invention

By HARRY S. NEW, *Postmaster General*

NOTHING is more familiar to American eyes than a postage stamp. Everybody receives letters and everybody sends them. During the fiscal year just passed 15,954,475,462 stamps were issued by the Post Office Department. That means that on an average every man, woman, and child over 5 years old in the United States uses about 157 stamps every year; and that average person, naturally, receives approximately the same number. Each of us, therefore, has before him an average of a postage stamp a day for every week day, year in and year out; and half those stamps are handled in affixing them.

Inchoate postal systems existed in ancient Persia, in Rome under Diocletian, and in France under Charlemagne; and organized means of transmitting letters appeared in America as early as 1639. Benjamin Franklin was deputy postmaster general for the colonies and did much to systematize and extend the facilities for handling the mails. When the Continental Congress established a postal system of its own, even before the Declaration of Independence, it was Franklin who was chosen to direct it. The Postmaster General became a member of the President's Cabinet during the administration of Andrew Jackson.

Since the beginning of an organized system the mails have always been carried by the most expeditious means of transportation that were in use. Swift horses, mail coaches, and sailing vessels were utilized in their day, and "post haste" has always meant the greatest practicable speed. In using fast trains, motorcycles, and airplanes the traditions of rapid postal transmission are maintained.

THE MINUTE MAN OF 1775

Statue by Daniel C. French, represented on the 5-cent stamp of the Lexington-Concord commemorative series. Picture supplied by Prescott Keyes, Concord, Mass.

As obviously convenient as they are, the use of adhesive stamps upon posted letters, and even of envelopes, was not introduced until long after the Postal Service was a part of the everyday life of the Nation. Letters to be posted were formerly skillfully folded, and fastened with a wax seal. The address was written upon the outer surface of the letter itself, and the fee was collected either from the sender or the receiver. The charge was fixed according to the distance to be carried and was based upon a "single letter," that is, a letter written upon one sheet only.

The idea of adhesive stamps appears to have originated in England, and its development began there in 1840 under the direction of Sir Roland Hill, the great organizer and reformer, who occupies a place in British postal history similar to that of Benjamin Franklin in this country.

The first American adhesive stamps issued by the United States Government were authorized by an act of Congress approved March 3, 1847, and they were placed on sale in New York City July 1, 1847. A few experimental stamps had previously been issued by local postmasters. The new stamps were slow in coming into general use, and in the first fiscal year only 860,380 of them were issued.

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"BIRTH OF LIBERTY"

Reproduced on the 2-cent stamp of the Lexington-Concord commemorative series. The original is a painting representing the battle of April 19, 1775, by Henry Sandham, which hangs in the Town Hall of Lexington, Mass. Photograph supplied by Edwin B. Worthen, Curator of the Lexington Historical Society

From the beginning the feeling seems to have prevailed that because of their universal use postage stamps might become a means of stimulating loyalty and patriotism. Accordingly the first British stamp bore a portrait of Queen Victoria, and the first American issue bore the likeness of George Washington on one denomination and of Benjamin Franklin on the other. From that time to this everybody who posts or receives a communication through the United States mail must receive, nolens volens, a transitory lesson in the history of the Nation.

In general the designs upon the regular issues have included the representation of the head of one of the Presidents, but in the past 50 years the custom has grown of commemorating important historical events by special issues. The novel appearance of the new stamps immediately arrests the attention of the user, and inquiry into its meaning naturally follows. The result is a valuable lesson in history which few escape, even those of limited education.

Special Stamps at Centennial Exposition

This idea of commemorative stamps seems to have had its origin at the Centennial Exposition at Philadelphia in 1876. As a part of the exhibit of the Post Office Department a machine was displayed which printed and manufactured stamped envelopes. To distinguish them from the regular issue, a distinctive design for the stamp was used. It was in the form of a shield inclosing a mounted post boy, a train of cars, and telegraph pole and wires as its main figures. It was first intended to confine the issue of these envelopes to the Philadelphia post office, but the demand for them was immediate and general, and they were placed on sale in every post office in the country.

Apparently this experience contained a suggestion for the Columbian Exposition at Chicago in 1893, for a commemorative

"SIGNING THE COMPACT" *(By permission)*

From a painting by Edwin White, in Pilgrim Hall, Plymouth, Mass. Reproduced on the 5-cent stamp of the Pilgrim Tercentenary series. The "compact" was signed in the cabin of the *Mayflower* November 11, 1620, and was a solemn covenant by which the Pilgrims combined themselves "togeather into a civill body politick" by virtue of which to enact laws, etc., for the general good of the colony. Forty-two persons signed the compact

coin, the Columbian half dollar, was minted in that year and a special series of adhesive stamps was issued to commemorate the discovery of America.

The stamps were of 16 denominations, from 1 cent to $5, and in their design they involved a radical departure from those previously employed. Each presented a scene in the life of Columbus connected with the discovery of the new world. They were sold for general use, supplanting the regular issues during the period of the exposition. They aided enormously in stimulating public interest in the exposition and in diffusing knowledge of the great events which it commemorated. So palpable was the educational influence of this series and so clearly was the benefit proved that the example has been followed to impress other historical occasions upon the popular mind. Thirteen special series of adhesive stamps have thus been employed. They have carried to thousands their first knowledge of some of the events which were thus celebrated, and they have led millions of our people to a wider and more intelligent understanding of the circumstances that have contributed to our national existence. Of this there can be no doubt.

History is Abundantly Set Forth

The following is a detailed description of the 13 commemorative issues:

The first commemorative series of adhesive stamps issued by the department was the Columbian series of 1893, to commemorate the discovery of America by Columbus. This series consisted of 16 denominations with the following subjects: 1-cent, Columbus in Sight of Land; 2-cent, Landing of Columbus; 3-cent, Flag Ship of Columbus; 4-cent, Fleet of Columbus; 5-cent, Columbus Soliciting Aid of Isabella; 6-cent, Columbus Welcomed at Barcelona; 8-cent, Columbus Restored to Favor; 10-cent, Columbus Presenting Natives; 15-cent, Columbus Announcing His Discovery; 30-cent, Columbus at La Rabida; 50-cent, Recall of Columbus; $1, Isabella Pledging Her Jewels; $2, Columbus in Chains; $3, Columbus Describing Third Voyage; $4, Isabella-Columbus; $5, Columbus.

Western Scenes in Omaha Series

The next commemorative series was the Trans-Mississippi "Omaha" series of 1898, issued during the Trans-Mississippi and International Exposition. Nine denominations were issued with the following subjects: 1-cent, Marquette on the Mississippi; 2-cent, Farming in the West; 4-cent, Indian Hunting Buffalo; 5-cent, Fremont on Rocky Mountains; 8-cent, Troops Guarding Train; 10-cent, Hardships of Emigration; 50-cent, Western Mining Prospector; $1, Western Cattle in Storm; $2, Mississippi River Bridge.

The Pan-American series of 1901, issued to commemorate the Pan-American Exposition held at Buffalo, consisted of six denominations illustrated as follows: 1-cent, Lake Steamer; 2-cent, Railway Train; 4-cent, Automobile; 5-cent, Steel-arch Bridge; 8-cent, Ship-canal Locks; 10-cent, Ocean Steamship.

The Louisiana Purchase series of 1904, issued to commemorate the purchase of Louisiana from France, contained five denominations. The subjects selected were: 1-cent, Robert R. Livingston, who was United States minister to France and conducted the negotiations for the Louisiana purchase; 2-cent, Thomas Jefferson, President of the United States at the time of the purchase; 3-cent, James Monroe, special ambassador to France in the matter of the purchase, who with Livingston closed the negotiations; 5-cent William McKinley, who, as President, approved the acts of Congress officially connecting the Government with the commemorative exposition; and 10-cent, Map showing the territory purchased.

The Jamestown series of 1907, issued to commemorate the founding of Jamestown, contained three denominations. The subjects of these stamps were: 1-cent, Captain John Smith; 2-cent, Founding of Jamestown, showing the landing of the adventurers at Jamestown in 1607; and 5-cent, Pocahontas.

The Alaska-Yukon-Pacific 2-cent stamp, issued in 1909 to commemorate the development of the Alaska-Yukon Pacific Territory, had for its design a portrait of William H. Seward, who, as Secretary of State, conducted the negotiations for the purchase of Alaska from Russia.

The Hudson-Fulton 2-cent stamp was issued in 1909 to commemorate the discovery of the Hudson River and the centennial of its first navigation by steam. This stamp had for its central design a picture showing the Palisades of the

NATHAN HALE

Represented on the half-cent denomination of the current series of "ordinary stamps." This picture is of a statue by Bela Lyon Pratt. It embodies the sculptor's conception based upon a study of Hale's life and character; no portrait of him is in existence. Photograph supplied by George Dudley Seymour, New Haven, Conn.

Hudson River in the background, with the *Half Moon* sailing up the river and the *Clermont* steaming in the opposite direction. In the foreground are canoes containing Indians, representing the first means of navigating the river.

The Panama-Pacific series of 1912–13, issued to commemorate the opening of the Panama Canal and the discovery of the Pacific Ocean, contained four denominations having the following subjects: 1-cent, Balboa 1513; 2-cent, Panama Canal; 5-cent, Golden Gate; 10-cent, Discovery of San Francisco Bay.

The Victory 3-cent stamp of 1919 was issued to commemorate the successful outcome of the World War. The design presents a standing figure of Liberty Victorious, with a background composed of the flags of the five countries which were most actively engaged in the cause—America, France, England, Italy, and Belgium.

The Pilgrim Tercentenary commemorative stamps, issue of 1920, were of three denominations. The subjects were: 1-cent, the *Mayflower;* 2-cent, Landing of the Pilgrims; and 5-cent, Signing of the Compact.

The Huguenot-Walloon Tercentenary series of 1924 consisted of three denominations: 1-cent, representing the ship *New Netherland*, upon which the Walloons sailed; 2-cent, Landing of the Walloons at Albany, N. Y.; and 5-cent, the Ribault Memorial Monument, located at Mayport, Fla., showing the landing place of one colony of Walloons.

The Lexington-Concord commemorative issue of 1925 contained three denominations described as follows: 1-cent, Washington at Cambridge, represents Washington taking command of the American Army; 2-cent, "Birth of Liberty," representing the Battle of Lexington and Concord; 5-cent, "The Minute Man."

The Norse-American series is the latest commemorative issue. It celebrates the arrival in New York on October 9, 1925, of the sloop *Restaurationen* with the first group of immigrants to the United States from Norway. These stamps are in two denominations, 2-cent and 5-cent. The subject of the 2-cent stamps is a ship representing the sloop *Restaurationen* and the 5-cent stamp has for its central design a viking ship. These stamps are printed in two colors, the 2-cent with the central design in black and the border in red and the 5-cent stamp with the central design in black and the border in blue.

To Make New York an English-Speaking City

Improving the spoken language of New York's population through the public schools of the city is the purpose of the oral English plan proposed by Associate Superintendent Gustave Straubenmuller and adopted by the board of superintendents. Every school will participate in the plan, from the elementary grades through the high schools and training schools. Every lesson is to be a lesson in English, and the objective is that precision in speech, exactness of statement, and elegance of form may be made common among the children of the city. The use of correct English will not only be required in English classes but habits of precision in the use of words and accuracy of statement of thought must be stressed in every classroom and upon every occasion.

Marriage in Itself Not a Bar to Teaching

"Women teachers must not be dismissed merely because they are married." This is the gist of a decision recently rendered in a test case brought in an English court. The decision is of far-reaching importance. The plaintiff, Mrs. Ethel Short, has been an assistant mistress in a council school in Dorsetshire since 1914. She married in 1921, and in July, 1924, she and other married women employed as teachers by the same local education authority received notice terminating their engagements. The chancery court decided that the notice was invalid and ordered the corporation to pay the costs.

Some Tangible Results of Continuation Schools

Continuation schools in New Jersey cost the State last year $316,894.03, or $15.35 per pupil. In addition to formal instruction, the 20,571 young people in attendance were benefited in many other ways. Library cards during the year were taken out by approximately 3,000 students, and 38,000 books were read. During a five-month period positions were found for 976, and, largely as a result of thrift instruction and encouragement, in that same time these boys and girls, early forced into industry and who perhaps had never before had any money of their own to spend, made actual savings deposits of $45,727. Nearly 1,000 students, at the expiration of their period in the continuation schools, entered regular evening schools to carry on their education.

Two Specialists Required by Bureau of Education

Beginning Salaries $3,800 With Possible Promotion to $5,000 Without Change in Assignment.

A COMMERCIAL educationist and a kindergarten-primary educationist are required to fill vacancies in the Department of the Interior, Bureau of Education. The United States Civil Service Commission announces that applications for these positions will be received to October 16. The entrance salary for each position is $3,800 a year. Advancement in pay may be made without change in assignment up to $5,000 a year.

The duties of the commercial educationist include the making of research studies relating to commerce and business education in universities and colleges, high schools, and private business schools; special surveys of business and commercial education in universities and colleges and in State or local school systems; holding of conferences on commercial and business education; serving as consulting specialist orally and by correspondence to deans and professors in colleges and departments of commerce and business and others regarding organizations, method of teaching, courses of study, equipment, etc.

The duties of the kindergarten-primary educationist include the initiation, organization, and supervision of research studies in kindergarten-primary education and in nursery or pre-school education; planning and holding conferences of educators; preparation of bulletins and circulars on various phases of kindergarten education; acting as consultant specialist concerning the development of kindergarten-primary work; making public addresses at conferences and meetings of educational associations.

Competitors will not be required to report for examination at any place, but will be rated on their education and experience, and a thesis or publication to be filed with the application. Full information and application blanks may be obtained from the United States Civil Service Commission, Washington, D. C., or the secretary of the board of United States civil-service examiners at the postoffice or customhouse in any city.

Valuable service to farmers is rendered by the "crops and soils" class of a Montana agricultural school in making free germination tests of all classes of seeds. There is no way of finding out the exact quality of seed corn or any other seed except by test, and this testing work gives valuable information and experience to the students, as well as aid to the farmers.

German Teacher-Preparing Plans in State of Transition

Teachers' Seminaries Heretofore Employed Exclusively for Elementary Teachers. Those Teachers Now Desire Training Equal to That of Secondary-School Teachers, Including University Attendance. New Type of Preparatory School

By SCHULRAT OTTO SCHNIZER
Bad Boll bei Göppingen, Württemberg

[Translated from the German by Abraham Rudy]

ALL TEACHERS in the German elementary schools have received a thorough professional training. For decades past no teacher has been appointed to an elementary school without such training. Only during the war years of 1914–1918 were exceptions allowed. In Germany male teachers greatly outnumber female teachers; the latter are at the most 15 per cent of the total number. During the war years about 50 per cent of the male teachers were drafted into the army. To fill this gap the school administration had to get along as well as possible with substitutes. For the latter, however, special pedagogical training was required in most cases; the substitutes had been kindergarten teachers or occupational lady teachers for girls' handwork or domestic sciences; a very few were girls who had acquired a thorough general education in a higher school but had not received a preliminary pedagogical education. All these substitutes were appointed temporarily only and when the war was finished they were immediately discharged. It is a fixed rule in Germany: No one can occupy a position as teacher in a public school without a thorough general and professional training, which each individual must have demonstrated by an examination.

Only Best Candidates Are Accepted

This kind of training is now in a state of transition. Heretofore the training has been given altogether in the teachers' seminaries. These are the State institutions established for the training of teachers exclusively. They are institutions for instruction and training. The pupils have board and lodging in the institutional buildings for a very reasonable price. They must have attended an elementary school or also a higher school up to the age of 14 at least. An admission examination is held each year for which candidates must prepare in special courses. A definite number, only the best among the candidates, are accepted; they are allowed to enter as pupils in the seminaries and there they are prepared for the position as teachers. The course of study was originally four years, but it was increased to five years, and later to six.

In the seminaries the first years are devoted to general education, the later years to professional training. The pupils receive instruction in history, geography, religion, mathematics, physics, botany, geology, chemistry, zoology, German language, gymnastics, drawing, music. The French language was formerly optional but has lately become an obligatory subject. Considerable time and energy have been given to music—song, violin, piano, and organ. The pupils are thereby qualified for the music service of the church. The last two years of the course are devoted mainly to professional training. The subjects of instruction are history of education, systematic pedagogy, general and special theory of education, school law, school hygiene, psychology; but above all the pupils must work themselves into the practical work of teaching. For this purpose each seminary has a practice school with seven or eight classes conducted by one older and several younger teachers. The pupils must teach alternately in all classes and in all subjects of this school. In each hour of instruction not only is the class-teacher present, but also a number of other pupils. A critical discussion follows each lesson. These practical exercises are a specially important and valuable part of the teacher's training; instruction is here developed into a real art built upon a thorough knowledge of the mental life of the child. After finishing his training the pupil must prove his qualification for the position of teacher by an examination, by virtue of which he may be appointed to an elementary school.

Principal Aim is Ability to Teach

The German teacher acquires a considerable body of knowledge by means of this training, but above all he acquires ability in the art of teaching. Both are very considerably augmented by actual school experiences.

To the preponderating majority of German teachers, teaching is a life profession. A very few teachers take up a different activity later in life which may agree with them more and which may assure them a better income; but these are exceptions. As a rule the German teacher remains active in teaching as long as his age and health permit it; after that he is retired and he receives a pension for the rest of his life. It is clear that teaching activity over so many years of life must accumulate experience by means of which the German teacher develops into a real master of the art of instruction.

Inferior in Salary and Social Position

Nevertheless, as already stated, the training of teachers is now in a state of transition. Regardless of the excellent work the teachers' seminaries have produced so far, the German teacher of the elementary school yearns for a different kind of education—for the same kind of education as that received by teachers in the higher institutions. These receive not a seminary, but an academic training. They attend gymnasia or the like up to their eighteenth or nineteenth year of age, and then go to the university in order to acquire professional training in four or five years. This different kind of preliminary education has created a gap between the two kinds of teachers. There is a considerable difference between them both in salary and in social position. Besides that, while the seminary is offering very many subjects of instruction and a large amount of subject matter, the very multifariousness of the instruction is at the expense of thoroughness.

German Oberschule to Equal Gymnasium

For these reasons the elementary-school teachers have been aiming for a considerable time past at the same training as the teachers of the higher schools. Only they would like to add to the two kinds of higher schools we now have—namely, the gymnasium in which ancient languages and history are emphasized, and the realschule, in which modern languages and mathematics occupy the center of attention—a third, the German oberschule, in which the principal subjects should be German language, history, literature, geography, and folklore. It is desired that this kind of school shall be equivalent to the other two for admission to the university. Accordingly they are thinking of the future teachers' training as follows: (1) The existing seminaries to be changed into German oberschulen; (2) the future German teacher, after having attended the four-year grundschule, which is obligatory to every German child, shall attend a German oberschule (although the other two kinds, i. e., the gymnasium and the realschule, shall not be excluded); then, (3) like the other teachers, he shall enter the university and receive there his professional education.

The realization of these plans is hindered by the extremely bad financial position in which Germany finds herself on account of the results of the war. Accordingly they can be realized only in part. The majority of the seminaries will be changed into German oberschulen, but some will be changed into pedagogical academies. The future elementary school teachers, after having finished the German oberschule, will receive their higher education partly in the university and partly in the pedagogical academies, whose course of study will cover from two to three years. This rather limited adoption of the reform plans will contribute to a further deepening of teacher education. Even after having lost the war, we Germans do not wish to fall behind in general public education, but wish to keep up the old reputation of the German teachers' profession and the German elementary schools as the best in the world.

Elimination of Illiteracy in a Georgia County

Classes for adult illiterates in Bibb County, Ga., have been conducted systematically for about four years under an appropriation of $80 a month made to the Bibb County Commission. Of this, $75 is paid to a ministerial student of Mercer University whose duty it is to organize the illiteracy classes in the various sections of the county and to provide students from the university whose services are given without cost.

In this way we have taught more than 7,500 men and women to read and write during the past four years. The census report showed that we had 5,200 illiterates in the county, yet we have found about 7,000. This is because Bibb County is perhaps the only county in the State that is teaching the illiterates in a systematic way, and we have discovered that they are, in a great many instances, birds of passage. Many of those that we have taught have passed on to other counties. Some of them have lapsed; the next move that is necessary is a system of continuation schools to carry them on from where we have to drop them. Only a small proportion of our illiterates are foreign born.—*Extract from a letter from Eugene Anderson, Chairman Bibb County Commission.*

An increase in the school day to six hours or longer has been made in a number of places in Massachusetts in order to give time for the necessary school subjects and for supervised study during school hours.

International Kindergarten Union

Meeting at Los Angeles, Calif., July 8–11. Foreign Delegates Lend Picturesque Aspect to Proceedings

PROVERBIAL California climate and California hospitality combined with a thought-provoking program to make the meeting of the International Kindergarten Union in Los Angeles one of the most notable in its history. Perhaps its distinguishing feature was the emphasis placed upon the international side for there have never been present before so many foreign delegates. They came from Africa, India, China, Czechoslovakia, Russia, Germany, Italy, Switzerland, Great Britain, France, in many instances dressed in their native costumes, and they addressed the audience in their native tongues.

They added greatly to the beauty and picturesqueness of the procession on "Delegates Day," when American kindergartners in white with their State colors and banners, led by the vice presidents carrying silk American flags, marched under eucalyptus, palms, and pepper trees of the campus of the University of California to Mispaugh Hall where reports were made. These were most encouraging, showing not only the growth of kindergartens but also growth of sentiment in its favor.

The program was predominantly scientific, many of the addresses being made by leading psychologists and physicians. A proposed plan for research for the International Kindergarten Union was outlined by one of its own members. Practical problems of the kindergarten were discussed in conferences of supervisors, training and classroom teachers. These discussions all showed the present-day tendency of reaching back to the nursery and forward to the grades.

There were luncheons, teas, breakfasts and dinners, luxurious drives on the mountain roads, along seashore, among vineyards, and orange groves—all furnished by the kindergartners of southern California. One thousand delegates registered from nearly every section of the country, making it one of the largest in the history of International Kindergarten Union meetings. Kansas City will be the next place of meeting.—*Netta Faris.*

An appropriation of $40,000 for the care and education of crippled children of the State was made at the recent session of the New York Legislature

Bible to be Taught in Tennessee Schools

The State Board of Education at its meeting June 19 authorized the teaching of the Bible in all the schools. The following resolution was adopted on the motion of Governor Peay:

"*Resolved*, That the Board of Education of Tennessee hereby approves the inclusion of the Bible in the curriculum of elective studies for which schools may give credit.

"To this end, the commissioner of education is authorized to appoint a committee of five representatives of the Protestant, Catholic, and Jewish faiths of our State, all of which have the Bible as the basis of their moral and spiritual instruction, to formulate a syllabus of Bible study, and a plan for teaching same, which committee shall report as promptly as convenient to the State Board of Education for final approval of its recommendations."—*Tennessee Educational Bulletin.*

Great Progress of Rural Supervision in California County

In correlating school work with the pupils' home life, rural supervision has made great progress in Sonoma County, Calif. A year ago instruction in agriculture was given in fewer than a half dozen of the county's 144 rural schools. In the past year there were contests in identifying apple varieties, in collecting and identifying injurious and beneficial insects, in home gardens, yard beautification, in the production of fruit; and elementary agriculture clubs have been organized. The county's staff of supervisors consists of the following: Agriculture, Americanization and physical education, attendance, three general supervisors, and a director of research. Sonoma County hopes to give its children educational opportunities comparable to those which city children receive.

Scholastic Interchange Active in British Empire

Arrangements for interchange of teachers at home and overseas for the coming year have been announced by the president of the Board of Education of Great Britain. The governments of the Dominion of New Zealand; the Provinces of Ontario, Nova Scotia, Alberta, and Saskatchewan; the States of New South Wales, Victoria, South Australia, Western Australia; and the Province of the Transvaal participate in the scheme, which was recommended by the Imperial Education Conference.

The College Practice House An Educational Factor of Importance

Practical Training in Actual Home Management Under Conditions Approximating Those of a Normal Family. Each Student Performs in Turn Every Task of the Household. Introduction of Children the Recent Outstanding Development. Six Babies Cared for Successfully at Oregon State College Practice House

By A. GRACE JOHNSON

Professor of Household Administration, Oregon State Agricultural College

THE "model school" is a familiar phase of teacher-training, enabling the prospective teacher, as part of her preparation, to do actual teaching under expert supervision. The "model home" or practice house, now commonly known as the home management house, of the modern school of home economics fills a similar function in the training of prospective home makers in the duties of actual home management, including child care. It is possible that few people engaged in educational work know of what is classed by a prominent educator as "a very excellent type of education" which is carried on in the college practice houses of the United States. It is the purpose of this article to give a picture of this work and to show some of its value.

Home-Making an Accepted School Subject

"The home and the school are the pillars upon which civilization rests," and it would seem that education for home-making should receive much attention in our school system. Home-making education, however, is only recently coming into its own through the teaching of home economics in practically all of our schools of higher learning and a large portion of the high schools of the Nation. Even though this teaching has been well done, many leaders in the home-economics movement have realized for a long time that the teaching of the managerial side of home making was fraught with many difficulties.

One of the most important of these is the giving to young women an opportunity to get actual experience in the management of a home. You ask at once, "Can she not get this experience in her own home?" The answer is that young women who attend college are out of their own homes during the entire nine months of the college year, and thus have no opportunity for this experience during the time of training. Many of them get very little experience during the summer vacation, because the parents feel that their daughters are tired and that they should take the summer for recuperation and preparation for the year to come. Then, too, even if it were possible for this experience to be gained through the summer vacation period, the college has very little opportunity to know definitely the standards of the home and the degree of efficiency with which the work is carried on by the student.

As a result of the need of greater opportunity for the teaching of management, an institution known at first as the practice house, and later as the home-management house, has been developed in a large number of our colleges, universities, and normal schools. These houses are furnished and equipped by the several institutions, and an effort is made to have them approach the conditions of the home of a family in comfortable circumstances. These houses are presided over by an instructor with a broad home economics training and (we hope) in every case an extended experience in actual home management. The young women who are majoring in home economics and have reached the junior or senior year of their college training are either allowed or required to reside in these houses for a period of weeks, usually six.

Home Management House, Oregon Agricultural College

While resident in the house, the young women lead a normal type of student life, carrying a regular college schedule. In this way it is possible for upper-class girls to have the experience of performing every operation that would be carried on in the average home, in so far as it is possible to carry on those operations in a house not occupied by a real family.

The work of the household is divided so that each student has an opportunity to perform all of the activities which form a part of life in the home-management house. For instance, the house must be presided over by the home maker, manager, housewife or whatever you care to call her. The cooking must be done. The care of the house must be looked after daily. The care of clothing through laundry work, etc., must be given. In order to manage these houses systematically, all the work of the house is divided according to kind and each student takes her turn in doing each job for a definite time. At the end of this job she moves on to the next one until she has gone

through the entire routine of acting as hostess, purchaser, cook, maid, chambermaid, laundress, etc.

In institutions where the home-management house has been established, it has been considered very successful, for it furnishes to the student, not only a most essential form of training and experience and an excellent check on her own ability, but it also gives to the institution a much-needed avenue through which to judge the student's ability, and to make proper placement.

It has often been said that "you never know any individual until you live with him." Much of the truth of this statement is shown from the fact that the appointment bureau indicates that they are able to get from the instructor in charge of the home-management house more accurate information as to character of students seeking placement, their power of leadership, initiative, business ability, efficiency, attitude toward life, use of judgment, ability to take criticism, to follow suggestions, and many other qualities, than from any other teacher in the institution.

Acid Test of Home Economics Course

This, of course, is true because the supervisor of a home-management house comes in contact with her students in very much the same way that the mother in a home does. She is with them not only as an instructor and as a supervisor, but also as a mother, social director, and friend. She has opportunity not only to guide them in every activity of normal life, but also to judge their natural tendencies and to give them counsel in many lines which are not considered a part of the teaching done in the average home-economics classroom. Some one has called our home-management-house experience the acid test of the home-economics course. Possibly the name is well applied, for it does give an opportunity to test ability and training and to observe the many characteristics which go to make up a successful character. At least colleges which have established this training show a disposition not only to continue the work started but to enlarge and extend it.

The dining room

The most outstanding enlargement of this course has followed a feeling that although home economics has done much to train for better home-making, it has always more or less neglected the most important thing in the home—the child. Would it not be possible for actual child care to give us more than our child-care recitations have done?

University of Minnesota the Pioneer

. As a result of this feeling, the University of Minnesota, about seven years ago, did a pioneer work by taking a small child into their home-management house. The following year, the Oregon State College saw its way clear to make the same move. Since that time many institutions in various parts of the United States have followed the lead and are introducing children into their home-management houses. The results have been most satisfactory. The children have thrived, the girls have gained much from the experience, and on the whole the work has been most successful.

There is no uniformity in the method of securing the children. In some cases they have been taken from orphanages; in other cases they are lent by parent or parents, who for some unfortunate reason find themselves unable to care for the child. It should be said that there has been a general expression all over the country, coming, of course, from those who are out of touch or not in sympathy with the work, that while it is right and proper for institutions to take a child from an orphanage, it is improper to take a child who had a parent or even relatives. But the people who have been doing the work have maintained

At eighteen months Bob showed no evidence of his early weakness

that all children deserve equally good treatment.

The care of the children in the home-management houses has been supervised by women fitted through experience and training to carry on this work in a suitable manner, both from the physiological and the psychological standpoint. It has been proved beyond a doubt that the work as done in these institutions has always been of greatest advantage to the students who have had the experience and at the same time the children involved have had the best of care and have always come out from the institution both physically and mentally able to take a place in life alongside of children reared in the normal home.

"Patsy," the first Practice House baby

A short recital of the experience of Rowan Robert Whealdon, the baby who is now residing in the home-management house of the Oregon State College, and is the sixth child coming under our care, may give a better idea of how this work has succeeded.

In February, 1922 a stalwart young man presented himself to the writer and told this story:

He and his wife were both college graduates and he was teaching in the high school of this city. He was the father of a week-old baby. The mother had been very ill with "flu" preceding the birth of the child and was found to have tuberculosis in the incipient stage. The doctor had said it would be necessary for the mother to have no care of the baby and to have the best attention possible if her life were to be saved. This father asked if it would be possible for us to help him by taking care of his baby. After discussing the matter very carefully, we consented to do it. The child was 2 months old when he became a resident of the home-management house. At that time he weighed only 1 pound more than he did at birth, and did not seem to present any great promise of becoming a big, husky, normal child.

The father expressed fear that the students might not like his baby because he was so small, and not very prepossessing in appearance; but this fear was entirely allayed as he watched girl after girl take care of the little fellow with the greatest of care and devotion, and saw the baby gain normally week after week. Rowan Robert is now 2 years old, a big, beautiful, husky, rollicking boy, very much alive mentally, and in much better condition physically than could have been hoped at the beginning. The mother died when the child was only a few months old.

Rowan Robert will continue to be a member of our family until the close of the present college year, by which time his father hopes to have a new home established to which to take his son. The practice house will then be ready to offer opportunity to care for another child who does not have the good fortune of parents' care. Thus the work continues. This should give some idea of the way in which this work is carried on.

It may be of interest to know the opinion held by the young women who have had this experience, and are now mothers. In answer to a questionnaire which has been sent to 17 of our former students, I received most interesting replies. Without an exception, the young mothers expressed the greatest appreciation of the training and experience in child care which they received. They all indicate that the work was of very great value to them as mothers; that it had a tendency to take away that great fear of the first care which a mother must give her child. It has trained them to see the importance of keeping a baby on a definite schedule and of the formation of proper food habits. It has given them greater understanding of child psychology. In going into the homes of these young mothers, I have been very much impressed with the fact that on the whole, they were giving care which was much superior to that given by the young women who had the child care course without the actual experience in the college practice house.

After having had five years' experience with this work, in which we had great faith in the beginning, we are now convinced that its success is a forerunner of the success which should follow other developments planned in a number of places. The study and care of children should be a fundamental part of home-making courses. The experience is not injurious to the child. The work does not discourage the young women with motherhood. The young women go out with a very wholesome attitude toward motherhood, and a training for this experience which will make them more intelligent home makers and wiser mothers of the next generation.

French Farmers Also Flock to Cities

France, like America, is endeavoring to promote rural life and to check the influx of country people to the cities. At a recent meeting in Rouen of the National Confederation of Agricultural Societies the principal subjects of discussion were the needs of country schools, with criticism of present methods; special training for rural teachers, their salaries, and promotion; adaptation of study courses to country life; practical and experimental agriculture; and cooperation of teachers with agricultural societies in the interest of conservation of country life.—*Otis A. Glazebrook, U. S. Consul at Nice.*

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· SCHOOL LIFE ·

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

Editor - - - - - - JAMES C. BOYKIN

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SEPTEMBER, 1925

The Season of Educational Revival

"AMERICAN Education Week" which is devoted every year to arousing and renewing the enthusiasm of the Nation for the cause of education, has proved its worth. The benefits have abundantly justified the wisdom of the Commissioner of Education who introduced the practice in 1920. In each year since that time the observance has been marked by increased unanimity and increased effectiveness. It is now a regular event in the American calendar. The Bureau of Education gives its aid unstintedly to promoting the occasion, and in sponsoring it the bureau is associated with the American Legion and the National Education Association. The program for this year appears on the cover of this number.

The part of the Bureau of Education will be similar to that of previous years. Material useful in the observance, suggestions of means, and descriptions of successful methods will be prepared in or for the bureau and will be issued by the Superintendent of Documents, an officer of the Government Printing Office, at the actual cost of printing and distribution. Definite announcement will be made as early as practicable of the titles of the special publications and their prices. The importance of an early beginning can not be too strongly emphasized.

States Possess Great Endowments for Education

IT MIGHT have been! How many among us might have been both wise and wealthy if we had taken advantage of all the opportunities that have come to us, conserving everything and wasting nothing. And how comfortably would our meager salaries be supplemented now if we could have the income from the capital which we failed to accumulate. We have but to look about us to see the prosperity of others whose early self-denial in circumstances no more favorable than our own has brought them ease and comfort in their advancing years.

Experiences of States coincide with experiences of individuals. Scarcely a State west of the Alleghanies but might now be enjoying a princely endowment whose income would go far to maintain all their educational activities, reducing the amounts to be raised by taxation, and, if so applied, making equality of opportunity a reality and not a mere theoretical possibility.

In the aggregate, a landed estate equal in extent to the present boundaries of all the original thirteen States, or its equivalent in productive funds, might now constitute the endowment of public education in the United States—if ample foresight and judgment had been displayed in handling the lands which the National Government granted for education in the States upon their admission to the Union. The administration of those lands presents a continued story of neglect, waste, misappropriation, and mismanagement in which capital was in some States thoughtlessly and habitually expended for current purposes.

In many of the States practically nothing is left. One unfortunate experience after another has taken all of it. Some of those States now carry paper funds on their books and pay interest upon them to their own treasuries, using therefor moneys which were raised by current taxation. Perhaps no State has made the most that was reasonably possible from its educational endowment, but the success of a few serves to accentuate the failure of others.

Minnesota's permanent State school fund, for example, amounted to $39,357,748 on June 30, 1924. In addition, the State has a permanent university fund of $2,836,535, and a "swamp land fund" amounting to $9,498,503. Her entire educational fund, therefore, is $51,692,786. This fund has grown prodigously since its organization in 1862, and it increased by $8,500,000 between 1920 and 1924. Title to school lands amounting to 600,000 acres is still vested in the State, and much of it is in the famous Mesaba Range and is exceedingly valuable. It is estimated that the royalties from the iron ore on this land will bring ultimately $80,000,000 into the State treasury for education.

Texas retained her public lands on admission to the Union, and has now a permanent school fund of more than $80,000,000 and still holds 300,000 acres of school land. Oklahoma's permanent school fund is $24,401,114, and 200,000 acres of land are unsold. South Dakota has already acquired a fund of $24,137,505, although more than 2,000,000 acres remain from which it is expected that nearly $75,000,000 will be realized. North Dakota has in hand $19,912,155, and her unsold land is expected to bring about $13,500,000 more. New Mexico has sold relatively little of the land granted to her, and still holds for schools an area nearly equal to that of the entire State of Maryland.

Convention Results Valuable but Often Intangible

GOOD WILL and a spirit of mutual helpfulness characterized the meetings of the World Federation of Educational Associations at Edinburgh, July 20–27. The first meeting of an unofficial organization which embraces the world in its membership could scarcely be expected to be other than a conference for the interchange of views and experiences. Definite action may, and probably will, come directly or indirectly from such a meeting, but it is scarcely possible for tangible results to be seen immediately.

European expressions upon the meeting appear to indicate the feeling that pious hopes and aspirations were the outcome "rather than definite directions for action." References were repeatedly made in the foreign educational press to a certain vagueness which pervaded the proceedings. Many of the participants, it is said, seemed scarcely to know why they were there. The resolutions adopted in the several sections "repeat a good deal that is now common knowledge and a few things that may provoke dissent," according to one account. Usually such comments are coupled with polite concessions that "appreciable progress was made," or something equally diplomatic.

Clearly the American delegation held the center of the stage, for they are prominent in every published report of the proceedings. Scotchmen, being on their own ground and therefore numerous, also made their presence felt. A Serbian delegate is said to have remarked at a luncheon that "when they spoke of all the world they did not mean America and Scotland only."

With an American as president and Americans taking a conspicuous part in much that was done, the Americans were apparently credited or charged, in great part, with the outcome. Extravagant ideas of American wealth and American achievements gained a foothold during and since the war, and possibly some of the delegates may have expected overmuch from American leadership, and may have been disappointed that the discussion and deliberation seemed to lead to no definite and immediate ends.

The Scottish accounts which have reached us, however, state emphatically that the conference was a great success, and American accounts are optimistic. Any gathering of 1,300 delegates from 70

countries in which friendly personal contacts are made and able statements of experience are presented would be rated by any American as highly successful. It is probable that our European brethren, accustomed to governmental direction of educational affairs, do not always appreciate as Americans do the advantage of diffusion of knowledge of methods and their results.

Members of every profession, of every kind of business, and of every trade in America have an organization for mutual benefit, and they hold their conventions, local, State, and national, with great regularity and with great enthusiasm. Rarely do the conventions undertake to issue "definite instructions" to anybody upon any subject. Their principal function is to offer opportunity for each member to learn from the others of the methods and plans which those others have found successful.

As a result of such meetings, supplemented by professional, technical, and trade periodicals and other publications, and for some lines of effort by the publications of the United States Government, marked uniformity prevails throughout the United States in nearly every activity. A man's professional efficiency is often measured by his knowledge of the achievements of his fellows in similar work. Upon this basis is the American's idea of a successful convention based. To give and receive ideas is his purpose in meeting with his congeners. He has no fear that the interchange will lack abundant fruition in its season.

Index to Volume 10 Now Ready

AN INDEX and title page for SCHOOL LIFE, volume 10, September, 1924, to June, 1925, has recently been issued. Copies may be had gratuitously upon application so long as the limited supply lasts. It will be sent in regular course to subscribers and to those libraries which are on the mailing list for the periodical.

Higher education in Kansas will be administered in future by a board of regents, consisting of nine persons, appointed by the governor without restriction as to political affiliations, residence, or connection with educational institutions. This plan is practically that suggested three years ago by the Bureau of Education of the Department of the Interior in its survey of higher institutions of Kansas. Previously, the control of the 27 State institutions, penal, eleemosynary, and educational, has been in a board of administration of which the governor was chairman.

Summer Conferences of American Librarians

American Library Association, Special Libraries Association, and All New England Library Conference.

ADULT EDUCATION, education for librarianship, library extension including children's library work, and school libraries were the principal general topics of discussion at the annual conference of the American Library Association held at Seattle, Wash., during the week of July 6. It was shown that the association is steadily expanding its usefulness by the study and promotion of all these lines of library activity. The president's address at the opening session looked forward to the time, hoped by him to be not far distant, when a Federal Department of Education at Washington will include a bureau of libraries as one of its divisions. Action was taken looking toward the establishment of an advanced school of librarianship in Washington, and toward raising the general standard of professional library training. Progress was reported on the library survey conducted by the association.

Adult education and the library was also one of the principal subjects on the program of the meetings of the Special Libraries Association and the All New England Library Conference, both held at the New Ocean House, Swampscott, Mass., the former June 24–26 and the latter June 22–27. The New England conference included a meeting of the New England College Librarians, who discussed as one of their topics adult education from the college librarian's point of view, bringing out points which will enable them to make their future service more effective.

The Bureau of Education was represented at the Swampscott conferences by its librarian, Dr. J. D. Wolcott.

More than 2,500 persons of Portland, Oreg., attended 100 extension classes of college grade, arranged by the "Portland Center," one of the agencies of the extension division of the University of Oregon. These classes serve only those persons who are unable to attend the regular classes of the college. They comprise business and professional people, housekeepers, teachers, etc. Ninety-five per cent of the students are employed during the day.

Half the students of Barnard College' Columbia University, last year consulted the college occupation bureau, maintained for the placement and guidance of alumnæ and students.

Bureau of Education's Latest Publications

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:

Bibliography of science teaching in secondary schools. Comp. by Earl R. Glenn, assisted by Josephine Walker. (Bulletin, 1925, no. 13.) 20 cents.

Courses in rural education offered in universities, colleges, and normal schools. (Rural school leaflet, no. 37.) 5 cents.

Elementary instruction of adults. Report of national illiteracy conference committee, Charles M. Herlihy, Chr. (Bulletin, 1925, no. 8.) 5 cents.

Gives lesson material and methods of teaching reading, writing, and conversation to adult illiterates.

Important State laws relating to education, 1922–1923. Comp. by William R. Hood. (Bulletin, 1925, no. 2.) 10 cents.

Land-grant college education, 1910 to 1920. Pt. III. Agriculture. Ed. by Walton C. John. (Bulletin, 1925, no. 4.) 25 cents.

Land-grant college education, 1910 to 1920. Pt. IV. Engineering and mechanic arts. Ed. by Walton C. John. (Bulletin, 1925, no. 5.) 20 cents.

List of references on student self-government and the honor system. (Library leaflet, no. 31.) 5 cents.

Preparation of teachers for rural consolidated and village schools. L. J. Alleman. (Rural school leaflet, no. 38.)

Record of current educational publications, April 1, 1925. (Bulletin, 1925, no. 14.) 10 cents.

Rural high school, its organization and curriculum. Emery N. Ferriss. (Bulletin, 1925, no. 10.) 10 cents.

The school as the people's clubhouse. Harold O. Berg. (Physical education series, no. 6.) 5 cents.

Some lessons from a decade of rural supervision. Annie Reynolds. (Bulletin, 1925, no. 9.) 5 cents.

Contents: I. Factors leading to growth in the extent of rural-school supervision.—II. Some results secured through rural-school supervision.—III. General problems affecting success.—IV. Agencies helpful in promoting supervision.

Statistics of State universities and State colleges for year ending June 30, 1924. (Bulletin, 1925, no. 12.) 5 cents.

Teachers' and pupils' reading circles, sponsored or conducted by State departments of education. Ellen C. Lombard. (Home education circular, no. 7.) 5 cents.—*Edith A. Wright.*

A Vision of Real-Estate Education in the Future

Few Realize Full Measure of Present Achievement. Sixty Higher Institutions and Nearly 200 Local Agencies Offer Substantial Instruction. Educational Standards Being Established. Future Courses Will be Broadly Cultural

By RICHARD T. ELY

Director of Institute for Research in Land Economics and Public Utilities; Professor of Economics, University of Wisconsin

THE term "visionary" is a derivative of vision, but the two words have come to have radically different meanings. The visionary man is building castles in the air; he builds these castles out of simple formulas which are to solve the problems of the world when once we accept them and put them into practice. The visionary man does not need science, and the last thing that he wants is painstaking collection of facts. He has the truth, he believes, and all that is necessary is to spread the light.

On the other hand, no man has accomplished great things in this world without an inspiring vision. It is vision that gives dynamic driving force. Vision holds up the arms and sustains the strength of the body in the struggle for progress when obstacles discourage and dishearten. Without vision "the people perish," so the Good Book tells us. With these preliminary observations I want to give you the vision that I have of the future of real-estate education.

Perhaps all do not fully realize the full measure of present achievement. Many of the things already accomplished are only germs that the future, it is hoped, will develop; but these germs are so sound and so vigorous that they are bound to grow. Present small beginnings indicate lines of development.

Approved Text-Books Now Available

You are all familiar with the standard real-estate courses which represent the common action of the United Y. M. C. A. Schools, the National Association of Real Estate Boards, and the Institute for Research in Land Economics and Public Utilities. Each one of these organizations has a representative in an educational commission, and in this commission the Collegiate Schools of Business, also, have a representative in Dean Ralph E. Heilman, of Northwestern University. Six approved books are now available, and others will be appearing from time to time; so that the whole field will be covered by texts, simple and clear in exposition, but at the same time scientific.

Incidentally, I would like to call attention to a fact that is often overlooked, namely, that in the preparation of books in this new and unworked field a great deal of scientific investigation precedes and accompanies the preparation of even simple elementary texts. No one concerned with these books would by any means claim that they are free from imperfection. Scientific men and men following scientific methods make mistakes, and perfection is never reached, but improvement takes place. Apart from the books in the standard course, other books are appearing, and many of these are meritorious. We are, therefore, getting a rich literature for real-estate education, whereas a few years ago we had almost nothing. When the schools and colleges were urged to introduce real-estate courses the reply was, "Give us the textbooks and then we will introduce the courses."

Beginning on a Sound Foundation

We now have courses more or less well worked out in a large number of colleges and universities, as you have already learned, say something like 60; and outside colleges and universities we have well on toward 200 courses organized by the Y. M. C. A., or real-estate boards, or other agencies. Real-estate education is now extending from education of high-school grade up through colleges and universities, and has already made its way into the graduate schools. Research is actively going on in many quarters. Although a bare beginning has been made, such a start has been achieved; such a sound foundation laid, that looking into the future we can be sure of an immense development of the most advanced scientific work. We know very little now, but we are beginning to be wise—in the way that Socrates was wise. You recall he was the wisest philosopher in all Greece, because while all the Greek philosophers knew nothing, he alone of them knew that he knew nothing. Wise men in real estate feel, and wise men who are in any way interested in real-estate education now appreciate, that they know nothing, and it is a great thing to have become sufficiently wise and to have developed enough insight to feel the need of knowledge. We have got to the point of wanting to know. We are collecting facts; we are improving our methods of research; we are learning to interpret facts. We make mistakes, but mistakes are stepping stones to better and fuller knowledge. There is going to be less and less floundering about. We are going to be less visionary but to have greater vision.

Assured Support for Five Years

Our Institute for Research in Land Economics and Public Utilities is young. The germs out of which we have developed go back perhaps a generation, but it is only five years ago that we were organized as an incorporated educational institution. Our funds are limited, but they are growing in the way that promises well for research in the future. A great forward step was taken, we feel, when the National Association of Real Estate Boards decided definitely to give us a contribution each year for a period of five years.

Scientific achievement comes largely through laboratories. It is only recently, however, that economics have had anything like real laboratories where we can discover actual facts and so avoid falling into visionary theories. Now it is as cheering as it is noteworthy that we have two laboratories which properly fall within the field of real-estate education, conceiving that in its broadest terms. We have a rural laboratory and an urban laboratory. Our rural laboratory is the Fairway Farms Corporation, which was organized about a year ago. This is a nonprofit corporation which is endeavoring to help solve some of the farm land problems. What we are trying to do in the Fairway Farms Corporation is to establish standards and methods whereby men may become farm owners.

A Rural and an Urban Laboratory

On the other hand, our institute is following the development of the City Housing Corporation on Long Island, where it is building a suburb only 15 minutes from the Grand Central Station. This suburb is "Sunnyside." That also is only about a year old, but we are already achieving notable results, and I believe we can see our way to the establishment of standards and methods. The movement is much quicker in urban land development than in farm land development, but even in urban land development we must be on our guard against reaching premature conclusions.

We have, then, these two laboratories; and our Institute for Research in Land

Portions of an address before the Department of Education and Research of the National Association of Real Estate Boards.

Economics as a scientific organization participates in the formulation of policies to be applied in these laboratories and uses the results of these experiments for the establishment of standards and methods. To the extent that we can establish standards and methods does our work become of general significance.

There are other germs which indicate what the future is going to be in the way of real-estate education. We have beginnings in our license laws which are of recent origin but are rapidly extending over the entire country and coming to mean more and more. Educational standards are being established. Some of these are, to be sure, very feeble, but in some cases they are coming to have real meaning. Significant is it that the Madison (Wis.) Real Estate Board requires an examination as a condition of admission. The significant thing about the movement toward licensing is that it is a movement toward advancement in education and research as well as toward higher ethical standards. It was through licensing that law and medicine were able to make their greatest steps in advance. I can not say how it has been everywhere, but certainly, in general, the establishment of standards of admission for the practice of law and medicine has been one of the most important steps in the promotion of medical and legal education as we see it to-day, with its marvelous results.

No Ruthless Expulsion of Experienced Men

The future is going to see standards ever rising in real-estate business. There is going to be no ruthless expulsion of the older men, but as young men enter they are going to be subjected to severer and severer tests. This is just as it should be, because the general welfare of society depends so largely upon the men in the real-estate business through whom, in the main, sales and purchases of real estate take place. A lawyer's mistake may cause us the loss of our property, but, in general, I believe the mistakes made by lawyers are not so serious as the mistakes made in the sales and purchases of landed property. They are not so lasting in their effect. To get on the land in the right way is one of the conditions of prosperity, and in the future men in the real-estate business, properly educated, are going to render a service unsurpassed by those of any other occupation or profession in bringing about this result.

Let me now turn to some other aspects of real-estate education. I have heard our presiding officer, Dean Day, say that this is far more important for the college student than courses in banking or railway transportation, because administratively most of us are not very actively concerned with banking and railways, whereas pretty nearly everyone is concerned with the land. The owners of land as well as dealers in land need this education. I think of a future development of real-estate education of such a character that it will have as high cultural value as any college or university course.

Land Problems are Ages Old

For the education of the real-estate operator of the future there will be a course of studies broadly cultural in their nature. The development of human history has been largely influenced by the development of land systems. Land problems were in existence thousands of years ago; they will be in existence so long as human history endures. Before political society exists among nomad pastoral tribes their life and development is often determined by their relation to the land. The problems of to-day are fundamentally land problems. How else can we explain the development of manufactures and the contest for markets among the nations whose population and land supply have become disproportionate?

There never can be a final settlement, but only evolutionary progress and a constant improvement; and the work that is done to-day by realtors will have its influence on the land systems passed on to future generations. If we recognize this continuity in land problems in human history, and if we are going to make investigations of these problems past and present, what is it that we do not need? Certainly we need languages, history and economics, and studies of literature. Most illuminating also is this study of literature.

Investigate Land Tenure in Egypt

My associate, Prof. Michael I. Rostovtzoff, who is now going to Yale University, is one of the great authorities in the world on ancient history. His investigations fall very largely in the field of land economics. I recall one lecture that he gave to one of my classes on the large land holdings in ancient Egypt, and most fascinating it was. Looking into the future, when our institute is amply equipped with funds as are institutes in some other fields of knowledge, we may be financing an expedition into ancient Egypt and getting light upon land tenure in all its phases two thousand and more years ago. In fact, I may say that Professor Rostovtzoff has already handed in a plan for research which involves going with an associate to conduct excavations and researches in Egypt. Does this sound visionary? Indeed, it is not visionary; it is one picture in the vision. Another colleague of mine, Prof. Frederick L. Paxson, has handed in a plan for investigation of movements back and forth on the frontier of the country. Most fascinating is his plan for examining documents, consulting those older men who are still living and bringing forward a vast fund of knowledge, interesting in itself and useful.

Indeed, I like to think of a time when the field of land economics will include workers who simply care for the truth, irrespective of any practical application. I recall that when I was at the Johns Hopkins University my colleague, Professor Rowland, one of the most distinguished physicists of his time, said that he lost all interest in his researches when they came to have practical significance. Of course, as a matter of fact, the pursuit of truth in this way does yield large practical results, and I believe that is unquestionably true with respect to the research of the late Professor Rowland.

Must Have Many Different Organizations

Looking into the future, we see a federation of organizations, all encouraging education along many different lines embraced within the field of land economics. In land we have to do with a large part of the wealth of the world and with that which is the foundation of all our activities. Consequently, we must in the future, as well as in the present, have many different organizations—those interested in playgrounds, those interested in forests, those interested in the economics of minerals, etc. In the future they will work together, and the view of the whole will not be lost. At present many mistakes are made because we lose sight of interrelations of different kinds of land utilization.

Looking into the future, I see contributions to world peace through research in land economics. Plans will be evolved and accepted for the distribution of food and raw materials among the nations of the world which will remove one of the main causes of war in the past. I can see among these experts in land economics great outstanding men who will be called upon to help solve national and world problems with respect to the land just as men like Elihu Root are called upon to solve world problems in the field of law and legislation. More and more the truth of what Professor Fetter has said will come to be perceived, namely, that we are dealing in land economics with problems of national welfare and national survival. Is his outlook for the future visionary? I do not believe it is. Those of us who in our present daily activities are fundamentally molding the land system of the future have a social responsibility to our children and our children's children. Only by such vision can we gain the perspective which is needed to build a sound land system as a heritage of general prosperity and human happiness.

A Professional College with a Particular and Restricted Purpose

Academic Instruction at the United States Military Academy. Classroom Work Begins Promptly on September First. Academic Year Six Weeks Longer Than in Civilian Colleges. Instruction a Steady Mental Drive, Requiring Concentration and Mastery of Subject Matter. Atmosphere of Intense Earnestness.

By LUCIUS H. HOLT, Colonel, United States Army
Professor of History, United States Military Academy

CASUAL VISITORS to West Point are likely to gain the impression that the United States Military Academy is purely a military training school. The presence of officers and soldiers everywhere; the precision with which the cadets are marched to and from meals, athletics, and classrooms; the astonishing perfection of the dress parade; the bugle calls, the military band, the cannons and round shot used for decorations throughout the grounds; all combine to emphasize the military side of the institution to the superficial observer. And yet, back of this exterior, its workings rarely seen by the visitor and little appreciated, is an academic course which shares with the military training in the development of the future officer. It is this academic course which is considered in the present article.

The name "Academy" as applied to West Point is a misnomer. To many people to-day the word implies an institution on the educational level of the secondary school. Our country abounds in academies, many of them "military academies" which are college preparatory schools of wide repute. In contrast to such academies, West Point is an institution of full college grade. The candidate who would enter West Point by certificate must present credentials showing graduation with good grades from an accredited secondary school. He must be not less than 17 years old. Thus in age and in mental qualifications the requirements of West Point are those of a college, and not those of an "academy" as the term is widely understood.

Two Months for New Adjustments

A new cadet enters West Point July 1. For two months thereafter he undergoes a fairly stiff course of military training and physical "seasoning." The "plebe" experience is a trying period, a time when the boy has a whole world of new adjustments to make, a new environment, a new code to learn. It is a wise provision in the schedule that requires his admission July 1 and gives two months uninterruptedly to his initiation into his vita nuova.

Then, academic work opens September 1. Notice that this date is a full three weeks earlier than the opening in the average civilian college. The omission of long holidays at Christmas and Easter still further extends the academic year until it averages some six weeks longer than that of the college. This is precious time from the teacher's point of view.

Notice, too, that the academic work starts off with a rush. There is no period for registration; no delay of a week before recitations begin to be taken seriously; no cases of students straggling in to be enrolled in the classes 10 days or 2 weeks late. The new cadets have been in the corps since the 1st of July; the clerical force in the academic departments has during the summer made out the section rolls; in the last days of August the textbooks are distributed and the lessons announced; and the very first day of the course is an instruction day. The machine leaps from a standing start into high speed at 7.55 a. m., September 1. In the atmosphere of the section room, too, the new cadets find a marked difference from what he has been accustomed to in secondary school or college. His section is small, never over 18 cadets; his instructor is an officer with the definite task before him of covering the material in the assigned lesson and of testing the preparation of each cadet on that material. Legitimate questions are promptly and concisely answered, difficulties explained, and then the burden of the recitation is transferred to the student. It may be that he is sent to the blackboard with a problem to solve; or that the instructor begins a brisk questioning around the class, interspersing his questions with comment on the significance of the material. Throughout the period, the instructor is steadily forging ahead under high pressure, keeping his section alert and attentive, to cover the material in the day's assignment. The leisureliness of many a recitation period of high school and college, the opportunity for extended discussion leading at times far away from the subject at hand, are absent. The period is a hard, steady mental drive both for instructor and cadet.

Hudson River from the Academy grounds

This academic atmosphere requires, of course, another act of adjustment on the part of the new cadet. He must change habits of study acquired under the different system in his secondary school; he must learn to concentrate at fixed periods upon the preparation of his assignments and upon the instruction given him in the classroom; he must acquire the habit of doing thoroughly and quickly a piece of work allotted to him.

A lesson in leveling

The authorities recognize fully the difficulties inherent in these changes from customary methods in the cadet's previous experience, and take measures to assist the student in making his adjustments. In the first place, definite periods are set aside throughout the day and evening for study, periods sufficient in length and convenient in time. In his first year, for example, he is in the section room from 7.55 a. m. to 9.20 a. m., at the gymnasium from 9.20 a. m. to 10.10 a. m., at study in his barracks from 10.10 a. m. until 12 noon, at recitation from 1 p. m. until 2 p. m., at study again from 2 p. m. until 3 p. m., at drill from 3.15 p. m. until 4.15 p. m. (except Wednesdays and Saturdays), free for relaxation and exercise from 4.15 p. m. until 6.15 p. m., and at study from 7 p. m. until 9.30 p. m. A graduate from a civilian college, who is now a cadet at West Point, recently stated frankly that the conditions for study at West Point were far more favorable than he had ever known at college.

And in the second place, the authorities set aside a period of an hour every afternoon when any cadet in any class who desires extra instruction or assistance may, upon application obtain it. Between 5.10 p. m. and 6.10 p. m., when cadets are otherwise free, they may receive such help.

By his success in making his adjustments in his first year a cadet largely determines his own fate at West Point. At Christmas, the academic board eliminates those who have conspicuously failed to maintain the required standard. These eliminations are many, often as high as 22 or 23 per cent of the class. And again, in June, at the end of the first year, another drastic elimination takes place, removing 8 or 10 per cent of the remainder. Those who survive these two eliminations usually have fitted themselves into their environment and are able to complete the course. A few are eliminated at Christmas in yearling year, and a few more at the end of that year, but the great mass of those who are eliminated go during this first year at the institution.

The habits formed during the first year are more firmly fixed by the cadet's experiences during the succeeding years. The subjects of study change, of course, but the requirements and methods continue much the same in all the classes.

Inculcates Brevity and Clarity of Expression

Now what are the habits inculcated by this system? First, I should emphasize the habit of accomplishing a set task in a thorough and expeditious manner. The learning of an assigned lesson becomes a military duty, to be accomplished as such. In the second place, a cadet acquires the habit of continuous application. The course at West Point is hard, and few are the men so naturally gifted that they can master it without long and arduous study. In the third place, a cadet learns to present his material on a given topic in a clear, direct, and concise manner. The constant repetition day by day and month by month of recitations upon problems or topics stamps his habit permanently upon the man. He may as an officer sometimes lack fluency and grace of expression, but he seldom lacks the ability to express himself briefly and unmistakably upon a given question. Another habit inculcated by this system is respect for authority. This results from the whole military educational idea, of course, but it is further stressed by the method of continued textbook assignments and the emphasis in the section room instruction upon the mastery of these assignments. The text book is openly or tacitly assumed to be the last word on the subject under consideration. Time seldom allows classroom discussion of opposing theories or of further developments; time presses;

Cadet formation

the material in to-day's lesson must be covered; and then the next.

Class Standing Determines Relative Rank

We must not forget, in weighing the influences affecting the student, the powerful incentives for success in his academic work. In the first place, from the day he enters the academy he is a part of the Army of the United States. He ranks just above a noncommissioned officer and just below a commissioned officer. He is paid, while he is a cadet, a little more than a thousand dollars a year, enough to pay all his expenses and allow him to accumulate a uniform and equipment fund of more than $600 by the time he graduates. Successful completion of the course entitles him to a commission in the Army, the first step in an honorable career. His relative rank in the Army as compared with his classmates is determined by his relative standing throughout his four years' course. Grades are posted week by week, so that each cadet may know just how he is faring in the competition. The combination of these conditions offers a forceful inducement to work. Cadets live in an atmosphere of effort and achievement. They earnestly want to succeed. This will to win is one of the greatest assets on which the instructional force can draw. The elimination periods are sad days at the academy, and the "foundlings," as the lost souls are called, depart often in tears.

So far as the course of study is concerned, it is a technical or scientific course, with enough of the so-called "humanities" to complete a fairly well-rounded education. There are no electives; every cadet takes the subjects every other cadet takes, and must qualify in them all. The major subjects are those in the field of theoretical and applied mathematics, studied according to the following schedules:

Schedule of Studies Pursued

First year.—Mathematics, daily, covering algebra, geometry, trigonometry, plane analytical geometry, part of solid analytical geometry, and surveying.

Second year.—Mathematics, daily, covering solid analytical geometry, descriptive geometry, and the calculus.

Third year.—Natural and experimental philosophy, daily, covering elementary mechanics and properties of matter, wave motion, sound and light, technical mechanics, hydraulics, aerodynamics, and descriptive astronomy; also, chemistry and electricity, daily, covering general chemistry and heat, internal combustion engines, and electricity.

Fourth year.—Engineering, daily, covering mechanics of engineering, engineering materials, roads, water supply, sewerage. Ordnance and gunnery, alternate days.

Then in addition to these major subjects, constituting of themselves a fairly complete whole for the purpose, are the liberal arts courses, distributed as follows:

First year.—French, alternate days, except Saturdays; English, alternate days, except Saturdays.

Second year.—French, alternate days; history (European), alternate days; drawing, alternate days, except Saturdays; English, alternate days, except Saturdays.

Third year.—Spanish, alternate days, except Saturdays; drawing, alternate days, except Saturdays.

Fourth year.—Law, alternate days, except Saturdays; government, alternate days, except Saturdays, first term; economics, alternate days, except Saturdays, second term.

Of course, time is found in the schedule also for such section-room teaching as is required in purely military subjects, as tactics, military history, military hygiene, and hippology. In the arrangement above is represented merely the main lines of instruction from the purely cultural side.

This schedule and these methods may meet with considerable criticism from the professional pedagogue. He will miss from the list of subjects a number of the favorite -ologies always included in the offerings in the college catalogue, like sociology, anthropology, psychology. And he will consider a course narrowly restricted which presents no opportunity for election of subjects, no chance for a student to develop his special aptitude and interest along some particular line. He may, too, resent in the system the failure to cultivate a spirit of free inquiry and independent investigation, which are such prominent characteristics of the educational methods in many leading institutions to-day.

Let him not forget that West Point is a professional college, and makes no pretense to be a university. It is training young men for a particular and restricted purpose. The authorities believe it just and right that its curriculum should be directed within the limits best adapted to fulfill that purpose. And let him remember, also, that West Point is but the first stage in an officer's education. The Military Academy is not the place for specialization; opportunity for that is given in the service and staff-school system for officers. West Point builds the foundations, and within the bounds of the time available tries to lay these deep and broad. It is a conservative institution, it is true, but the questions may well be asked: Is it not a wisely conservative policy to further those studies and those methods which foster the qualities and habits most needed in an efficient Army officer? And does not West Point do just this?

Now, with regard to the organization which directs the educational policy and methods. The influences affecting the cadet and molding him into the graduated West Pointer have been emphasized as he more or less consciously receives them and adapts himself to them. The question now is: Who are the men and what is the form of organization back of the system?

Returning from chapel

There are 12 departments of instruction, as follows: Tactics; engineering; natural and experimental philosophy; mathematics; chemistry and electricity; drawing; modern languages; ordnance and gunnery; military hygiene; English; and economics, government, and history. At the head of each department is a professor. His duties are twofold: He is the director of the policy and methods in his department, and he is a member of the academic board which, under the superintendent and the War Department, determines the policy and methods of the whole institution. These heads of departments are appointed by the President upon the recommendation of the Secretary of War.

Seven Permanent Professors; Others Detailed

They are usually Army officers, graduates of the academy, who during their commissioned service have exhibited special and notable aptitude in the field allied to the department for which they are selected. Seven of these professors are "permanent," that is, they hold office until the retiring age of 64. The remain der are appointed for a four-year tour, at the end of which they return to their regular commissioned branch and service.

For the work of instruction, each head of department has officers of the Army detailed to the Military Academy for a four-year tour of duty. These officer-instructors are nearly all West Point graduates, and are designated by the War Department upon recommendations submitted by the professors through the superintendent of the academy. The professors base their recommendations, naturally, upon the cadet and commissioned record of an officer. The number of officer instructors on duty in each department depends, of course, upon the size of the class under instruction.

Board Decides Academic Questions

The superintendent is detailed by the Secretary of War. He is both the military and the educational head of the institution. He is responsible for carrying out the policies laid down by the War Department, and for maintaining at all times a close liaison between the War Department and the academy. On questions of academic policy, he calls into consultation the academic board, a board composed of all the heads of departments. Such questions as those involving academic deficiencies, adoption or change in textbooks, modifications of the curriculum, examinations, qualifications of candidates for admission, granting of diplomas, are referred to and decided by the academic board.

Within a department, the professor determines the details of policy and method. He is himself a specially qualified officer, chosen for his position because of his known experience and ability. His instructors, however, have not necessarily had special training as teachers and, beyond their cadet study, may not have had opportunity during their service to qualify themselves as experts in the subjects they are to teach. It is the principal duty of the head of a department, therefore, to train his officer assistants as teachers, to direct their study, and to supervise their work. He commonly assembles these officers at frequent intervals, often before each new lesson, goes over with them the material in the assignment, explains and elaborates the points treated, answers questions and clears up difficulties, and directs the methods to be used in the classroom for developing the subject. Then at the time of the recitation, he himself often visits several sections, observing the work of his instructors, taking hold of the recitation himself the better to illustrate a point or to show an instructor by his own example how to handle the material.

Characteristic Methods of Instruction

Thus the system is entirely different from that in the usual civilian college. Responsibility for the conduct of a department's teaching is centered upon one man, the professor or director, far more than in college. Uniformity of instruction is insured throughout the many sections of a class. Although in the beginning of an officer assistant's tour he may not be a trained pedagogue, his enthusiasm, energy, loyalty, and hard work go far toward making up for his lack of teaching experience. Within a year or two, his training in the classroom, his absorption of the professor's methods and policies, and his diligent study have made him at least the equal of the average instructor personnel in the colleges of the country.

So here is West Point as an educational institution. I have tried to set forth frankly and fully within the limits of my space its policies, its methods, and its organization, together with an indication of its influence upon its students. West Point from the educational side has at times been severely criticized, and probably will be criticized in the future. Too often this criticism has been directed against the institution by men who knew very little of its aims and its methods.

Conservative But Not Changeless

West Point is unique. It can not be justly condemned because it does not do as others of its grade do. It has a different purpose. West Point is conservative. Perhaps it is not a bad thing to have a few strongholds of conservatism in an educational world where the roots of radicalism so soon and so widely take hold. But do not understand that its conservatism means changelessness. The Military Academy of to-day is a better, broader institution than it was even a decade ago. By conservatism we mean simply that West Point goes slowly in making innovations in its time-tested, and on the whole satisfactory, policies and methods. West Point is difficult. We are proud of it, so long as the difficulty of the course is not unreasonable. Men do not gain intellectual power and strength by easy courses. A diploma from West Point is a certificate of hard study and long application.

Hence, in spite of criticisms, West Point goes on from generation to generation, secure in the passionate loyalty of its graduates and the deep respect of the people at large. The country calls West Pointers to places of great responsibility, not only in military but in civilian life. And through his four years of training the student has gained a mental assurance, a strength of character, and a sufficiently broad education to enable him to meet and solve the problems of life as he previously solved the problems of the classroom.

Students Are Yacht Builders and Stone Workers

Dominant local industries inevitably affect the studies in the schools of any community. San Diego, Calif., for example, is on a bay which is large enough to give safe anchorage to 300 battleships, and it is rare that the harbor is without a considerable number of them. Many of the people of the city look to the ocean for their livelihood or for their principal diversion. The courses of the school shops reflect that condition. Nothing else in those shops arouses so much interest as the building of boats and of models of racing craft. Yachting enthusiasts and expert boat builders encourage this study and cordially cooperate with the shop teachers.

Similarly, in Bedford, Ind., the center of a great quarrying district, stone drafting and stone working are strongly emphasized. The senior high school has a complete equipment for planing stone and for shaping and dressing it, and the vocational courses offered are of the most practical character. Numbers of the boys elect those courses, for they are not only of great interest in themselves but they lead to remunerative work after graduation.

One person out of each 138 of the whole population of Nevada is a full-time student of the State university.

National Education Association Meets at Indianapolis

Interpretation of the School Programs to the People the Keynote of the Program. A Meeting Well Conducted and Full of Interest. General Assembly Programs Not Strictly Pedagogical But Marked by Variety

By NETTA FARIS
Assistant Specialist, Bureau of Education

"THERE is no mention either of God or of education in the Constitution but certainly the American people may be said to have a faith in religion and education which is more truly the expression of an ideal of all the people than can be said of any other matter that has ever concerned us as a Nation." Thus did Commissioner Jno. J. Tigert, in the first formal address opening the sixty-third meeting of the National Education Association, in Indianapolis, sound the keynote of the sessions that were to follow.

The chief aim of many of the general and sectional programs that followed was to strengthen, keep alive, and give reason for the faith of the American people in the greatest of all their institutions—the public school. It was to interpret the schools, to make clear their purposes, ideals, and methods, that was definitely in the minds of those who planned the program.

There was the interpretation of the State, city, and rural school programs to the people, discussed by city, county, and State superintendents; interpretation of the colleges, teachers' organizations, educational journals, and the press, by representatives of each. If anything was omitted in the general assemblies, the various departments, National Council of Education, elementary-school principals, class-room teachers, adult education, kindergarten, music, business, National Congress of Parent-Teacher Associations, and others supplied the lack.

International Cooperation to Abolish War

The topic of President Newlon's address was "The Educational Outlook at the End of the First Quarter of the Twentieth Century." Though he declared himself no prophet, he discussed his subject with clearness and insight. President Newlon was interrupted several times during his splendid discourse by applause, perhaps the greatest demonstration being given when he said:

"We believe that our Nation, while preserving its own nationality, should cooperate with other nations in some definite way for the purpose of abolishing war and promoting the interests of humanity in all countries. We believe that the chief agency for the promotion of a better understanding among nations, and ultimately for the abolition of war, must be popular education conducted along broad humanitarian lines."

Two of the general sessions were given over to a discussion of matters vital to the special welfare of the teacher. One presided over by Olive Jones, first vice president of the association, had to do with the "Work of Teachers' Organizations," and the other, of which Frederick M. Hunter, California, was chairman, discussed "Teacher Participation in the Determination of Policies." Those participating in the latter discussion were Miss Cornelia S. Adair, Virginia, and Anna Lockwood Peterson, Ohio, representing the class-room teachers; Mary McSkimmon, Massachusetts, representing the principal; Thomas R. Cole, Washington, representing the superintendent; and W. T. Longshore, principal of the Columbia High School, Kansas City, Mo.

The Operator, Not the Machine

Miss McSkimmon said: "I have seen school systems where the teacher seemed to be thought of as the machine instead of the operator. To expect her to manipulate so costly and delicate a machine as a class of children without participating in the educational policies that determine its power and direction is like putting a workman before his machine with his eyes blindfolded and his ears filled with wax."

W. T. Longshore said: "Teachers will more willingly and intelligently carry out those policies of administration which they have helped to devise." It was the consensus of opinion that there would be happier, more enthusiastic, more competent teachers if they had a greater share in shaping policies. The session unanimously adopted a resolution requesting the National Education Association to make a study throughout the United States of this subject.

One of the most inspirational of the general assemblies was given to the discussion of moral education. William M. Davidson was chairman of that meeting.

Dr. Henry Noble Sherwood, State superintendent of public instruction in Indiana, had as his subject "The Morals of Modern Youth." The three chief causes he gave for lack of morality among the young people of our country are lack of parental authority and interest, lack of religious education, and commercializing entertainment for youth. In reference to the last mentioned, he said, "What we need is to take the money-making interest out of entertainment and place it upon the principle of character building. To do this, churches and schools must become in part responsible for it. The home, too, must take its place as a producer of wholesome entertainment. And, above all, young people must be taught to entertain themselves."

Bring Home and School Together

Mrs. A. H. Reeve, Philadelphia, president of the National Congress of Parents and Teachers, said that the rearing of a family had been too long looked upon as a "biologic process rather than a moral responsibility." "If the home is giving the right kind of individual character training," she said, "then the school has its definite task of supplementing that education by the teaching of group morality, the general application of personal integrity, justice, and helpfulness to civic relationships of the classroom, the athletic field and other activities of school life. * * *. The only way to assure constant and consistent character training is to bring home and school together, to adopt a standard equally applicable to both, and then by the teaching and example of parent and teachers to bring about the proper apportionment of a common responsibility."

The largest audience that taxed the 10,000 seating capacity of Cadle Tabernacle, where all general assemblies were held, was the one that greeted Albert J. Beveridge, former Senator from Indiana, and Meredith Nicholson, author. It was Indiana night and visitors and Hoosiers mingled to do honor to the occasion.

Senator Beveridge, who spoke last, described the great disaster to the country that he feared in three current proposals for governmental change.

Realistic Presentation of Hoosier Celebrities

Meredith Nicholson preceded Senator Beveridge and paid him the compliment of being the author of the most important biography ever written by an American, "The Life of John Marshall." In an inimitable whimsical manner and half-humorous vein Mr. Nicholson told of Hoosier celebrities, political and literary, many of whom he had known personally. People of Indiana had been asked to occupy the platform, but none were more real to the audience than the unseen notables whom Nicholson presented. He said "A million people laugh with Abe Martin (Kin Hubbard) every day"—and there Abe stood in characteristic pose.

He referred to George Ade "as our Hoosier Æsop"; and Sarah T. Bolton, Edward Eggleston, Lew Wallace, Whitcomb Riley, Booth Tarkington, Gene Stratton Porter, Maurice Thompson, William Herschell, and others were presented with a master touch that made them appear in flesh and blood.

Glenn Frank, recently elected president of the University of Wisconsin, and now editor of the Century Magazine, was another outstanding speaker at one of the general assemblies. His theme was "The Responsibility of the Press in Interpreting the Schools to the People." After speaking of the futility of war, whether it be between nations, in religion, politics, or wherever else, he said:

"We school men must realize more than we have yet realized that dullness and scholarship are not necessarily synonymous and that accuracy does not have to be unreadable. I suggest, therefore, that we stop centering our energies on trying to wheedle the newspapers into giving more space to the schools; that we do our best to do things in our schools that will be so vital that newspapers will take the initiative in giving more space to our activities."

Important Committee Reports Presented

At the same time the general assemblies were held at Cadle Tabernacle, the representative assemblies met at Shortridge High School. The business meetings began promptly and proceeded with snap; few speakers went over the time assigned. At the first meeting reports were read on illiteracy, child labor problems, character education, thrift, the relationship of the national association with department committees and allied organizations, and home for retired teachers. Reports were presented at the second business meeting on the teaching of democracy, world federation of national education associations, American Education Week, classroom teachers' problems, and teacher tenure.

If interest in the education bill had apparently been quiescent for a time, it came to the fore again with renewed enthusiasm at the Thursday morning business session. A new bill was presented by Dr. George D. Strayer, chairman of the legislative commission. The new bill is simple and brief, with certain features of the former bill eliminated. It provides for four things:

1. Establishment at the seat of government of an executive department, to be known as the Department of Education, to be under the control and direction of a Secretary of Education.

2. Transfer of the present Bureau of Education, now in the Department of the Interior, of the Federal Board of Vocational Education, and of certain other agencies, to the new Department of Education.

3. Establishment of a Federal conference on education to consist of one representative from each of the executive departments, for the purpose of coordinating Federal educational activities.

4. Collection of statistics and other data by the Department of Education to show the condition and progress of education in the several States and in foreign countries in order to aid the people of the several States in establishing and maintaining more efficient schools and school systems.

For Collection, Investigation, and Diffusion

It will be a fact-finding, fact-disseminating agency, advisory in character, with no power to interfere with local or State administration, and its main purpose will be through investigation and research to make available for every State in the Union such information and advice as will advance the cause of education. An appropriation of $1,500,000 is asked for the support of the department, $10,000 of which will go for the Secretary's salary.

One felt the Hoosier influence and atmosphere through the entire meeting. There was cordiality and friendliness, and time for all that was going on. Though the heat was intense for several days, there was nothing hectic in the meetings, no warm discussions nor violent differences of opinions. The programs went smoothly, quietly, pleasantly forward. Too much praise can not be given to the local committees and all who united to furnish such an excellent program, splendid hospitality, and fine music. Breakfasts, luncheons, teas, and receptions were prominent social features, as usual.

There seemed to be general satisfaction with the departmental sessions, some reporting that the meetings were the best that had ever been held.

Report of the Year's Progress

In the National Council of Education, Dr. John J. Tigert reported that from 1922 to 1924 there had been an increase of 837,000 children attending the public schools at an added cost of $175,000,000. The increase in elementary schools has been 1.6 per cent; in high schools, 7.7 per cent; and 23 per cent more money had been spent for buildings and grounds. During this time about 1,000 consolidated schools had been added, making a total of 14,000 in the United States.

At a meeting of the department of elementary principals a committee reported in favor of elementary principals having an A. B. degree before appointment, and continued study until an M. A. had been attained.

The retiring president of the department of classroom teachers gave the following as the objectives of their organization: "To secure higher educational qualifications for teachers, teacher participation in school management, adequate salaries, tenure, pensions, and such conditions as will enable teachers properly to function as vital factors in educational progress to the end that the teaching service of the country may be improved."

In the department of adult education it was reported there were 300,000 native illiterates, and 1,500,000 foreign. There are 15 public-school systems that are devoting their attention to this problem, and in 1924 illiteracy was cut 200,000. The United States Bureau of Education will appoint a specialist in this department which will give Federal cooperation, and this no doubt will lead to establishing many more schools for adult education.

The outstanding feature of the program of the kindergarten meetings was the discussion of the report on the study of kindergarten practice, under the direction of the research committee of the kindergarten department of the National Education Association. At a joint meeting of the National Council of Primary Teachers and Kindergarten Teachers, the chairman suggested that a similar investigation be undertaken by the teachers in the lower grades.

Practical Record of Physical Development

It was reported in the department of school health and physical education that Milwaukee has a practical system of keeping close check on a child's physical and mental fitness from the date of birth to commencement, through the maintenance of individual charts.

Resolutions were adopted concerning international peace, financial support for schools, information concerning schools, health and physical education, adequately trained teachers, obscene literature and pictures, citizenship, child labor, protection from interference of outside agencies for their own especial end, teachers' welfare, reasonable tenure, minimum salary, sound retirement laws, taxation of territorial teachers, association membership, Department of Education. The resolutions were read by U. W. Lambkin, of Marysville, Mo., and were adopted after some discussion relating to child labor.

The new president, Miss Mary S. McSkimmon, principal of the Pierce School, Brookline, Mass., is the sixth woman to be elected president of the National Education Association. She has served the association well for many years, and has held important positions in the organization. Henry Lester Smith, dean of the College of Education of the University of Indiana, is the new treasurer.

New Books In Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

JOHNSON, FRANKLIN W. The administration and supervision of the high school. Boston, New York [etc.] Ginn and company [1925] vii, 402 p. tables, forms. 12°.

The material on high-school administration, which is mostly scattered through a wide range of journals and the proceedings of various associations, is here brought together in a single book for the use of normal classes or for the reading of the principal in service. The volume covers comprehensively the duties of the high-school principal and staff, and the organization and administration of high schools. It also discusses the aims of secondary education, and the relations of the high school to the elementary school and college.

KANDEL, I. L., *ed.* Educational yearbook of the International institute of Teachers college, Columbia university, 1924. New York, The Macmillan company, 1925. xiv, 650 p. tables. 8°.

In education, the postwar movement for reconstruction or for the organization of new systems seems now virtually to have closed. The International Institute of Teachers College, Columbia University, has therefore judged the present time to be appropriate for bringing together and making available in the form of a yearbook the educational experiences of different countries. The plan is to include an account of education in the leading countries of the world in every issue of the yearbook, and to select a number of other countries in turn for consideration in successive volumes. The present volume describes the educational developments of 1924 in eleven foreign countries and in the United States, each section being the work of a special authority in his own particular field. Part II of the book deals with the problem of method in England, Germany, and the United States, and includes a section on the "new education movement" in various countries of Europe.

KOOS, LEONARD V. The junior-college movement. Boston, New York [etc.] Ginn and company [1925] xii, 436 p. tables, diagrs. 12°.

Of the two new units which are now claiming recognition in our educational system, the junior high school and the junior college, the author has already presented an evaluation of the former, and in this volume undertakes a similar but more comprehensive evaluation of the junior college, setting forth his conception of the basic principles of guidance in its development. The junior college has grown at a rapid rate, and while still in a formative condition, seems to deserve this analysis of its present stage of development. The book takes up three main types of junior colleges—public, State, and private—and also describes the junior college in universities as a fourth related type.

LOTZ, PHILIP HENRY. Current week-day religious education. New York, Cincinnati, The Abingdon press [1925] 412 p. front., tables, forms. 8°. (The Abingdon religious education texts. David G. Downey, general editor.)

This study is based on a survey of the field conducted under the supervision of the Department of religious education of Northwestern University. The volume presents a wide range of facts collected at first hand concerning week-day church schools. It also attempts to interpret the week-day movement and evaluate certain of its more important aspects.

MARTIN, HERBERT. Formative factors in character; a psychological study in the moral development of childhood. New York, London, Longmans, Green and co. [1925] vi, 346 p. 12°.

Present social conditions in our country are calling increased attention from parents and teachers to the necessity for adequate moral training of the young. The author believes that the strategic approach to a reemphasis of moral values in our national life lies through the childhood of to-day. From individual and social psychology, the book formulates basic clues or guiding principles to the problems of moral training, but is not a manual of teaching methods. The subject is discussed under its general, psychobiological, psychological, and social and institutional aspects. Morality is shown to be human life in a process of self-discovery, seeking to profit itself by experience and apply the results to conduct.

MYERS, GARRY CLEVELAND. The learner and his attitude. Chicago, New York [etc.] Benj. H. Sanborn & co., 1925. xiv, 418 p. 12°.

The available researches in the field of learning, especially the author's own investigations, are here applied to the problems of teaching and controlling conduct, with emphasis always on the standpoint of the learner.

ODELL, C. W. Educational statistics. New York, The Century co., 1925. xvii, 334 p. tables, diagrs. 8°. (The Century education series, ed. by C. E. Chadsey)

The principles and practice of educational statistics are presented by the author in a form not requiring for its understanding more mathematical knowledge than is possessed by the ordinary individual who has completed a year of high school algebra. The volume may be used as a text in teachers' colleges, and by superintendents of schools and others who require a discussion of statistical procedure.

PATRI, ANGELO. School and home. New York, London, D. Appleton and company, 1925. 221 p. 12°.

In what way parents can and ought to cooperate with the schools in effecting the right education of their children is brought out by the author in this book, which includes numerous illustrative incidents from actual school life. It is also shown what parents' associations and "home-school" organizations can do to improve school conditions. The watchword of the book is the new school for the new day; that the child should be treated like a normal being, and surrounded with culture and beauty and joy.

PAYNE, E. GEORGE, *and* SCHROEDER, LOUIS C. Health and safety in the new curriculum; a teacher's training book. With an introduction by John W. Withers. New York, The American viewpoint society, inc., 1925. 318 p. tables, diagrs. 8°.

Discussions and experiments were conducted in St. Louis during the decade preceding 1922, on the problem of reconstruction of the public school curriculum. The contents of this volume represent a part of the accomplishments of this work in the direction of realizing in practice a more effective procedure in attaining the health and safety objectives. The results are not final, but outline a basis on which the reconstruction of the whole curriculum may advance. Not merely a method of curriculum reconstruction is presented, but rather a complete health program for schools is given.

PETERSON, JOSEPH. Early conceptions and tests of intelligence. Yonkers-on-Hudson, N. Y., World book company, 1925. xiv, 320 p. 12°. (Measurement and adjustment series, by L. M. Terman)

A correct understanding of intelligence tests requires a knowledge of their underlying psychological principles and of their historical development. Prof. Peterson has produced a text which concisely traces the experiments and conceptions which led to the development of intelligence tests, from the efforts of the early Greek thinkers to the work of Alfred Binet. Considerable space is given to the Binet-Simon tests as the culmination of this development. The contributions of each investigator are stated from his own point of view, and, as far as practicable, in his own words, with references to authorities where a fuller study of the subject may be made by those interested.

PITTENGER, BENJAMIN FLOYD. An introduction to public school finance. Boston, New York [etc.] Houghton Mifflin company [1925] xvi, 372 p. tables, 12°. (Riverside textbooks in education, ed. by E. P. Cubberley)

This manual does not seek to offer a consistent philosophy of public school finance as evolved by its author, but rather to survey and describe the existing state of practice and opinion with reference to the numerous problems involved. It presents a summary or outline of the problems presented and of the conclusions offered in the widely scattered literature of educational finance. This subject is timely, for public school finance now seems to be competing with curriculum reconstruction for the position of first importance in the field of public education.

TROW, WILLIAM CLARK. Scientific method in education. Boston, New York [etc.] Houghton Mifflin company [1925] xi, 159 p. 12°. (Riverside educational monographs, ed. by H. Suzzallo)

The present is an era of scientific method as applied to education, and educators accordingly need to be correctly informed so that they may adopt the right attitude toward the scientific system in school procedure. This book aims to meet the need by discussing the application of the scientific method to educational problems, after first giving detailed consideration to this method as it has developed in the process of the pursuit of knowledge. Preceding this discussion, the author reviews the other ways by which man has sought to acquire knowledge, beginning with the appeal to authority.

UHL, WILLIS L. Principles of secondary education; a textbook for students of education based upon writings of representative educators. New York, Newark [etc.] Silver, Burdett and company [1925] xii, 692 p. 12°.

This volume makes four distinct contributions: first, an organized collection of selected readings by authorities in secondary education; second, comprehensive lists of principles of secondary education based upon the best current writings; third, a sufficient variety of educational literature to enable an approach to each chapter by the problem method; and fourth, supplementary discussions designed to guide students successfully through a large body of professional reading. Papers on secondary education in foreign countries as well as in America are included.

THE strength, character, reputation, and influence of a nation depend upon the education of the citizens. Education goes hand in hand, in support, and as a part of religion and piety.

Ignorance breeds crime, cruelty, dishonesty, disease, and poverty. It results in suffering, decay, destruction, and obliteration.

Everything that is done or said in favor of better and still better education is a step toward God and country and humanity. In self-defense, for the protection of life and health and happiness, the people must be educated.

The nation that is best educated in all respects will be the safest and happiest location for residence, and it will succeed in all contests with others for supremacy.

There are many branches of education. We may not expect to get very close to all or many of them; but there is no reason for anyone failing to entertain a desire to know as much in as many lines as the realms of possibility permit.

—ELBERT H. GARY

Program for American Education Week

Prepared by the United States Bureau of Education, the National Education Association and the American Legion, under whose joint auspices the observance is held

CONSTITUTION DAY

Monday, November 16

"The Constitution is the bulwark of democracy and opportunity"

1. Unity, justice, tranquillity, defense, welfare, and liberty.
2. Our Constitution guarantees these rights.
3. Our Constitution is the expression of the will of the people.
4. One Constitution, one Union, one Flag, one History.

SLOGANS: Ballots, not bullets.
Know the Constitution.
Visit your schools to-day.

PATRIOTISM DAY

Tuesday, November 17

"The Flag of the United States of America is the symbol of the ideals and institutions of our Republic"

1. Our Flag insures the sanctity of life and the security of property.
2. Quicken the sense of public duty.
3. Voting is the primary duty of the patriot.
4. Our national honor must be preserved from unjust attack.

SLOGANS: America first.
Vote at all elections.
Visit your schools to-day.

SCHOOL AND TEACHER DAY

Wednesday, November 18

"It is not too much to say that the need of civilization is the need of teachers"
—*CALVIN COOLIDGE.*

1. The teacher is a nation builder.
2. The school is the foundation of democracy.
3. Provide for the needs of your schools.
4. Trained teachers require adequate compensation.
5. The teaching of patriotism is the duty of all public servants.

SLOGANS: The better the teacher the better the school.
Visit your schools to-day.

CONSERVATION AND THRIFT DAY

Thursday, November 19

"The forests of America, however slighted by man, must have been a great delight to God"
—*JOHN MUIR.*

1. Conserve our national resources.
2. Prevent forest fires.
3. Industry and thrift spell prosperity.
4. Saving insures happiness.

SLOGANS: Plant a tree.
Work and save.
Visit your schools to-day.

KNOW YOUR SCHOOL DAY

Friday, November 20

"Progressive civilization depends upon progressive education"

1. Schools must progress with the times.
2. Preparation for modern day life demands a broader course of study.
3. The school must be kept abreast of science and invention.
4. A little invested in education saves much expended on crime, poverty, and disease.

SLOGANS: Good schools for all communities.
Make your schools livable.
Visit your schools to-day.

COMMUNITY AND HEALTH DAY

Saturday, November 21

"Physical education means health and strength"

1. The school is a community center.
2. Equality of opportunity for every American boy and girl.
3. Public library service for every community.
4. Proper food and rest for children.
5. A health officer for every community.
6. Adequate parks for city, State, and Nation.

SLOGANS: A square deal for the country boy and girl.
A sound mind in a sound body.
Visit your neighbor to-day.

FOR GOD AND COUNTRY DAY

Sunday, November 22

"Religion, morality, and education are necessary for good government"

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

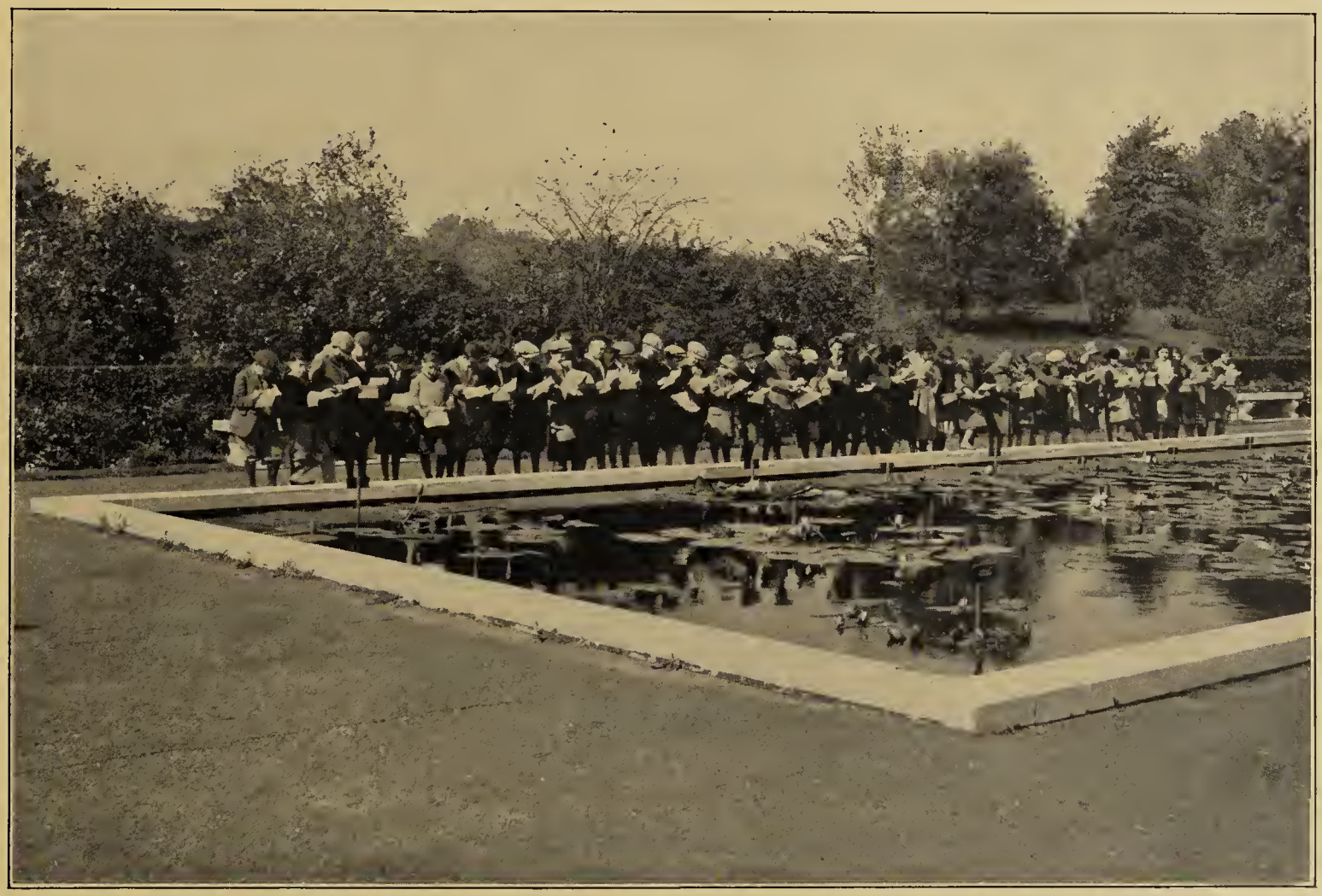
SLOGANS: A godly nation can not fail.
Visit your church to-day.

Observe American Education Week · November 16-22

SCHOOL LIFE

Volume XI
Number 2

October
1925



SCHOOL CHILDREN AT THE LILY POOL IN BROOKLYN BOTANIC GARDEN

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

GOVERNMENT PRINTING OFFICE

CONTENTS

TO AID in the observance of American Education Week, the Bureau of Education has issued the following publications: (1) "How, Why, and When to Prepare for American Education Week," a pamphlet of 32 pages containing general suggestions for organization, descriptions of successful efforts with mention of attractive devices employed, specific material for each day of the week, references to suitable literature, and hints for lessons and other exercises in the schools. Price, 5 cents per copy; in lots of 100 or more, 3 cents each. (2) "Broadside," containing new articles written for the occasion by distinguished writers, general information, statistics, and quotations useful for newspaper articles and addresses. Price, 5 cents; in lots of 100 or more, 2 cents each. (3) The October number of SCHOOL LIFE is American Education Week number and contains suggestive material for the observance. Price, 5 cents per copy. (4) "School and Teacher Day," a folder with illustrations and detailed information relating especially to this day, but useful as a model for either of the other days. Suggests ways of basing school activities on community problems and local interests. Price, 5 cents per copy; in quantity, $1 per 100. (5) "The Quest of Youth," a historical pageant for schools, comprising 102 pages. Price, 10 cents per copy; in lots of 100 or more, 6 cents each. Orders for these publications should be sent *as early as practicable* to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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. XI WASHINGTON, D. C., OCTOBER, 1925 No. 2

Education is the Discipline of One's Powers by Himself

Neither Institutions, Libraries, nor Laboratories Can Educate Without Determined Effort by the Student. Capacity for Self Direction the Goal of Training. In Education Will must Master Mind; Moods Mean Laziness. College Diploma Shows only Completion of Apprenticeship; Learning Process Continues Through Life.

By WALLACE BUTTRICK
Chairman General Education Board

I. All Education is Self-Education

NO PERSON or institution can educate anybody. Education is a voluntary process. In the very nature of the idea one must educate himself. Schools and colleges are helpful; so with libraries, laboratories, and the association of fellow students. Possibly textbooks are useful. We are greatly helped by wise and knowing teachers. But these facilities are not absolutely necessary to education. Pasteur did his greatest work in a dark room under a stairway. Many of the great producers in research had little formal apparatus, but only such things as they could devise and make for themselves.

It has long been said that a few good books make the scholar. Great collections of books, often of a miscellaneous character, bewilder us. Textbooks create the impression, unconsciously be it said, that when one has learned the contents of the textbook he knows something—as history, or science, or mathematics. Assigned fragments of subjects reported back to teachers in what we call recitations, duly marked and graded, fool us with the notion that they are educative. These are generally but recitations properly so called. The room where the performance takes place is called a *recitation* room. How foolish it all sounds when we state it plainly!

Dear friends, education is the determined and long-continued effort of a serious-minded person to train his powers of observation, thinking, and reflection through gain in knowledge. A student, rightly so called, is a person who comes to college to avail himself of assembled opportunities for self-education.

Granting that we must educate ourselves, the next logical step is

II. Capacity for Intelligent Self-Direction

Self-directed intellectual inquiry—that's the thing. We think of such capacity for self-direction as the goal of the training got in the schools. And in a real sense it is, for the time comes when we must launch out on life's ocean and steer our own ships.

But capacity for self-directed inquiry should be gained very early in life. I have read several times a remarkable book, "Sanderson of Oundle." He was for 30 years head master of Oundle School, about 30 miles from Peterborough, England. Every teacher should read this book. The story of how he taught physics to young boys is not less than thrilling. He did not make them learn some law of physics contained in the textbook and then have them set up some apparatus to demonstrate the truth of the things they had learned by rote. He rather adopted the method of research and with painstaking care and utmost patience led them to discover laws of physics and then formulate these laws for themselves. And they did it! When once they discovered one physical law their enthusiasm for more physical laws was unlimited. As the research man says, they had found a lead. They had gained that priceless bit of knowledge—law is discovered, not made. Future study would convince them that this is true of all laws whether in nature or in society. They had made the great first step in self-education, and thenceforth, while they sought counsel from masters and tutors, they steered their own ships; they stood on the bridge.

A fault with education in America is too much teaching; too much prescribing of what shall be learned and how it shall be learned. Freedon is what is needed in education. Start a boy right in any subject; better, help a boy start himself right in any subject, and then say to him, "Come to me when you are in trouble and we will talk it over that we may help each other, but son, if you are going to be an educated man, you must have large liberty in directing yourself."

III. Trained Capacity for Sustained Attention

We need to get the mastery of our brains and of our minds so that they become working instruments which we control. In education will must master mind. For example, your first attempts at penmanship were slow and painful and wearisome to body and mind, but after a while you wrote without conscious effort. A mechanic is a clumsy fellow when he begins his apprenticeship, but before long his fingers become supple and deft and serve his will without his thinking. Reading and the reading habit tax one's purpose mightily, but soon the printed page is taken in at a glance, and the reading habit, once formed, is a joy forever.

These are simple facts of common experience which point a long moral.

Many people who are supposed to have trained intelligence are the slaves of moods. They can only do serious, intellectual work when they "feel like it."

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Now I have noticed in the observations of a long life that the men and women who succeed in law, in medicine, in business, in preaching, in teaching, in authorship, in research (and they are so few), are the men and the women who make their minds serve their wills. This capacity for sustained attention did not abate in Stevenson or Bryant, although they were invalids for many years; it did not abate in Pasteur when through paralysis he lost the use of one side of his body; nor in Milton when he became blind; nor does it abate in Doctor Eliot at 91. What we call moods, alleged inability to work because of humidity without or dyspepsia within, when reduced to simplest terms is only laziness. If you would be numbered among the educated, you must be able to say to your minds, "Come now, let us work. Mind, I am your master; go to work."

IV. Education is Never Finished; It is as Long as Life

There is no such thing as a completed course of education. "Commencement" is an unfortunate word, for it has lost its meaning. It has come to mean the job is done, I have my diploma; I am an educated man. Would it not be fine if we could substitute that great Saxon word "Beginning?" I hail the college that dares do it. When one gets a diploma certifying that he has completed certain prescribed things called education he really has only served an apprenticeship. I know that is a trite saying, but it is full of meaning if you will reflect a little.

You have learned a little chemistry, a little physics, a little biology, a little mathematics. What will they mean to you after to-day if you drop them now? You can at least read with fair regularity a good journal in these great scientific subjects and thus know what is going on in this age of science and keep yourself alive.

You have had some work in history, in economics, in English literature, in modern languages, with a bit of their literature. I tell you that a very high per cent of college graduates stop right there. Or I might say that, because of the inevitable shrinkage of mentality, they will know less and less afterward than they do at graduation.

It was a member of a so-called literary club. The meetings were insufferably dull, made up of smoke and gossip. Some one suggested that at the next meeting and thereafter we should report on the reading of the month. To my surprise there were only 3 out of 30 who had read a serious book during 30 days. I once told this to President Eliot. His quick reply was, "That would be a high average for the graduates of Harvard College."

The other day a New York paper discoursed editorially on the progress of education in America. One hundred thousand, or was it one million, college men had graduated from college this year (in either case the figures surpass belief). As I read the editorial my thought was, "Is the wastage of 1925 to be 90 per cent?"

Education is for life, even down to old age, if one is educated at all. The person who can not say at the end of any calendar year "I have learned more during these 12 months than during any previous year of my life" does not belong with the company of immortals called educated persons.

V. The Object of Education is Character, not Efficiency

I mean character in the sense of high and serious purpose, of severe intellectual attainment, of the mastery of mind, of sound philosophy of life.

I have little patience with vocational training in college, the taking of valuable time for the learning of a trade. Mastery of one's self prepares for mastery in any honorable career. Michael Pupin was first of all a classical scholar. He had the highest marks in Greek ever given at Columbia. Afterward he became a master of science. You might read his book with much profit. Two leading pathologists of my acquaintance were classically trained with a little college science. One of them said to me, "I regard the classical training got in college without a squint toward the vocational as the best possible training for a scientific career."

Efficiency is a fine by-product of education, but to make efficiency the object of education is to debase that fine thing which we call character.

For many years we have been greatly influenced by Prussian educational methods, not realizing that the educational program of Prussia was chiefly designed to promote efficiency. Is this the difference between kultur and culture? It is a very serious tendency which we observe in college catalogues of the present time—this tendency to use the precious four years of college to train a man to get a living. Those years should be devoted to making living worth while, by the self-mastery of one's powers of observation and reflection.

But you will ask, "How is education, the process of education, this lifelong process of education, to be assimilated to character?" Let biology answer us—by functioning. The generous use of knowledge and training in promoting the well-being of mankind will return to us in character, in ever-growing high manhood, in satisfactions that perish not, in those qualities of being which live on forever, because they are life. As Sanderson of Oundle said, "The great purpose is to enlist the boys and girls in the service of man to-day and man to-morrow." In knowledge and learning, as in money, "All you can hold in your cold dead hands Is what you have given away."

Omaha High Schools on All-Year Plan

New Technical High School, Thoroughly Equipped, Enrolls 4,000 Pupils. Advantages in Four-Quarter Organization.

WHAT was our commercial high school is now the Omaha technical high school. The school last year enrolled more than 4,000 pupils. We have a new building which cost $3,500,000. We offer all types of commercial work, auto mechanics, telegraphy, printing, household arts, electricity, music, and even college preparatory courses.

This school has been operating 48 weeks a year for about 7 years, and it has proved very satisfactory. The school is reorganized every 12 weeks. We graduate a four-year class at the end of each 12-week quarter. There is no loss in organizing between terms. The advantages of this plan are:

1. The continuous use of the school plant, which indicates good business management and economy.

2. The holding power of the school. This school formerly had a two-year commercial course, and practically 90 per cent of the pupils took that course. We give no two-year courses now; they are all full four years in every department.

3. It enables the bright and energetic pupil to finish the course in three years.

4. By having a greater use of the school building, pupils are able to move more rapidly through the system and thus make a clearance for others who want to attend; again, economy.

5. A pupil may, if necessary, be absent any quarter, fall, winter, summer, or spring, and his loss is only 12 weeks, not a full semester.

The school is popular with parents, teachers, and business men. We are thinking seriously now of having three more of our high schools operate on the 48-week plan. They have already adopted an eight-week summer session. This shows the trend in our city.—*J. H. Beveridge, Superintendent of Instruction, Omaha, Nebr.*

A 12-months public school session in Arlington County has been authorized by the Virginia State Board of Education. It is an experiment which may be the beginning of an all-year-round school policy in Virginia.

New York's Biggest, Most Costly, and Most Beautiful High School

George Washington High School, Erected on Historic Ground, Designed to Embody Every Feature Which is Conducive to Effective Academic Work. Superb Architecture and Magnificent Views from Windows and Porticoes. Auditoriums, Great and Small, Gymnasiums, Laboratories, Studios, Workshops, and Rest Rooms Supplement Abundant Classrooms. School Spirit is Excellent

By C. R. TROWBRIDGE

Teacher of English, George Washington High School, New York City

THE NORTHERN extremity of Manhattan Island consists of two ridges, with the valley between them through which runs upper Broadway. The western one rises steeply from the Hudson and ends in the cliffs above Spuyten Duyvil Creek. The eastern ridge springs as abruptly from the Harlem River, rises to a somewhat greater height, and even more abruptly comes to an end, about where Two hundredth Street would run if the city streets could keep their lines on these steep slopes. On the northern end of this eastern ridge stands the new home of the George Washington High School, New York's newest, biggest, most costly, most complete, and most beautiful high school.

All of New York Before Us

Superlatives are necessary to describe it. From the school windows one can look far up the line of the Palisades and the gleaming waters of the Hudson, or over the wooded hills of Westchester County, or up Long Island Sound—for 30 miles in that direction, they say, if the skies are clear—or to the south past the Harlem High Bridge, and over miles and miles of roof tops to the high pinnacle of the Woolworth Building. Adjoining the school on the south is an old people's home with extensive grounds. We look down on its green turf and shimmering trees and bright flower beds. Just across the Harlem River on Fordham Heights is the circular colonnade of the Hall of Fame. All of New York City lies stretched out before our pupils. Nothing will ever cut us off from the beauty of river and sky and towered city.

George Washington in Lasting Possession

The hill is historic ground. It was the scene of a short but bloody struggle, when 10,000 British troops overpowered the remnants of the American forces left by Washington to cover his retreat through New Jersey. Its name, Fort George Hill, was given it then in compliment to His Britannic Majesty, George III, but George Washington has come back now into lasting possession of it.

Because of these historic associations and the name of the school, colonial architecture was the type selected for the plans. The building has a frontage of 376 feet. It rises to four stories, topped by an octagonal tower and a lookout lantern. The building is beautiful alike in general mass and outline and in delicate detail. Six Ionic columns with a windowed pediment form the portico which leads through bronze doors into a marble hall. From this a double spiral staircase of most graceful design rises to the second floor. Everywhere the decoration is carefully worked out in a beautiful and fitting simplicity to reflect the stately and spacious and dignified life of colonial forefathers.

Opposite the entrance is the auditorium with seats for 1,500, and a stage large enough for grand opera. The principal's office is also on this floor, the library, the two gymnasiums, for boys and for girls, two swimming pools with plunges and dressing rooms, and a concert room seating 150. The classrooms begin on this floor and fill the floors above. There are laboratories for chemistry, physics, and biology, six art studios, a little theater classroom with a stage for dramatic work, a workshop and domestic-science rooms, supply rooms, department offices, and on the fourth floor a cafeteria accommodating 1,000 pupils at one time. Above this the teachers have a lunch room and rest rooms are provided for them in other parts of the building also.

The total cost of the building was more than $3,000,000. State and city officials joined in the dedication exercises,

The building is beautiful in general mass and in outline

which were held on Washington's Birthday. The school had moved into its new quarters on February first and shared possession with an army of long-suffering workmen. Whether they or we endured more inconvenience through this joint occupancy could not easily be adjudged. But everything was put to rights for the

Topped by an octagonal tower

gala day of dedication. Thirty boys in colonial uniforms were stationed about the entrance, and as many girls in Martha Washington costumes served as ushers. Both they, and the Peg Woffington waitresses, had designed and made their own dresses. They were a very effective bit of decoration as they went up and down the marble stairway of the entrance hall.

Local Organizations Have Pleasure In It

Our school colors were presented that day by the Martha Washington Club, an organization of the mothers of our pupils, which does much for the school. The ladies of the local Grand Army of the Republic have given the flag for out-door display, and the Daughters of the American Revolution have put a bronze tablet on the great bowlder above which the flag flies. For the school museum, which is to be housed in the tower, General Pershing has given the 48 flags which were given to him on his retirement by the several States whose troops served under him in the World War.

We are still so new to the school that we have not yet been able to make use of all its possibilities. Almost every week some new room is ready for use—the grade advisers' room, the medical room, the bank, the printing office, the school store, or another department office. When everything within doors is completed, we shall still have our stadium to look forward to, for to the north of the school grounds there is a considerable open stretch which has been secured for an athletic field that will be the envy of all the other city schools.

School Long Identified with Locality

With only eight years of history behind it, the George Washington High School still feels youthful. We have been housed in an old school building antedating the Civil War, which was grotesquely ill-adapted to the needs of to-day. As we overfilled it, little wooden bungalows were built around it, and wherever we could find quarters annexes were opened, three of them all told. We have been largely a neighborhood school, drawing our students from the rapidly developing section of northern Manhattan.

The residents of this district have felt a local pride in the school and helped in many ways its development. There have been friendly and informal relations between teachers and pupils, such as are not always possible in a school standardized and systematized from the first to deal with great numbers of children. The faculty, 150 in number, are united in spirit and purpose, genuine in appreciation of each other's work, tolerant and progressive in their intellectual attitude, and, as teachers should be, even more interested in their pupils than in their subjects.

In a composition a youthful student once wrote: "The teachers in George Washington smile at you when you come into a room." We were very anxious to bring this school atmosphere with us into the new building and to maintain it there. The pupils are led, not driven. A considerable measure of self-government is being worked out—community government it is called, because pupils and teachers both have part in it. A legislative board makes school regulations on matters of order and discipline. A judicial board tries and sentences offenders against these laws. All passing through the building between classes is controlled by a traffic squad, and order in the lunch room is enforced by the service squad, members of which are stationed also in each corridor to insure quiet in the halls during recitation periods. The black and orange buttons, which are the symbols of membership in these squads, are highly prized insignia. More than 3,000 students are enrolled now (June, 1925), and a considerable increase in enrollment will be made in the fall.

Academic and Commercial Studies Emphasized

The school curriculum is planned largely on academic and commercial lines. Other high schools open to our pupils offer commercial and manual training and we do not therefore emphasize those branches. For a diploma the George Washington High School requires four years of study, with English and physical training in each term, two years each of history, music, and drawing, and a term each of civics and economics. The pupils are given every opportunity for electing work in Latin and modern languages, history, mathematics, science, stenography, bookkeeping, typewriting, art, and music. There are classes in journalism, art history, art and music appreciation, costume design, dramatic training, and a delightful course which combines stage designing and costuming with study of the drama. A post-graduate course is being developed which promises to offer a valuable postscript to the four-year

Six Ionic columns form the portico

program. Practice with membership in the school orchestra of 50 players counts as regular school work.

Numerous clubs supplement classroom activities. The dramatic society and the sketch club are among the oldest and largest. The sketch club is subdivided into groups painting water colors, making posters, sketching from models, preparing illustrations for school publications, and doing craft work. The radio club has a large and enthusiastic membership. There are modern literature and poetry clubs, one in first aid, a French club, science clubs, and two glee clubs. One office is marked "Graduates' office." Here is available to students information in regard to entrance requirements for all colleges and for art, music, and technical schools, and suggestions for vocational study. Here, too, the placement clerk has his office. It is hoped the alumni will feel that this room still belongs in part to them when they come back to visit the school.

Bronze doors lead into a marble hall

The Cherry Tree, prepared by the journalism class, is issued once a fortnight. The Hatchet is our school annual. In athletics the school has made a name for itself. In basket ball, track meets, football, and swimming it has met with varying success. In baseball it has had a spectacular record, winning the championship of Greater New York twice in succession and defeating Chicago in the intercity contest of 1921.

The spirit of the school can not be better illustrated than by its celebration of a baseball victory this spring. The team one Saturday afternoon in a crucial game of the season snatched victory just as the jaws of defeat were almost clicking together. It was such a game as every boy has dreamed of participating in. The other side, three runs ahead and confident of success; the bases full, two strikes and three balls called on the batter, then seven foul hits in succession and at last a soaring ball to the far corner of the field, four runs brought in—and victory.

There had to be a celebration, and all the school was summoned Monday to the assembly. The auditorium was filled to overflowing. What followed was an inspiration to any one alive to the possibilities of reaching the hearts of boys and girls. The principal has a very warm and personal interest in the pupils, a keen sense of the dramatic, an ardent love of baseball, a never-failing wit, and high ideals of school honor. He began his talk to the eager audience with a tribute to the self-control and determination that had won the game for our team and the good sportmanship of the boys who had lost after victory had seemed assured. Then and there the cheer leaders led the school in a resounding cheer for our defeated rivals.

A short and vivid story of the game was given, and as the climax was reached the team, to frantic applause, came down the aisle and up to the seats reserved for them on the platform. With a special mention of his part in the victory, each of them was introduced in turn. The coach spoke with pride of his team and paid his tribute to the loyal support received from the grandstands, so that all the school could feel a happy pride in having helped. As we, from the platform, looked into the faces, they were so joyous, so proud of the school, so lifted out of themselves that all the radiance and beauty of youth were theirs. Then we were dismissed.

It is the unexpectedness of youth that makes teaching school so endlessly interesting. The pupils might easily have been forgiven for finding it hard to settle into their accustomed routine, but they took up the day's work with infinite zest. Seldom have we had a day when they were so responsive, so law abiding, so gay hearted and courteous; the very best in them had been quickened into life. What the school was that morning we hope it may never cease to be. So long as that spirit lives, we shall not be unworthy of our new building.

Health Education Tends to Prevent Retardation

Doing things over is not only a waste of time and energy but it tends to bad habits of doing things, and in public-school work it results in a sad waste of public funds. There is more than one cause for retardation and the repetition of school work which it entails, but one of these is the presence of remediable physical defects in the repeaters.

An adequate system of health education, with examination for and correction of defects, more than pays its way in reducing this expensive business of repetition, and besides it speeds up school work by placing all students in the best condition for their tasks.

It will profit every taxpayer to look into the matter of what the schools are doing for the health of the pupils. The day set apart, November 21, as Community and Health Day in American Education Week, is a good time to show your interest in this vital subject.—*James F. Rogers.*

English and French Teachers Change Places

A number of English and French teachers of secondary schools will change places this fall for a year of exchange work, each taking over as far as possible the entire work of the other. An English teacher to be eligible for this assignment must be 25 years of age or over, a graduate of a British university, and must have been an instructor for at least two years in a secondary school in England or Wales, with experience in teaching French. Teachers will continue to be paid by their own school authorities, and the exchange service will be recognized for pension purposes.—*Teachers World, London.*

Remove Remediable Defects Before Sending Children to School

Campaign Conducted by Bureau of Education and National Congress of Parents and Teachers. Prizes Offered to Associations which Report Best Methods and Attain Best Results. Campaign Will Continue in 1926

By ELLEN C. LOMBARD
Junior Specialist in Home Education, Bureau of Education

THE PROBLEM of the entrance of children 100 per cent perfect in health into school at the beginning of the school year has engaged the attention of parents in many States and has resulted in the correction of defects with which the children might have been handicapped in their school work.

This is due to the short summer campaign or summer round-up of children which the Bureau of Education and the National Congress of Parents and Teachers have carried on as a part of their "two years' program to encourage the home to assume its responsibilities to send children to school who are ready to be taught, instead of bundles of parental mistakes to be corrected."

Included in this campaign is the competition of parent-teacher associations conducted by the National Congress of Parents and Teachers to develop the best method and obtain the best results in securing the entrance into the first grade of school a class of children 100 per cent perfect in health in September, 1925.

Three prizes were offered as an incentive to organizations to enter the contest. Three judges of the competition, Dr. John J. Tigert, United States Commissioner of Education, Mary E. Murphy, National Chairman of Child Hygiene, National Congress of Parents and Teachers, and Mrs. William Brown Meloney, editor of the Delineator, will examine the articles describing the methods in carrying on the campaign, the community cooperation secured, and the results obtained.

Any parent-teacher association participating in the campaign in any way, although it may not compete for a prize, may receive a certificate signed by the United States Commissioner of Education and the president of the National Congress of Parents and Teachers, and any organization securing the entrance in the first grade of a class 100 per cent free from remediable defects will receive another type of certificate also signed by the three judges.

To Record Physical Condition of Children

Score cards indicating physical fitness of children entering first grade and containing form for physical examination and weight-age-height tables, approved by leading health specialists, have been distributed by the National Congress of Parents and Teachers.

Several State departments of education have taken active part in this campaign. The Utah State superintendent circularized the presidents of parent-teacher associations and the public school superintendents of the State and urged them to do all in their power to forward the campaign. In other States the health departments have given valuable cooperation.

The campaign will continue through the summer of 1926, and it is the aim to assist parents in their efforts to present their children at the school door free from remediable defects which if neglected will result in absence from school and inability to do the required work. If this campaign is taken seriously by parents, it will result also in relieving the school of some of its health work and save time for the already overcrowded curriculum.

To Induce Students to Forget the Latin Quarter

Commodious residences for students of the University of Paris have been opened recently, the first section of a "university city." This is the beginning of a larger scheme to give both French and foreign undergraduate students the advantages of corporate life and the opportunity to work in a collegiate atmosphere. It is made possible by a donation of 10,000,000 francs. The buildings interspersed with grass plots suggest English suburban villas, and in addition to residence quarters for 375 students provide an assembly room, libraries, restaurants, and an athletic field.

The university has acquired a plot of 40 acres which formed at one time part of the southern fortifications of the city. Other countries have been invited to establish residences for their nationals, and a committee of cooperation has been formed. Canada has begun to build, and plans are under way for a Belgian and an Argentine college. Most of the lectures will continue to be given at the Sorbonne and other buildings of the University of Paris, which may be reached in a few minutes by underground railway from the university city.

Well Developed Vocational Guidance in Wilkinsburg

Vocational guidance and a real try out in the calling or profession chosen before progressing too far in their studies is given to students in the Wilkinsburg (Pa.) junior high school. The method is described by Principal E. E. Hicks in the Pennsylvania School Journal.

Once a week in the seventh grade the guidance teacher discusses the advantages and disadvantages of the different kinds of work in which people engage, the standards for judging the desirability of occupations, and the education required for each. Adaptation of studies is made in the eighth grade. All students of that grade are required to take English, history and civics, and mathematics, the fourth subject depending upon the field chosen, and the study is made sufficiently difficult to give the student an honest view of what will be required of him in real life. Sudents electing a professional career with a college course take Latin and French; if commercial, junior business practice with a view of business organization and a try out in shorthand and typewriting are given; if industrial, shop work with the auto and its electrical equipment form the basis of study.

A pupil who desires for a legitimate reason to change his course may do so at the end of 8B. This plan enables a student to make an intelligent choice of his course in the ninth grade. Very little shifting occurs after ninth-grade election.

Base Home Economics Upon Needs of Child Life

An investigation to determine the best home economics curriculum for senior and junior public-high schools has been completed in Denver, Colo., and the findings were published. A home-economics curriculum for girls, the study concludes, should be based upon the activities and needs of child, not adult, life. A study with the same object in view has been made by the Interior Department, Bureau of Education, in two junior high schools of the District of Columbia.

Virgin Islands are practically free from adult illiteracy, according to a recent letter from the director of education of the islands. The Danish Government had maintained excellent schools for many years before the islands came into the possession of the United States.

Another Study of Inequality of Opportunity

Educational opportunities in Georgia are unequally distributed owing to the unequal distribution of wealth. Ten counties possess 46 per cent of the assessed value of property, while less than 1 per cent is in 10 of the poorest counties. Three-fourths of the children of the State, considering the white population only, are in counties financially unable to give them proper schooling; so that, while the compulsory school law requires six months of school, many of the counties are too poor to provide it, according to figures compiled by Ralph E. Wager of Emory University.

On a 5-mill school tax, Fulton County could spend $19.50 annually on the education of each child of school age, but Coffee County would spend only $1.96. Consequently, the State allotment of $4.60 per capita does not begin to meet the deficiency in the poorer sections. Two other facts that further embarrass the situation are that the fiscal year of the State and the school year do not coincide, and that many communities are already heavily in debt for school expenditures previously made. Both these conditions necessitate heavy interest charges.

Platoon Plan is More Widely Accepted

Ninety-nine cities in 32 States have one or more schools organized according to the work-study-play or platoon plan. Wheeling, W. Va., has nearly completed the erection of a new platoon school building and will start its first platoon school. Miss Alice Barrows, specialist in city schools of the Interior Department, Bureau of Education, recently addressed the teachers' institute of the Wheeling independent school district, and gave a brief history of the platoon plan, its development, organization, and methods. The platoon form of school organization has just been put into effect in all the grade schools of Ellwood City, Pa. Other cities expecting to organize schools on the work-study-play plan during the coming year are Memphis, Tenn.; Eaton, Ohio; Fairmont, W. Va.; and Waltham, Mass. During the past year the Bureau of Education has received requests from every State in the Union except three for information about the platoon plan.

Nonfraternity men usually outrank fraternity men in scholastic averages at the University of Wisconsin.—University Press Bulletin.

Public-School Curriculum Needs Comprehensive Nation-Wide Revision

Commission Appointed for Leadership in Movement. Laymen Feel Need of Reform. Human Energy and Time as Well as Dollars Should be Saved. Country-Wide Plan of Cooperation to be Established

By EDWIN C. BROOME
Superintendent of Schools, Philadelphia, Pa.

THE TIME has definitely come when some steps should be taken toward a comprehensive nation-wide revision of the public-school curriculum. The department of superintendence of the National Education Association recognized the need during the convention in Cleveland in 1924, and at that time a resolution was unanimously adopted appointing a committee or commission to undertake the leadership in this movement.

The commission had not proceeded very far in its task before the members realized how large the demand was for action. Leaders in education throughout the country began to express their desire for help in curriculum revision. Laymen also expressed a desire to see something done with the public-school system of the country. Although the average layman does not know what should be done, he feels that there is need of reform somewhere in the administration of the public schools. His thoughts run along two lines—first, the growing cost of education, and second, what he believes to be lack of thoroughness in the teaching of the essentials. With the second we are not concerned, as this is a question of method, but with the first we are concerned, because what is taught in the schools determines to a very large extent what the cost of education will be.

There is another kind of economy, however, than that of financial economy, and one which should be a matter of very much greater concern than the saving of dollars, and that is the saving of human energy and time and the saving of waste which comes from misdirected educational effort on the part of the child who may be forced to pursue a wrong course of study, or study the wrong things, or the right things at the wrong time.

Money cost of education is bound to rise with the cost of all other commodities which human beings must have. We are more interested, therefore, and rightly so, in the second type of economy mentioned. The layman is not alone in his doubts as to whether or not the schools are conducted economically. The educator is beginning to question his own procedure. The strategic point of attack seems to be on the curriculum. We realize, of course, that much has been done in the way of curriculum revision during recent years in different parts of the country. Much of this work has been well done, and some of it has been done scientifically and soundly. There has also been an abundance of research in the field of the curriculum.

Our commission at its first meeting made a careful survey of the field with the intention of determining what step first to take. After some discussion, it was agreed first to find out what had been done in the way of scientific research and procedure in curriculum revision and to indicate, as we have in the yearbook of the department of superintendence for 1925, the general trends in curriculum revision throughout the country. The next step seems to be to set in motion a country-wide plan of cooperation in curriculum revision, with the purpose of coordinating all worthy efforts through a central clearing house. This is the work for the ensuing year. Already about 500 school systems have entered this cooperative plan, and a number are already at work revising their curricula in a thoroughgoing and scientific way.

Varied Functions of Rural School Supervisors

With 35 per cent of the Nation's children in rural schools, fewer than 2 per cent of the 300,000 teachers in these schools are normal graduates. Trained supervisors are, therefore, urgently needed. The field of service of this officer, as outlined in Bulletin, No. 9, 1925, of the Interior Department, Bureau of Education, includes not only supervising the work of teachers and introducing better methods, but also promoting teacher and pupil reading courses, encouraging school boards to furnish adequate school buildings and equipment, inaugurating health programs, and athletic, musical, and educational community meets. He acts as friend and adviser of the teacher, sees that some provision is made for the proper care and education of physically handicapped children, influences boys and girls to complete the school course, and encourages bright students to high-school and college careers.

Educational Problems of Holland Offer Lessons for Americans

Mixture of Education and Politics Proves Disastrous. Separate Schools at State Expense for Each Religious Sect Add Greatly to Expense. Unity Schools Not Successful in a Country Full of Class Distinctions

By P. A. DIELS
Headmaster at Amsterdam

EDUCATION in Holland has for a long time been intimately connected with politics. In the past the State paid only for nonsectarian public education, which had as a matter of course a "neutral" character. Those who desired teaching according to their religious views had to pay for their schools out of their own pockets. These nonpublic, sectarian schools were sometimes called "free," which indicated that they were free of any Government grant. They were for the greater part founded and supported with much sacrifice by strict Catholics and orthodox Calvinists.

In the course of time, during the latter half of the nineteenth century, the Calvinists and Roman Catholics organized into political parties whose battle cry was: "Equal right for the sectarian and the public schools!" Owing to the energetic propaganda of brilliant men, among whom the late Dr. Abraham Kuyper was foremost, the opinion won ground that it was an injustice that people who seriously objected to the teaching of the "neutral State public schools" had to pay taxes for them, while their own schools struggled for life.

Elections Determined Educational Reorganization

A fight of long standing ensued between the liberals and the religious political parties. The elections of 1918 were in favor of the "Right" parties (the Calvinists and the Catholics), and the result was the new education act of 1920, the work of our first minister of education, Dr. J. Th. de Visser. He held his office for seven years; after the recent elections, in July, the ministry of which he was a member resigned. His work has been severely criticized by his adversaries, and indeed it showed some serious defects; nevertheless the Dutch nation is grateful for the excellent services which he rendered to his country. His successor, Doctor Rutgers, the whip of the Calvinist party will find many difficult and urgent problems awaiting him.

In the years immediately following the great war the Dutch people enjoyed unprecedented prosperity. Money was plentiful. Although economists tried to warn them, people thought that the happy times of abundance would never end. This spirit pervaded every class of our society; Parliament voted laws which cost millions and millions. Some of this expensive legislation was an outcome of the democratic currents which flooded Europe after the war; Holland was the only country in Europe which introduced the 8-hour working day (45 hours of work per week).

The new education act of Minister de Visser was one of these very expensive laws. Its principal defect is the lack of organization. Any group of parents of children, ranging from 40 in the small villages to 100 in the big towns, received the right to found and to conduct a school according to their own principles, all the expenses being paid by the State. The training of teachers and their salaries were improved, the number of pupils per teacher was lowered, the idea of the unity school (eenheidsschool) was introduced, foreign languages (mostly French) disappeared from the curriculum of the elementary schools, the position of the class teacher was raised, etc.

Retrenchment Inevitably Follows Inflation

After a short time of prosperity money began to grow scarce; our commerce, industry, and agriculture suffered from the depression of the world, and the cry for economy was raised, and education was among the first to be cut. One by one Minister de Visser had to retract parts of the law which were too expensive for our national budget. He did so "with a bleeding heart," as we Dutch say, and he preferred to resign when the impossibility of the working of the law became clear; only his high sense of duty to his country made him stay.

The chief factors in the terrible increase of the education budget were to be found in the increase of the number of schools and in the modest raising of the teachers' salaries. To begin with the last named: The salaries of married teachers in the big towns was, according to the scale of 1920 about £300. There was, and still is, an endless variety of kinds of salaries—according to years of service, married or not, special qualifications, bigness of the town, etc. All these salaries have been cut by percentages ranging from 10 to 20 per cent and more. It is not to be denied that this action from the side of the Government had an unfavorable influence on the mentality of the teachers. Those in authority should remember the old maxim, "A discontented teacher is a danger to the State." One of the first problems which face our new minister is the revision of the teachers' salaries on a just and adequate scale. We follow in Holland the discussion and settlement of the English teachers' salaries with much interest. I think that most of us would be glad to receive a kind of Dutch Burnham award.

Too Many Schools for Good Organization

The other factor named, the increase of schools out of proportion to the number of pupils, is more difficult for our new minister to deal with, because, as I indicated in the beginning of this article, here lies des Pudels Kern. This problem is of a political kind, and it is very improbable that much can be done in the present circumstances. Yet some measure or other is necessary. It is ridiculous that in a town like Amsterdam the parents of 100 children can demand the establishment of a school according to their principles, all the expenses being paid for by the State. In some villages, where formerly two well-organized schools were found, we may at this present moment count five. This splitting up of schools is the antithesis of good organization.

Apart from these problems important for the finance of the country we find in the present Dutch educational situation some semipolitical, semipedagogical questions. The most important of these are the unity school and the teaching of French. The unity-school idea is a very difficult one, especially in a country like Holland, full of old traditions and class distinctions. The fundamental principle among all educators must be common good—"The right of every child to teaching according to its wants." The practical application of this sound rule is, however, far from easy. Some enthusiasts derive from it the necessity of one school for all children; no water-tight compartments; all must learn at the same school, rich and poor, the child of a millionaire beside that of an artisan—"the school for John and for Mary."

Unfavorable Results with Unity Schools

It may be that the system works in America, perhaps because tradition is not old over there. In Germany the Grundschule in the first four years is not a complete success. In Holland, as in other countries, the problem of the unity school does not exist in the villages—every school there is a unity school. It is in the towns that the difficulties are to be found. In some Dutch towns, including Amsterdam, den Haag, and Rotter-

dam, a mild attempt at a kind of unity-school organization is to be seen, and the results are not quite favorable. One hears complaints that the unity school is only prescribed for the public schools and that the results of the teaching are not so good as they used to be. On the whole the Dutch people do not like the idea, and that is one of the reasons why the sectarian schools, which are free in their organization, prosper.

Obliged to Learn Language of Neighbors

The teaching of foreign languages in elementary schools (mostly French) is in some way connected with the unity-school principle. Owing to the position of our country and the smallness of it, the Dutch have always been learners of foreign languages. Most Dutchmen know a bit of a foreign language, and a cultured man is expected to read and speak French, German, and English. This means that our children have to study four languages (to which sometimes Latin and Greek are added, making it six), a task heavy enough. For a long period French was considered to be the principal language; nowadays English is more en vogue. At all events, French is a difficult language for our Dutch youth, with its many forms and difficult syntax.

Thus the language study was mostly started by the study of French. One of the requirements for admission to secondary schools was a slight knowledge of French. Children intended for secondary schools went to preparatory schools in the curriculum of which French was included. Thus there were two kinds of elementary schools, those with French and those without. The French schools were attended by the so-called better classes, so that the teaching of French formed a distinction of class.

Movement to Restore Foreign Language

A unity-school scheme can not allow this, and thus the education act of 1920 forbids the teaching of a foreign language in the first six classes of elementary schools. This means that a Dutch child attending the public schools can not learn a foreign language before he is 12 years of age. A great many parents were not content with this state of affairs and founded and supported classes outside of school hours for the teaching of French. A strong movement for authority to reintroduce a foreign language in the elementary-school curriculum set in. A bill to that effect was proposed by Miss J. Westerman, M. P.; it passed the Second Chamber (House of Commons) but was rejected by the First Chamber. The question is far from being solved, however, and some measure must be taken.

There was a time when Dutch education was strongly influenced by Germany; Herbart was the guiding star of our pedagogues. Of late years we are looking westward more; English and American educational ideas and practices are carefully studied. One of the recent movements in Dutch education is the Dalton plan. A delegation of Dutch educators under the leadership of the Amsterdam professor, Dr. Kohnstamm, visited England in order to study the practical work of the Dalton method on the spot. On their return they published a report, which was widely read and discussed. At present Dalton is the topic of the day. Some schools have already experimented along the Dalton lines with marked success, and, though it is far from being generally accepted, interest is keen.

Economy Causes Discontinuance of Comenius Institute

Comenius Institute of Pedagogy at Prague, which was recently described in School Life, was closed June 30 by the Czechoslovakia Ministry of Education. The institute was the source of considerable expense, and even more was demanded for the fulfillment of its aims. The Ministry of Education was unable to satisfy its demands and, being urged to economy by the Ministry of Finance, it became necessary to discontinue the institute.

The department of educational research of the institute was transferred to the Ministry of Education, where a similar bureau was already at work. The institute's museum was transferred to the school museum of the city of Prague. Only the library of the institute with the teacher's reading room, will survive in its present form, but its name will be changed to the Educational Library of John Amos Comenius. It contains 17,199 volumes, of which a considerable proportion are French, English, and American publications.—*Emanuel V. Lippert.*

More Effective Organization for Home Education

Conference to Work Out Complete Program of Home Education. Three National Organizations Will Contribute

ORGANIZATION of State committees to cooperate with the national committee to work out a complete program of home education in almost every field of human endeavor resulted from a two-day conference on home education recently held in Washington.

Attending the sessions were representatives of the Bureau of Education of the Interior Department, the National University Extension Association, the American Library Association, and the National Congress of Parents and Teachers. The conference was called to order by John J. Tigert, United States Commissioner of Education. The American Library Association was represented by L. L. Dickerson, of Chicago, and H. H. B. Meyer, of the Library of Congress. Prof. Charles G. Maphis represented the National University Extension Association, and the National Congress of Parents and Teachers was represented by its president, Mrs. A. H. Reeve, and by Miss Sarah B. Askew, of Trenton, N. J.

It was found that there is a fertile field for cooperation by these national organizations. The National Congress of Parents and Teachers is so fully organized that it is able to form reading clubs in every part of the country. The American Library Association is cooperating by furnishing reading clubs with books and advice. The National University Extension Association is aiding, for reading clubs gradually merge into study clubs, and university credit may be given under certain conditions for work done in them.

The Bureau of Education now offers 29 reading courses, and it intends shortly to issue a large number of reading lists to meet the popular demand for systematic reading.

A HIGHLY ENLIGHTENED public policy must be adopted if the cause of education is not to break down. It is perfectly clear that the public schools must have the most liberal support, both moral and financial. Particularly must the people exalt the profession of the teacher. That profession must not be abandoned or be permitted to become a trade for those little fitted for it. It must remain the noblest profession. There are no pains too great, no cost too high, to prevent or diminish the duty of the people to maintain a vigorous program of popular education.

—*Calvin Coolidge.*

· SCHOOL LIFE ·

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The Purpose of American Education Week

TO 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.—*P. P. Claxton, 1920.*

High Schools Equipped for Junior College Work

FIFTY years ago $100,000 was enough to endow a college capable of excellent work. In this day such a sum seems insignificant in the establishment of any educational institution. On another page of this number is a description of a high-school building in New York City that cost $3,000,000, and elsewhere is a brief reference to another in Omaha, Nebr., that cost $3,500,000. The New York school is designed for 5,000 students, and 3,000 were enrolled before it was completed; the Omaha school has 4,000 students.

These figures are not extraordinary, for in our age the economy of large units is recognized in educational affairs as well as in industrial and commercial concerns. So many city high-school buildings erected in the past six years have cost more than $1,000,000 that the mention of that sum no longer excites astonishment.

The question naturally arises, with such excellent equipment, why is the instruction limited to the high-school grade? Unquestionably facilities for college work are available in every modern high-school building, and in most of them the present teaching force is fully capable of giving two years' college instruction at least. It is logically the next step for the cities to take over the work of the junior college. Many of them have already done so. Many more will do likewise when they have caught up with the demand for high schools. The majority of cities are still struggling with that problem. When they have met it reasonably well we may confidently expect that the great universities, especially those maintained by the States, will confine themselves to advanced work except for those who live in their vicinity and for those for whom a residential institution is especially desirable. Junior college work may properly be considered a local matter.

Government School of Administration and College Teaching

DR. GEORGE F. ZOOK'S resignation from the Bureau of Education to become president of the University of Akron is another proof of the efficacy of the Bureau of Education as a training school for administrators and teachers of education. Appointees of the bureau's staff are selected with care. The standard of education and experience required of them is high.

After entrance upon duty the appointee devotes much of his time to the study of educational conditions in this country and abroad which relate to his specialty; he participates in educational surveys; he conducts conferences in behalf of the Bureau of Education for the benefit of teachers and others whose work is allied to his; he advises those who seek his advice upon matters of theory, organization, and procedure, usually basing his suggestions upon successful experiences with which he is familiar; he travels widely to investigate unusual educational enterprises; he comes in touch under favorable conditions with the leaders of the profession; the results of his studies are published under the auspices of the Government.

He thus acquires knowledge at first hand of the best practices in education and normally becomes an authority upon that branch of it to which his labors are directed. His worth to the Government in its purpose of diffusing educational information is tremendously enhanced by his studies and experiences; but his achievements are likely to be recognized by others also and in the most practical of ways—he receives offers from other employers at a salary far greater than he could expect in the service of the Government.

This story has been told so often of members of the staff of the Bureau of Education that it is now accepted as the natural course of events. Many men of great value have thus left the bureau and the loss has seemed little short of tragedy. But others come into the fold in the stead of those who go, and the process of training and of broadening is repeated, and again educational institutions or school systems receive the benefit, and the cause of education in the United States is measurably advanced.

Of the "graduates" of the Bureau of Education now living 3 are university presidents; 1 is dean of the college of arts and science and acting president of a university; 2 are college presidents; 11 are professors in universities, colleges, or normal schools; 1 is a city school superintendent, and another is his assistant; 1 is an officer of a State department of education; 1 is a county school superintendent; 2 are directors of special branches in a great city; 4 are in positions of semi-educational character which were reached principally because of contacts made in the service of the bureau. Besides these several are in places of responsibility in other branches of the Government or with private business concerns. And the "technical staff" of the bureau numbers exactly 24 persons. The Bureau of Education is a training school in fact.

Incidentally, at this very time, in addition to a specialist in higher education, the position which Doctor Zook recently vacated, the bureau is seeking through the Civil Service Commission specialists in commercial education and in kindergarten-primary education. Three opportunities for "matriculation" at the same time, and the salaries are from $3,800 to $5,200.

Common Schools Suited to Genius of American People

HORACE MANN said that "the common school is the greatest discovery ever made by man." He might have added, "and the American people know better than any other how to appreciate it." In no other country on earth do the people so fully accept those educational principles which are a part of the being of nearly all Americans. In every discussion of educational systems of other countries serious difficulties are described which do not exist in our country to a sufficient extent to be troublesome.

Men of wealth, high public officials, and the "intellectuals" send their children to the public schools because they know that the best instruction to be had is given there; they know that the contact of all classes is a part of American life, and they do not fear contamination from the presence of children from humble homes.

Local control of education has never been relinquished by the American people. Each community decides for itself the essentials of its own schools. Superintendents and boards of education are careful to obtain popular approval for all they undertake. They are well aware that they can not continue in office without it.

Some denominations maintain parochial schools in order that their own children

may be constantly under religious influence, but this does not imply antagonism to the public school. On the contrary, public officers who are members of those denominations are as emphatic and as earnest as any others in their belief that "our future safety and welfare depend upon the effective maintenance and operation of our public schools." And many of the most ardent and efficient superintendents and teachers of public schools are of like faith.

Unquestionably the attitude of general enthusiastic approval of the common-school system has developed upon American soil; and it came largely as the result of campaigns which began with Horace Mann and have continued to this day. Observance of American Education Week is an example of such a campaign. Let all good Americans contribute to it to the extent of their powers.

Mrs. Hathaway Did Not Write the Article

AN ARTICLE in the June number of SCHOOL LIFE entitled "Teachers May Conserve the Eyesight of School Children" was prepared by a subcommittee of the sectional committee on the code of lighting school buildings. It was incorrectly ascribed to Winifred Hathaway, secretary of the national committee for the prevention of blindness. Mrs. Hathaway was chairman of the subcommittee named and she forwarded the manuscript. The impression was erroneously gained that she had written it. She states that she did not do so, and asks that due correction be made. We comply with pleasure, for we regret the error.

Dental hygienists are licensed to practice in 21 States, according to a survey conducted by the Interior Department, Bureau of Education, and set forth in School Health Leaflet No. 9; and in other States she may serve as a teacher in oral hygiene. Hospitals, clinics of welfare agencies, industrial and commercial plants, and especially the public schools, offer a large field of service for such workers. Ten educational institutions, in eight States, offer instruction in this department of health preservation.

The common school is the greatest discovery ever made by man. It is supereminent in its universality and in the timeliness of the aid it proffers. * * * The common school can train up children in the elements of all good knowledge and of virtue.—*Horace Mann.*

Libraries Have Increased in Numbers, in Efficiency, and in "Reach"

Notable Advance in Equipment and Service. Need of Good Books in Rural Districts. County Libraries Would Solve the Problem. Laws of 29 States Provide for Them. Movement in Its Infancy

By JOHN D. WOLCOTT
Librarian Bureau of Education

LIBRARY facilities for the American people have increased during the past decade at a far greater rate than the increase in population. An investigation in progress in the Bureau of Education indicates that the number of libraries with 5,000 volumes or more increased about 30 per cent between 1913 and 1923, and the number of volumes in such libraries increased about 50 per cent. The population of the United States increased 14.9 per cent from 1910 to 1920; marked improvement appears, therefore, in the accessibility of the libraries and in their ability to serve the people for whose use they were established. The number of small libraries—that is, with fewer than 5,000 volumes—has also greatly increased.

There has been a corresponding gain in the efficiency and in the reach of library service, which can not be expressed in figures, but it is well substantiated. Library extension used to be regarded as referring almost entirely to increase in the number of libraries and to planting new libraries in localities which previously lacked them. The other aspect of the term is now more emphasized, namely, that of improving and intensifying the service of libraries already existing and widening its scope in directions not previously reached. This is done without neglecting the need of enlarged material equipment for library service.

The advance in both the equipment and service of public libraries in recent years has been notable, but about one-half of the American people, chiefly in rural territories of the South and West, are still without adequate access to suitable reading matter. The cities and towns of the country are mostly provided with library facilities; justice requires that this same service should now be extended to the rural communities, so that every citizen may enjoy its advantages. Country life needs the information, inspiration, and recreation which good books afford. A book for every reader is the goal of the modern library movement. The best method of accomplishing this end has proved to be, for most sections of our country, the county library.

When the county is adopted as the unit for public-library administration a library located at some central point is made responsible for book service throughout the county, by means of branches and stations suitably disposed, and often also by book automobiles which serve the citizens directly at their homes. A proper campaign of education usually brings the people of a county readily to see that it is worth while to tax themselves, either to establish a new county library or to contract for county-wide service with some library already existing. Twenty-nine States now have county-library laws, but the movement for the establishment of these libraries is still in its infancy and is expected to make great progress within the next few years. Only about 200 counties in the United States out of a total of 2,964 now enjoy county-library service, and 42 of these counties are in the one State of California, where the system has been especially developed.

Every Adult Samoan Can Read and Write

Illiteracy does not exist in American Samoa. The official Government languages of American Samoa are English and Samoan. Every adult Samoan can read and write in one of those languages. The public schools in American Samoa are conducted in English and are rapidly adding to the number of English-speaking children and adults in Samoa.—*William W. Edel, lieutenant commander, Ch. C., U. S. Navy, Superintendent of Education.*

Of the eighth-grade graduates from the schools of Colfax County, Nebr., in 1925, 7 were 11 years old, 28 were 12, 50 were 13, 37 were 14, 18 were 15, and 4 were 16. The average age of the 144 was 13.3 years. Pupils are promoted in Colfax County by subjects and not by grades.

The school year in Czechoslovakia comprises 230 days, according to the schedule recently fixed by the Ministry of Education. Sunday is the only day of the week on which the schools are closed.

Contribution of a Botanic Garden to Popular Education

Brooklyn Botanic Garden Conducts Original Research, Imparts Instruction of University Grade, Trains Teachers of Nature Study, Maintains Classes in Plant Life for Pupils from Elementary and High Schools, and Disseminates Knowledge of Botany by Extension Methods. Supported in Part by Municipal Appropriations and in Part by Private Funds

By C. STUART GAGER, *Director Brooklyn Botanic Garden*

WHAT can a scientific institution like a botanic garden contribute to popular education? Much, surely, if the will is there; and when the dissemination of knowledge of plants is a function of the institution coequal with the advancement of botanical science through original research, as with us, there is no lack of incentive.

The Brooklyn Botanic Garden is essentially a public institution; it is conducted for the benefit of the public and it is supported in part by municipal appropriations. Those appropriations are supplemented by the income from a modest endowment, membership dues, and special contributions.

Dissemination of botanical knowledge is accomplished in every way that can be devised by an ingenious and enthusiastic staff. First is the obvious and usual method of maintaining labeled collections of living plants upon the grounds and in the conservatories of the garden, to which the public have free access. In connection with it is an herbarium of more than 186,000 preserved plants from all parts of the world and a reference library on plant life and related subjects open to the public.

Periodicals Aid in Dissemination of Knowledge

Four periodicals and occasional publications are issued, including the American Journal of Botany (monthly), Ecology (quarterly), Genetics (bimonthly), the Brooklyn Botanic Garden Record, and leaflets. A bureau of public information on all phases of plant life is conducted, and consultation and advice, with the facilities of the laboratories, library, and herbarium, are freely at the service of persons who have special problems relating to plants or plant products.

To increase the value of the collections to visitors who wish to make a serious study of them, arrangements may be made for the services of docents to accompany parties of six or more adults.

Lectures for the general public, usually illustrated by lantern slides or motion pictures, are presented throughout the year, and the subjects selected are usually appropriate to the season. One full-year course upon plant life is offered which consists of 30 exercises, with informal lectures, demonstrations, and short trips to the conservatories and outdoor plantations. The principal purpose of this course is to enable those who are interested to become acquainted with the life histories, habits, and economic uses of the main groups of plants.

University work is done by the garden in cooperation with New York University. Certain courses of graduate rank offered by the botanic garden are listed as courses in the graduate school of the university and are given the same credit as other graduate courses. Properly qualified students who take these courses may present them in satisfaction of the requirements for advanced degrees given by the university. Credit for the Ph. D. degree has also been granted by Columbia University for research done at the garden.

Garden plots accommodate 150 children

Definite normal-school work is an established function of the botanic garden. Courses for teachers in children's gardening prepare not only for garden work but for teaching nature study as well. The courses emphasize not only the theory of each subject, but its actual practice, either in classroom, greenhouse, garden, or field. The work is correlated to meet the needs of each grade of the elementary school. Practice with classes of children is part of the work. For admission one must present a certificate from a city training school or a normal school, a college diploma, or proof of several years of successful teaching. These courses have a definite credit value.

Short Courses in Nature Study

Brief courses are offered to teachers who wish to extend their knowledge of nature study and gardening for use in school work but are unable to spare the time required for the full courses.

Instruction of children has been emphasized by the botanic garden for 12 years. A children's club room, beautifully decorated and fully equipped, has been provided for the boys' and girls' club, to which all who attend or have attended any of the children's classes at the garden are eligible. A children's conference room, appropriately furnished and supplied with collections of plants, seeds, and insects, is a part of the Children's Garden Building. A plot of about three-quarters of an acre has been set aside for instruction of children in gardening, and

the greater part of this area is laid out in garden plots to accommodate about 150 children.

Through the spring and fall, children come for greenhouse work and plant nature study, but in the summer the outdoor gardens are the center about which the work revolves. Children who enter the classes are recommended by teachers and parents as of unusual ability or unusual interest in plant life. The work done not only increases the understanding of botany, but it has a definite mental value, and it tends to the development of character and the sense of responsibility.

Plant exhibit supplied to a neighboring school

Fees to Increase Children's Interest

A fee of 15 cents is charged for each course of five lessons and from 25 to 50 cents for the six months of outdoor gardening. This is ostensibly to cover materials used, but in reality the purpose is to add a feeling of respect for and dignity to the work. In the 12 years in which this practice has been in force only two children have been unable to pay the fee. The products of the children's labors are divided between the children and the charity organizations of the vicinity. Plants raised in the experimental greenhouses by the children go generally to the school classrooms and school gardens. The attendance at all lectures and classes during 1924 was more than 100,000 adults and children.

To encourage gardening in the school and at home an annual children's garden exhibit is held at the botanic garden each September. Prizes for excellence in various subjects are awarded to schools and to individuals. The competition is open to any school and to any child in Brooklyn.

Visiting classes with their teachers come to the botanic garden from elementary, junior high, and senior high schools during the school sessions. These visits always have as their purpose a special lesson on plant life or some closely related subject. As an aid to such lessons, syllabi have been prepared on many subjects, including cotton, coffee, rubber, etc. These are given to the teacher at the close of the class exercise to be distributed to the children for study after their return to school.

The increasing size of the classes in recent years has led to the use of the megaphone and of "instruction sheets." If a class, for example, has for its subject "Ten common trees of Brooklyn," an instruction sheet is given to each child upon which the facts to be observed are stated. When the hundred or more children gather about a tree, the teacher with the aid of a megaphone points out the things that she wishes to emphasize; the children easily follow with the help of the instruction sheets. These sheets go back to the schools with the children and make the follow-up work more effective.

Each class which visits the garden receives a gift of a potted plant, usually raised by children in the instruction greenhouses. Material for high-school use is also supplied to teachers when requested, if possible. The various algæ and protozoa, as well as living plants, leaves and twigs, or other plant parts, are most often so supplied. Petri dishes are upon request filled with sterilized nutrient agar for use in the study of bacteria and molds.

The right use of a limited quantity of material is emphasized, and promiscuous and wasteful collections are avoided. Timely seasonal exhibits are displayed at the botanic garden several times every year, and the schools are invited. These exhibits form the basis for nature study in many of the schools.

A hundred taught simultaneously by the use of a megaphone

Lincoln Children Well Taught in Music

Music appreciation and singing are taught to all pupils in the first three semesters of the junior high school of Lincoln, Nebr. In addition, chorus work is open to all in the junior and senior high schools, and glee clubs are maintained and operas and orchestras are presented by especially proficient students. Lessons in orchestra and band playing are given gratuitously, but a charge of 15 cents per lesson is made for piano and violin lessons. This charge covers the actual expense of conducting the classes.

A business school for women, the first in Cuba, was recently opened with an enrollment of 60 students.

Sentiments Appropriate to American Education Week

EDUCATION has too long been limited in the public mind to youth and the teachers; it must begin with the parents. In the Federal Government we elect our legislators and our executives, but even in the distant centers of administration they hear always the voice of the people—the people who pay, and without whom the Government could not go on. In the school as in the State the administrators should be those best fitted to represent us, but always behind them, beside them, should be the people who pay, and as a wise politican keeps his constituents informed of his activities in their interests, so will the wise educator keep ever before his patrons his plans and his needs and his consciousness that upon the parents of his pupils and not upon him alone depends his success or his failure in his term of office.—*Margaretta Willis Reeve.*

WE SEEK in our general education not universal knowledge, but the opening up of the mind to a catholic appreciation of the best achievements of men and the best processes of thought since days of thought set in. What we seek in education is full liberation of the faculties, and the man who has not some surplus of thought and energy to expend outside the narrow circle of his own task and interest is a dwarfed, uneducated man. We judge the range and excellence of every man's abilities by their play outside the task by which he earns his livelihood. Does he merely work, or does he also look abroad and plan? Moral efficiency is, in the last analysis, the fundamental argument for liberal culture.—*Woodrow Wilson.*

AFTER making allowance for every evil, and striking a fair balance, it is apparent that in the United States there have been realized, more fully than ever attained by a great population elsewhere, the aims and ideals of the Declaration of Independence. How are we to conserve what we have and rise to higher levels? Our advantages will not be conserved by citizens who are indifferent to their trust. You have no right to talk of your Americanism, to speak of your veneration of our Constitution, and your appreciation of our privileges while you ignore the plainest duties of citizenship. We can not meet as a people in assemblies and govern directly. We must govern through representatives, and the test of our fidelity to the principles of our Government is found in the quality of our representation. It is the duty of every qualified citizen to vote, to throw his weight into the electoral scale. It is his duty to take part in the proceedings which lead to the choice of candidates for office. It is his duty to consider how he may be most influential in securing good government, not simply by voting or by the selection of candidates, but in aiding in the development of sound public opinion and in maintaining the standards of truth and honor which must characterize a sound democracy.—*Charles E. Hughes.*

I LOOK to the diffusion of light and education as the resources most to be relied on for ameliorating the condition, promoting the virtue, and advancing the happiness of man. And I do hope, in the present spirit of extending to the great mass of mankind the blessings of instruction, I see a prospect of great advancement in the happiness of the human race, and this may proceed to an indefinite, although not an infinite degree. A system of general instruction which shall reach every description of our citizens, from the richest to the poorest, as it was the earliest, so it shall be the latest of all the public concerns in which I shall permit myself to take an interest. Give it to us, in any shape, and receive for the inestimable boon the thanks of the young, and the blessings of the old who are past all other services but prayers for the prosperity of their country, and blessings to those who promote it.—*Thomas Jefferson.*

THERE must come to our people a fuller realization that an educated public interest or sentiment is the supporting agency of a true democracy where an intelligent public opinion habitually rules. The essentials in our American life and Government wait on school education; and its efficiency and effectiveness rest almost solely on the type of instruction given in our schools.

We must not forget the maxim, "The teacher is the school." For their proper education and training the boys and girls of our land demand the best poised and most talented manhood and womanhood for the teaching profession. We know the price we must pay for this kind of service, and it is wise economy to pay it.—*Albert C. Ritchie, Governor of Maryland.*

PUBLIC EDUCATION is now, as it always has been, of supreme national and State concern. Our future safety and welfare depend upon the effective maintenance and operation of our public schools. The privilege of free instruction in schools maintained and supported under State authority is the constitutional birthright of every child in the Nation. The schools must therefore be continued with an increasing degree of efficiency, so that all the children may receive instruction which will fit them for the responsibilities of citizenship and adapt them to the vocations which they propose to adopt.—*Alfred E. Smith, Governor of New York.*

THE WELFARE of a democratic nation depends on the intelligence and integrity of its citizens. The level of material prosperity which America may attain and the degree of wisdom which may be displayed in the solution of national problems wait on the education of the people. America can not hope to rise above her schools and colleges; indeed, only through them can she realize the dreams of the past and the hopes of the future. The condition of education in the United States is therefore the vital concern of all American citizens; it demands their earnest thought and careful consideration.—*Bureau of Education, Bulletin, 1920, no. 29.*

WE STOP education too soon and too suddenly. In every civilization you will find men and women who go on learning and growing as personalities till they die. * * * We shall have to recognize that our universities, our colleges, and our schools leave education unfinished. There must be constant and continuous home study. We need to train our people in the use of the public library, and we need to inspire them to develop libraries in their own homes. The habit of reading and the ability to enjoy a good book must be fostered among those who at present have left their education behind.—*Nicholas Murray Butler.*

EDUCATION is more indispensable, and must be more general, under a free government than any other. In a monarchy the few who are likely to govern must have some education, but the common people must be kept in ignorance; in an aristocracy the nobles should be educated, but here it is even more necessary that the common people should be ignorant; but in a free government knowledge must be general and ought to be universal.—*John Adams.*

IN OUR COUNTRY and in our times no man is worthy the honored name of statesman who does not include the highest practicable education of the people in all his plans of administration. He may have eloquence, he may have a knowledge of all history, diplomacy, jurisprudence, and by these he may claim in other countries the elevated rank of statesman; but unless he speaks, plans, labors at all times and in all places for the culture and edification of the whole people he can not be an American statesman.—*Horace Mann.*

IF OUR BOYS AND GIRLS are to become useful and patriotic men and women, they must learn to be good little citizens; that is, they must learn to respect authority, whether it is of their parents, their school teachers, or that of the policeman of their town; they must learn all they can in school, and do what they can to improve their neighborhood, their town, and the great country to which they owe so many blessings.—*Rear Admiral William S. Sims.*

UNIVERSAL education is henceforth one of the guarantees of liberty and social stability. As every principle of our Government is founded on justice and reason, to diffuse education among the people, to develop their understandings and enlighten their minds, is to strengthen their constitutional government and secure its stability.—*F. P. G. Guizot.*

Education makes the man; that alone is the parent of every virtue; it is the most sacred, the most useful, and at the same time the most neglected thing in every country.—*Montesquieu.*

The parent who sends his son into the world uneducated defrauds the community of a lawful citizen and bequeaths to it a nuisance.—*Chancellor Kent.*

By What Standard Shall School Costs Be Measured?

True Economy Implies the Best Results. One-Teacher Schools Are the Most Expensive if Efficiency is Considered. Investigations in Connecticut and Maryland Repeat the Story of Economy in Large Units

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

WHAT PRICE EDUCATION? Shall school costs be measured by outlay in money alone or by the educational results achieved from the money expended? In the present interest in school costs it is important to retain a sane attitude toward economy in education. Economy is the relation between cost and efficiency. It is measured not alone by the amount of the expenditure, but by the results attained, the returns on the investment.

The school of one or two teachers is proverbially a cheap school—cheap in cost and type of building and equipment, cheap in maintenance cost owing to short terms, cheap in the salaries of teachers. Whether cheap schools are economical is the important question.

Recent reports from two States which have well-organized rural school systems offer food for thought to the farmer citizen who is interested in getting the most for his money in education as in other necessaries of life. The States are Connecticut and Maryland. What is true in them is substantially true under similar conditions in other States.

Comparing costs and results of education in consolidated and in one-teacher schools in Connecticut shows that 29 per cent of pupils 14 years of age drop out during the school year in one-room schools, but only 8 per cent drop out in consolidated schools; 41 per cent of those 15 years of age drop out in one-room schools as compared with 12 per cent in consolidated schools; the percentage of elimination in the fifth, sixth, seventh, and eighth grades of one-teacher schools is approximately twice as great as in the same grades in consolidated schools; 23 per cent of the teachers in the one-teacher schools have had two years or more of professional training, compared with 49 per cent having such training in consolidated schools; and teachers in consolidated schools have on the average two years more experience than those in one-teacher schools.

The study does not set forth the comparative expenditure in buildings and equipment in the two types of schools. Doubtless more money is invested in consolidated schools; but the cost per child in average daily attendance in consolidated schools is actually less, the expenditure being $65.32 in consolidated schools and $66.19 in one-room schools per child in average daily attendance. This is true in spite of the fact that consolidated schools are paying higher salaries for better-trained teachers and are expending considerable sums for transportation.

The data collected in Maryland include slightly different items and are classified according to one-teacher, two-teacher, and graded schools. Efficiency measured by percentage of children attending school daily, continuing throughout the school years, completing the elementary grades, and achieving promotion apparently varies directly with the type of school as expressed in terms of the number of teachers. Observe the following table:

Comparison of schools of three types in Maryland

	One-teacher schools	Two-teacher schools	Graded schools
Per cent in daily attendance	81	84	88
Per cent of enrollment attending during year:			
Less than 100 days	23	15	10
Less than 140 days	45	33	22
Per cent leaving school during year	12	7	5
Per cent of graduates to total enrollment	6	7	9
Per cent failing of promotion	25	20	17

Conditions in these States are of special significance because the schools are systematically organized and professionally supervised. It seems reasonable to conclude that one-teacher schools in these States are more effective (compared with other types of schools in the same State) than can reasonably be expected in States which have made no special provision for improving the efficiency of one-teacher schools through supervision. The evidence indicates that the one-teacher school suffers handicaps which even careful supervision can not entirely overcome.

The report from Maryland contains no information concerning money costs in the different types of schools. In the majority of the States statistics show that less money is spent per capita in rural than in urban communities for education and that the results achieved are somewhat in proportion to the expenditure.

Third International Pedagogical Conference at Heidelberg

Representatives of "Progressive Schools" in 30 Countries Meet for the Interchange of Experience. "Release of Creative Energy in the Child" is the Theme. Free Individual Expression in Music and in Art

By W. CARSON RYAN, Jr.
Professor of Education, Swarthmore College

NEW METHODS of education were the chief concern of the Third International Pedagogical Conference, held at Heidelberg, Germany, August 2 to 6, under the auspices of the New Education Fellowship of England, France, and Germany. Representing very largely the so-called "new schools" of Europe or the corresponding "progressive schools" of America, those in attendance were primarily interested in that kind of a fundamental change in education that would result in a better type of human understanding between individuals and nations alike. Some 30 nations were represented, with a total attendance of nearly 500, including 40 from America.

The special theme of the Heidelberg Conference was "The release of creative energy in the child," and the assumption throughout was that there are in human beings powers, as yet little developed, that will, if given full scope through the right kind of education, literally remake the world. The Czecho-Slovakian children's choir, with its astounding musical achievements under Herr Bakule, was present at the conference to illustrate in the field of music what could be done with human beings once the opportunity was given for full and free artistic expression. There were, similarly, exhibitions of art work from the school children of Vienna under Cizek and similar exhibits from a few other schools to indicate what can be done in the art field by the application of this same principle of opportunity for self-expression in art.

Underlying Philosophy of New Education

The program at Heidelberg provided for a series of more or less general lectures giving the underlying philosophy and point of view of those interested in the new education, together with more informal presentations, by representative teachers and directors in the newer schools, of the work that they were doing. Thus Mrs. Beatrice Ensor, of England, discussed the "General principles of the new education" in an introductory address, and she was followed by a number of others in exposition of the philosophy of the new education, including Dr. Elizabeth Rotten, of Germany; Prof. E. Marcault, of France; Mlle. A. Hamaide, of Belgium; Dr. Adolphe Ferriere, of Switzerland; Dr. C. G. Jung, of Switzerland, who discussed individual education from the standpoint of the psychology of the unconscious; and Mrs. Marietta Johnson, of Fairhope, Alabama. Dr. Martin Buber spoke on "Education and freedom"; Dr. Eleanor Crosby Kemp, of the New York League for Mental Hygiene, discussed "Mental hygiene through education"; Mr. Heinrich Jacoby described the "Liberation of creative energy in the child as effected by music"; while Dr. C. W. Saleeby, of London, representing the Sunlight League, told of the necessity for fresh air, sunlight, and space for all children.

Set Forth Actual Working of Schools

Of those who described the actual working of their schools, Mrs. C. Philippi told of the Montessori classes in The Hague; Mr. J. H. Bolt outlined the Pallas-Athene movement in Holland; Miss Isabel Fry, England, spoke of the work of the Farm Life School; Dr. Eugenia Schwarzwald, Austria, told about the schools she had founded in Vienna and elsewhere; Miss J. M. Mackinder, London, described how work in a large infants' school had been put upon an individual basis; and Miss Katherine Keelor, of Lincoln School, Teachers College, New York, told of project work she had done with eight-year-old children. The work house and work school at Stuttgart were described by Albrecht L. Merz; the difficulties of the Hamburg experimental schools were carefully outlined by Wilhelm Lamszus, of Germany; Mr. Oswald B. Powell described many years of successful coeducation and other features at Bedales School, England; and Mr. Anders Vedel, of Denmark, explained about the continued progress of the Danish folk high schools or colleges that have frequently formed the subject of favorable reports by the United States Bureau of Education and by investigators from other countries.

In the final session Mrs. Beatrice Ensor, Professor Marcault, Doctor Rotten, and others summed up the results of the meeting. To develop creative powers seemed to Mrs. Ensor the one task of education that had been recognized by all those who took part in the conference. She emphasized the point that no single method or plan was to be regarded as "the new education," that no one-sided rules and devices were to be sought, but rather a "spiritual communion" between child and teacher. Doctor Rotten urged upon the conference the motto of the Hamburg schools: "Begin with the child himself!" asserting that whether the world in the future would be what it should be would depend entirely upon the extent to which children were allowed to develop into free, untrammeled, wholesome men and women.

Delaware Parent-Teacher Associations are Active

Thirty parent-teacher associations in Delaware report a 100 per cent enrollment; that is, every tax-paying family in these communities is represented in the membership. In 293 school districts of the State 301 associations have been organized. Of the rural districts, 81 per cent have local associations. White associations to the number of 117, and 45 colored associations, have rounded out four years of continuous activity.

The comprehensive work of the parent-teacher organization is shown by the fact that 209 associations last year helped make the school health work a success; playground equipment was provided by 147 and indoor equipment by 125 associations. Assistance in supplying or serving hot school lunches was rendered by 124 associations, musical instruments or records for schools were provided by 107, and trees and plants to beautify school grounds by 80 associations. Through the cooperation of 105 associations, 1,842 books were added to school libraries. In addition, 37 associations furnished transportation expenses for children who attended the county field meets, and 20 gave community picnics at the close of the school year.

A students' aid fund enabled several girls last year to graduate from Western High School, Baltimore, Md. The fund this session makes it possible for 8 girls to continue their studies. Amounts supplied range from $3 to $4.50 per week, and the students aided make some return in the way of office help or other work needed. The fund is administered by a faculty committee in connection with the personnel and vocational work of the school.

Ninety-seven per cent of the public school teachers in Revere, Mass., are taking a professional course of some kind.

A Practicable Method of Teaching Illiterate Adults

Five million persons in the United States who are more than 10 years old can neither read nor write. To meet this situation, the General Federation of Women's Clubs, the American Legion, the National Education Association, and the United States Bureau of Education more than a year ago called a conference in Washington of persons interested in the reduction of illiteracy. Every State was represented and an intensive study was given to the solution of this national problem. An outgrowth of the conference was the appointment by the Commissioner of Education, by request, of a representative committee to recommend subject matter and methods of teaching native and foreign-born adult illiterates. The work of this committee is embodied in Bulletin No. 8, 1925, Elementary Instruction of Adults, by the chairman, Charles M. Herlihy, Massachusetts State supervisor of alien education. It comprises a simple and practical method of instruction in reading, writing, conversation, spelling, and simple arithmetic especially adapted to adult illiterates.

Portland Apprentices Paid for School Time

To meet the need for skilled workers, an apprenticeship school has been organized in Portland, Oreg., by the State board for vocational education and the association of building and construction. Afternoon classes are conducted in carpentry, bricklaying, plastering, painting, and sheet-metal work. Apprentices are paid by their employers at regular rates for time in school. The money is paid into the treasury of the apprenticeship commission, to be delivered to the boys on becoming journeymen. Night classes have also been started for adult carpenters and sheet-metal workers.

A summer school for farm boys between 14 and 21 years of age who have dropped out of school was held at the Fletcher Memorial School for four weeks during August, according to South Carolina Education. They were taught agriculture, arithmetic, English, and citizenship.

Enrollment in standard four-year high schools in Virginia has increased 351 per cent in 13 years, and the number of graduates 345 per cent. The number of accredited high schools has increased during the same period from 103 to 372.

Visitors Note Many Changes Made in Rural Schools Within a Lifetime

American Education Week Leads Many to Observe Modern Methoas in Education. Number of Daily Classes Greatly Reduced. Pupils Read More Than Their Parents Did and Study Fewer Hard Words

By ANNIE REYNOLDS
Rural Education Division, Bureau of Education

PARENTS who visited rural schools during American Education Week in 1924 noticed that many changes had been made since they attended school a quarter of a century ago. Radical transformations have taken place in industry, home life, and farm practices, and the schools have not stood still. Among the new features, visitors observed a reduction in the number of classes from 30 or 40 to 20 or fewer, with a correspondingly greater length of time for class periods.

Pupils are sectioned into four or five groups instead of eight grade groups as formerly. Assignments of work are arranged in the State course of study for "even" and "odd" years alternately for each group. This alternation confuses no one. Teachers explain that the geography of South America, for instance, can be taught advantageously either before or after that of Europe, and that the teaching of common fractions need not invariably precede the teaching of decimals.

The visitors probably noted a greater number of textbooks in use by pupils and teachers. The pupils read at least three times as many pages in preparing a half-hour's assignment in history or geography as the parents were able to read in that time during their school days. This is the result of long-continued exercise in increasing the number of words recognized as a unit and in habituating pupils, through brief exposure exercises, to rapid recognition of sentences. The animated, pertinent discussions under the teacher's leadership which followed this reading present a pleasant contrast to the old-time perfunctory questioning on the teacher's part followed by the pupils' brief, hesitating replies.

During the noon intermission parents overheard, perhaps, groups of pupils planning an excursion to the courthouse during the next week to hear county officers explain the nature of their work; and to the nearest public library to see and hear about an exhibit of recently purchased children's books. Such things were rare, indeed, a quarter of a century ago.

The number of words taught in spelling has been greatly reduced, because investigations have shown that neither children nor adults have occasion to write many of the unusual words formerly taught. The use of the same arithmetic tests all over the country has revealed the progress made by rural pupils as compared with urban children in mastering the essential facts in addition, subtraction, multiplication, and division, as well as the specific difficulties experienced by individual pupils. This information, probably given by the teachers to their visitors, explained the intelligent way in which teachers are remedying defects and also the zest shown by pupils in drilling one another in arithmetic by the use of specially prepared practice materials.

Procedures similar to these are becoming increasingly general in States where the taxpayers really believe in equity of educational opportunity for rural children. In such States citizens have found or are finding ways and means for building and equipping modern schoolhouses, for securing rural teachers with adequate academic and professional preparation, and for providing helpful, competent supervision to beginning teachers enabling them to carry out the methods taught and demonstrated during their normal courses. American Education Week, 1925, should inspire public-spirited citizens in all States to revived interest in a progressive program for improving rural schools.

Improved Conditions for University of El Salvador

Reorganization of the University of El Salvador is under consideration. A committee appointed in June has recently reported a plan to the Minister of Public Instruction. It was published in the Diario Oficial, and a copy was sent to every Salvadorean who holds a university degree, with a request for suggestions. The committee will consider the suggestions received and will draft a charter for the approval of the President.

The plan proposed includes autonomy for the institution in its technical, administrative, and economic aspects, the sole right to grant degrees entitling the holder to practice a liberal profession in El Salvador, an annual subsidy of $87,500, and free tuition.—*C. Van H. Engert, American chargé d'affaires, a. i.*

Western Pioneers Seek Education for Their Children at Any Cost

Children of Sawmill Workers in Rockies Live in Constant Danger but are Happy. Privations of Teachers on the Plains. Devices by Which Pupils Who Live Far from School are Enabled to Attend. Lack of Medical Attention Responsible for Prevalence of Disease. Parents are Eager for Help

By FRANCES SAGE BRADLEY, M. D.
Acting Director Division of Child Welfare, Montana State Board of Health

OFF in a Rocky Mountain forest, a handful of families follow the sawmill. They live in shaeks scareely distinguishable from the piles of slabs roundabout. It disturbs the men to see young children darting under falling trees, elimbing over rolling logs, and worming their way through tangles of ragged underbrush or gnarly branches of fir. And bear, wild eat, and eoyotes take frequent toll from the transient sawmill eommunity. The ehildren, therefore, are not allowed to play beyond the shadow of the tiny shaek they eall home, and here they build houses, bridges, and caves of elumsy, gummy bloeks, and are happy.

The women who follow their husbands to the fringe of eivilization are vigorous and self-reliant of neeessity, and among them are many of able mind as well as strong charaeter. One mother whom I know finds time to bundle up the babies and visit the sehool whieh her ehildren will attend some day and where she is already a trustee. In her offieial eapaeity she sends home sick ehildren with a eopy of the State board of health regulations eoneerning eommunieable diseases. She writes plays, arranges pageants, and trains ehorals whieh the ehildren adore. She organizes Girl and Boy Seouts, Little Mothers' leagues, and a town and country club, bringing together mill women and women from the nearest town, 30 miles away. She visits all the farmers in the county to persuade them to make an exhibit of dry-farm produets at the eounty fair. And later, when they proudly show their red or blue ribbons, this wise woman keeps her own eounsel.

Maintains Family and Aids Neighbors

Another woman, an ex-demonstration agent, lives in a log eabin up in Koutenai Cove. Her family consists of a husband, who is not very strong, an invalid mother, and two youngsters who ean hardly be ealled down-hearted for all their isolated surroundings. This yotmg mother may often be found earrying a gallon of milk to 10 or 12 pale-faced, hollow-eyed, malnourished children in the eove sehool or a bag of dried peas and earrots for their noon luneh. She shares with them her stoek of eanned ehieken and her pheasant, rabbit, deer, or bear meat, for it is long from September to July, and in all that time snow and killing frost are frequent in Koutenai Cove. The season for green stuff is past before it is fairly begun.

Water is in many places a rare eommodity in the rural sehool, and each ehild must bring his own bottle of drinking water with his lunch. Even this is apt to be of doubtful quality. In the office of the nearest doetor is a pint fruit jar praetically full of ealcium, sodium, and magnesium, the residue from 15 gallons of evaporated "drinking water."

Some of the sehools are so remote that only on speeial oeeasions may parents visit them. The building may be of logs ehinked with mud or adobe; dark from the overhanging spurs of heavily forested mountains, and overheated from a huge eentral stove whose glowing bed of eoals might broil a rabbit, roast an apple or potato, or even toast bread or heat soup or eoeoa for weary sandwich munehers—but nobody ever thinks of using the stove for sueh a purpose.

Below the forests, and out on the endless plains, limited only by the horizon, may be seen a speck whieh proves to be a sehool, painted white. A gay flag is flying, and there is a eertain amount of playground equipment and a tiny teaeherage adjoining. Here the teaeher lives alone, dependent upon the nearest ranch for water and fuel and for help in time of need. In such a plaee, siekened by eating an improperly eanned vegetable, a young teaeher reeently died over the week end alone, and her body was found by the children on Monday morning, with peneiled notes containing a tragie and complete story of botulism poisoning.

In some seetions the sehool is beyond the daily reaeh of eertain pupils, and many of them live during school time with friends or strangers, learning things not included in the eurrieulum of the school. Sometimes ehildren from the ranches board in a so-ealled hotel, or in a dormitory, eondueted officially or semi-offieially, where eaeh ehild is a law unto himself. Oeeasionally the teaeher herself conduets the dormitory and finds it necessary to bring all the ehildren into the school every day regardless of their eondition and they blossom or whoop out their troubles together. Perhaps molting ehiekens, drying eows, frost, drought, or a freeze is responsible for the

Are we down-hearted in Koutenai Cove?

scant food and poorly balanced rations of the anemic, underweight children who are sometimes seen in such dormitories.

In this sparsely settled State, schools are for the most part small as to building and enrollment, many having only six pupils or fewer. In a school with but one child attending regularly, the proud

A family of youngsters live in a canvas-covered sheep wagon

teacher boasts that her six-year-old pupil is already in the third grade, thanks to her cramming. In another school are 10 ehildren, all from one family. Another family sends four ehildren to a grade school 18 miles to the east, and three to a high school 10 miles to the west of their home. In one school of 12 children only 1 lives within walking distance.

One family of youngsters live during the school term in a canvas-covered sheep wagon on food brought from the ranch each Monday morning. If all goes well, the older sister, who manages the establishment, makes both ends meet, but if by chance a dog finds the door of the wagon open, or if some of the school children come a-visiting, it is lean picking for the rest of the week.

Family Divided that Children May Learn

Another family disrupts itself, mother and children living in a little tarred shack near the school, while the father and his herders make out as best they may on the raneh. Every Friday he takes the family home for the week end, but the women must spend most of Saturday and Sunday in cleaning up after the men and in washing and cooking for the following week. The shack which is their week day home is dark, crowded, and unwholesome, and it is a eontinual fight with the pack rats, which earry off every exposed bit of food, not to mention scissors, thimbles, spoons, and other shining objects which they pound with their beaver-like tails into a pail, pan, eoffee pot, or any other glistening container.

Hospitals are rare, and medical and nursing service are inadequate. Parents are thrown largely upon their own resources. Fortunately or unfortunately, the praetical, philosophical pioneer and his descendants sometimes forget that it is neither fair nor necessary for the entire enrollment of a school to have such huge tonsils that one can scarcely understand their throaty tones. They accept placidly the fact that all the pupils of another school suffer with goiter. The prevalenee of trachoma in many sehools, especially those located in the vicinity of Indian reservations, seems to cause no alarm; and the many crippled ehildren, left from repeated epidemics of infantile paralysis or from visitations of tuberculosis, are apparently taken as a matter of course.

Notwithstanding this seeming indifference, parents are in the main eager for all available help. Men and women, in the busiest season of the year or when the snow is waist high and the thermometer 30 and 40 below zero, will fill the truck or a heavy box sled with children and drive 50 to 100 miles to have them examined by a physician. They will hold up representatives of the State board of health by the wayside and insist upon help; mothers will swing their ehildren and themselves in a basket from a pulley across a swift mountain stream to attend a children's health conference in order to find out what is the matter with Johnny or Susie.

The splendid determination of these people to secure for their children an education at any cost is significant of their pioneer spirit, and it is proof of the stern stuff of which they are made. It is in striking eontrast to the attitude of those communities which consider the making of a crop legitimate excuse for closing school—and confess to thousands of citizens who can neither read nor write. The pioneer people of the West know the fundamentals when they see them.

Every child in this school suffers from enormously enlarged tonsils

Trained Organizer for Preschool Study Circles

Employment of a trained worker to organize preschool study circles in Georgia gives evidence of the success of this work which has been for several years under the guidance and support of parent-teacher associations.

The preschool study circle seems to be the logical agency in which parents may learn how to prepare their children for school life. These circles in Georgia have been so beneficial to the parents that the Laura Spellman Memorial of the Rockefeller Foundation has made the employment of a trained educator possible through a gift. This appointment is the embodiment of the hopes of the parent-teacher associations and of the leader of the movement, Mrs. Clifford Walker, in the work of preparing for the publie sehools normal, healthy children capable of absorbing and of assimilating the training given.—*Ellen C. Lombard.*

New Books In Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

ANDERSON, C. J. Visiting the teacher at work. Case studies of directed teaching; by C. J. Anderson, A. S. Barr, and Maybell G. Bush. New York, London, D. Appleton and company [1925] xvii, 382 p. forms. 12°. (Appleton series in supervision and teaching, ed. by A. S. Barr and W. H. Burton.)

Guidance is offered in this book to the supervisor in the task of visiting the teacher at work. A body of general guiding principles is given, supplemented with concrete case material and summary outline. Illustrations and analyses of preteaching and follow-up conferences, in additiou to the common type of supervisory conference, are included. A summary is finally presented of actual cases of defective teaching which have been successfully solved by supervisors, together with prohlem eases for the student to analyze.

BARNES, HARRY ELMER. The new history and the social studies. New York, The Century co., 1925. xvii, 605 p. plates (ports.) 8°.

In this work the author sketches the general nature of the newer or dynamic and synthetic history, and then successively indicates the contributions of the various social sciences to the methods and subject matter of history; also shows the ways in which the genetic approach to their data is of value to all the social sciences. He thus explores the relations to history of geography, psychology, anthropology, sociology, economics, political science, and ethics. The final chapter gives the author's conception of the hearing of the new history and the social studies upon the problems of social reform and reconstruction. In this connection he says that the further development and more general acceptance of the teachings of the social sciences is needed as the most important educational development of the twentieth century. The author thinks that our educational practice and philosophy should be reorganized in such a manner as to encourage and specially instruct the ahle minority, so that they may be placed in control of the future destinies of mankind, while preserviug their responsibility to the majority. The hook is designed to give helpful guidance to teachers of the social studies regarding their field of work, especially in a bibliographic way.

The child, the clinic, and the court. Published in eooperation with the Wieboldt Foundation. New York, New Republic, inc., 1925. 344 p. 12°.

The papers comprised in this volume were given by prominent social workers at a joint commemoration of the twenty-fifth anniversary of the first juvenile court and of the fifteenth anniversary of the first psychopathic institute, which was held in Chicago in January, 1925. These papers are divided into three groups, dealing, respectively, with the personality of the child, the clinic and a symposium on fundamental behavior, and the juvenile court. An introduction to the volume is contributed by Jane Addams.

CROMIE, WILLIAM J. Gymnastics in education. Philadelphia and New York, Lea & Febiger, 1925. 220 p. illus. 8°. (The Physical education series, ed. by R. Tait McKenzie.)

Indoor gymnastics are necessary under the artificial conditions of modern school and city life, and the teaching of them is highly specialized educational work. This volume is intended for instructors in schools and colleges, who, not working under any given system, are summoned to conduct gymnasium work. It contains a progression of exercises on the well-established gymnastic appliances, with class formations, tactics, and free movements for the use of teachers of physical education.

DOWNING, ELLIOT ROWLAND. Teaching science in the schools. Chicago, Ill., The University of Chicago press [1925] xiii, 185 p. illus., tables, diagrs. 12°.

The scientific method, as based on the results of testing and experiments, is applied in this book to the problems of science teaching in elementary and secondary schools. The history, present conditions, and social and ecouomic hackgrounds of science-teaching are outlined in the introductory chapters. The aims of science-teaching are theu discussed, followed by principles for the selection of subject matter and for its organization and methods of instruction to be used. The author finds from statistics that the perceutage of students enrolled in science in public secondary schools in the United States is now greater than in any other subject and that the increase in such enrollment in the past three decades has also been greater than in any other subject. A sketch of science-teaching in some European schools is also given for purposes of comparison.

EDWARDS, A. S. The psychology of elementary education. Boston, New York [etc.] Houghton Mifflin company [1925] xvi, 333 p. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

There are four large periods in the life and development of the school child—the primary, the intermediate, the junior high school, and the senior high school—each of which has its own appropriate psychology. The present volume offers a practical psychology for the education of pupils during the intermediate period. The introductory part deals with the nature and objectives of education and with the hereditary, hygienic, and social facts that condition learning and teaching. The main body of the book presents the psychology of learning and teaching, both in its more general aspects and in relation to moral education and the particular subjects of reading and the language arts, experiments, and construction. Individual differences and their treatment next receive attention, and the concluding section warns against harmful pedagogical traditions and superstitions and emphasizes the significance of study.

FOSTER, CHARLES R. Extra-curricular activities in the high school. Richmond, Va., Johnson publishing company [1925] xiii, 222 p. front., plates, diagr. 12°.

In view of the great interest now deservedly prevailing in extra-curricular activities in the high school, the author, who is associate superintendent of schools of Pittshurgh, Pa., has collected the previously scattered material on the subject into this convenient manual for the use of teachers, principals, and students of education. The writer believes that young people are entitled to a four fold development —intellectual, physical, spiritual, and social—and has no doubt that the extra-curricular activities contribute more to the spiritual and social development of the high-school student than any other phase of the high-school program. In the main, the book deals with the general administratiou aud supervision of extra-curricular activities, typical clubs, student participation in high school control, the school assemhly, social functions, high-school publications, guidance of students, and school athletics. Underlying principles rather than detailed practices are given.

LONG, HARRIET CATHERINE. County library service. Chicago, American library association, 1925. 206 p. plates. 8°.

The county library system is believed to be the solution of the library problem for rural communities by the American Library Association and by the National Grange, Patrons of Husbandry. Adopting this viewpoint, the author traces the origin and development of county libraries in the United States, and outlines methods of organization and administration for these libraries. The hook is intended both for State agencies which are pushing the adoption of county libraries, and to aid county librarians in meeting their administrative problems, with the ultimate hope of contributing something to a better rural life.

PEEL, ARTHUR J. Simplified school accounting. Milwaukee, Wis., The Bruce publishing company [1925] 118 p. diagrs., forms. 12°.

This small volume explains in nontechnical language the features and mode of operation of a simple system of accounting for school boards and committees, which, being established on definite principles and standardized methods, is designed to introduce uniformity in the keeping of school accounts and is sufficiently elastic to he adapted to varying conditions.

PEPPARD, HELEN M. The correction of speech defects. New York, The Macmillan company, 1925. ix, 180 p. diagrs. 12°.

This is a compact handbook, giving definite methods and devices for the correction of the various common defects found in the speech of school children. The psychological and physiological principles involved are also given. The book has heen prepared for the aid of teachers in removing speech defects, but it is hoped that parents also may find it useful.

PROSSER, CHARLES A., *and* ALLEN, CHARLES R. Vocational education in a democracy. New York and London, The Century co., 1925. ix, 580 p. tables, diagrs. 8°. (The Century vocational series, ed. by C. A. Prosser)

The nature, principles, and functions of vocational training and its relationship to general education are comprehensively discussed by the authors, who have enjoyed unusual opportunities for observation in this field of activity. The book broadly defines vocational education as "that part of the experiences of any individual whereby he learns successfully to carry on any gainful occupation," and undertakes to bring out the significance of this form of education for the stability, progress, and conservation of the American democracy. The claim is here made that conditions for training in thinking are best in vocatioual education, because vocational instruction supplies concrete experiences which may he clearly and definitely visualized as material for effective thinking. The discovery, placing, and traiuing of special ability receive attention in the volume, as do also the various types of vocational schools, the training of vocational teachers, and Federal aid to vocational education.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1925

Cornerstone of Democracy

I BELIEVE that family life including the tender and affectionate treatment by the man of his wife and children is the cornerstone of democracy. Hence the so-called civilizations of Egypt, Judea, Greece, and Rome had no permanence and supply no useful lessons for the American or any other democracy.

I believe that the need of democratic society is not more schools of the existing sort but different methods of teaching and much more attention to the individual pupil and to the training of teachers capable of awakening the interest of every pupil in his work and of making him active during every lesson. In a democracy the public schools should enable any child to get the best training possible up to any year not for the humblest destinations only but for all destinations. This country wants the best schools for the masses, not for the classes. The American people already accept as one just aim for a democracy Napoleon's phrase "Every career open to talent."

The urban populations in the United States have already learnt that city children need to learn in their schools accurate handwork to teach them patience, forethought, and good judgment in productive labor, qualities which the children of rural communities learn from cooperating in the habitual work of father and mother. Democratic educational policy should press toward a mark remote. It should aim at providing a kind of teacher much above the elementary or secondary school teacher of the present day, and the expenditure on its schools of much larger sums than is at all customary as yet. It is one of the main advantages of fluent and mobile democratic society that it is more likely than any other society to secure the fruition of individual capacities.

The democratic school should be a vehicle of daily enjoyment for its pupils and the teacher should be to the child a minister of joy. It should be a recognized function of the democratic school to teach the children and their parents how to use all accessible means of innocent enjoyment. Finally, the children in a true democracy should learn in their schools fidelity to all forms of duty which demand courage, self-denial, and loyal devotion to the democratic ideals of freedom, serviceableness, toleration, public justice, and public joyfulness. They should learn to admire and respect persons of this sort and to support them on occasion in preference to the ignoble.

—*Charles W. Eliot.*

[AMERICAN EDUCATION WEEK—1925]

By the President of the United States of America

A Proclamation

EDUCATION is becoming well-nigh universal in America. The rapidity of its expansion within the past half century has no precedent. Our system of public instruction, administered by State and local officers, is peculiarly suited to our habits of life and to our plan of government, and it has brought forth abundant fruit.

In some favored localities only one, two, or three persons in a thousand between the ages of 16 and 20 are classed as illiterate. High schools and academies easily accessible are offering to the youth of America a greater measure of education than that which the founders of the Nation received from Harvard, William and Mary, Yale, and Princeton; and so widely diffused has advanced study become that the bachelor's degree is no longer a symbol of unusual learning.

All this is reason for gratification; but in the contemplation of worthy achievement we must still be mindful that full provision has not yet been made throughout the country for education of either elementary, secondary, or higher grade. Large numbers have not been reached by the blessings of education. The efficiency of the schools in rural communities is, in general, relatively low; too often their equipment is meagre, their teachers poorly prepared, and their terms short. High schools, notwithstanding their extraordinary growth, have not kept pace with the demand for instruction; even in great cities many students are restricted to half-time attendance, and in outlying districts such schools are frequently insufficient in number or inadequate in quality. In higher education the possibilities of existing institutions have been reached and it is essential that their facilities be extended or that junior colleges in considerable numbers be established.

These deficiences leave no room for complacency. The utmost endeavor must be exerted to provide for every child in the land the full measure of education which his need and his capacity demand; and none must be permitted to live in ignorance. Marked benefit has come in recent years from nation-wide campaigns for strengthening public sentiment for universal education, for upholding the hands of constituted school authorities, and for promoting meritorious legislation in behalf of the schools. Such revivals are wholesome and should continue.

NOW, THEREFORE, I, Calvin Coolidge, President of the United States, do proclaim the week beginning November sixteenth as American Education Week, and I urge that it be observed throughout the United States. I recommend that the Governors of the several States issue proclamations setting forth the necessity of education to a free people and requesting that American Education Week be appropriately celebrated in their respective States. I urge further that local officers, civic, social, and religious organizations, and citizens of every occupation contribute with all their strength to the advance of education, and that they make of American Education Week a special season of mutual encouragement in promoting that enlightenment upon which the welfare of the Nation depends.

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

DONE in the City of Washington on this 18th day of September in the year of our Lord One Thousand Nine Hundred and Twenty-five and of the Independence of the United States the One Hundred and Fiftieth.

[SEAL]

Calvin Coolidge

By the President:

FRANK B. KELLOGG

Secretary of State

Observe American Education Week · November 16-22

SCHOOL LIFE

Volume XI
Number 3

November
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IN PARADISE VALLEY, RAINIER NATIONAL PARK

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GOVERNMENT PRINTING OFFICE

CONTENTS

TO AID in the observance of American Education Week, the Bureau of Education has issued the following publications: (1) "How, Why, and When to Prepare for American Education Week," a pamphlet of 32 pages containing general suggestions for organization, descriptions of successful efforts with mention of attractive devices employed, specific material for each day of the week, references to suitable literature, and hints for lessons and other exercises in the schools. Price, 5 cents per copy; in lots of 100 or more, 3 cents each. (2) "Broadside," containing new articles written for the occasion by distinguished writers, general information, statistics, and quotations useful for newspaper articles and addresses. Price, 5 cents; in lots of 100 or more, 2 cents each. (3) The October number of SCHOOL LIFE is American Education Week number and contains suggestive material for the observance. Price, 5 cents per copy. (4) "School and Teacher Day," a folder with illustrations and detailed information relating especially to this day, but useful as a model for either of the other days. Suggests ways of basing school activities on community problems and local interests. Price, 5 cents per copy; in quantity, $1 per 100. (5) "The Quest of Youth," a historical pageant for schools, comprising 102 pages. Price, 10 cents per copy; in lots of 100 or more, 6 cents each. Orders for these publications should be sent *as early as practicable* to the Superintendent of Documents, Government Printing Office, Washington, D. C.

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

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

VOL. XI WASHINGTON, D. C., NOVEMBER, 1925 No. 3

Provide Adequate Parks for City, County, State, and Nation

Health of Body, Mind, and Soul Prerequisite to Efficiency. Systematic Outdoor Recreation Recognized as Essential to Health. Relaxation and Rest with Moderate Exercise Offered in the Public Breathing Spaces. State Parks Fill an Important Function, and the Number is Growing Rapidly. Threefold Purpose of National Parks. Recent Development of Educational Work in Them

By STEPHEN T. MATHER
Director National Park Service

THE WATCHWORD of to-day, more than of any other time, is efficiency. Not alone must one be efficient in business or profession, but efficiency must be carried into our very play, if we are to keep up with the pace set for us.

One of the prerequisites of efficiency is health—health of body, mind, and soul—and in no way can health be so vitally conserved as through systematic outdoor recreation and relaxation.

Now that the commercial development of the United States is progressing so rapidly, it is essential that more areas be set aside as parks, so that facilities for outdoor recreation in its various forms may be available. The record of the men drafted into the Army during the World War, when nearly 40 per cent were rejected because of physical defects; the statistics showing the fearful toll that pneumonia and tuberculosis take each year; the appalling number of cases of juvenile delinquency and mental-disease victims; all these emphasize the strain under which our citizenship today is laboring, and the need for adequate parks of all kinds, wherein through rest and relaxation, combined with physical exercise, a return to the normal may be made and new strength stored up for the future.

Parks naturally fall into three main groups, city, State, and National. More than half the population of the country live in cities; so that the city parks, by their very nature, administer to the needs of the greatest numbers. Where millions of people, or even hundreds of thousands, are gathered within the space of a few square miles, principally engaged in indoor work, it is imperative that breathing spaces be provided. Large municipal parks are important in the scheme of urban outdoor relaxation, but these are not adequate to meet the needs of the city dwellers. In between the more pretentious parks should be smaller areas of park land and children's playgrounds, so that a bit of green may be within easy reach of all. The records of city courts show that playgrounds and parks have already been extremely beneficial in eliminating crime breeding and in reducing juvenile delinquency.

State parks are our newest group of park areas, and the movement to set aside these State reservations is growing with increasing momentum, spreading through all parts of the United States. The State parks fill a very important function in providing adequate outdoor recreational facilities, and the development of more of them is greatly needed, in order that such parks may be easily reached from all our large cities. Many people in commercial life who can not take long vacations can get away from town for a few days, or a week end; and these derive the greatest benefit from the State parks. Such a use of these parks located in the vicinities of our large cities relieves the congestion in the city parks, leaving them for those unable to get away from town at all.

Domestic economy at the foot of El Capitan, Yosemite Valley

In 1921 a conference of those interested in the State park movement was called in Des Moines, Iowa, and plans were made to further the creation and effective administration of such reservations throughout the country. From this initial meeting grew the National Conference on

State Parks, which during the past year was organized on a definite business basis to promote State park development.

The national parks form the third main group. These areas are of necessity limited in number, since the policy governing the creation of national parks provides that they must contain scenery or other natural features of the first order, and that only the outstanding example of each type of exhibit shall be included in such a park. It is believed that areas of lesser importance from a scenic standpoint should be considered for State parks.

Educational Development Has Taken Place

It happens that the majority of the national parks are located away from large centers of population. These parks serve a threefold purpose—to preserve the beautiful or unique in nature for all time, to offer convenient fields for study of natural phenomena, and to provide opportunities for recreation. In order to assist visitors in studying the natural features of the parks an interesting educational development has gradually taken place. Nature guide service has been provided, so that parties may be taken afield and the objects of interest encountered along the trails explained; lectures on park subjects are given in the evenings in hotel or camp lobbies or around the open campfire, and museums are being established wherein the visitor may study intensively the natural features observed in the park.

A particularly interesting phase of the educational development was the inauguration during the past season, of the Yosemite Field School of Natural History, which gave a seven weeks' intensive field course in natural history. In addition to its work in botany, zoology, and other sciences, every student in this unique school had practice in teaching, leading parties afield, giving nature talks around the campfire, and writing nature notes. In developing the national parks for use by the public, every precaution is taken to preserve them as nearly as possible in their natural condition.

Winter Sports Offer Attraction

Formerly the national parks, especially the northerly ones, were considered available for use only in the summer. Now, however, it has been found that outdoor recreation can be enjoyed in the winter as well as in the summer, and the parks are coming into their own as cold-weather playgrounds. Definite winter seasons have been established in several of them, and snowshoeing, skiing, tobogganing, and other sports are enjoyed by thousands of hardy outdoor enthusiasts. Skiing tournaments bring in large crowds of winter visitors, and the annual outings of several mountaineering clubs draw many more. In the East's one national park ice boating is added to the other winter attractions.

Wild Animals Abundant in Winter

Another interesting feature of the national parks in winter is the abundance of wild life. As the storms drive them down from their summer ranges in the mountain fastnesses deer and elk in particular appear around park headquarters and afford a fascinating opportunity for study.

Considering the nature of the national parks, the West is fairly well provided with these reservations, although a few important areas remain that should be brought within the national-park fold. East of the Mississippi River, however, in the area of greatest congestion in population, there is but one national park, the Lafayette, and all of the land included in this was donated to the Nation by public-spirited citizens. Urgent need exists for the creation of several others, and investigations are in progress, under

Boating on Lake McDonald, Glacier National Park

authority of Congress, of other areas in the East suggested for park purposes.

A preliminary survey of the entire southern Appalachian region resulted in a recommendation to Congress that the Shenandoah National Park, in the Blue Ridge Mountains of Virginia, be created immediately, because of its magnificent scenery and accessibility to big centers of population; and that the Smoky Mountain National Park, in the Big Smokies of Tennessee and North Carolina, to include the most superb scenery of the southern Appalachian Range, be later established. The present investigation is for the purpose of determining the boundaries that should be established should these two parks be created, securing options, and receiving definite offers of donations of lands and moneys. The Mammoth Cave region of Kentucky is also included in the surveys. It is understood that the report of the investigating committee will be in the hands of the Secretary of the Interior in time to present to Congress when it convenes in December.

Alpine horn for signaling to parties on the glaciers, Mount Rainier National Park

Many Organizations Foster Outdoor Recreation

The beneficial effects of outdoor recreation and the necessity for this kind of exercise are stressed now more than ever before. Throughout the country hundreds of organizations, local and national, have been organized to foster the outdoor movement, which goes forward with ever-increasing momentum. The calling of the National Conference on Outdoor Recreation by President Coolidge in the spring of 1924 gave it new impetus by providing a medium through which these various organizations could cooperate and coordinate their endeavors along similar lines. Altogether, 128 national organizations sent representatives to the conference, and a permanent organization was planned and developed.

With all these factors interested in promoting outdoor recreation, I believe that in the near future adequate city, county, State, and National parks will have been provided to care for the people of our own time, as well as for those of the generations to come, when urban congestion will be even greater than it is today.

Kindergartens an Important Factor in Americanization

Need for kindergarten training in public schools is especially great in districts where families with children live in two or three rooms. In the kindergarten the children acquire habits of application, obedience, self-control, and cleanliness, and are prepared for the greater restrictions of the grade school, states David B. Corson, superintendent of public schools of Newark, N. J., in his annual report. Nor is its value only disciplinary and social. The children learn to work with their hands, they get a knowledge of form and color, memory and imagination are developed, their powers of observation and initiative trained, and their best and highest ambitions aroused. To the children of the foreign born the kindergarten is particularly beneficial. The reaction on the home is marked, and it is an important factor in Americanization.

Combine to Reduce Illiteracy

A census of illiterates in the United States will be taken within a year by the General Federation of Women's Clubs, which is cooperating with the Interior Department, Bureau of Education, to reduce illiteracy before the taking of the 1930 census. The Chamber of Commerce of the United States, the American Legion, the American Red Cross, the American Federation of Labor, and other organizations are lending their aid in the movement to give every man, woman, and child in the country at least the rudiments of an education.

Camp-fire lecture by a nature-guide ranger, Yellowstone National Park

Attention to Needs of Hard of Hearing Children in Cities

Investigation by American Federation of Organizations for the Hard of Hearing. Aural Defects Often Not Recognized. Needs of Deaf Children Differ from Those of Hard of Hearing Children. Action in Certain Cities

By MRS. JAMES F. NORRIS
Chairman Committee on Survey of Hard of Hearing Children

IT IS well known that many children suffer from impaired hearing, and that this handicap is often entirely unknown to teacher and parent who look upon the child as a "problem," not realizing the defect in hearing. When hearing tests are given annually, the child with a defect can be singled out and often he can be cured. For those children whose hearing is temporarily or permanently impaired, instruction in speech reading should be added to the regular school curriculum. In some cities the public-school authorities realize the needs of the semideaf child, and provide properly for them, but many school officers consider that when a school for the deaf is in operation the problem is entirely solved.

Too much stress can not be laid on the difference in the needs of the child born deaf or acquiring deafness before it is old enough to speak, and of the child who can hear and understand speech under certain conditions but is handicapped because at times he does not quite get all that is said to him. The deaf child lacks one of the God-given senses and is subnormal; the hard-of-hearing child is stirred by the emotions caused by hearing the sounds of life and is normal. In only a few ways does his sense of hearing fail him.

Special Schools and Special Classes

The deaf child should be sent to a special school and be given training in speech and speech reading and voice conservation. In the first years of his training he is unable to compete in his studies with the child who hears. After this wonderful art of speech reading is attained the deaf child is often able to continue his education in the high school or college with the child of normal hearing.

The hard-of-hearing child does not need to be taught speech; he has already learned it from hearing his parents talk. His time should not be wasted in classes with deaf children who have this to learn. He needs to hear speech, and more speech, in his work and in his play in order that he may retain what he has; and he needs to hear normal voices and to learn to pitch his voice in the same way. By no means should he hear the subnormal voice of the deaf child during his early years, when so susceptible to impressions.

Therefore this hard-of-hearing child should be educated in the regular school. Is this possible, you ask, when he can not quite get what is said to him? I am glad to be able to report that we have definite proof that it is possible. In many cities the hard-of-hearing child is allowed to continue in the regular classes of the public schools. A specially trained speech-reading teacher goes from school to school. The hard-of-hearing child leaves his regular classes for from two half-hour to two three-quarter-hour periods a week and receives speech-reading instruction. His room teacher is advised how she can help him, how he must sit so that he can see the face of the speaker, etc.

With a little of speech-reading instruction it is possible for the hard-of-hearing child to pass from grade to grade each year. We have definite proof that this is so.

Attention to Deafness Economically Sound

In cities where the hearing tests are followed by preventive clinics a child's deafness may be retarded or the hearing restored to normal. Otologists agree that much of the deafness in adult life could have been prevented by proper treatment in youth. Statistics would prove, we feel sure, that the cost to the State of annual examinations, preventive clinics, and speech-reading instruction would be economically sound.

At an early age children progress rapidly in the study of languages, and the same holds true of speech reading. They pick up the art very quickly and are not handicapped, as many older persons are, by trying to analyze everything that is said or by allowing their own brains to work faster than the brain of the speaker. Speech reading is one of the most interesting and effective methods of developing concentration.

School authorities in many cities are realizing the needs of the hard-of-hearing child and are eager to know what other cities are doing to meet the problem. The board of managers of the federation therefore requested me to collect the needed information. In response I present the following as the result of my inquiries, which have involved extended correspondence:

CALIFORNIA

Fresno.—Eight deaf and dumb, 4 hard of hearing; next year these two classes will be divided.

Los Angeles.—Survey, 1924–25, by school authorities; lip-reading lessons given at centers.

San Francisco.—May, 1924, survey by teachers in 7 schools; 10 per cent of those tested below normal. October, November, December, 1924, survey by department of health; 4,376 examined, 241 ear defects, 147 diminished hearing, 94 deaf. Lessons in speech reading.

COLORADO

State law requires examinations of hearing.

DISTRICT OF COLUMBIA

Washington.—Whisper test, under auspices of school authorities, in 1923; 1,200 with defective hearing in first 7 grades; speech-reading teacher in 1923; lessons at 9 schools.

ILLINOIS

Chicago.—Statement by commissioner of health: In 1924 survey, 153,671 examined, 1,402 defective hearing, 631 discharging ears. Statement by president of Chicago League for the Hard-of-Hearing: In 1922, 1,093 children were examined in Sumner School by Doctors Pierce and Theobald; 62 tubotympanic catarrh. Report of May, 1925, of survey under auspices of Chicago league with cooperation of board of education: Seven schools examined; 7,538 total children; 655 could not hear whisper test at 25 feet; 205+ need medical care; 95+ hard-of-hearing cases discovered.

KENTUCKY

Louisville.—Special classes for hard-of-hearing children to be established by superintendent of schools on September 1, 1925.

MARYLAND

Baltimore.—In 1924 a partial survey was made in elementary schools. Whisper test under auspices school authorities; 5,000 examined; 4 per cent had defective hearing. Speech-reading instructor; classes 1 hour per week per child. Whisper test; those below par tested with audiometer.

MASSACHUSETTS

State Law requires yearly survey.

Boston.—In 1924, 472 cases of defective hearing were reported to superintendent, in addition to those in school for deaf; 53 hard-of-hearing children given speech reading instruction 2 hours per week at day school for the deaf.

Cambridge.—In 1921, 222 had defective hearing; in 1922, 239 had defective hearing; in 1923, 164 had defective hearing; in 1924, speech-reading teachers were employed; whisper test.

Fall River.—Three hundred had defective hearing; speech-reading teacher goes to 5 centers; 70 children in classes. Latest figures, number reported with subnormal hearing, 339; number examined by physician 103; number in speech-reading class, 78. Doctors Sheffield and Borden conduct clinic free of charge; many parents attend.

Lynn.—First speech-reading class in 1918; teacher goes to 5 centers; 50 pupils enrolled. In 1922–23, 14,997 were examined, 220 with defective hearing; 1923–24, 15,182 examined, 184 defective hearing; 1924–25, 12,634 examined, 145 defective hearing.

MICHIGAN

Flint.—In 1923, survey in elementary school under auspices of school authorities; speech-reading teacher goes to 10 centers, serving 13 schools, 68 in class.

Detroit.—Board of health reports 403 cases in 99 schools; 73 recommended for further examination by aurist; 330 to remain in hearing grades and given speech-reading instruction; survey not yet complete.

MINNESOTA

Minneapolis.—Seventy deaf and hard-of-hearing children cared for in special classes.

NEW JERSEY

Bloomfield.—In 1923, 11 cases defective hearing reported to school superintendent.

Portions of report made at Sixth Annual Convention of the American Federation of Organizations for the Hard of Hearing, Minneapolis, June 22, 1925.

Newark.—Ninety of all degrees deafness in school or deaf.

NEW YORK

Buffalo.—Survey annually in grade and high school. In 1923, 17,919 boys examined, 161 defective hearing; 15,608 girls examined, 91 defective hearing; 1 speech-reading teacher, 1 class operated for 4 years, and 1 for 2 years.

New York City.—On "health day" each year teacher gazes into ear canal. In 1923 Doctor Harris surveyed 1 school; 1923–24, 1 school surveyed by New York League for the Hard-of-Hearing; 1924, Doctors Hays, Palmer, and Austin surveyed school No. 171; 54 examined, 23 defective hearing. New York League for the Hard-of-Hearing offers free speech-reading lessons to children of above clinic; 1923–24, 32 in attendance; 1924–25, 37 in attendance.

Rochester.—In 1909 clinic started by Doctor Bock; 1916, speech-reading teacher appointed by school authorities; 4 or 5 schools surveyed in past 3 years by speech-reading teacher; Whipple test; 1,700 examined in junior high schools, 2 per cent placed in speech-reading classes; 1,577 in grammar schools, 3 per cent in speech-reading classes. In 1921, school No. 18 examined by Doctor Bock; 1924, supervisor of special education held meeting to consider thorough survey.

Syracuse.—One hundred cases defective hearing reported to school authorities by nurses and physicians; 8 totally deaf attend speech-reading class. For past two and one-half years a private school has offered free instruction. Class started by Syracuse Speech Reading Society grew from 2 to 17; allowed to meet in a school building. June, 1925, work already done is noted by authorities, and board of education appoints Miss E. G. Delany extension teacher for hard-of-hearing school children.

OHIO

Columbus.—In 1924–25 survey 200 reported by school physician to need special care.

Cleveland.—In 1923–24 survey by board of education; 39,016 examined in elementary school, 529 defective hearing, in addition to those in school for the deaf. Classes in speech reading; largest classes in high school; more than 20 in one school. "It is most important that medical care should be administered now." "In many cases remedial measures have been highly satisfactory." "City dispensaries respond gladly in giving free treatment."

Springfield.—In 1924–25 survey; 9 eligible for defective-hearing class; class to be started April, 1925.

Toledo.—Complete survey to be made by school physician in fall of 1925. Lincoln School surveyed 1925 by Doctor Winger, otologist; service gratis; 50 children examined, about 15 treated. Lip reading promised in fall 1925

PENNSYLVANIA

Erie.—Twenty-six elementary schools examined; class in speech reading in 1 public school.

Philadelphia.—In 1924, 10 districts examined; 419 serious defects; 17 totally deaf children placed in 1 school under supervisor of speech-improvement work; 7 teachers. In November, 1920, 15 children; now more than 100, of whom one-third are totally deaf; two-thirds varying degrees of hearing and differing types of deafness; aim to preserve their voice and give them speech reading.

Pittsburgh.—Ears examined yearly by school medical department; 1922–23, 38 schools examined; 540 new cases of deafness, 575 old cases.

RHODE ISLAND

State law requires yearly test. In 1923–24, 37 towns and cities (2 not in) report 76,107 examined; 2,018 hard of hearing.

More than $40,000,000 for school buildings has been expended by Massachusetts during the past five years, and more than half of this amount was for the erection of junior high school buildings.

Time Has Come to Abolish the Ugly Playground

Should be a Place for the Influence of Nature and of the Beautiful. Children's Play is Beautiful, Even in a Desert; but Playgrounds Need Not be Unattractive. Gardens Add to Their Beauty

By JOSEPH LEE

President Playground and Recreation Association of America

TO THE CHILD, his playground is a number of things—workshop and social center, safety zone and land of adventure. Also, it should be a place to bring to him unconsciously the influence of nature and of the beautiful.

America has many beautiful playgrounds, thanks to the work of park and recreation departments and other bodies. But often the playgrounds are the most hideous and homesick looking places in town. Of course a drab and sun-baked playground is much better than none at all. Children's play itself is beautiful even in a cinder desert. But there is no reason why any playground in America should be of that sort.

Early in the play movement the acquisition of space was the urgent consideration. Hastening to meet the need for playgrounds in their congested areas, many cities did not give much thought to beautifying them. Later, the importance of leadership was stressed. Land and leadership for play are still needed all over America, especially in the 400 cities of more than 8,000 population which, as yet, are making no provision for public recreation. But now it is time to abolish the ugly playground.

One thing almost every playground might provide, which furnishes both play and beauty, is a space, preferably along the edge, for children's gardens. There is no better play or better education than raising plants and vegetables. There is no more searching lesson in the rights of property than the experience of having the potato you have watched for a month stolen by some other boy; and taking care of growing things, whether they are flowers or babies, should be a part of everybody's education.

Luxuriant Gardens Replace Bare Cinders

For beauty, I remember a picture I took on a playground we once had in Boston, which until we took it was a bare space of cinders in a tenement district. The picture showed the girls picking ears of corn among cornstalks higher than their heads. In the next row of gardens were California sunflowers from which each child gathered a bunch of flowers almost every day.

And besides park features on the playground there should be playgrounds in the parks. The great landscape painters have included plays and dances in their scenery. The effect of solitude, it is true, is one of the elements in great landscape making. But often solitude is unobtainable. Another and equally satisfying form of beauty is childrens' play.

Teaching First Aid to High School Students

The Carlinville High School physiology class has to its credit on the records of the Illinois Mines and Minerals Bureau 343 first-aid graduates. These graduates hold the certificate or diploma issued by the bureau to first-aid teams. The examinations are conducted under the auspices of the Federal and State bureaus, representatives of both being present.

The work is given in connection with the regular high-school course in physiology as the laboratory work of that course. Two periods a week, 90 minutes long, are given to each class, and three periods a week are devoted to the recitation work in physiology. The laboratory and recitation are kept in as close correlation as possible. The various phases of the work may be summed up briefly in the following: The danger of bleeding, the location of pressure points, the use and abuse of a tourniquet and its proper application; the kinds of wounds, the danger of infection, the treatment, and the proper application of dressings and bandages; the danger of shock, the overcoming of shock by application of heat, friction, external and internal stimulants; kinds of fractures, the handling of fractures, methods of applying splints and the best forms of slings; kinds of burns and their treatments, putting out fires, rescuing from fires; electric shock, the rescuing of one shocked, the treatment for overcoming electric shock, and the dressing of electric burns; asphyxiation by gas, water, or choking, artificial respiration methods and accompanying treatments; various classes of poisons and correct method of treating each; stretcher work and other methods of carrying injured by one, two, or three carriers.—*Beatrice Eva Hoehn.*

All Universities in Ecuador Closed by Governmental Decree

Discontent for Many Years Because of Low Standards Resulting in Excessive Numbers of Ill-Trained Doctors. Expectation that Institutions Will Remain Closed Several Years. Action Causes Hardship to Individuals

By R. M. de LAMBERT
Secretary United States Legation, Quito

ALL UNIVERSITIES in Ecuador were closed by a governmental decree dated August 11, 1925. The universities were located at Quito, Guayaquil, Cuenca, and Loja.

The educational system of Ecuador is divided into primary, secondary, and superior courses, the first corresponding largely to the first eight grades of the American system, the second, called "college," corresponding nearly to the high schools in the United States, and the third, comprising the universities of Ecuador, corresponding closely to the lower colleges in the United States. Degrees of bachelor are granted for completion of the secondary courses, and masters' and doctors' degrees are granted in the universities. All of the educational system is directly under the control of the central government in Quito.

For many years past there has been discontent with the so-called superior education. It has been most respectable to study for the degree of doctor of law or doctor of medicine, and although many efforts have been made by Congress and otherwise to make the courses more difficult and have the candidates for degrees more thoroughly prepared, the degrees still have remained too easy of attainment. The result is that the country is flooded with doctors, the majority of whom are unable to earn a living at their profession and many of whom do actual harm by attempting to practice a profession for which they are not fully prepared.

Primary Education Will Reap Benefit

One of the items on a program for the present régime was the elimination of superior education and the spread of primary education. Therefore it was no great surprise when the decree closing the universities was published. The decree states that the universities of the country are to be closed temporarily. There is no explanation of the term "temporarily," but it is the general belief that the Ecuadorian universities will remain closed at least several years if the present intentions of the administration are carried out.

This decree causes some hardship to individual students, for it is put into effect before the examinations and granting of degrees for work done during the past school year. Naturally after the students have spent some years working almost solely for degrees, there is considerable ill feeling when they are deprived of the fruits of their labors. However, the Government probably had that very thing in mind when it issued the decree, for it is the desire to cut down the number of doctors in the land.

It is likely that one result of this decree will be the sending of more students abroad for higher education, but of course the majority of local university students could not afford to pursue their education abroad.

Official report to Secretary of State.

[NOTE.—In a report of G. A. Bading, United States Minister, dated September 14, 1925, it is stated that the announcement has been made that the reorganization of the University of Guayaquil is in progress; a new president and many new professors have been appointed by the central government, and classes are expected soon to be opened.—*Editor*]

High-school students in Santa Barbara, Calif., have the opportunity, through a series of half-hour semiweekly periods, to take short courses on cultural and general subjects that are not included in their regular courses. These short courses are offered in astronomy, art appreciation, ethics, psychology, logic, history of California, popular science, technique of games, music appreciation, community singing, conversational Spanish, conversational French, current topics, office study, use of the library, the slide rule, and chemistry arithmetic.

Compulsory Insurance for Teachers and Pupils

Bavarian Schools of Certain Classes Must Make Contracts with Specified Company. Premiums are Nominal for Children

By CHARLES B. CURTIS
American Consul General, Munich

BY DECREE of the Bavarian Ministry for Public Worship and Education all higher State schools, advanced and elementary agricultural schools, and technical schools will have to insure their teachers and pupils for the school year 1925–26 with a specified company in accordance with a contract made with that company by the ministry. Such teachers and pupils as are at present insured with other companies need not be insured with this company until the beginning of the school year 1926–27.

Insurance Will Cover School Injuries

The yearly premiums will vary from 1.50 marks ($0.36) to 0.75 marks ($0.18) per person according to the type of school attended. The insurance will cover injuries received in the building or on the ground of the school, upon excursions made by the schools, or when going to or returning from school. Broadly speaking, the insurance will cover all costs of treating a teacher or pupil who has suffered an accident for a period of one year from the time of the accident; in the case of loss of a limb, etc., the company will pay a lump sum in addition to the cost of medical treatment and hospital charges. In the case of disability, certain payments will be made up to the age of 17 years, after which a single payment of 10,000 marks ($2,382) will be made to pupils. In case of death within one year, funeral expenses not to exceed 1,000 marks ($238.20) will be paid. The figures as to teachers are somewhat different, larger payments being usually provided.

Official report to Secretary of State.

AMERICAN EDUCATION WEEK is intended not so much to stress the need of education as to bring about a better understanding between parents and educators. Many people who are extremely anxious that their children get an "education" think they have done their duty if they keep them in school until they graduate. They neglect to see that the children make the best use of their opportunities. Education Week should help to make the parents acquainted with the work of the schools. It should arouse a determination in the parents to cooperate with the teacher. It should emphasize to pupils and parents that acquiring knowledge and learning to think are more important than merely getting a passing mark. Above all the parent, more than anyone else, must assume the task of seeing that the child receives the particular kind of training which will develop his talents and fit him for his life's work. Education should both give us culture and make us useful, patriotic citizens.—*Theodore Christianson, Governor of Minnesota.*

Many Rural Districts Provide Comfortable Homes for Teachers

More and More Difficult to Find Living Accommodations for Rural Teachers. State Legislatures Enact Laws Permitting Local School Boards to Provide "Teacherages." Usefulness is Greatest in Connection with Consolidated Schools. Texas Appears to Have Been Pioneer in Movement

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

WHEN country teachers "boarded round" they were, at least, sure that they could live in the school districts in which they taught. They are not always sure of this now, for in many rural school districts it is becoming more and more difficult to find suitable homes in which teachers may board. As a rule, families living in the best homes do not care to burden themselves with the additional work involved in boarding teachers. In recent years it has been demonstrated that the most satisfactory way to insure comfortable housing for teachers is for school districts to provide them with homes, just as church parishes provide homes for their ministers.

In the United States the teachers' home, or teacherage as it is commonly called, has passed the pioneer stage and is now generally recognized as a legitimate part of the school plant. The tendency is growing for State departments of education to collect statistical data regarding them and to express in their reports favorable opinions concerning the services which they render. In States that have collected such data for a period of years the number of homes is increasing. Texas, for example, reported 486 teachers' homes in 1918 and 635 in 1922. The increase during the four years was 149, or nearly 31 per cent. Perhaps the greatest evidence of the popularity of the teacherage is in the fact that during the past decade a relatively large number of State legislatures have passed laws permitting school authorities to build, own, or control them.

Consolidated School Incomplete Without Teacherage

Teachers' homes have found their place with consolidated schools and village schools employing several teachers rather than with one-teacher schools. Some demand is found for them in connection with the schools in the larger towns. Their greatest development is with consolidated schools. Some county superintendents of public instruction feel that a consolidated school without a teachers' home is incomplete. The latest report issued by the State department of Mississippi shows that nearly all of the 226 teacherages furnished rent free to teachers in that State are connected with consolidated schools. Of the 40 homes studied by the Texas educational survey commission 28 serve two and three teacher schools and only 3 one-teacher schools. The remainder are for schools of from 4 to 35 teachers.

It is not likely that there will be a very rapid growth of teacherages in connection with one-teacher schools. The reason is self-evident. Most of the teachers in these schools are single women, and it is both impracticable and unwise for them to live alone in isolated teacherages.

A two-room school with teacherage, in Minnesota

The teacherage is desirable, however, for the one-teacher school in which the teacher is a married man or in which the woman teacher has a relative who lives with her.

The practicability of the teacherage as a part of the plant of the one-teacher school was well expressed in a letter received some time ago by the Bureau of Education from a State school official. He says in part: "The large majority of teachers in the rural schools are young women. After the day's work for the teacher is over she ought not to go to a lonely teacherage removed perhaps half a mile or even a mile from any other habitation, and then build her fire, cook her own supper, and afterwards spend a lonely evening. She ought to have the care which some home in the district might afford, together with the advice and companionship of some good motherly woman. She may not be able to get into the best home in the district, but she is better off if she gets into some home rather than no home. I am almost ready to say that I should feel like revoking the certificate of a woman teacher who would live all alone in such a teacherage as I have indicated."

The latest nation-wide study of teachers' homes made by the Bureau of Education was published in 1922. It gives the number of homes as 2,816. Approximately three-fourths of them are in California, Colorado, Idaho, Louisiana, Mississippi, Montana, North Dakota, Oklahoma, Texas, and Washington.

In Montana the housing of rural teachers is so serious a problem that in some places they are forced to live in schoolhonses. In 1922, 150 teachers were living in rooms that had been provided for them in the schoolhouses and 116 others were living in classrooms. The State superintendent says that the former arrangement is very convenient and more satisfactory for experienced teachers than living in distant boarding places, but that the latter

is not pleasant in any particular and interferes with the work of the school. In 1922 there were 2,758 one and two teacher schools in the State. For these schools there were 320 district-owned teacherages and 57 buildings rented by the districts.

In 1922 North Dakota reported 172 teachers' homes, valued at $182,000; Oklahoma, 347 in 1921, 5 of which were homes for colored teachers; and in Louisiana, in 1924, 162 schools had teachers' homes.

Teachers' home in Montgomery County, Alabama

The first teachers' home in the State of Washington was built in 1905. Since that time the number of homes has increased until to-day practically every county has at least one teacher's home.

St. Louis County, Minn., a county containing approximately 3,400 square miles, first provided living quarters for teachers in 1909 by partitioning off a small room in each of two one-teacher school buildings. The county superintendent says that for one-room schools where living quarters have been furnished there has been no difficulty in obtaining teachers who have sisters, brothers, or widowed mothers who are willing to live with them. He says also that no two-room school building is considered complete unless a teacher's home is built in connection with it.

Half the Country's Teachers Accommodated

Two years ago the board of education of Currituck County, N. C., expended about $45,000 for the erection and furnishing of four teacherages in connection with consolidated schools. These buildings house approximately 33 teachers, which is more than half the white teaching force of the county.

The teacherages are located on the school grounds and within a few minutes' walk of the school buildings, so Maud C. Newbury, the county superintendent states. A woman, selected by the county superintendent and principal, is employed for each of the teacherages as housekeeper and general manager. The teachers pay $30 per month for board and room—$28 for board and $2 for room rent. The $2 room rent is paid to the county board of education and used to defray expenses and cost of upkeep.

The two years' experience has shown that with a single exception during the first year of their operation in one of the teacherages home conditions have been most congenial. Problems of management are often discussed informally by the principal and teachers and by teachers and county superintendent. "Most of our teachers," writes Miss Newbury, "are girls only a few years out of dormitories. They seem to find little difficulty in getting along together. We have been fortunate in obtaining women of high type to board the teachers, and principals who have exercised good judgment. Teachers are accustomed to managing others and tend to resent the type of person who wants to mother or manage them too much."

A teacherage in Texas occupied 39 years by the same man

No attempt is made in Currituck County to make the teacherages centers for community affairs, as is done in some places. This rôle is reserved for the school buildings. The teacherages are the homes of the teachers, and as such they are made to feel free to invite guests and use them in any way that they would use their own homes.

Texas probably holds the palm for the longest continued occupancy of a teacherage by a rural teacher in the United States, and as the pioneer State in the erection of teachers' homes.

The teacherage in the Schumannsville school district in Guadalupe County was erected in 1884. Since 1886 it has been occupied by H. E. Dietel, the teacher in the district. The school in the Schumannsville district was a one-teacher school until five years ago. Now it is a two-teacher school, the daughter assisting the father. But this was not the first school district to build a teacherage in Texas. One was built in 1860 in the Blum school district, according to recent information received from the State department of education. The teacher of this school joined the Confederate Army in 1862 and was killed in battle.

Texas Had Teacherages Very Early

A few years ago Nebraska was thought to be the pioneer State in the erection of teachers' homes, for reports received by the Bureau of Education at that time showed that 1894 was the date for the earliest teachers' home built by a school district. This was reported for Hall County, in that State. Now it seems that Texas is the pioneer State in the movement.

Of the 40 homes studied by the Texas Educational Survey Commission 37 are one-story buildings, 1 a one and one-half story, and 2 two-story buildings. The largest one reported, and probably the largest one in the State, is the Faculty Club at McAllen. This is a two-story building 60 by 60 feet, built in 1920, at a cost of $32,000. It has 16 rooms and 19 closets. There is running water in all rooms, flush toilets in each wing, and ample bathroom facilities. Twenty-four teachers live in it, and it is managed on a cash basis by the board of education, with a dean in charge.

But the service conditions found in the McAllen home are the exception, not the rule, for the majority of the homes studied by the commission. Reports from 39 homes concerning closet space show 11 with none, 15 with a few each, and 13

with an ample number. Water is inside the house in 15 of 36 homes reporting the item. Only 7 of the 40 homes have modern facilities for bathing, and only 2 have inside flush toilets. Of the 37 homes reporting on the method of artificial lighting, 28 use oil lamps; and of the 39 reporting on the heating equipment 37 name stoves—2 have fireplaces in addition.

The data on equipment and furniture for 37 of the 40 homes show that in 23 homes the teachers provide all of it, in 10 a part of it, and in 4 none. The attitude of the teachers of Texas toward the home is reported as very favorable in 5 instances, favorable in 31, and in one favorable in some years and unfavorable in others. An estimate was made of the additional income each teacher would require if homes were not provided. At two homes the additional income required per teacher per year was less than $50; at 10 homes it was between $51 and $100; at 7, between $101 and $150; at 8, between $151 and $200; and at 5, more than $200. At one home no amount was given, but it was stated that the home was essential.

The Texas Educational Survey Commission makes the following recommendations regarding the site and buildings desirable for teachers' homes:

The site should be owned by the district, located near the schoolhouse, and well drained. The building itself should be so placed as to look attractive and fit in well with the environment.

Convenience and comfort should be considered in planning the rooms. There should be ample window space for lighting. Windows and doors should be screened. The porches should be large and screened. Several good-sized closets should be provided, at least one to each bedroom. Only good quality material should be used in the construction of the home, and care should be taken that the work is satisfactory. Water for drinking and washing should be inside the home when possible.

The State department of education of Texas has prepared plans for a teachers' cottage, 30 by 50 feet. It contains a living room, dining room, kitchen, two bedrooms, bathroom, and front and rear porches.

Problems Which Teacherages Solve

The following advantages which school districts may derive by providing homes for teachers are found in the testimonials of those who have had experience with them:

The home attracts married men and is an inducement for them to remain in the service.

It settles the ever-perplexing problem of finding a place for the teacher to live.

It furnishes teachers privacy, freedom, and independence not possible in a boarding place, and because of that fact creates more favorable conditions for study and preparation of the day's work.

The presence of teachers living near the school prevents trespassing upon school property when school is not in session.

A consolidated school in Jackson County, Minn., furnishes a home for teachers and for the janitor

A teachers' home near the school helps to make the school more of a community center.

It induces teachers to remain in the school districts over week ends and become definite factors in the lives of their communities.

Well trained and experienced teachers are attracted to schools which offer them the protection and comfort afforded by a well managed teachers' home, and they remain longer with the schools.

All children of the Central Ward School of Stephenville, Tex., must enter into some active game at each recess and also take special gymnastics. Only those pupils who have exemption certificates are excepted. The campus, consisting of 5 acres, is divided into plats and each plat is under the supervision of a teacher who has the same group of pupils at each recreation period. The teacher must be able to coach all the games, such as football, basket ball, baseball, volley ball, running and jumping, etc.

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National Contest for Playground Beautification

Thirty-three Cash Prizes to be Awarded for the Greatest Improvement in the Appearance of Playgrounds

TO ENCOURAGE the beautification of playgrounds the Harmon Foundation and the Playground and Recreation Association of America have joined in offering a number of awards for progress in artistic improvement of playgrounds. Thirty-three prizes will be awarded to the communities whose playgrounds show the greatest progress in attractiveness in a year.

The sum of $500 will be awarded to the community having the leading playground in each of three population groups, namely, (1) with fewer than 8,000 inhabitants, (2) from 8,000 to 25,000 inhabitants, and (3) with more than 25,000 inhabitants. Additional awards of $50 each will be made to the 10 playgrounds which rank next in order in each of the population groups.

Canadian Playgrounds Are Eligible

The contest is open to any public playground administered by a municipality or noncommercial group or organization in the United States or Canada. The awards will be administered by the Playground and Recreation Association of America, 315 Fourth Avenue, New York City. Entries must be filed by December 1, 1925, and the contest will close November 1, 1926. Awards will be made primarily on the basis of photographs and statements showing the progress made in beautification.

Automotive Technical College at Wolverhampton

To supply trained engineers, especially for the automobile, motor-cycle, and bicycle industries, a technical college will be established at Wolverhampton, England. The total cost of construction will be about $600,000, of which one-third is to be paid by the county of Stafford and the remaining two-thirds by the city of Wolverhampton. The buildings will be divided into five sections: (1) General and administrative, (2) biology, (3) commercial, (4) domestic, and (5) technical, comprising engineering production with workshops and drawing offices, material section, including chemistry, metallurgy, and general science subjects, mechanical and electrical engineering, and building construction. It is intended to make provision for evening as well as day students.—*Oscar F. Brown, American Vice Consul.*

· SCHOOL LIFE ·

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Editor - - - - - - James C. Boykin

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NOVEMBER, 1925

Are We Training Too Many Lawyers?

DRASTIC METHODS of curbing the output of lawyers and doctors have been recently adopted in two countries of South America. In Bolivia no new students of law are permitted to register in the universities, and when the students now registered complete their courses the law faculties will go out of existence. In Ecuador, according to an official report which appears on another page of this issue, all the universities have been closed because, it is stated, the country is flooded with lawyers and doctors, the majority of whom are unable to earn a living at the profession for which they are trained, and many of them do actual harm by attempting to practice before they are fully prepared.

In both countries efforts appear to have been made to stem the tide by raising the requirements for admission and for graduation. Such efforts were evidently unsuccessful; degrees remained too easily attained, and the predilection of the students for legal and medical studies could not be diverted.

All this suggests examination of corresponding conditions in this country. We, too, have had an excess of poorly prepared physicians, and even now the embryo lawyers are so numerous as to cause misgivings in many minds; but the question with us has always been less of numbers than of quality, notwithstanding the close relation between the two.

The National Government has no control over professional schools, and relatively few of the States have established effective requirements for their endowment, equipment, or instruction. Private agencies, including associations of the practitioners themselves, have done far more than governmental authority to standardize professional instruction.

The American Medical Association deserves all the commendation that can be offered for its activity in bringing about the merger of weak institutions, the abandonment of the unfit, and the elevation of standards of medical instruction and of the preparation of students. The number of medical schools of all classes was 160 in 1904, and 28,142 students were in attendance. Since then the schools have been reduced to 80, and by the simple process of requiring better preparation the number of students has been brought down to 18,200—about 10,000 fewer than 20 years ago. There is no danger of overcrowding the profession at that rate. On the contrary, complaint is often made of the lack of physicians in rural communities. That lack, however, is clearly due to economic conditions, for the cities are abundantly supplied with physicians.

Law schools and law students have shown no such diminution as medical schools and medical students. More law schools are in existence now than at any time in the past, and the same is true of law students. One hundred and sixty schools had 37,627 students on their rolls in November, 1923, the latest date for which figures are available. Students of law are more than twice as many as students of medicine.

Although the standards of law study have advanced they have not kept pace with those in medicine. Ninety-eight per cent of the students of medicine received two years of college training before entering upon their medical studies, which normally require four years; but only 46 of the 160 law schools require for the law degree as much as five years of study after high-school graduation. About one-fifth the whole number of law students were in those schools. The other four-fifths were in schools which conferred the law degree for four years of study at most after high-school graduation.

We are far from the necessity of closing all our universities to shut off the stream of doctors and lawyers. We need not even abolish our law faculties. Nevertheless, what has been accomplished in medical education in America might well be duplicated in the law schools.

Widespread Participation in American Education Week

DEMAND for literature relating to American Education Week is greater than in any previous year. Already the stocks of the Superintendent of Documents have had to be replenished. Correspondence upon the subject has been heavy, and every indication points to widespread observance of the occasion.

The annual recurrence of the nation-wide campaign for education is now accepted as a matter of course. In the proclamation of President Coolidge issued in 1923 he said:

"Every American citizen is entitled to a liberal education. Without this there is no guaranty for the performance of free institutions, no hope of perpetuating self-government. * * * In order that the people of the Nation may think on these things, it is desirable that there should be an annual observance of Educational Week."

In his proclamation for 1924 the President said:

"Campaigns of national scope in behalf of education have been conducted annually since 1920, and they have been increasingly effective with each succeeding year. They have concentrated attention upon the needs of education, and the cumulative impetus of mass action has been peculiarly beneficial. It is clearly in the interest of popular education, and consequently of the country, that these campaigns be continued with vigor."

And in the proclamation issued recently:

"The utmost endeavor must be exerted to provide for every child in the land the full measure of education which his need and his capacity demand; and none must be permitted to live in ignorance. Marked benefit has come in recent years from nation-wide campaigns for strengthening public sentiment for universal education, for upholding the hands of constituted school authorities, and for promoting meritorious legislation in behalf of the schools. Such revivals are wholesome and should continue."

The campaign before us has, therefore, the highest official sanction. The benefits to be derived are beyond estimate, whether they be immediately tangible or not. Let none withhold his support in making the occasion a success beyond precedent.

The National Government's Contributions to Education

SCHOOL LIFE is fortunate in being able to present from time to time articles by persons in authority describing educational activities of the United States Government which are administered by them. We have already printed articles by Hubert Work, Secretary of the Interior; John W. Weeks, Secretary of War; Harry S. New, Postmaster General; Curtis D. Wilbur, Secretary of the Navy; and many bureau chiefs and similar officers. Other articles of the same type will follow. It is our hope and expectation that this series, when it is completed and considered as a whole, will set before our readers a picture of the Government's educational work, which is astonishing in its extent and importance.

Education in America is of local concern. Nobody doubts that and nobody would have it otherwise; but the statement has been repeated so often and it

has so firm a hold upon the American mind that little thought is given to the contribution which the National Government makes to the sum total of the country's enlightenment.

Education of every degree has felt the benefit of governmental stimulation. Universities have arisen upon national endowments of land; a system of higher education in agriculture has developed under governmental auspices which, next to our free public school system, constitutes America's greatest original contribution to education; vocational secondary education is aided enormously through the Federal Board for Vocational Education; children of the aboriginal races are educated almost wholly by the National Government; elementary education in the Western States received important aid through donations of land; institutions of the highest excellence give professional training in certain branches of the Government's service, and their graduates contribute largely to the country's welfare not only in the lines for which they are trained but in civil employments as well; large numbers of men receive industrial and semiprofessional instruction of the best type, and after a few years of service in the military or naval service most of them transfer the benefits of their experience to the every-day life of the Nation; and finally a system of distributing information is maintained by which achievements in education, agriculture, and the industries in any part of the world are made known to the people of the entire country.

This and more will be shown in SCHOOL LIFE'S articles on the work of the United States Government in behalf of education. The article by Mr. Mather upon the educational functions of the national parks is the representative of the series which this issue presents.

Guards Health of Teachers in Training

To assure strong and healthy teachers in public schools of Connecticut, all applicants for admission to normal schools are required by the State board of education to pass a physical examination, and normal schools are authorized to exclude from attendance those who do not measure up to the required standard. In addition, at the New Britain State Normal School, each student shortly after entering is given a thorough orthopedic and physical examination. This is primarily for corrective work, and the condition of students is constantly watched, special emphasis being placed upon posture. Minor defects are checked up at intervals until remedied.

Department of Elementary School Principals Finds Its Proper Path

Organized Because of Vagueness of Aim and Achievement. Precious Opportunities Frittered Away by Trivialities. Consultation Brings a Flood of Light. Four Year-Books Grew Out of Revelations Which Followed Group Action

By MARY McSKIMMON
President National Education Association

NO GROUP of educators in the entire school system has been so thoroughly jolted out of its complacency in the last four years as the elementary school principals, and we did the jolting for ourselves. In 1921 the department was organized because of the intolerable vagueness of our aims and achievements. At Des Moines the following summer we were like a group of travelers lost in the woods, bewildered by fog, troubled at the falling of night. We knew just this: The precious opportunities for serving, that in our school ought to have been ours, were being frittered away by a thousand futile demands on our time, and no one but ourselves seemed to care.

Starving on the Husks of Service

We were a withdrawing set. The august body of superintendents could not take the time to study our state of mind; they usually had troubles enough of their own. The first gleam of light came when we picked up courage to tell our troubles to each other. Then the air began to clear. We clapped our hands numb when the bravest among us said we were starving on the husks of service to our schools, while the big harvest of ripened grain was waiting for our reaping. It came over us with the force of a staggering blow that all the hours we spent on meticulously adding up attendance records, answering telephones, giving out supplies, receiving reports of nurse and school physician, were pretty nearly wasted; this work could have been done much better by a good clerk; and that supervision which is seeing how much of the teaching process is functioning in learning on the part of the children, and studying how the teacher can be assisted to do her part better, was the answer to the call which we fondly believed we heard when we took up this work at the beginning.

As Logical as the Beatitudes

Our yearbooks grew out of the revelations that appeared when the problems were once attacked by the group of principals, each in his own school seeking how to lift his better up to the best. They are as logical as the Beatitudes. The first was of the greatest importance for the principal to grasp: *The Technique of Supervision.* Naturally the second dealt with *The Problem of the Elementary School Principal in the Light of the Testing Movement.* Happy word that, "light": The dawn had come. The elementary principal was finding himself by finding his way out of the fog.

The third Yearbook is an intimate study of the elementary school principal's own place in the educational system. *The Status and Professional Activities of the Elementary School Principal* is one of the best handbooks written on the opportunities for service and rights to the highest professional recognition that has yet appeared. The fourth Yearbook, issued in June, *The Elementary School Principalship: A Study of its Instructional and Administrative Aspects,* will not fail to interpret this office to the entire force from the school board to the kindergartner.

Every Elementary Principal Is Needed

No man or woman holding the position of elementary school principal can afford to remain outside this organized group. This department needs the help of every thinking colaborer. We need every one of our 5,000 elementary school principals, for we are members one of the other by the very nature of our task. Every principal in America has already been helped in a dozen ways through the fine professional spirit and service of the organization. Our membership should be, I am sure it will be, doubled by the time the fifth Yearbook is ready. But it is the present membership that must help the elementary principals of America to grasp the vision of this splendid army for bringing a better day to the citizens of tomorrow by an enlightened and united service.

Appropriate clothing for men and women students in every phase of college life was worked out by the textile and clothing classes of the Southwestern Louisiana Institute, department of home economics. The garments and hats were made in the domestic arts laboratory and the demonstration took the place of the usual style show.

Contribution of the Public Library to Adult Education

Work for Native Illiterates by Public Libraries Still an Undeveloped Field. American Library Association Preparing Booklets for Foreign-Born. State Library Commissions Active in behalf of Americanization. Conservation of Racial Culture an Important Objective. Establishing Relationship with Adult Beginners. Boston Public Library's Pushcart Service is Popular

By EDNA PHILLIPS

Secretary for Work with Foreigners, Division of Public Libraries, Massachusetts Department of Education

THE PUBLIC LIBRARY'S share in the education of the adult foreign-born has consisted chiefly in supplying information through books to assist in an intelligent and loyal adjustment to a new country, help in the study of English, and conservation of the literary heritage of the various races.

Libraries have stressed first the need of reading in English and the study of United States history, ideals, and institutions. They believe it to be an asset to an American citizen also to have familiarity with more than one national literature; that it is compatible with the function of the library as a patriotic American institution to make accessible books that help retain and develop this cultural heritage. Books known in the former homeland have been a source of special happiness to those immigrants whose age prevents rapid assimilation.

Great Opportunity for Civic Service

Extensive inquiries indicate that work for the native illiterate by public libraries is a field that largely remains to be developed. A great opportunity for civic service exists in bringing to the public consciousness, through books and other material, a realization of the high rate of illiteracy here as compared with other leading countries. For example, an exhibit on illiteracy was arranged at the Cleveland library during the 1923 meeting of the National Education Association. Public libraries could endeavor to provide books adapted in form and substanee to the use of adults achieving literacy; to have initiative in bringing this service to the attention of those eligible; and, as in foreign work, building on the past rather than attempting radically to change it. An appeal could be made to racial pride in the illiterate group among the southern mountainecrs, negroes, Indians, and Mexicans by a wealth of literary material on the ancestral eontribution of these peoples. For example, the Harlem Branch of the New York Public Library is building up a notable collection on the achievements of the Negro race.

Instances of Organized Effort

1. *National.*—The American Library Association's committee on work with the foreign-born functions by eorrespondence through a membership of experts from different sections of the country. It has undertaken a series of booklets on the Polish and the Italian immigrant, and has one on the Greek in preparation. These booklets briefly describe background and racial characteristics, and include a buying list of titles that have met the test of experience. The American Library Association's commission on adult edueation has secured through a questionnaire data on Americanization undertaken by numerous libraries.

2. *Committees of State library associations.*—The New York eommittee on Americanization has been active in presenting the need for translating into foreign languages books reflecting American life, and has compiled a list of books suitable for this purpose. The Massachusetts committee on work with new Americans has had a series of articles on the use of the library translated into Polish and Italian, accepted for publieation by 10 newspapers. It has compiled a list of histories of the United States and bilingual dictionaries in 13 languages. The Ohio committee on adult education and Americanization plans a State-wide survey.

Conferences of Supervisors and Librarians

3. *Cooperation with State departments of education.*—Those in charge of work with aliens in two divisions of the Massachusetts Department of Education called several conferences this year of Americanization supervisors and librarians to plan the best means of coordinating the work of the evening class and library The program adopted has been widely distributed. A similar conference was held in California in the summer of 1925. In that State the supervisor of education reports help from eounty libraries in practically every eounty of books supplied for collateral reading to assist in the work of eradicating illiteracy.

In Washington and South Carolina chairmen of illiteraey commissions say, respectively: "We have had material help from publie libraries in work with adult illiteracy both through traveling collections and in direct service at library buildings." "The public libraries of South Carolina have shown a most cooperative attitude toward our work. Tomorrow I am getting from the Greenville Public Library 500 books to be used at the 'Opportunity sehools.'" The chief of the New York Immigrant Education Bureau speaks of splendid help from libraries in that State through the use of rooms for classes and exhibits arranged, as in Syracuse, New York, Binghamton, Albany, and Utica. He speaks also of traveling library service in connection with teacher-training courses.

Traveling Libraries are Circulated

4. *State library commissions.*—Small libraries usually depend upon State commissions for the loan of books in foreign languages. Among the commissions to have circulated traveling libraries of this kind are those of New Jersey, Pennsylvania, Wisconsin, and Massachusetts. The last mentioned has, in addition to this, since 1913 had a position on its staff a secretary for work with foreigners who, through field work, lectures, and supervision of traveling libraries in 30 languages, eooperates with public libraries in developing this phase of service. The New Jersey commission has been instrumental in enlisting the aid of the State Federation of Women's Clubs and other agencies for those illiterates known as the "pinies." The library eommission regularly supplies books for use in an edueational campaign among them. Fresno County Library, California, feels the need of a specialist in work with aliens, but has already served foreign communities by having braneh libraries

throughout the county and by deposits sent the high Sierra construction camps.

Below are indicated the chief ways a few individual libraries and commissions, chosen as typical of many others, have carried out work coming within the scope of this survey:

Books to Help in Assimilation and to Conserve Racial Culture

1. *Selection.*—Books for both the adult beginner of foreign birth and the native American lacking an education need to have short words but subject matter interesting to the grown person. Lists attempting to combine these two points as well as bibliographical work in foreign languages have been undertaken by public libraries at Minneapolis, Springfield, Mass. Detroit, Pittsburgh, Providence (in its Quarterly Bulletin) and the Massachusetts Division of Public Libraries. The purchase of desirable foreign books has been helped also by seleetions in the A. L. A. Book List, the lists of the Worcester, Mass., St. Louis, and Chicago libraries. Especial difficulty is experienced in the compilation of foreign lists to get titles suitable for the immigrant reader.

2. *The book and the borrower.*—Most of the large libraries in the country and many of the smaller ones with an alien patronage supply books to help give men and women the first essentials of assimilation; a knowledge of the English language, of American ideals, history, national heroes, and form of government; also books in the native languages of the library's constituency. Especially distinguished in their meeting of this need have been the libraries at Cleveland, Buffalo, Providence, Los Angeles, Detroit, Minneapolis, Milwaukee, Pittsburgh, Newark, Springfield, Mass., Passaic, N. J., St. Louis, Chicago, Boston, Seattle, and New York.

The great number of aliens and native illiterates spread in rural districts, factory communities, and other places removed from city life are generally served by small libraries, if at all. The librarian so situated has a rare chance for bringing the book and the borrower together. The small library at Hyannis, Mass., has thus attracted a circle of Greek women. Pascal D'Angelo, in his "Son of Italy," describes his struggle for self-education and his delight in finding that a man in ragged clothes had access to such books as "Prometheus Unbound" at the public library at Edgewater, N. J.

For the coal miners of Colfax County, N. Mex., illiterate in their native Spanish, the public library of Raton has done work praised by the former chairman of New Mexico's Illiteracy Commission.

Extension of Library Service to Nonusers

1. *Evening schools.*—The most important means of establishing relationship with adult beginners has been through evening schools, by lectures to classes, and class visits to libraries for group instruction. The Milwaukee library has done especially constructive planning for this relationship; the librarian at Lynn, Mass., has personally met these classes every week of the school year in groups of not more than 30—it was found that rarely more than five or six had previously used the library; the head of the foreign work at the Springfield, Mass., library has built up contacts with local schools. It has been said that no library of its size in the Middle West has done more than that of Ottumwa, Iowa, in stimulating patriotic groups to plan classes for the civic instruction of men and women preparing for the naturalization court and for adapting library resources to help in this. In Providence a member of the library staff has been among those active in arranging for the civic instruction of 55 foreign-born women voters. This, in turn, has been influential in leading the League of Women Voters to appoint a committee to investigate the need for opening up a new department on this subject. When the Newark Museum, housed in the library, has had exhibits on China, Colombia, and the industrial arts, groups of foreign-born have been conducted through by a lecturer who in some cases was a teacher from the evening schools.

A Library Well Known in Europe

2. *Publicity.*—The library personified in an individual who makes use of lectures and other contacts with racial groups is the most effective publicity. The printed word is an invaluable supplement. Initiative has been used by libraries at Buffalo, Minneapolis, and Seattle in sending printed information about book privileges to the naturalization eourts. The Seattle library was chosen by Doctor Learned in his "Public Library and the Diffusion of Knowledge" to represent work done in this country for the alien. The use of the foreign press in Cleveland has been so gratifying in its results that it is said the work of that library is almost as well known in Prague as here.

3. *District investigation.*—The libraries of Chicago, St. Louis, Providence, Cleveland, and New York have made surveys of the different races locally served, the better to organize library work. Particularly, systematic neighborhood visiting was done over a period of several months by the staff of the Rivington Street Branch of the New York Library to get first-hand and unprejudiced information. A beginning has been made by the Los Angeles Library to reach out to those districts inhabited by the illiterate and in many cases shifting Mexican population.

4. *Contacts through interests shared.*—The Boston Public Library has long placed importance on branch work in foreign districts and participates in the life of the newcomer through clubs, dramatics, etc., notably among the Italians of the North End. For this the director and the branch librarian were decorated by the city of Ravenna. A weekly push-cart service (even to the bell), chiefly of foreign books, has recently been established in the South End of this city. A spectator following its last trip counted 15 grown-ups at once waiting for books to be charged, and admired the initiative that had dared adapt the method to the situation.

The Milwaukee Library has sought to extend its service to union labor. To this end numerous meetings have been attended with deposits of books. The director of adult education has herself enrolled in one of the labor colleges the better to exchange information. The Massachusetts Division of Public Libraries has circularized 250 labor unions of foreign membership.

Means of Improving the Service

The following recommendations are presented:

1. That greater prominence be given work with the foreign-born and illiterates on programs for American Library Association meetings and at those State meetings in regions in which these problems are important (with the exception of Massachusetts and New York, this has not been emphasized heretofore).

2. That more State library associations so situated appoint committees to investigate and develop these phases of library activity and that more library commissions endeavor to appoint specialists to their staffs.

3. That more lists be made by central agencies to assist public libraries in purchase of suitable books.

4. That the purchase of books in easy English for adult beginners and of supplementary collections in foreign languages should bear a fair relationship in the book budget of the individual library to the share of taxes borne by the new American and the native illiterate.

5. That directors of individual libraries as well as State associations inform themselves to a greater degree on local illiteracy and consider the possibility of contributing to adult education through books to supplement class instruction, special effort in making contacts, and eooperation with schools, illiteracy commissions, State supervisors of education, and State organizations of literary resources.

Membership in the American Home Economics Association has grown from 1,200 in 1921 to 7,000 in 1925.

Parents Do Not Realize Decisiveness of Early Years of Childhood

Easy-Going Ignorance of Responsibilities no Worse than Fussy Half Knowledge. Mothers Should Learn as Much of Moral and Intellectual Needs as They Now Know of Physical Needs

By DOROTHY CANFIELD FISHER
Arlington, Vt.

IF THE early Jesuits actually formulated the remark traditionally ascribed to them, "Give me the child up to his seventh year and I care not who has him thereafter," they knew more about human psychology than most other educators of that period. Since then the truth underlying that remark has been impressing itself more and more on the minds of psychologists, teachers, doctors, social workers, psychiatric experts, and psychoanalysts. But the tremendous decisiveness of those early years of childhood has not begun to impress the imagination of *parents* as it ought—at least of the ordinary, garden variety, up-one-street-and-down-the-next mothers and fathers who are doing the actual bringing up of America's children of to-day.

There are moments, indeed, when one is almost inclined to rejoice in this easy-going ignorance of their responsibilities, when one sees an opposite type, the anxious, erratic, overconscientious modern young mother, half baked, half educated, trying to apply theories she does not understand to helpless little children who would be much better off if she let them alone. The same thing is true of occasional half-baked young mothers who fuss healthy children into ill health by trying to be too sanitary. And yet nobody doubts that the immense increase in information about the proper bodily care of young children has been of incalculable benefit to the physical health of the Nation.

Need Information on Moral Health

If as considerable a percentage of just ordinary people in America could have even as elementary information about the proper conditions for moral and mental health of children as they now have about clean milk, well-cared-for teeth, and sunshine, we should have in a single generation an immense increase in the intelligence and moral health of the Nation.

Practically every young mother in America, if she has been a public-school child, realizes the importance of keeping the baby's milk bottle clean (something her grandmother did not in the least understand). If she could only acquire the same unquestioning conviction of the importance of answering a little child's questions intelligently.

Practically every American mother of the younger generation now tries to keep pickles and strong coffee out of the stomachs of her young children; but the same mothers do not dream of trying as instinctively, as constantly, to keep fear and anger out of the children's hearts, exhaustion from the children's nerves, and confusion and ennui from the children's minds.

Too Little Attention to Intellectual Needs

Nearly all mothers try energetically, nowadays, not only to keep young children from eating what will hurt their digestions, but to obtain for them all they need of the right kind of healthful food. But do you see them shaping their lives half as energetically to get for young children all they need of moral and intellectual food? You know you do not. If the child's physical needs interfere with adult convenience—it is a pity, but of course they must be seen to. If a child's intellectual needs interfere with adult conversation, he is shaken and told to "keep still and not be such a bother."

Nobody would let a silly neighbor feed green apples to a 3-year-old child; but silly neighbors and aunts are too often allowed to amuse themselves by teasing a sensitive, high-strung child till he has a furious burst of impotent rage, whereupon he is reproved for the outward symptom of his moral misery, and told not to be naughty and bad tempered to grown-ups. This is quite as if he were reproved for the paroxysm of pain following green-apple eating, and informed that he is naughty not to have a stronger digestion.

In the short space of 30 years, or thereabouts, a complete revolution has taken place in the physical care and feeding of young children. Not only a minority of highly educated, carefully trained young mothers have learned the elements of healthy physical life for children, but the big majority of mothers everywhere, in city and country, have progressed from black ignorance and superstition into an understanding of what children's bodies need, so that their little boys and girls have an immensely better chance for physical health.

What is needed now is to bring about just such a transformation in regard to the moral and intellectual needs of young children who are, let it be remembered, still completely in the hands of their mothers. We shall have a generation with infinitely steadier nerves, better mental balance, and a surer sense of moral values when mothers of little children understand (as they understand now the need for clean milk and for dentistry) the need for activity, freedom, frequent change of occupation, a calm, good-natured atmosphere in the home, and sympathy and understanding of child nature.

When mothers realize that to witness a bickering dispute between his parents is as poisonous for a young child as to eat decayed fish; when they understand that to feel a sickening helplessness in the face of injustice and physical violence is worse for a child than to break his arm; when they feel that to be nagged is worse than to have rotten teeth—why, we shall see fewer grown-ups with morbid mental twists and have fewer people in our insane asylums and prisons.

Teacher Training in State Universities

Forty-one State universities make provision for the professional training of teachers. In 19 universities these teacher-training facilities are termed "schools of education"; in 12, "colleges of education"; in 3, "teachers colleges"; in 5, "departments of education"; and in 2 institutions the work is carried on as a department of other colleges of the universities. Of the 34 schools and colleges of education, 26 are accorded independence in their operation and methods of work. The specific purpose of these professional schools, as stated in a study of the policies and curricula of schools of education in State universities, recently made by J. B. Edmonson, of the University of Michigan, and A. H. Webster, of the University of Chicago, published by the Interior Department, Bureau of Education, as Higher Education Circular No. 30, is to equip for the highest professional service, through investigation and experimentation, to discover new truths, and to furnish leadership in educational matters.

A lottery is regularly held to provide funds for the University of Concepcion, Chile. This means of support for this university was cut off by a Government regulation in October, 1924, but its reestablishment was recently authorized by a decree law. The lottery must terminate, however, when the net income produced by the interest on the university's reserve fund reaches 1,000,000 pesos yearly.

Some Activities of Parent-Teacher Associations

Study circles for parents are fostered by the National Congress of Parents and Teachers, and they are rapidly increasing in numbers. A book has been adopted as a basis of child study and a series of lessons has been published by the national congress.

"Preschool circles" as adjuncts to parent-teacher associations are also encouraged by the national congress. Atlanta, Ga., has 28 active preschool circles, and other cities have nearly as many.

Classes in parliamentary law for presidents and chairmen of parent-teacher associations have been organized in Kansas City, Mo., and in Camden County, N. J.

Study of music in the home is emphasized by the Massachusetts Congress of Parents and Teachers. With the encouragement of the commissioner of education for the State, teachers give to mothers counsel and help in the musical development of their children in order to build up a background of experience before school entrance.

At the recent State convention of Iowa parent-teacher associations a whole day was given to the discussion of the preschool child, another day to the child in the elementary grades, and another day to the adolescent period.—*Fannie B. Abbott.*

Schools are crowded to the utmost throughout the Philippine Islands except in some Mohammedan communities, and attendance is increasing even there. Three years is the average time spent in the public schools. In his annual message at the opening of the Philippine legislature, Governor General Wood stated that special effort had been made for the improvement of the primary and intermediate schools, where 95½ per cent of the children receive their education. He recommended that four years be made the basic minimum of attendance, and that the minimum be raised to five years as early as possible.

Textbooks are supplied free to pupils of the public schools of New Brunswick up to and including grade 5 in the graded schools and standard 3 in the ungraded schools. The books are given to the children outright, not merely loaned, as in the United States.

For the first time in the history of New York City more than 1,000,000 children attended the public schools on the opening day.

Provides Training to Improve Employability of Unemployed Young Men

Ministry of Labor of Great Britain Establishes Four Training Centers. Many Trained for Employment in British Dominions Overseas. Students Receive Free Board and Lodging with Allowances for Personal Expenses

By ALFRED NUTTING
Clerk in American Consulate General, London, England

SIX-MONTHS' training for young men out of employment because they have had no opportunity to learn a skilled trade is planned by the British Ministry of Labor. Four training centers will be established, two nonresidential and two residential. The object of the training is to improve the men's general employability. Instruction will be given as far as possible on productive work, which has been found in practice to give the most effective training.

Men in nonresidential centers will be trained with a view to employment in England, and a certain proportion of those trained in the residential centers will go overseas. The training will be mainly agricultural, but some training as handymen will also be given with a view to increasing the suitability of the men for employment in the Dominions.

Applicants must be registered as unemployed, between the ages of 19 and 25 (up to 29 for ex-service men), and unskilled. The applicants for employment overseas must be provisionally approved by a representative of the Dominion authority, and must before entering training sign an undertaking to remain throughout the course, and as soon as possible thereafter to proceed to the Dominion concerned, if finally approved for employment there. They must be single men between the ages of 19 and 25.

The men at nonresidential centers will receive unemployment benefit, a personal allowance at the rate of 2s. 6d. per week and a free midday meal. The men in training at residential centers with a view to employment in England will continue to receive unemployment benefit, and will be required to pay 13s. per week toward the cost of board and lodging at the training center. Those training for employment overseas will receive free board and lodging, a personal allowance of 5s. per week, and railway fares to and from the center at the beginning and end of the course of training, but no unemployment benefit.

Official report to Secretary of State.

Special Provision Next Year for American Teachers

City of London vacation course in education will make special provision for American teachers in 1926. The enrollment is limited to 500, and 250 places will be reserved for Americans, according to Robert Evans, founder of the course.

The course proper consists of 24 lectures in 4 subjects for each member, to be selected from three times as many. In addition visits are made to places of interest, addresses will be heard from "eminent personalities," and social occasions will be arranged. Right Hon. H. A. L. Fisher, warden of New College, Oxford, is principal of the course.

Uruguayans Partial to the English Language

English is a popular study in Uruguay, according to a report just received by the Secretary of State from C. Gaylord Marsh, American consul at Montevideo. For a long time Latin was an obligatory study for the students of the university of the country; then English was permitted as an elective instead of Latin; finally Latin was suppressed as an obligatory study and English was required of all. All students in secondary schools must take either English or German, and comparatively few elect German.

The study of English has become more and more fashionable, says Consul Marsh. Private students of English, especially ladies, have largely increased in numbers, and this has caused a great increase in the number of teachers; but really competent teachers are few.

A specialist in adult education has recently been appointed in the Interior Department, Bureau of Education. This office was provided for by Congress during its last session in response to a popular demand. Work projected includes immigrant education, home education through reading courses, factory education, and prison education, in cooperation with extension departments of universities in the various States.

A Well-Organized and Well-Conducted High School Lunch Room

Serves Only Foods Which are Good for Children and Help Them to Form Good Food Habits. Opportunity for Classes to do Large-Quantity Cooking. Location and Equipment are Ideal. Kitchen in Full Sight of Dining Room. Enterprise is Entirely Self-Supporting. Cooperation of Principal and Teachers Cordially Given. Working Force and Details of Operation

By ALZIRA WENTWORTH SANDWALL
Director Frank Ashley Day Junior High School Lunch Room, Newtonville, Mass.

TO SERVE at nominal cost clean, wholesome, well-balanced food, and by serving only foods good for children, to help them form good food habits and to teach them to enjoy right foods, are the aims of the lunch room of the Frank Ashley Day Junior High School, Newtonville, Mass. The menu is planned to meet the needs of growing children and is made up of foods easily digested and simple enough to make it possible for the children to be at their best for study after luncheon.

Only clean, wholesome food of good quality is purchased. It is well prepared and served in a clean, attractive manner. All sandwiches are wrapped, the milk bottles are wiped, and the fruit washed before serving. The menu always comprises a soup, hot cocoa, a hot dish, a vegetable, salad, two kinds of sandwiches, a dessert, fresh fruit, cookies, bread and butter, and ice cream. Enough variety is served to prevent monotony and the menus are never repeated on the same day of consecutive weeks.

Care is taken in planning the menus to include freely milk, vegetables, and fruit. It is gratifying to note that the demand for vegetables and the hot dish has increased appreciably since the lunch room opened and that graham-bread sandwiches are as popular as white. One of the favorite desserts is fruit, tapioca, and cream.

Typical Menu

Corn chowder	$0.05
Chicken a la king	.10
Scalloped tomatoes	.05
Fruit salad	.10
Lettuce salad sandwich	.05
Jam sandwich	.05
Hot cocoa	.05
Milk	.05
Fruit, tapioca with cream	.05
Cookies, three for	.05
Tiz-a-whiz	.05
Heels of bread and butter	.01
Fruit	.05
Ice cream	.10
Do	.05

Cooperation with the cooking classes.—The lunch room offers a splendid opportunity for the cooking classes to do large-quantity cooking, and although at no time are the cooking classes exploited for the sake of the lunch room, they nevertheless often prepare some dishes for the lunch room and in this way get valuable experience in large-quantity cooking. If the cooking classes were to cook entirely for the lunch room, there would be no opportunity to teach table manners or serving, nor sufficient time to study food values. It would also be difficult to teach cooking on the meal basis as it is now taught.

Unwholesome Foods are Taboo

Health work.—The Frank Ashley Day Junior High School lunch room is planned entirely on the health basis. Only foods good for children are served. Coffee, pastry, doughnuts, cinnamon buns, rich cakes, or "hot dogs" are not sold. The director feels that she is directly responsible for the food served and has no moral right to serve anything that is not good for children. Through posters and work done in the cooking class on the study of food values, the students are interested and indirectly influenced in the wise choice of food.

Care is taken to safeguard the health of the students by wrapping all sandwiches, wiping milk bottles, and washing fruit before serving. The dishes and silver are sterilized daily. The counters and tables are washed daily and wiped between luncheon periods. The lunch room is kept thoroughly cleaned, and everything possible is done to keep the food and lunch room in an ideal sanitary condition.

Main Corridor Leads to Dining Room

The Frank Ashley Day Junior High School lunch room is situated on the first floor directly under the auditorium. A corridor from the main hall leads directly into the dining room, which is 60 feet wide by 38 feet long on the girls' side and 40 feet long on the boys' side. The cement floor is covered with battleship linoleum and the brick walls are gray and oyster white. Four windows hung with pretty buffalo bagging stenciled curtains, designed and made by one of the drawing classes, make the room light and sunny, while baskets with growing plants hanging between each group of windows give the room a homey touch. Twenty yellow pine tables with 250 stools fitted with silence domes to deaden the sound provide accommodation for the students. Two similar tables with chairs on either side of the front of the room are reserved for teachers.

A group of girls at the lunch counter

Fastened to the wall near the waste-paper containers on both sides of the dining room are a set of compartments for soiled dishes. The complete set is 6 feet long by 3 feet high and contains a double row of compartments with four in each row, each fitted with a large aluminum tray. Each compartment is labeled with the name of one of the dishes used for serving, such as mug, plate, sauce dish, and the like. One compartment is set aside for trays. When the students finish their lunch they carry the soiled dishes to this dish container, throw their waste paper in the waste-paper barrel, and put their soiled dishes and trays in the sections designated for them. The student helpers remove the trays containing the soiled dishes as they become filled and take them to the kitchen to be washed.

Rest period out of doors for underweights

The kitchen is separated from the dining room only by the counter, with the steam table in the center. It is approximately 26 feet long by 27 feet wide. In the center front is the steam table, with serving tables or counters on either side. The inside of these counters is provided with drawers and cupboards for dishes.

School Shops Contributed to Equipment

Menu boards are hung above both the boys' and girls' counters so that they may be plainly seen as the students enter the lunch room. The menu boards were made in the shops and are so grooved that the cards may be slipped in easily. The cards are of white bristol board about 2 inches wide and the menus are stamped on them with a rubber stamp.

On the left side of the kitchen is a large hotel range containing ample cooking space and three baking ovens, a broiling stove which has been added to the original equipment, a hot-water heater, and two cupboards; on the right is a sink well situated under a window, the door leading out of doors, and a large Seager refrigerator. The back wall is lined with cupboards and drawers with a counter above.

In the center front space conveniently placed between the stove and the sink is a large zinc-covered table 3 feet wide by 5 feet long, with a shelf underneath. This table was made to order and is most satisfactory. In the back section of the kitchen is placed a small wooden sandwich table to which is fastened a Sterling bread cutter. Near the sink, to accommodate the soiled dishes, is a white enamel-topped kitchen table. A milk container to hold iced milk bottles is placed on the right side of the front floor space and an ice-cream container occupies the space opposite on the left side.

The kitchen is in plain view from the lunch room

The two most useful pieces of equipment, as far as labor saving is concerned, are the national pressure cooker and the sanitary servant dish washer. These two articles have been added to the equipment this year.

As the lunch room is situated on the first floor, it is important to have the kitchen well ventilated. This is done by placing a hood over the entire cooking stove. This hood is connected with a flue, and all odors are drawn out by means of an electric fan.

Plan of organization.—The board of education is responsible for all initial equipment, for space for the lunch room, for heat and light, and for some of the salary of the director. The lunch room must be and is entirely self-supporting, paying for the gas used as fuel, the wages of the helpers, the upkeep of old equipment and for the addition of new.

Attitude of Teachers is Helpful

The success of a school lunch depends to a great extent upon the cooperation of the school itself and upon the attitude of the principal, teachers, and pupils. Mr. Frank Carr, principal of the Frank Ashley Day Junior High School, is largely responsible for stimulating cooperation of both teachers and pupils and for molding the attitude and behavior of the pupils. A large part of the success of this lunch room is due to the part that Mr. Carr plays in its management. Perhaps it is an intangible part, but, because he is heart and soul interested in it and stands behind it and is always ready to help in any way, it is a success. His help and advice to the director is invaluable.

The cooperation of the teachers and students is most hearty and willing. The drawing and sewing departments make many of the menu signs; the printing department has printed several of the forms used for checking; the wood-working department has made the menu holders and the soiled dish containers, has put the silence domes on the stools, sharpened knives, and done several bits of soldering. The student police take full charge of the discipline. The cooking department often does some special cooking and furnishes the student helpers. A trustworthy student carries the money to the bank.

Working force.—The working force of the Frank Ashley Day Junior High School lunch room consists of a director, a bookkeeper, two helpers, and four student helpers, and teacher cashiers.

Home Economics Woman is Director

The Frank Ashley Day Junior High lunch room is under the direction of a trained home economics graduate, who is also the director of and teaches in the domestic science department of the school. She employs all workers necessary for the lunch room, plans the menus, supervises the preparation and cooking of the food, buys all supplies, orders and keeps careful account of all food brought in and used, checks the food sold daily with the money received, and directs and assists in the serving. When occasion demands, she helps with the preparation. Every four weeks a detailed inventory of supplies is made by the director.

The receipts from the lunch room are counted each afternoon by the bookkeeper, and bills are paid as they come in. Financial statements are made out at the end of each four weeks. The books are open to audit, and the assistant to the superintendent acts as auditor. All statements, inventories, bills, checks, and general correspondence are kept on file in the commercial room and are open at all times to inspection by Mr. Carr, the principal, the director, and the auditor.

The bookkeeper spends at least an hour a day on the routine work and several hours on the financial statements at the end of every four weeks.

The director has two helpers to assist her in the lunch room. These come at 8 o'clock and usually finish at 4 o'clock. However, they are at liberty to go earlier if they are able to finish earlier, but must always stay later if necessary until all the work is finished.

Each Helper Has Definite Duties

The work which the helpers do is that of preparing and cooking food, serving, and cleaning up. Each helper has her definite duties. The head worker does the cooking in the morning and helps with the serving at lunch time. After lunch she helps with the checking up and then starts the food preparation for the next day.

The assistant worker washes the dining tables and counters every morning, makes the sandwiches, wipes the milk bottles, and helps arrange the salads and counters before luncheon. During the lunch period and afterwards she washes dishes, helps prepare vegetables for the next day, and does the cleaning, a part of the cleaning work being done daily, so that every part of the lunch room and equipment is cleaned sometime during the week.

As a means of linking the school lunch room closely with the school and giving the girls in the cooking classes an opportunity for the training the serving in the lunch room affords, four girls from the cooking classes act for one week at a time as student helpers. This is a part of their cooking work and is required. The schedule is so planned that no girl needs to serve more than once during the term. The girls are eager fort heir turn to come. and enjoy the work. Each girl is given a 20-cent luncheon for her services. They come to the lunch room one-half hour before luncheon and eat their luncheon before they begin their work. All regular school work missed during the time they are in the lunch room must be made up after school.

Different Teachers Serve as Cashiers

Besides cooperating through their various departments the teachers give generously of their time and energy by acting as cashiers during lunch time. Different teachers serve each period and each day. Their service, which is graciously given, gives a dignified touch and eliminates the necessity of giving any student the difficult responsibility of handling the money. It also makes it unnecessary to have the ticket system.

Students Must Bring Exact Change

Plan of service.—The lunch room is conducted on the cafeteria plan. The students form in a center aisle in one line which breaks at the lunch counter. The boys pass to the left and the girls to the right, where they take trays and napkins and help themselves to the food which is placed on the counters. At the end of the counter they pay the teacher cashier in money. Tickets are not used. All dishes are either 5 or 10 cents and the students are required to bring the exact change. If they fail to do this their tray is taken away and they have to stand by the cashier until the line has passed and then get their change.

Schedule Planned for Lunch Period

Because the lunch room is not large enough to accommodate all the students at the same time there are two lunch periods of 25 minutes each with a 10-minute intermission. The lunch is served during the fifth recitation period; this, instead of the usual 50-minute period, begins at 11.50 and ends at 1.10, making it 1 hour and 20 minutes. At the beginning of the period one-half of the pupils go to the lunch room and the other half to their fifth recitation. The designation whether a pupil goes to early or late lunch is made by dividing the classes into two luncheon sections. A pupil goes to late or early lunch on any given day, according to this planned schedule. At the end of 25 minutes, or at 12.15, the early lunch pupils go to their fifth period recitation, which is unbroken. For the next 10 minutes the entire school, with the exception of the student patrol and student helpers, is in the fifth period recitations. This gives opportunity for the lunch-room workers to prepare for the second luncheon. Those who go to lunch at 12.25 return to their rooms at 12.50 for the completion of their recitations.

Attractively dressed helpers prepare the food

Discipline in Lunch Room

The student patrol takes full charge of the conduct of the students while they are in the lunch room. The duties of the student patrol are "to carry out the rules made by the student council and perform any other duties which special emergencies may require." They are on duty throughout the whole school during the lunch period.

Eligibility to the student patrol is based wholly on conduct, not on scholarship, in order that those who are not proficient in lessons may have a chance to shine in something.

The student patrol consists of 12 boys and 8 girls in each squad. These are distributed in the following manner:

Ninth grade: Boys, 5; girls 3.
Eighth grade: Boys, 4; girls, 3.
Seventh grade: Boys, 3; girls, 2.

Student Patrol Does Fine Work

The student patrol is divided into four groups of 5 each, 3 boys and 2 girls, one group to be dropped at the end of each five weeks and a new group elected to take its place. During the lunch period the student patrol keeps the lines moving in an orderly manner, sees that each pupil takes a tray for his food, keeps the tables in order, arranges for cleaning up anything that is spilled or broken, watches to see that no papers are thrown about and that there is no splashing of water or crowding at drinking fountains, keeps discipline on the play grounds, answers questions, and makes strangers welcome. The student patrol does very fine work in handling this situation. During the lunch period the student patrol also guards all entrances. Only the middle door is used, all other doors being locked. Only pupils having a luncheon permit signed by a teacher are permitted to leave the building. After luncheon the student patrol is stationed in the corridors and stairways and lavatories while the students are passing to their classes. They then return to the lunch room, to place the stools on the tables which the student helpers have wiped.

Training for Complete and Worthy Living

The Frank Ashley Day Junior High School lunch room provides a splendid opportunity to develop some of the real objectives of education by the training it gives in—

1. Health and physical development through its development of everyday hygiene, both personal and public. (*a*) By itself working for the public health in its method of handling the food and sterilizing the dishes and silver. (*b*) By its training in the appreciation of the part right food plays in its relation to health. (*c*) By trying to create an appreciation of good table manners and a wholesome atmosphere.

2. By giving training in worthy citizenship, community, State, and Nation, through the functioning of the student patrol and student helpers.

3. By giving many opportunities for training in ethical character by giving the student patrol real opportunity to function and the student body an opportunity to develop.

Shall Untrained Persons be Employed to Teach Our Children?

Nurture of Mind and Character Requires Specific Training Equally with Treatment of Physical Ailments—Broader Educational Foundation Demanded Before Specialization Begins—Teachers Must Interpret and Transmit Our Social Heritage

By WILLIAM M. ROBINSON
Rural Education Division, Bureau of Education

THE THEORY formerly held that anyone can teach any subject has been exploded. More and more, teachers are selected with particular consideration to their personal fitness and their special training for the subjects to be taught. The number of individuals using teaching as a stepping-stone to the other professions is decreasing because society is no longer willing that the children shall be the stones stepped on.

Teaching is a profession as truly as law, medicine, or the ministry. Like these, it is founded upon a body of ethical and scientific principles which with their applications should be understood by teachers. Just as people are unwilling to ask legal advice of those who have not studied law and passed the bar examinations, or to have their bodies treated by doctors without thorough medical training, they should be unwilling to employ anyone as teacher who is not specifically trained to nurture the minds and characters of their children.

Two years of advanced training beyond high-school graduation is considered the minimum time to prepare for the most humble teaching position. Reasons are apparent for increasing, rather than diminishing, the period devoted to preparing neophyte teachers.

1. As society advances and becomes increasingly complex a broader educational foundation is demanded before specialization begins. More time for acquaintance and interpretation is needed than when civilization was less developed and less complex. Professional schools have recognized this fact. This is shown by the addition of two years of general college education as a prerequisite of students applying for admission to the professional schools of law, medicine, journalism, business and commerce, and others. People who are to engage in the interpretation and passing on of the social heritage to the children surely need as much preparation.

2. During the past quarter of a century the sciences dealing with the physical and mental make-up of the child have developed at an unprecedented rate. The science of education has added much technical information needed by the prospective teacher. This vast amount of information is now available in suitable form for the teacher's guidance and makes a legitimate claim to a place in the normal-school curricula.

3. The application of such principles of philosophy as "one learns to do by doing" demands more observations, participations, conferences, and teaching by the prospective teacher than has been given heretofore. The addition of one or two years to the course allows for more of this type of laboratory work in normal-school curricula.

4. More liberalizing subject matter is being introduced into the training courses. These courses are designed to lead students to the ever-widening circle of related subject matter more "advanced" in character and thus to awaken and promote the broadening of their intellectual horizons. This in turn will be passed on through richer teaching to pupils who are eager in their quest for learning.

Coordinating Charitable Work With English Composition

School children had a large share in the success of the last community chest campaign for the support of charity in Toledo, Ohio. Thirty-five pupils from the fourth, fifth, and sixth grades of the public and parochial schools were invited to visit some of the institutions maintained, and, as a regular part of their English work in school, to write up their observations. No attempt was made to force an adult viewpoint upon the children. The result was a 40-page booklet of illustrated stories and problems, all the work of the children. This booklet was used for a week as regular reading material in the schools. The schools in this way not only assisted in advertising the social and benevolent needs of the community, but actually gave 40 per cent more in the campaign than the budget assigned them.

The first dental college for women in the Philippines was opened this year in Manila, in connection with the Centro Escolar de Senoritas, with a woman dentist as dean.

New Books In Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

BAKER, S. JOSEPHINE. Child hygiene. New York and London, Harper & brothers [1925] xii, 534 p. tables, diagrs. 8°.

The fundamental features of child hygiene only are discussed in this volume, leaving detailed consideration of the subject to more specialized publications. The author aims to instruct and help the interested lay worker, as well as to give practical aid to public-health officials. The discussion is limited to child health work in the United States. Child hygiene applies to the time from the prenatal period to the end of adolescence, and this book deals with the mother, the baby, the child of preschool age, the child of school age, and general aids in school hygiene.

BROWNELL, HERBERT, *and* WADE, FRANK B. The teaching of science and the science teacher; the relationship of science teaching to education in general, with especial reference to secondary schools and the upper elementary grades. New York and London, The Century co., 1925. xi, 322 p. plates, diagrs. 8°. (The Century education series, ed. by C. E. Chadsey.)

The broad conception adopted by this book is that the function of teachers of highest importance in their daily round of teaching duties is so to train those under their charge that the power to reach decisions founded in fair deliberative thinking shall characterize the finished products of American schools. Full attention is here given to the relations of the science teacher and the community, to the science teacher as a builder of character, and to phases of science teaching in moral education. The professional and technical aspects of the science teacher's work are also adequately treated. For example, the book has chapters on laboratory work and equipment, science textbooks, use of projects, examinations, methods of study and teaching, and the professional preparation of the science teacher. The general status of science teaching both in high schools and in the grades receives recognition from the authors; also methods of teaching the particular subjects of biology, physics, and chemistry.

COMFORT, W. W. The choice of a college. New York, The Macmillan company, 1925. vii, 55 p. 24°.

The president of Haverford College offers this concise discussion of the various aspects of the question of choice of a college, including a technical compared with a cultural course, geographical location of the institution, coeducation, size of a college to be chosen and whether urban or rural, the college endowment, and its religious atmosphere.

CUBBERLEY, ELLWOOD P. An introduction to the study of education and to teaching. Boston, New York [etc.], xix, 476 p. illus., plans, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The author sees a present need in the college and normal school curriculum for a general introductory survey course in education, and presents this volume as a textbook for such a course. After a brief historical survey, the essential nature of education is first given, after which the more general features of educational organization, administration, and supervision are described. The text then passes to the work and training of the teacher, child development, pupil differences, the learning and teaching processes, scientific school classification, curriculum content, and educational and building reorganization. The recent important extensions of public education are next considered, the new social relations of the schools are described, the scope of the system of public instruction is outlined, and the place of the college and university in a State system of public instruction is set forth. Finally, the questions of school support, taxation for education, increasing costs of schools, and the desirable equalization of burdens and advantages are discussed. The book closes with a brief exposition of the present status of education as an applied science, and the larger unsolved problems that are faced.

EDWARDS, A. S. The fundamental principles of learning and study. Rev. ed. Baltimore, Warwick & York, inc., 1925. 255 p. diagrs. 12°.

The especial aim of this book is to show how the results of general and experimental psychology and of allied sciences can be put into practical use by the teacher and the student in the problems of learning and of study. Some of the main thoughts brought out are the nature of education and of the educational process from the point of view of permanent results in the individual; how to make the best progress in learning; the acquirement of not only specific but general improvement; how to develop attention and to arouse and direct desired activities; development of the emotional and moral nature for permanent results in moral character; physical and physiological conditions involved in learning and study; methods of study and supervised study; greater definiteness of aim in education.

ELLIS, MABEL BROWN. The visiting teacher in Rochester; report of a study. New York, Joint committee on methods of preventing delinquency, 1925. 205 p. 8°.

Rochester, N. Y., is said to be the only city where a full-fledged visiting teacher department has thus far been established under a board of education. Many other forms of social service are likewise to be found in Rochester both within the public schools and in the outside community. An unusual opportunity is therefore afforded to observe the actual working relationships of the visiting teacher with a wide variety of social agencies, public and private. A study of the Rochester visiting teacher work is reported in this volume.

KILPATRICK, WILLIAM HEARD. Foundations of method. Informal talks on teaching. New York, The Macmillan company, 1925. xi, 383 p. 8°. (Brief course series in education, ed. by Paul Monroe.)

Not the details of specific method procedures, but rather the principles on which method in general may be founded, are presented in this volume. It recognizes two problems of method: One, the problem of how best to learn—and consequently how best to teach—any one thing, as spelling; the other, less often consciously studied, the problem of how to treat the learning child, which is the aspect emphasized by the author. The narrow problem is primarily psychological; the broad problem is rather moral and ethical, or perhaps better still, philosophical. Among the topics discussed in the book are the nature and process of learning, interest, purposeful activity, meaning and thinking, and moral education. The advance in educational efficiency which has taken place in recent years is ascribed chiefly to scientific progress. The aim in educative work with children is to have them live more richly and successfully right now, in the belief that this course will insure a good future also. In general, intrinsic subject-matter and purposeful activity, with education as the continuous remaking of life to ever higher levels, are called the foundations of the modern position. The book is composed in conversational form, somewhat after the style of a Platonic dialogue.

MCMURRY, CHARLES A. Practical teaching. Book one. Large projects in geography. Richmond, Va., Johnson publishing company [1925] 222 p. front., illus., maps. 8°.

The design of this book is to give teachers an introduction to the art of instruction through specific illustrations of organization and of detailed method. Four large units are fully wrought out in the treatment, namely, New Orleans, the Salt River project, the Muscle Shoals project, and the Panama Canal project.

NATIONAL EDUCATION ASSOCIATION. DEPARTMENT OF ELEMENTARY SCHOOL PRINCIPALS. The fourth yearbook. The elementary school principalship—A study of its instructional and administrative aspects; ed. by Arthur S. Gist. Washington, D. C., Department of elementary school principals of the National education association, 1925. [197] 479 p. tables, forms, diagrs. 8°. (Bulletin of the Department of elementary school principals, vol. iv, no. 4, July, 1925.)

The papers in this yearbook are classified in three groups dealing respectively with the instructional, administrative, and personnel aspects of the elementary school principal's work. Representative topics discussed in the first group relate to nature study, exceptional children, home study, visual aids, and the scientific selection of school texts. The report of the Joint committee on elementary school library standards, edited by C. C. Certain, covers 34 pages. Various administrative activities of the principal are taken up in the second section, such as the relations of the principal and the educational expert. In the third section, the principal's health and the rating of principals are discussed.

RICH, FRANK M. Projects for all the grades. Chicago, A. Flanagan company, 1925. 215 p. illus. 12°.

Contains 163 practical projects in all subjects taught in the grades, correlating the activities of school and home, and motivating instruction through the joy of being useful.

RICHMOND, WINIFRED. The adolescent girl; a book for parents and teachers. New York, The Macmillan company, 1925. xiv, 212 p. 12°.

It is significant of the modern viewpoint that this study deals first with the abnormal and delinquent girl, and proceeds from her to the normal girl. It has been discovered that in the disintegrated minds of the abnormal we may find those elements of structure which are hidden in the complexities of the normal arrangement. Accordingly we are learning as much of the normal from the abnormal as we ever used to suppose that we could learn of the abnormal from the normal. The book discusses a critical period of life for the information of the average educated mother and of teachers.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1925

OUR NATIONAL BANNER

O'er the high and o'er the lowly
Floats that banner bright and holy,
In the rays of Freedom's sun!
In the Nation's heart embedded,
O'er the Union firmly wedded,
One in all and all in one.

Let that banner wave forever,
May its lustrous stars fade never,
'Till the stars shall fade on high;
While there's right and wrong defeating,
While there's hope in true hearts beating,
Truth and freedom shall not die.

As it floated long before us,
Be it ever floating o'er us,
O'er our land from shore to shore;
There are freemen yet to wave it,
Millions who would die to save it,
Wave it, save it, evermore.

—AUTHOR UNKNOWN

LET MORAL GROWTH ACCOMPANY INTELLECTUAL GROWTH

ANOTHER CONTRIBUTION of great benefit, which is carried on so successfully by the local public authorities, is that of education. It is well known that ignorance and vice and crime all flourish together. Our local schools, which are sanctioned by the States and cherished by the National Government, are institutions of enormous value not only in providing learning for our youth but in removing the prejudices which naturally would exist among various racial groups and bringing the rising generation of our people to a common understanding. A more thorough comprehension of our political and social institutions has rarely failed to produce a more loyal citizen. With few exceptions those who come to us as enemies of society are so because they have always found society enemies to them. Education in the elements and fundamentals of the American principles of human relationship has seldom failed to secure their allegiance. But the mere sharpening of the wits, the bare training of the intellect, the naked acquisition of science, while they would greatly increase the power for good, likewise increase the power for evil. An intellectual growth will only add to our confusion unless it is accompanied by a moral growth. I do not know of any source of moral power other than that which comes from religion.

—PRESIDENT COOLIDGE.

SCHOOL LIFE

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Development of Dental Education in the United States

Specialists in Oral Surgery Appeared in Egypt very Early, but Disappeared for Centuries. Surgeon Formerly an Artisan of Low Degree Although Physician Was a Man of Distinction. Dentistry Originally of "Destructive" Type Only; Replacement, Restoration, Treatment, and Correction Developed Slowly. Oldest Existing Dental School is in Cincinnati

By FREDERICK C. WAITE

Professor of Histology and Embryology, Western Reserve University

OUR PRESENT DAY conception is that dentistry has developed out of medicine. As we to-day commonly use the term medicine to include surgery this idea is correct, but we often neglect the historical fact that for a long period during the dark and middle ages physic and surgery were separate callings and the physician and the surgeon were distinct individuals.

This distinction was emphasized with the advent of Arabic civilization into Europe. Arabic medicine was a faint survival of Greek medicine, but much modified. In the Arabic conception to do anything with the hands was menial and a task only for slaves or those of lower caste. The physician gave only advice and directed the employment of medicines. Pharmacy was much more prominent than surgery. The physician was a philosopher and relatively well educated, while the surgeon was a mere artisan.

Surgery Became Associated With Craftsmanship

So medicine came to be associated with the learned professions and later especially with the monks and then with the clergy. When medicine came to fall under the control of the monks and clergy it encountered the proscription of the drawing of blood by the clergy and thus surgery was automatically further divorced from physic. In medicine scholasticism was dominant and empiricism almost vanished, while surgery became associated with craftsmanship and was considered less dignified and on a distinctly lower plane.

In Egypt long before the Christian era surgery and physic were practiced by different individuals and even the surgery of the different parts of the body was separated. Here first probably appeared the surgical specialist of the mouth—i. e., the dentist—but only in Egypt was such intense specialization shown. However, even in early Greek medicine the attitude toward the distinctness of the fields of the physician and the surgeon is clearly shown in that phrase of the Hippocratean oath imposed upon all students of physic in early Grecian time in which the student swears "I will not cut a person who is suffering with a stone, but will leave this to be done by practitioners of this work." In that oath the practice of the physician is called an "art," but the practice of surgery only a "work."

Dentistry Began in Sixteenth Century

So in the Middle Ages developed the barber surgeons, and not until after a considerable lapse of time did surgery in the late fifteenth century begin to gain an equality with physic and lead to the condition where a single individual might reputably be both a physician and a surgeon. Probably Vesalius (1514–1564) with his newer anatomy and the consequent possibility of rational surgery marks the beginning of a return of dignity to surgery. This was further elaborated in the same century with Pare (1510–1590) whose achievements gave new impetus and dignity not only to surgery but to what we now call dentistry, which first attained that designation in the latter part of the sixteenth century. This period was marked by the first book on dentistry by Ryff (1548); but the first real treatise on dentistry was by Fouchard (1728). That work gave a real impetus to dentistry and was the cause of the development of dentistry in France more rapidly than elsewhere.

Pluck Out the Offending Tooth!

Medieval dentistry clearly lay in the field of surgery. Even the Renaissance did not materially change this relation. It was largely of the destructive type and, if one may paraphrase a biblical aphorism, was based upon the theory that "if thy tooth offend thee, pluck it out." True there developed in early times some crude replacement dentistry but this was only occasional, the great part of dental practice being restricted to extraction with some analgesic measures which lay in the field of physic rather than of surgery.

This historical disparagement of surgery probably is a fundamental cause of the less consideration given to dentistry through the long time up to the present. Only with the development in recent decades of the curative phases of dentistry is the profession of dentistry beginning to gain an equal footing with medicine.

Dentistry may be divided into five fairly distinct fields: Destructive dentistry—i. e., extraction—which is certainly historically the oldest; replacement dentistry, consisting of the crude making of artificial teeth of wood or bone, and more recently of various chemical compounds or metals, first as single teeth, then as partial dentures, and only comparatively recently as full dentures, which were first made by Fouchard in the early eighteenth century; restorative dentistry consisting in the repair of individual teeth; curative dentistry, consisting in medicinal

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treatment of diseased teeth and their adjacent tissues; and finally corrective dentistry, the most recent of all, and now included in orthodontia.

The first three of these are so largely of a mechanical nature that they could be accomplished by one with little understanding of pathology, of the action of drugs, of growth processes or even of anatomy. Not until curative and corrective dentistry came to occupy some considerable part of the general field did there arise a necessity for the broader education of one who proposed to practice this profession, and the progress of dental education seems to have been guided by these relations.

Early Professional Education Mainly Preceptorial

In earliest colonial times the physicians were chiefly men educated in Great Britain and the majority of them were both clergyman and physician, having studied medicine with their theological course in British universities, but as succeeding generations followed there was comparatively little return of young men to Europe for professional study and but few recruits to the professions immigrated from Europe to the colonies. Hence professional education was almost entirely restricted to the apprentice or the preceptorial system, gradually but surely deteriorating until in the middle of the eighteenth century medical practice became so decadent that even the Indian medicine man was at times better.

The preceptorial system was nothing more than education through apprenticeship, a procedure that followed the usage in the various crafts and historically the initial method for barber surgeons. Such education depends for its achievement on the ability of the preceptor. As preceptors became less and less efficient, because of poorer and poorer education and training, so medical education approached a cataclysm.

First Medical Course in Philadelphia

Not until 1765, nearly a century and half after the first considerable colonization in America, was the first institutional professional education inaugurated in Philadelphia in the establishment of medical courses in the College of Philadelphia, which was later merged into the University of Pennsylvania. Up to the close of the eighteenth century eight medical schools had been established, of which but four were destined to survive for long.

In the first 40 years of the nineteenth century there was rapid increase in the number of medical schools. Although these schools were mostly within the limits of the original colonies, yet the new western regions saw, before 1840, the rise of medical schools in Kentucky, in Ohio, in Louisiana, and in Missouri.

In spite of this increase of schools most of the physicians received all or the major part of their education under the preceptorial system, many attending in medical school but one four-month course and more not at all. The courses in the medical schools consisted mostly of lectures and were designed to supplement the preceptor. Nearly all clinical teaching was under the preceptor, usually far removed from medical school or hospital.

No Courses in Dentistry Before 1835

In none of the schools were there any courses in dentistry previous to 1835. Only incidentally was any instruction in dentistry given in the schools and that was confined to extraction. Under the preceptorial system the apprentice received no clinical dental instruction except on extraction. Mechanical dentistry was not gained under professional auspices but under apprenticeship to an artisan.

Through the first two centuries from the first colonization dental practice was a mere incident of general medical practice. Specialization in medicine that appeared early in Egypt had disappeared completely for centuries and there was yet no sign of its revival. Neither medical nor surgical specialties had as yet been separated off from general medicine. Few books on special phases of medicine had as yet appeared.

Only Half Dozen Dentists Before Revolution

Occasionally an individual because of special taste or manifest ability in some limited field of medicine or of surgery gave his major attention to practice in this line. In this way there appeared now and then in one of the four large cities of the country (Boston, New York, Philadelphia, and Baltimore) an individual who devoted himself almost entirely to dentistry. Thus in the last decades of the eighteenth century there were perhaps a half dozen physicians in the United States who were devoting themselves so much to dentistry that they might be called dentists. In addition, there were some barber-surgeon dentists and a few laymen who through contact with surgeon dentists of the French troops during the Revolutionary War had acquired some proficiency in and taste for dentistry. These were doing not only extraction but some replacement and restorative dentistry and at the end of the eighteenth century full dentures retained by suction and air pressure supplanted the earlier type which were retained in the mouth by springs. Most of the replacement dentistry of the eighteenth and early nineteenth centuries was not in the hands of physicians but of artisans of another type, usually jewelers and silversmiths, carvers of ivory or wood, and such adepts at finer mechanical processes.

These few men could not be said to create a dental profession, but they formed the nucleus from which by apprenticeship there arose an increasing number of men who were practicing only dentistry. Thus the origin of the dental profession in the United States was individualistic, not generic. These two trickling streams of early American dentistry came from two sources—one professional, the other artisan.

Dentistry Was Not Considered Important

In the early decades of the nineteenth century there appear at times suggestions that the medical schools should give more attention to instruction in dentistry, but usually without result. In 1837–38 dental lectures were delivered in the School of Medicine of the University of Maryland and finally in 1839 a few physicians, primarily engaged in the practice of dentistry in Baltimore, proposed the establishment of a dental school. In 1840 they obtained a charter and asked to be made a department of the University of Maryland. This request was refused. Various reasons are alleged for this refusal, the usual statement being that the medical faculty did not consider dentistry of enough importance to establish a school in that subject. It would seem, however, that the conditions in medical circles in Baltimore where for more than a decade a fierce rivalry between two competing medical schools, culminating in the late thirties, had aligned nearly every physician in Baltimore on one side or the other, had something to do with this refusal. Of the men connected with the proposed dental school some had been partisans against the University of Maryland and the personal element seems to have been a possible and perhaps a major factor in this refusal.

Independent Proprietary School Was Pioneer

At any rate the refusal occurred and the dental school in Baltimore started as an independent proprietary school, not only with no connection with the university, but in a measure its rival. If the opportunity for close affiliation and cooperation of medical and dental education under the ægis of a university had been seized at that time it is probable the progress of dental education in the United States would have been far different, since this initial school furnished not only the precedent but much of the personnel to the faculties of the new dental schools that followed. The resentment at the refusal of the Maryland

medical faculty and the interests of the men on the Baltimore dental faculty at once led to a breach between medical and dental professions that was inherited by all their students and was carried into practice and into the new dental schools that were established, these in turn to hand it on to new generations of dentists.

Dentistry Became More Mechanical

This breach soon brought the thesis that previous medical study was not necessary to training in dentistry and resulted in a diminishing number of dentists who were also graduates in medicine. Thus dentistry lost the benefits it had earlier enjoyed and became more and more mechanical. The artisan trained type of dental education of earlier decades was supplanting the medically trained dentist. Advance in dentistry came to be almost entirely along mechanical lines. The profession and the schools each supported the other in this program, and since schools were nearly all proprietary this program gathered headway with each year.

The response to the establishment of the Baltimore College of Dental Surgery in 1840 seems to have been gradual since the establishment of dental schools was discouraged both by physicians and by that considerable group of practicing dentists who chose not to lose their prestige as preceptors. Five years later, in 1845, in Cincinnati was established the Ohio College of Dental Surgery, now the oldest existing dental school in the world. In 1852 a school was established in Philadelphia. In the sixties, six more schools arose: Another in Philadelphia in 1863; one in New York in 1866; one in St Louis in 1866; one in Boston in 1867; one in New Orleans in 1868; and another in Boston in 1868.

Of the nine schools established before 1870 all but one were independent and proprietary. Not until the establishment in 1867 of the Dental School of Harvard University was there any affiliation of a dental school with a medical school in an established institution of general education.

First Graduates Not Medical Men

Thus all the graduates of dentistry in the first 29 years of institutional dental education in the United States were the products of independent proprietary schools, and in these schools the curriculum was based very largely upon the precept of acquisition of facility in the mechanical phase of dentistry. Dentistry was no longer practiced largely by men educated in medicine and with especial taste in one field of medicine, but chiefly by men trained not first in medicine as a basis, but trained only in one small corner of medicine. These men specialized in a small field without having any conception of the broad basis upon which this specialty rested. Their experience was that of the present-day specialist in medicine or dentistry that too early specialization leads to immediate success but as surely to ultimate failure. Thus the dental profession which in part was initially broadly trained, and added to this special training in dentistry, deteriorated to the special training alone with scarcely any educational basis either general or professional other than manual dexterity. What had started as a specialized profession became a craftsmanship. And the gap between medicine and dentistry became wider with each decade. Under such circumstances, of necessity, any advance must be along mechanical lines and the importance of the mechanical phase became paramount in the minds of the members of the profession and was of course reflected in the schools which were out of contact with any general educational influence.

Physician-Dentists Became Steadily Fewer

These men who graduated in the first 30 years of institutional dental education were the fathers of the profession, and the impress of their ideas and prejudices upon the ideals of the dental profession is indelible. True, some of these men graduated in medicine either before or after graduation in dentistry, but such individuals become fewer and fewer with each year.

Shortly before the Civil War there began to appear in some States statutory regulations of the practice of both medicine and dentistry. This was first established for dentistry in Alabama in 1841. Under this procedure practitioners were required to qualify by examination before State boards, but this examination was waived if the individual was a graduate of a professional school. This statutory control in the course of two decades after the Civil War came to be operative in nearly all the States east of the Mississippi in regard to medicine, but in regard to dentistry there was some delay and not until nearly the end of the century was there statutory control of dental practice in all States.

This waiver of qualifying examinations to professional school graduates furnished the incentive for an orgy of establishment of proprietary medical and dental schools in the last two decades of the nineteenth century.

Nineteen Schools in Operation in 1884

To the 9 dental schools of 1870 had been added 7 more by 1880, and in the first half of the next decade 8 more schools arose, making 24 dental schools established by 1885, but happily some were short lived, so that in 1884 there was a total of 19 dental schools in operation. Between 1884 and 1902, 35 more schools were established, nearly all proprietary and some fraudulent. The resulting flood of poorly trained graduates of the many schools with meager equipment and low ideals aroused the older and better men in both the medical and dental professions to an effort at regulation within the professions of their own professional preparation. Since most of these schools were proprietary the universities could do little, and anyway professional education 40 years ago was not of major interest in the universities.

There was coincident although not cooperative effort in both medical and dental national professional associations for improvement in professional educational conditions and for regulation and control of the respective professional schools. In the decades following the Civil War committees were appointed in both the American Medical Association and the National Dental Association to devise some remedy in the educational relations in their respective professions. These efforts resulted in the establishment in 1884 of the National Association of Dental Faculties followed in 1891 by the creation of the Association of American Medical Colleges.

Conference of Southeastern Rural School Supervisors

A conference of rural-school supervisors of the Southeastern States, called by the Commissioner of Education, will be held in the administration building of Peabody College for Teachers at Nashville, Tenn., December 14 and 15. Participants in the conference will come from 10 States of the southeastern group and include both State and county supervisors of rural schools. Among the speakers of note who have accepted invitations to address the conference or lead the discussions are Dr. Fannie W. Dunn, professor of rural education, Teachers' College, Columbia University; Dr. Orville G. Brim, professor of education, Ohio State University; and Dr. W. H. Burton, professor of education University of Cincinnati.

The purpose of the conference is to facilitate exchange of experiences and bring expert advice to bear on special problems of supervisors while actively engaged in field work. As a result it is expected that definite principles of practice and procedure will be formulated which will be practical from the field worker's point of view, based on modern scientific study of education and adapted to the special needs of rural schools.

A municipal football coach has been engaged by the department of recreation of Kenosha, Wis., for city playground elevens. The new coach is a former University of Michigan star.

Automechanics of Every Branch Trained in a Government School

Quartermaster Corps Motor Transport School at Camp Holabird, Md., Continues Work Whose Necessity was Developed by World War. The Army Mule, of Heroic Tradition, the Army's Principal Motive Power before 1916. Systematic Means of Training Personnel Established in 1918. School Which Remains Receives Men from Army, Marine Corps, and Veterans' Bureau. Graduates Practice Their Trades in Civil Life

By WERNER W. MOORE
Lieutenant, Quartermaster Corps, United States Army

METHODS of Army transportation before 1911 were substantially those of the Revolutionary period. A few official reports had been made upon the practicability of power-driven vehicles for military use and a few self-propelling machines, widely diversified in make and type, had been procured and tested under service conditions. That was all.

At the outbreak of the Mexican border troubles in 1916 the Army possessed fewer than 100 motor vehicles. An imperative demand arose for truck transportation, and emergency orders were placed. Several trains were organized, but they were operated and maintained by civilians, for the soldiers knew very little, if anything, of handling motor cars. No means of training them for such work had ever been provided.

As a matter of fact, few schools for that purpose were in existence in the country, and even in them the instruction was sadly deficient if judged by later standards. One automotive school, for example, taught its students to mix sawdust with gear compound to eliminate noises in transmissions and differentials. Even as late as 1919 a young man of 22 applied to me for employment as an automechanic and presented a diploma of graduation from what was then and is now one of the leading schools in the country for automechanics. As I discovered later, he did not know that an Indian motor cycle has no radiator.

Mexican Border Troubles Caused Awakening

Experience gained under active military operations in Mexico and along the border led to extensive study and research on the part of the officers of the War Department, in cooperation with the Society of Automotive Engineers and leading truck manufacturers on automotive transportation, and finally resulted in standardization of motor transportation for military purposes.

At the outbreak of the World War the demand for motor transportation increased tremendously. Very nearly all branches of the service took action to procure adaptable automotive equipment for their respective services, and many unstandardized and dissimilar vehicles were acquired. This method of purchase naturally resolved itself into a highly intensified and wasteful competition between the several arms of the service. Over the vehicles thus procured the complex problem of maintenance, operation, and spare parts became dominant, and imperative necessity arose for centralization in the purchase and standardization of equipment.

Alarming Conditions at Beginning of War

In the spring of 1918 the poor condition of the motor transportation in the American Expeditionary Forces was alarming. The only apparent solution to the problem was the creation of a separate corps to take over, procure, operate, and maintain, with few exceptions, all motor transportation. This corps was known as the Motor Transport Corps. After its creation the efforts of the enlisted and overseas section of the personnel branch were concentrated upon the procurement and training of personnel for the organization, commencing with the sixth phase of General Pershing's project of overseas requirements, and motor transport schools were established at Camp Wheeler, Ga.; Camp Joseph E. Johnston, Fla.; Fort Sheridan, Ill.; Camp Meigs, D. C.; Camp Bowie, Tex.; Fort Sam Houston, Tex.; Camp Holabird, Md.; Camp Jesup, Ga.; and Camp El Paso, Tex.

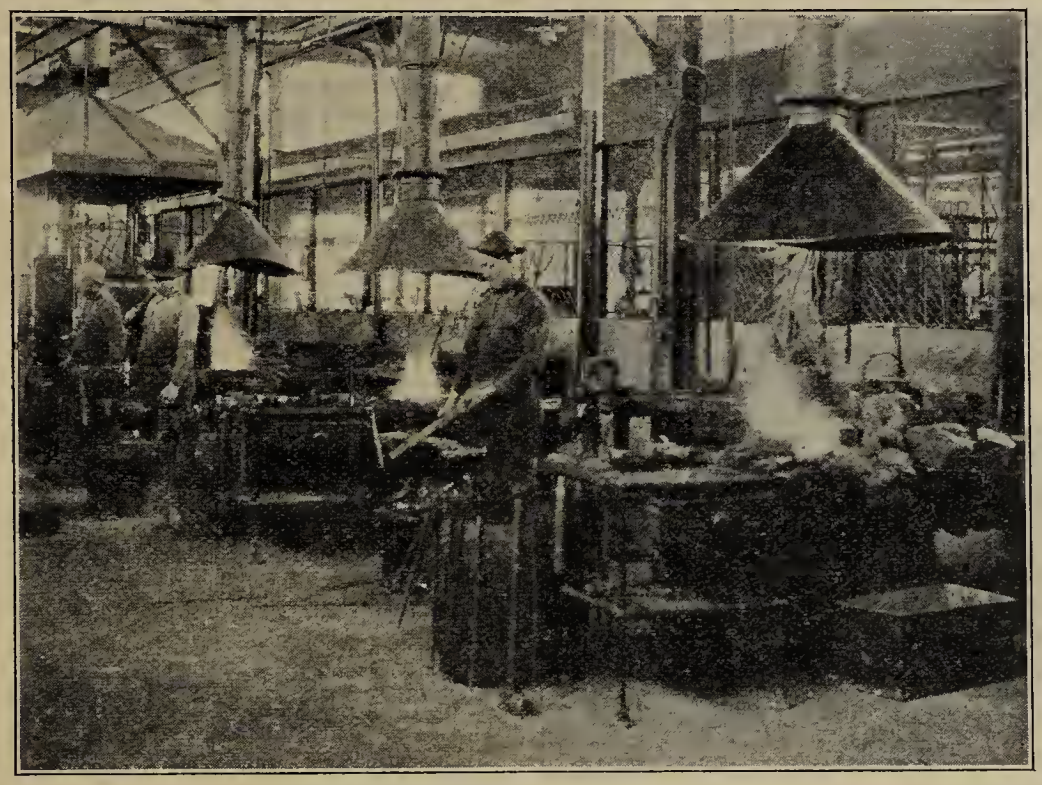
Training for 17,000 men per month

Repair units and service-part units were organized at Camp Holabird and Camp Jesup, Fort Sam Houston, and Camp El Paso, where men were given intensive course of instruction in the maintenance and repair of motor vehicles. One repair unit, consisting of 47 officers, 1,194 enlisted men, and 35 service park units of 1 officer and 35 enlisted men, per month, were allotted to each of these four places for organization and training. At the cessation of active operations, arrangements had been completed for training 17,000 officers and men every month.

An adequate curriculum covering courses for all field service training was prepared, together with a tentative training manual to be used as a reference

Radiator repairing is an important feature of automobile work

book in the work. Courses for both officers and men were issued, together with standard lists of equipment, instructing personnel for schools of different sizes. The information contained in these publications practically covered the entire field of automotive industries, and the application of Army procedure and practice as prevalent in the Motor Transport Corps.



Blacksmithing is taught in a well-equipped shop

The work involved in the preliminary research, preparation of curriculum, lectures, and special memoranda was enormous in scope, but it was done with the highest efficiency, and the resultant publications have proved to be of great value to the service. The Motor Transport Corps, in cooperation with officials of the War College, prepared training films covering the operation and maintenance of motor vehicles for use at motor transport schools, which are still in use at our school.

Only one school continued

Shortly after the cessation of hostilities, all motor transport schools as such were closed and the instruction in a lesser degree taken up by the vocational schools of the Army, with the exception of the school at Camp Holabird. This school was reestablished by virtue of general orders of the War Department to be known as a Motor Transport Training School of the Quartermaster Corps, and in compliance therewith was opened on September 5, 1919, as a special service school.

The purpose of the school is to instruct officers and enlisted men to become specialists in motor transportation. After graduation they are to become key men for the expansion of war-time units and to form training cadres in the several corps-area schools to be established during the period of national emergency, and to operate and maintain the motor transportation of the Army in time of peace. The school prepares courses of instruction for use at the corps-area schools to be established during the period of war time, also correspondence courses for officers and enlisted men of the Regular Army, National Guard, and Organized Reserves. It prepares training manuals on the several automotive trades for use of military specialists. The school is open to all branches of the service, including the Marine Corps.

The instructing staff of the school is obtained by detail of suitable officers and enlisted specialists of the Army and by the employment through the Civil Service Commission of civilian experts of the various automobile trades.

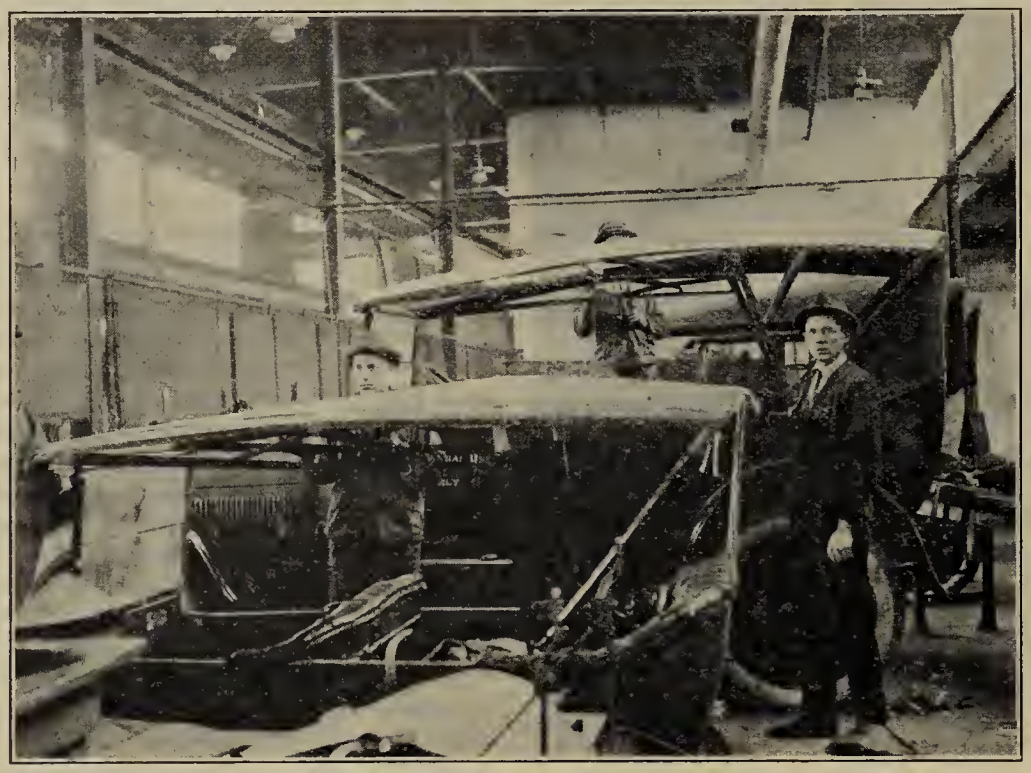
A psychological examination is given to all students of the first class undergoing instruction. From these examinations ratings were determined which have been of material advantage to the school faculty in determining the capabilities of the individual student. Much data from this examination have been obtained, but not enough yet to form any definite rules.

Comprehensive Instruction for Officers

The school is divided into four parts: Department of operation and tactics; of autoelectricity; of mechanical repair; and of allied trades. Each department is subdivided into subjects related to the automobile. The course for officers covers nine months and is comprehensive, because the officer's duties are supervisory and he should have a general knowledge of all subjects pertaining to motor transportation. The enlisted man is not given a general course but is detailed to specialize in certain branches. No time limit is set for the completion of his course in view of the fact that some men have reached higher grades in schools in civil life than others and are capable of receiving instruction faster than others. As a general rule the average enlisted man has not sufficient basic education to grasp many of the technical subjects connected with the automotive trades, consequently most of the technical training required of him is obtained by explanatory lectures which he absorbs in the gradual process of repetition.

Studying the construction of internal combustion engines

Two methods of procedure are open to the Army in teaching enlisted specialists, one being the apprentice system, and the other the applicatory system. They are in general similar; the latter has the advantage over the former in that it is more rapid and sure of results. The applicatory system is operated in as near a productive process as is possible. For instance, the various assemblies of an automobile are divided into a unit operation, each representing a single task, and as a student enters upon his course of study he encounters the simplest task first, and as the course progresses the jobs are arranged so as to become increasingly difficult. When the student completes a detail of the assembly he is given an opportunity to disassemble and repair a similar assembly which is to be utilized in the repair of the vehicle. By giving the student a repair job which is to be placed in service when completed, he takes more interest in it than if it were only a piece of salvage from the scrap heap for the purpose of giving instruction. During the complete course of instruction by this procedure, the student devotes approximately one-half of his time to actual production, which materially helps to defray the expense incident to his training.



Trimmers and upholsterers are always in demand

Graduates Successful in Civil Life

Many letters have been received from the students who have graduated from the school, entered civilian life, and have made good as a result of their vocational training.

The scope of the subjects taught in the school is as follows:

Machinists course.—Shop mathematics; drawing and blue-print reading; bench work (chipping, filing, and scraping); machine tool work (lathe, shapers, grinder, miller, etc.); shop practice.

Ignition and carburetion course.—Drawing (wiring diagrams); mathematics; magneto system of ignition; battery system of ignition; starting and lighting systems; fuel and carburetion systems; complete overhaul and rebuild of ignition and carburetion systems; diagnosing of troubles; adjustments; instructions.

Chauffeur mechanics course.—Engine, complete study with simple adjustments; chassis, complete study with simple adjustments; complete vehicle upkeep; driving of trucks, heavy cars, and light cars; convoy driving and troubles; actual trouble shooting on convoy; records.

Automechanics course.—Drawing and blue-print reading; use of hand tools and measuring instruments; complete assembly and adjustments of motor and accessories systems; complete assembly and adjustments of complete chassis (transmission, axles, steering gear, brakes, etc.); test of completed vehicles.

Battery repair and rebuilding course.—Drawing (wiring diagrams); elementary chemistry; lead burning; battery repair and rebuild; charging and testing; generators; instruments; diagnosing of troubles.

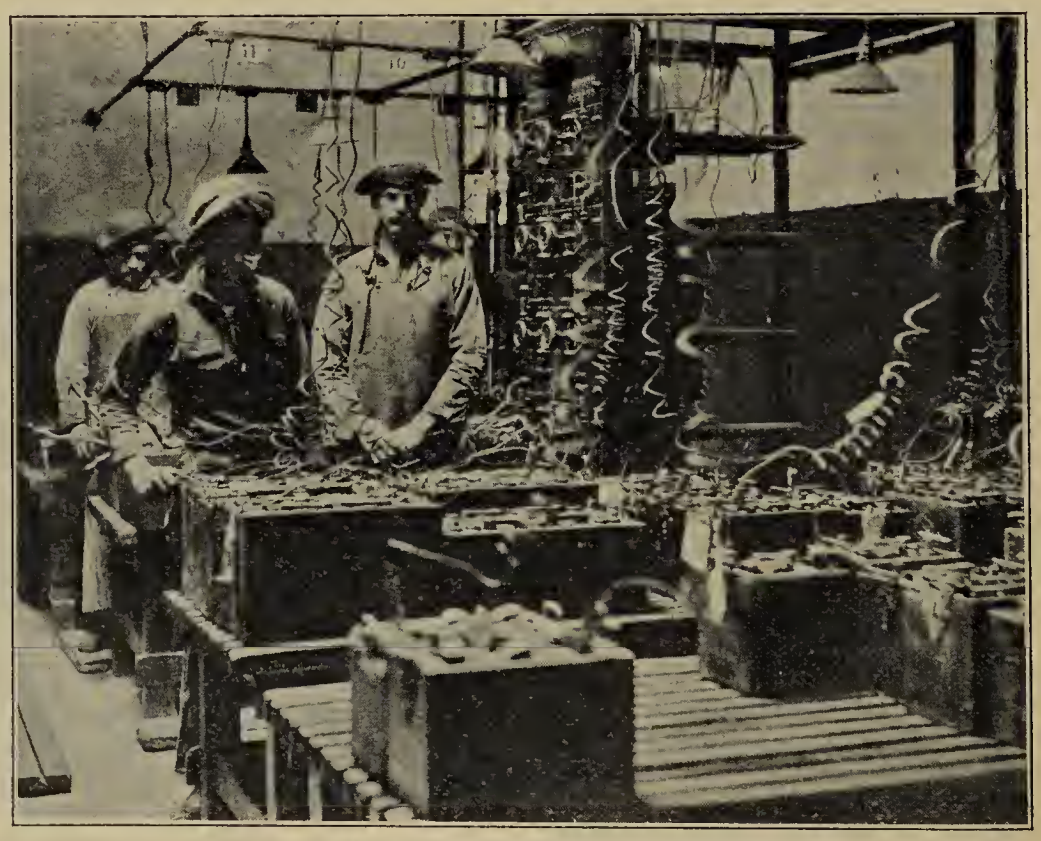
Welding Involves Practical Knowledge of Physics

Welding course.—Elementary chemistry; properties of metals; preheating of specimens to be welded; generating of grease used; different types of welding apparatus; welding of various metals by means of oxyacetylene flame; field work with portable welding outfits.

Sheet metal and radiator repair course.—Drawing; mathematics; geometry; sheet metal work (mud guard, body, lamps, etc.); radiator repair and rebuild; radiator testing; use of torch for soldering, brazing, etc.; repair of tanks.

Warehouse and issue of spare parts course.—Nomenclature and use of vehicle parts; listing of parts; spare parts; storage and issue; warehousing forms and methods; typewriting; accounting.

Tire repair course.—Rubber and its treatment; tube repair; fabric tire re-



Nearly every part of a storage battery is manufactured

pair; cord tire repair; vulcanizing; retreading; upkeep of tires.

Motor-cycle course.—Motor and accessory work; frame and running gear work; complete overhaul, rebuild, and adjustment; diagnosing of troubles; riding sidecar and solo in convoy and individually.

Blacksmithing and spring-making course.—Blue-print reading; building and care of tires and tools; tools; forge work; tempering and heat treatment; spring work; use of instruments.

Painting, trimming, and upholstery course.—Painting plane surfaces; painting automotive vehicles, including preparation and finishing wood and metal surfaces; upholstery of vehicles; repairs of upholstery and tops; building of tops on vehicles; side curtains, etc.

Fewer Students from Reduced Army

The following tabulation shows the number of graduates by years that have attended the school. The decrease in the number of students since the first two years of its operation should not be taken as an indication that the school is not up to standard, but is due to the decrease in the personnel of the Army.

Graduates of the Motor Transport School

Year	Branch of service	Officers	Enlisted men	Vocational students
1919	Army	5	330	
1920	do	81	891	
1920	Marine Corps	6	53	
1920	Veterans' Bureau			43
1921	Army	44	68	
1921	Marine Corps	5	42	
1922	Army	19	78	
1922	Marine Corps	2	92	
1922	Veterans' Bureau			51
1923	Army	22	35	
1923	Marine Corps	4	25	
1923	Veterans' Bureau			46
1924	Army	19	20	
1924	Marine Corps	5	16	
1924	Veterans' Bureau			5
1925	Army	12	39	
1925	Marine Corps	5	5	

Platoon Schools Gaining Favor in Portland

The Bureau of Education of the Department of the Interior made a school-building survey of the schools of Portland, Oreg., in 1923. At the request of the board of education of that city, the building program was worked out on both the work-study-play plan of school organization and on the traditional plan. The board of education asked for a bond issue for the building program on the work-study-play plan for the first five-year period. A bond issue of $5,000,000 was voted for this purpose. In September, 1924, two schools were organized on the work-study-play plan in Portland; in February, 1925, four more schools; and now there are 11 schools on the platoon plan.

T. J. Buckley, principal of the first school organized on the platoon plan in Portland, writes in the Portland (Oreg.) Parent-Teacher, under the title, "Platoon Past Experimental Stage"; "The platoon system is here to stay. All those in authority are back of it. As a socializing influence, it is the best plan extant. Major subjects are better taught. All subjects are taught by specialists. * * * If you belong to the school of thought which maintains that the function of the school is to cram the minds of children with facts which may or may not be of use in after years, that a rigid system of repression is the best way to build character, you will not be interested in platoon schools. If, however, you believe in a socialized system of education, a system whose main objective is the preparation of the youth for citizenship, that the way to prepare for adult citizenship is to live an ideal life as a child, that direction and encouragement, not repression, are what the child needs most, you will find in the platoon system your golden opportunity."

A 10 weeks' try-out course in junior business, beginning this fall, will be given all 7A pupils in Baltimore junior high schools. Guidance study precedes choice of curriculum in 8B. The commercial courses offered in junior high, though try-out in character, are nevertheless definitely preparatory to commercial courses in senior high school, and at the same time they are vocational in that they give commercial training to pupils for positions to which their age will admit them.

Physical Education in Three-Fourths the Communities

In only about 30 per cent of the rural communities of the United States is health work taken seriously or any very definite health work attempted, taking as a basis of judgment the number of superintendents answering a questionnaire sent to 2,500, concerning health activities in rural schools. Of these communities, according to data collected by the Interior Department, Bureau of Education, and embodied in School Health Study No. 10, Progress and Prospect in School Health Work, about 75 per cent have some form of medical inspection and 50 per cent have dental inspection. Physical education is carried on in about 75 per cent of these schools. Gymnasiums were reported in 40 per cent, playgrounds in 30 per cent, and swimming pools in 1 per cent. A noon lunch is served in 40 per cent of the schools reporting.

These figures compare favorably with reports received from schools in small towns of from 2,500 to 10,000 people. Of the 27 per cent answering a questionnaire on the same subject, approximately 75 per cent have medical inspection and 45 per cent dental inspection. Physical examinations are conducted in 50 per cent of the schools heard from. In 56 per cent of these village and small city schools the pupils have the advantages of gymnasiums, 40 per cent have playrooms, and 7 per cent swimming pools.

WHAT a man really learns, really knows, is never lost; the things he has learned are like a quiverful of bright sharp arrows, to which he can reach back, when he wants to send a missile straight to its mark, some noble day. He who knows how is the hero, the great man, the successful leader to-day; he who knows how.

Knowledge comes mainly from education; the schoolhouse on the hill is there to equip the young men and women coming down the pike—the old American pike. There he comes, the youth who some day shall be governor of Illinois, possibly only 20 or 10 or 2 years old now—but he's coming, coming sure, and he will surely be our governor, some day—10 or 20 or 40 years from now; take off your hat. And there comes the youth who 20 or 40 or 60 years from now will be our President; and there comes the lad who one of these days will walk into your house and up to your hearth and up to your heart and take away the dearest thing you have on earth, your darling daughter.

Oh, wouldn't you like to meet him half way, out there in the distance and the dusk and the dark, and tell him of some of the things he must meet and some of the things he can do to meet them right? Wouldn't you like to go up to him and say, "Oh, my son, let me help you;" but you can't do it; you can't do that; you are helpless; all you can do is to stand and wait and watch and pray. But is there no way to help? Thank God there is, and that is to give this youth education; to tell him the things he ought to know; to make him the man who knows how; by giving all men education, and all women too; and in this way—that is, by educating and informing and training all—you help your own.

So long as I live and move and have my being, I will cast my voice and my vote for education.—*Richard Yates, Member of Congress from Illinois.*

Curriculum Prescribed for Each Student, Not for College as a Whole

Principles of Proposed Requirements of Barnard College. Each Student Must Acquire Fairly Thorough Knowledge of One Subject and Insight into Other Main Divisions of Human Thought. Few Required Subjects

By VIRGINIA C. GILDERSLEEVE
Dean Barnard College, Columbia University

THE FACULTY has continued the discussion of the curriculum and has agreed on certain general principles to govern a proposed new set of requirements. The desire for a change has arisen partly from a widespread feeling that it is no longer possible to prescribe for all students specific subjects and courses. Just as we decided some years ago that no one of the laboratory sciences could be said to be more valuable than the others for all of the students, and gave them a free choice among these sciences, so the faculty has come to feel that in other fields also it is almost impossible to say that one given subject is, for all students, more valuable than another—to say, for example, as we do now, that economics is more valuable than government. Besides this fairly definite objection to our present curriculum there has been also a realization that the requirements as they now exist are a patchwork of accretions and amendments which have become unduly complex and without unity of purpose. The faculty has thought it might be well to sweep away all the existing requirements and start afresh with a reasoned and unified plan.

Only Fundamental Studies are Prescribed

The first of the principles that has been laid down for the proposed new curriculum is that no specific courses or subjects shall be prescribed, beyond those needed to give a student certain fundamental tools useful for successful work in any field. These tools are a command of written and spoken English, the ability to read at sight with ease at least one foreign language, a healthy body, and a knowledge of hygiene. To give these, the following courses are to be prescribed, except for students who can demonstrate that they have no need of them: A freshman course in English composition, a freshman course in spoken English, primarily for remedying defects of the voice, lectures on personal hygiene for freshmen, and lectures on human biology for upper classmen. All students are also to be required to take, during their four years, appropriate physical exercise.

The faculty believes also that each student should be required to concentrate her work sufficiently to gain a fairly thorough knowledge of one subject. It purposes, therefore, to require every candidate for the degree to take a major subject of at least 28 points, carefully planned and supervised by the department in charge. A student shall not be required to choose this major subject before the end of the sophomore year, though she may choose it earlier. For each student majoring in its field the department shall prescribe such of its courses as may be necessary to give her a sound knowledge of the fundamental material of the subject and a fairly broad view of it. It shall also recommend to her such courses in other departments as may be essential to a sound knowledge of the major.

Insight into Three Main Divisions of Thought

In order to avoid too much concentration and specialization the faculty feels that each student should be required to distribute her work sufficiently to gain some insight into the other main divisions of human thought. It plans to require, therefore, that each student shall take at least 14 points of work in each of the three following groups or fields: Languages, literatures, and other fine arts; mathematics and natural sciences; and social sciences.

Feeling that a knowledge of at least one foreign language is an extremely valuable tool and source of training, the faculty plans also to require every student before being registered as a senior to show that she is able to read at sight with ease either French, German, Greek, or Latin. In special cases the student may be allowed to substitute Italian or Spanish. Feeling also that some knowledge of the scientific laboratory method is valuable, the faculty plans to require that at least 8 of the 14 points in the field of mathematics and natural sciences be taken in a laboratory science.

Having laid down these general principles and a certain number of specific requirements, the faculty will continue in the autumn to discuss the proposed new curriculum in detail. It is especially necessary for it to consider the first-year courses in the various groups which may be specially suitable for freshmen, and to determine the sequence of courses in various groups. Every freshman will normally, unless there is some good reason to the contrary, be required to take at least one course in each of the three groups. Upon the nature of these introductory courses the success of the new curriculum will largely depend.

Whether the new requirements will work well or not will depend also, of course, upon the care and efficiency of the administration of them, and particularly on the thoroughness with which the various departments guide and instruct their major students. If properly administered, the new plan will really amount almost to the prescription of a curriculum for each student individually, rather than the prescription of a curriculum for the college as a whole. It will certainly enable us to adapt the courses in a more elastic way to the abilities and the requirements of each student. It should also make the freshman year a much more stimulating one than it has been in the past, giving glimpses into fields of thought not treated in the secondary schools.

From Annual Report, 1925.

Boys of Tulsa Must Study Home Crafts

"Home crafts for boys" is a required subject for all boys in the junior high school of Tulsa, Okla. The course includes nutrition, food preparation, duties of a host, child care, textiles and clothing, interior decoration, budgets, worthy home membership and home appreciation, community interests, city planning and improvements, music appreciation, and religious expression in the home.

Lessons of one hour each alternate with the physical training hour; that is, three lessons are given one week and two lessons the next week. The home crafts course, however, is under the direction of the department of home economics. High-school boys study home economics in 61 cities in 31 different States, and in many other cities specific courses in home economics are offered to boys; but Tulsa appears to be the first city to make a year's course in home economics an essential to high-school graduation

Many Short Courses for General Culture

Stories of personal experiences in foreign lands, obtained from pupils and their parents, enabled a Los Angeles teacher of a school where 12 nationalities were represented, to get a point of contact in dealing with a group of over-age retarded children whose parents had recently come to this country. Home interest was aroused and a valuable collection of foreign customs and experiences obtained which were made the basis of study in many subjects, especially in English and history.

Practical Efforts That Promise Complete Success

A thoroughgoing campaign for the eradication of illiteracy is under way in Oklahoma, following the national slogan, "No illiteracy in 1930." The Federal census of 1920 showed that 56,864 men and women in the State could not sign their own names, much less read or write. Seven hundred and fifty teachers have donated their services, and 481 schools in 39 counties have organized for an intensive campaign from November 2 to December 11. The plan is for 18 sessions of night school, 2 hours a night, 3 nights a week, for 6 weeks. Experience has proved that under this plan adult illiterates of ordinary intelligence can learn to spell from 300 to 400 words, read through at least one primer, and write with more or less fluency, as well as to add, subtract, and multiply. Although the teachers have expressed their willingness to serve without pay, the American Legion, parent-teacher associations, Masonic and other organizations, and interested individuals, taking as their slogan, "Say it with checks," are contributing to a fund to remunerate each teacher to the extent of at least a dollar an hour for this work, or $36 for the entire period. Students in State teachers colleges may acquire two semester hours of credit for work during this campaign in teaching illiterates. Churches and Sunday schools have also been appealed to, and in some places adult illiterates will be taught through the medium of Bible-story readers. Teachers in some counties have persuaded adult illiterates in their communities to enroll as regular students in day school classes.

Evening Schools for Hard-of-Hearing Adults

Lip-reading instruction was given to 20 men and women last session in an evening class for hard-of-hearing adults at public school No. 1, Baltimore, Md. The training in concentration, accuracy and quickness of mind and eye proved so helpful to the members that at the end of the term they decided to meet once a month during the summer for practice. The class will continue this year as a unit in the evening school, and a new class for deafened adults will be formed. The Baltimore school system makes provision for totally deaf children also.

Construction of new schools and libraries absorbed 5 per cent of all the money spent for new buildings in the United States during 1923.

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Head Teachers in Convention Urge Reforms in British Schools

Would Extend Compulsory Education Scheme, Improve Schoolhouses, Make Secondary Education Free, Provide Playgrounds, and Regulate School Attendance. Demand Careful Supervision of Cinema Programs Intended for Children

By FRED TAIT
Chairman Higher Education Committee, Gateshead, England

PRESENT TENDENCIES in British education are indicated in the comprehensive resolutions passed at the annual conference of the National Association of Head Teachers recently held. It was asserted that thousands of boys and girls are leaving British elementary schools at the term end, and, unable to find work, are roaming the streets, rapidly deteriorating. These children do not come under any compulsory educational scheme. The head teachers are voicing a considerable opinion in the country, when they demand that the school leaving age should be raised to 15 years from 14, with an option of 16, and that wherever possible in our elementary (primary) schools, a four-years' course for children of 11 plus should be organized, similar to our secondary schools. Such reorganization should be accompanied by maintenance grants to needful cases.

Some school buildings in Britain are still deplorable, especially many of those known as nonprovided schools, which still belong to religious denominations. Although more new schools are now being built than a year or two ago, the head teachers point out that it is necessary that the Government should increase the financial facilities to local education authorities for the building of new schools.

Recently many local education authorities have introduced a compulsory written examination into elementary schools for all children of 11 to 12, irrespective of their school standard or class, as a scholarship test for secondary schools. The head teachers condemn this as being a reversion to the system of individual examinations in vogue until the beginning of the century, and also because such examinations result in the stereotyping of the elementary school curriculum.

The conference also demanded free secondary education, the provision of nursery schools for children under 5, with fully qualified teachers, playing fields for primary schools, and adequate time for physical training. School attendance throughout the country is not satisfactory and the conference urged the cooperation of education authorities, magistrates, medical officers, clergymen, and teachers in an attempt to improve it.

Another resolution pointed out that many of the films shown in the cinemas are unsuitable for children and urged that special inspectors should be appointed to supervise the cinema programs intended for children. Other resolutions demanded more suitable school furniture, the provision of facilities for school journeys in term time; the provision of adequate indoor lavatory accommodation in all departments (in this connection it is to be noted that the largest education authority in the country provides only two clean towels per day to each department, irrespective of size), the cooperation of the officers of children's courts (where juvenile offenders are tried) with the teachers; and the direct representation of head teachers on local education authorities.

Altogether the conference did useful work in bringing before the public the immediate practical reforms needed in British schools.

A scholarship fund of $7,215 is available to graduates of the Muskegon (Mich.) high school who need assistance in continuing their education. Three per cent interest is charged on loans from the fund, which was started with $30 by the class of 1909.

THE PUBLIC SCHOOL is our most typical institution. Without regulation and without control from the Federal Government or other centralized authority, but emanating from the people themselves, we have evolved a system of education in 48 sovereign Commonwealths which is everywhere based upon the same principles, guided by the same educational policies, and devoted to the same ideals.

The faith of America is so deeply rooted in the public school that citizens of all races, nationalities, and creeds support it morally and materially, without prejudice, and without protest. They began with a meager stipend for its support and to-day they are taking over a billion and a half dollars out of their pockets for its annual support, or approximately $15 for each man, woman, and child in the land.—*Jno. J. Tigert.*

SCHOOL LIFE

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

Editor - - - - - - James C. Boykin

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DECEMBER, 1925

Announcement

BY AN UNDERSTANDING with the chairman and the secretary of the National Committee on Research in Secondary Education, School Life will present the proceedings, announcements, and as far as possible the reports of that committee. Reports which because of their length can not be presented in full will be presented in abstract. Readers of this journal may expect, therefore, to be thoroughly informed of the plans and the achievements of the committee.

A New and Potent Force in Secondary Education

LARGELY because of its sudden development and the lack of time for gradual and orderly readjustment, secondary education in the United States presents problems which are greater in number and complexity than those of either of the other main divisions of public education. They would be enough and to spare if they were confined to the four years which formerly comprised secondary education; but, placed between the upper and the nether millstone, the secondary schools must support the one and uphold the other.

Intended originally to prepare boys for college, considerations of location, life purposes of students, and downright common sense have in recent years led the high schools to extend their courses until they have penetrated far into the domain of the colleges. To such an extent has this occurred that many university men are now accustomed to refer to the Freshman and Sophomore classes as "essentially secondary." Some of them are even inclined to wash their hands entirely of those classes.

Officers concerned with the direction of the high schools are accepting the situation so presented, and already about 30 junior colleges have been appended, as it were, to established high schools. California led the other States in this movement, but similar institutions have been established in Illinois, Michigan, Minnesota, Missouri, Texas, and elsewhere. Extension of this idea is to be expected, and it may be that within the coming decade or so every city of consequence will have its own junior college at least.

On the other hand, the recognized weaknesses of the upper grades of the elementary schools and the obvious defects of articulation have resulted in the probability of complete reorganization at the point of junction between elementary and secondary education. Junior high schools, to take over the work of the seventh and eighth elementary grades and the first high school year, are conceded to be the logical outcome, and their general incorporation into the public school system seems now to wait upon practical considerations only.

The prospect, therefore, is that the American secondary school, with its closely articulated extensions, will embrace not four but eight years. Whether this eventuality should occur or not, the one outstanding need is to know the reasons why. A thousand questions of finance, administration, pedagogy, and social need must be asked and answered, and the best qualified of the Nation's schoolmen should apply themselves to the task.

Many able men have written upon the problems of secondary education, but two investigations stand out prominently above all the rest because of their scope and character, namely, those of (1) the Committee of Ten on the Secondary School Studies, and (2) the Commission on the Reorganization of Secondary Education. Both these bodies worked under the auspices of the National Education Association, and their reports were printed by the Bureau of Education—that of the Committee of Ten in 1893, and those of the Commission on Reorganization from 1913 to 1922, inclusive.

Many organizations are now engaged in the study of secondary school problems, but none of them is working upon a program so definite and so comprehensive as those of the two bodies named. The palpable need is of that coordination which will lead to complete consideration of the entire field without waste of effort either by duplication or by undue attention to relatively unimportant topics. This need can be met only by conference and complete mutual understanding. That is the essential purpose of the National Committee on Research in Secondary Education which is described in detail upon another page by its chairman, Prof. J. B. Edmonson.

The possibilities of this committee, because of the strength of its members and the influence of the organizations which they represent, seem to be greater than those of any similar educational body now in the field.

Children's Book List Based on Children's Preferences

READING TASTES of 36,750 children are set forth in a book entitled "The Winnetka Graded Book List" to be issued in December by the American Library Association. The book presents the results of a study made by the research department of the Winnetka (Ill.) public schools, aided by a grant from the Carnegie Corporation.

The children who cooperated in the study were in 34 States and in schools of all types and grades. Each child reported the books which he had read during the past year with his judgment of each one. In all, about 100,000 "ballots" or reports were submitted by the 36,750 children, and half the ballots referred to 800 books. The other half were scattered over 8,500 books, no one of which was read by as many as 25 children. Each child who cooperated reported, inter alia, his age, sex, and grade in school; and his score in the Stanford Silent Reading Test was reported by his teacher.

It is promised that all these facts and their relations will be tabulated and analyzed in the coming book, and that the best of the children's comments will be presented.

Thirteen children's librarians who were named by the headquarters' staff of the American Library Association as unusually expert in judging children's literature rated the literary value of each of the 800 books which were reported by 25 or more children. The experts were agreed upon only 100 of the 800 books, and only 35 of the 100 were rated of unquestionable literary merit. A few books which were so rated by some of the experts were pronounced unworthy of consideration by others. Such is personal equation.

It is evident that Doctor Washburne, the Winnetka superintendent, and his associates and the American Library Association have collaborated to excellent effect, and the report of their investigation promises to be a production of unusual worth.

Will Allen Dromgoole was the Author

"The Bridge Builder," a poem whose origin was then unknown to us was printed in School Life of September, 1924. A member of the President's Cabinet, probably Secretary Weeks, found it in a cheap magazine while he was traveling upon a railroad train, and was so impressed by it that he read it to his associates at the next Cabinet meeting.

The Secretary of the Interior, Dr. Hubert Work, obtained a copy of the poem and sent it to the editor of SCHOOL LIFE.

Before printing it an earnest effort was made to learn its source. It was not found in the records of the Copyright Office, for it had not been copyrighted separately. Under these circumstances it was printed in SCHOOL LIFE without credit.

Since that time a number of other periodicals which we have seen printed it, also without credit. Recently, however, it appeared in the Arkansas School Journal with the name of Will Allen Dromgoole appended. Miss Dromgoole is literary editor of the Nashville (Tenn.) Banner, and for a number of years she has been a prolific writer. We wrote to her inquiring under what circumstances "The Bridge Builder" was written and how it was published originally.

Her reply was worthy of the poem. She said:

> My father and I were great chums, companions of the woods and the streams about my little summer cabin at Estill Springs in the Cumberland foothills. When he was 90 years of age, we were walking one day to the creek to look after our minnow traps. The path led through a hit of wood, and there before us stretched a freshly cleared pretty footpath. The stones were heaped to either side, and the path lay all clear and clean before us. Then my father said to me, "I made this path." I stood aghast.
>
> At his age, I had scant hope of traveling that woodland with him another summer. In fact I felt pretty, sure he would never walk it again. I said to him- "You did all this, when?" "Just finished it last even ing," said he, proudly. My heart hurt me. He had taken all that trouble to make a path he would prohably never walk again. Then the thought came to me, "But I shall. My father made this path for me."
>
> I wrote "Rare Old Chums," a hook of a hundred pages, and into it I put the verses, hut the little hridge, underneath which flows the stream in which we hid our traps seemed to me more forceful than a path for what I wanted to say, and so I chose the bridge at the foot of my hill where sings a lonely little stream.

The poem as we received it after its years of wandering differed from the original production both in the title and in its substance. It appeared in Rare Old Chums in 1898 in this form:

BUILDING THE BRIDGE

An old man, going a lone highway,
Came, at the evening, cold and gray,
To a chasm, vast, and deep, and wide,
Through which was flowing a sullen tide.
The old man crossed in the twilight dim:
The sullen stream had no fears for him;
But he turned, when safe on the other side,
And built a hridge to span the tide.
"Old man," said a fellow pilgrim, near,
"You are wasting strength with huilding here;
Your journey will end with the ending day;
You never again must pass this way;
You have crossed the chasm, deep and wide—
Why huild you the bridge at the eventide?"
The builder lifted his old gray head:
"Good friend, in the path I have come," he said,
"There followeth after me to-day
A youth, whose feet must pass this way.
This chasm, that has been naught to me,
To that fair-haired youth may a pitfall be.
He, too, must cross in the twilight dim;
Good friend, I am building the bridge for *him*."

Recovery of Higher Institutions of Learning in Berlin

Number of Students Showed Little Change During the War. Material Condition of University Teachers Now Restored Approximately to Pre-War Status. Expenses of an American Student About 4,000 Marks per Annum

By E. TALBOT SMITH
American Consul, Berlin, Germany

SCHOOLS in Berlin were affected by the war and the difficult period of readjustment following it, just as all other departments of city life were affected, but the number of students attending the higher institutions of learning seems not to have been greatly influenced.

The number of college (Hochschule) teachers in Berlin has increased by about 10 per cent since the war, but there has been no increase in the number of such institutions. Two universities have disappeared, the University of Strassburg and the Academy of Posen, and two new institutions have been founded, the University of Cologne and the University of Hamburg.

The material condition of the university professors now corresponds generally to their pre-war condition. They suffered considerably through the currency inflation and many lost their savings, but their predicament was in no way different from that of other salaried employees of the Government or of large business institutions. With the stabilization of the currency and the general return to normalcy, they have resumed their pre-war status. The condition of the private university teachers (Privatdozenten), dependent upon fees paid by students and having no salary from the institutions with which they are connected, was considerably worse. Before the war they could live comfortably from the fees paid by the students. The inflation period decreased their earnings to the vanishing point and wiped away their savings. The Government came to their assistance, however, and agreed to pay them 80 per cent of an instructor's salary.

The tuition fees have also reached the pre-war level, after having fallen off considerably during the inflation period. The cost of a semester at college averages 175 marks. Medical and natural science courses requiring the use of a laboratory call for a slightly higher fee.

There is little new either in the number or subject matter of lectures delivered, or in the method of presentation. The most noteworthy development is the interest and enthusiasm in athletics and sports. The general interest in association football and track work is considered one of the most hopeful signs of the younger generation.

The monthly cost of living for an American student in Berlin in moderate circumstances averages about 300 marks. Taking the college fees into consideration, a student should figure on spending about 4,000 marks for a year's study in Berlin.

German universities have no special club arrangements for foreign students, but there are several institutions ready to assist the American student in arranging a course of study in Berlin. First should be mentioned the Amerika Institut, nominally under the Prussian ministry of education. In addition there is the German institute for foreigners and the academic information office (Akademisches Auskunftsamt). These three institutions are available to the American student in Berlin, and are ready to give him advice and assistance.

Greenland Eskimos to be Taught by Alaskans

Alaskan Eskimos will be employed by the Danish Government to instruct natives of Greenland in the care of reindeer. That Government is making an effort to establish the reindeer industry in Greenland, evidently prompted by the remarkable success of the herds in Alaska since their introduction in 1891 by the Interior Department, Bureau of Education. The application for permission to employ Alaskan natives was made through the Danish consulate in Seattle. Consent was willingly granted by the United States Commissioner of Education, who directs the Government's educational and welfare work for the Alaskan natives. Arrangements as to salary, subsistence, transportation, and other details are being worked out. Contracts will cover a period of four years, and will provide for return to Alaska at the expiration of that time.

Average school attendance is 5 per cent higher in counties which employ full-time truant officers than in the counties which do not employ a county truant officer, according to a survey recently conducted in 101 counties in Illinois.

National Committee on Research in Secondary Education

An Agency for Coordinating Research of Important Organizations. Stimulation of Further Effort First Purpose Named in Constitution. A Clearing House of Information and Results. Will Promote Conferences for Consideration of Secondary-School Problems. Important Investigations are now in Progress, and Others are Contemplated

By J. B. EDMONSON, Chairman
Professor of Secondary Education, University of Michigan

THE MOST far-reaching combination of educational organizations engaging in research in the field of secondary education yet set up in the United States has been effected through successful organization of the National Committee on Research in Secondary Education.

The following organizations have official representation on this committee:

United States Bureau of Education, National Education Association, National Association of Secondary School Principals, National Society of College Teachers of Education, National Association of High School Inspectors and Supervisors, National Association of Collegiate Registrars, Educational Research Association, Southern Association of Colleges and Secondary Schools, North Central Association of Colleges and Secondary Schools, Northwest Association of Secondary and Higher Schools, Association of Colleges and Preparatory Schools of the Middle States and Maryland.

Because of the nature of the work this committee is attempting to do general interest undoubtedly is felt in its program. For the information of the educational public there follows a copy of the constitution under which the committee is organized, a list of the committee personnel, and a summary of its present program of work.

Constitution

NAME

Tbe National Committee on Researcb in Secondary Education.

PURPOSES

The purpose of this committee shall be:

1. To arouse those engaged in tbe field of secondary education to a consciousness of tbe need for researcb and to stimulate tbem to purposeful researcb activities in this field.
2. To initiate investigations bearing upon secondary school problems.
3. To advise and aid in investigations initiated by other agencies.
4. To coordinate researcb activities carried on by agencies interested in secondary education.
5. To act as a clearing house of information and results pertaining to researcb in secondary education.

ACTIVITIES

The following activities in the field of secondary education are among those most necessary for the successful accomplishment of these purposes:

1. To offer suggestions and outline desirable procedure for research.
2. To collect and file data valuable to those interested.
3. To propose problems for investigation.
4. To publish the results of investigations.
5. To furnish those interested with bibliographies and other information relative to completed and current studies.
6. To furnish clerical and statistical assistance for research enterprises.
7. To promote and hold conferences on secondary school problems.
8. To secure representation at important secondary school conferences.

MEMBERSHIP OF COMMITTEE

The National Committee on Research in Secondary Education shall consist of the following members: (*a*) A representative from each of the following regional and national organizations interested in research in secondary education: National Education Association, the National Association of Secondary School Principals, the National Association of High School Inspectors and Supervisors, the National Association of College Teachers of Education, the Association of Colleges and Secondary Schools of the Southern States, the Northwest Association of Secondary and Higher Schools, the North Central Association of Colleges and Secondary Schools, and such other similar organizations as may be invited by the national committee to name representatives. (*b*) The United States Commissioner of Education and such members of his staff as he shall designate. (*c*) Such members at large as are recommended by the executive committee and elected by the national committee. (*d*) The chairman of all special committees named by the national committee. The members at large shall be elected for terms of three years and shall be classified by the executive committee so that one-third shall be elected annually.

OFFICERS

There shall be a chairman, vice chairman, secretary, and executive committee. The secretary shall be selected from the representatives of the Bureau of Education. The executive committee shall consist of the chairman, vice chairman, and secretary of the national committee and the chairman of the special committees of the national committee. The officers shall be elected at the annual meeting of the national committee and shall serve for a term of one year.

DUTIES OF OFFICERS

The officers shall perform those duties usually involved in their respective positions. The secretary shall be expected to represent the national committee at the annual conventions of the organizations included in its membership. The national committee shall be responsible for the formulation of general policies and shall name such special committees as it may deem necessary, including a special committee on rural high schools and schools in centers of less than 2,500 population and a special committee on large high schools. The executive committee shall be responsible for formulating such plans as are necessary to carry out the general policies of the national committee.

MEETINGS

There shall be an annual meeting of the national committee at the time of the meeting of the department of superintendence. The time, place, and program shall be determined by the executive committee. Special meetings of the national committee may be called by the executive committee. The executive committee shall meet at the call of the chairman or on request of a majority of its members.

AMENDMENTS

This constitution may be amended at any regular meeting of the national committee, provided notice of the proposed amendment is sent to all members one month in advance. Amendments may be adopted by a majority vote of those present.

Personnel of the Committee

Organization representatives.—E. J. Ashbaugh, Educational Research Association; R. N. Dempster, National Association of Collegiate Registrars; J. B. Edmonson, North Central Association of Colleges and Secondary Schools; Ralph E. Files, Association of Colleges and Preparatory Schools of the Middle States and Maryland; J. C. Hanna, National Association of Higher School Inspectors and Supervisors; A. J. Jones, National Society of College Teachers of Education; Bruce E. Millikin, Northwest Association of Secondary and Higher Schools; J. K. Norton, National Education Association; W. R. Smithey, Association of Colleges and Secondary Schools of the Southern States; Jno. J. Tigert, United States Bureau of Education; Wm. A. Wetzel, National Association of Secondary School Principals; E. E. Windes, United States Bureau of Education.

Members at large.—W. B. Bliss, State Department of Education, Ohio; Thos. Briggs, Teachers College, Columbia University; George S. Counts, Yale University; J. B. Davis, Boston University; E N. Ferriss, Cornell University; James M. Glass, State Department of Public Instruction, Pennsylvania; Leonard V. Koos, University of Minnesota; W. C. Reavis, University of Chicago; Horace M. Rebok, California Society for the Study of Secondary Education; Joseph Roemer, University of Florida.

Officers.—J. B. Edmonson, chairman; W. R. Smithey, vice chairman; E. E. Windes, secretary.

Executive committee.—George S. Counts, J. B. Edmonson, E. N. Ferriss, James M. Glass, A. J. Jones, J. K. Norton, W. R. Smithey, Wm. A. Wetzel, E. E. Windes.

Work Under Way

The following special committees created by the general committee have projects under way in various stages of development.

Committee on small high schools. Dr. Emery N. Ferriss, chairman. A study of the adaptability of the junior high school to small and rural school communities.

Committee on large and urban high schools. Dr. Wm. A. Wetzel, chairman. A study of practices of supervision in secondary schools in large cities.

Committee on procedure in research. Dr. A. J. Jones, chairman. Preparation of a bulletin on procedure in research.

Committee on characteristics of high school pupils. Dr. George S. Counts, chairman. A study of educational, psychological, social and physiological characteristics of high school pupils.

Committee on national conference on the junior high school. James M. Glass, chairman. Formulation of plans for a national conference on junior high school problems.

Committee on bibliography of research. E. E. Windes, chairman. Preparation of an annotated bibliography of research studies in secondary education completed since 1920.

Committee on current research undertakings. J. K. Norton, chairman. Preparation of a bibliography of research under way of national scope and significance.

In addition to the work done by special committees the national committee is making its resources available to responsible research workers for the purposes of studies sponsored by the committee. Two undertakings of this nature are under way: (1) A study of senior high school promotion plans being made by a candidate for the degree Ph. D., at the University of Missouri, under the direction of Associate Prof. D. H. Eikenberry, and (2) a study of secondary schools of the Southern Association of Colleges and Secondary Schools similar in scope to the quinquennial study of the North Central Association.

Plans for the Future

The committee wishes to sponsor such research as is held desirable by individual secondary education organizations and will be glad to have such organizations define specific research undertakings which should be undertaken by the committee or for which they desire aid from the committee.

The committee is especially happy in its relations with the United States Bureau of Education. Commissioner Tigert is giving us enthusiastic support, and has made it possible for the committee to have the services of two members of the Staff of the Bureau, Messrs. W. S. Deffenbaugh and E. E. Windes. The latter serves as secretary of the committee, and is giving a large portion of his time to the direction of the work of the committee. The bureau is also rendering valuable assistance through its statistical division and through placing its facilities for gathering information and publishing reports at the disposal of the committee.

The general committee will meet on Saturday, February 20 at 11.30 a. m., at the Bureau of Education offices, Department of the Interior Building, Washington, D. C. This, the first full meeting of the general committee, is confidently expected to perfect details of organization and launch a program of cooperative research highly important to secondary education in America.

Staff of State Departments of Education

With a staff of 151 educational experts in its State department of education, New York leads the States. Pennsylvania, Massachusetts, New Jersey, and Connecticut come next, with professional staffs of 65, 39, 19, and 17, respectively. In 1915 only 9 State departments of education included a staff officer in charge of vocational education; in 1920, 44 States reported such an officer. In this period, the number of professional staff officers in the country increased 179 per cent, and the number engaged in vocational fields increased 740 per cent, as shown by a study of the professional staff of State departments of education, by Arthur Wesley Ferguson, published by the Interior Department, Bureau of Education, as Bulletin, 1925, No. 17.

Increased provision for expert supervision of education, during this 5-year period, was brought about in large measure by conditions incident to the war and to the educational stimulus following passage of the Smith-Hughes Act of 1917. Though there has been little growth in numbers of professional staff officers since 1920, there has been a great increase in the number of functions performed by them, and the 14 supervised educational activities of 1920 had grown by 1923 to 23 supervised activities.

A net profit of more than $2,000 was made last year by the Greencastle (Ind.) High School from the operation of a moving-picture theater. Regular shows are given twice a week and the music is furnished by the school orchestra under the direction of the supervisor of music.

Improvement of Rural Schools by Standardization

Improvement in the work of rural schools is promoted in 34 States by the recognition of schools which reach certain minimum standards prescribed for school plant, qualification of teachers, character of instruction given, etc. To stimulate this standardization, 31 States in some way reward schools coming up to the requirements. In 7 States this recognition takes the form of tablets or doorplates; certificates are given in 7; 11 States offer a monetary reward, and others give honorable mention in official publications of the State department of education, as explained in rural-school leaflet No. 32 on "Improvement of rural schools by standardization," by Edith A. Lathrop, assistant specialist in rural education of the Interior Department, Bureau of Education. In some instances honorable mention is given in addition to the individual gift. Tablets and doorplates are usually of metal, and bear such inscriptions as "Superior school" or "Standard school," and generally they are placed either on the outer door of the schoolhouse or just above it.

Industrial Education Progressing in Uruguay

To meet the growing need for trained workers in Uruguay, educational authorities have added shops to schools already established and opened two new industrial schools. In the four industrial schools in Montevideo, one of which is for women, 28 different practical subjects are taught in day and evening classes, in addition to theoretical study preparatory to the various trades. Outside the capital there are five industrial schools offering day and evening courses. The total attendance last year of industrial students was 5,330, of whom 2,566 were women and girls.

Vocational and Academic Training for Illiterates

In connection with the "eradication of illiteracy" campaign in Oklahoma, the State department of civilian rehabilitation announces that assistance is available to crippled persons above 16 years of age who need training in gainful occupations. This includes illiterates. It is stated that a crippled illiterate adult may begin learning weaving, hemstitching, shoe repairing, broom and mop making, mattress making, upholstering, chair caning, rug weaving, etc., while learning to read and write.

How Home Economics Contributes to the Elementary Program

Cooperation with Departments of History, Geography, Literature, Art, Music, Physical and Health Education. Contribution of Home Economics to Social Service. Costumes for Historical Pageants and Plays, Which are Produced at Regular Intervals. Hot Noon Lunches Improve Quality of Afternoon Recitations. Garments Made for Community Christmas Tree

By BERTHA C. PRENTISS
City Supervisor of Home Economics, Berkeley, Calif.

SEVENTEEN elementary schools, four junior high and one senior high school constitute the public-school system of the city of Berkeley, Calif. Home Economics is taught from the fourth grade through the high school by departmental teachers in all of the grades. In the elementary schools, especially, a very close correlation is made with the work of all other departments.

Many opportunities are found whereby the teacher of clothing may help to carry out the projects that have developed in the classroom with the regular subjects. While dressing dolls or making other articles for the class project the teacher of clothing is at the same time able to guide the pupils so that correct habits, skills, and attitudes are developed which make a foundation for future work in home making in junior and senior high schools.

A doll was dressed in a sixth-grade clothing class during the period that Egypt was studied in the geography and history lessons and a notebook of information was compiled in the regular classroom. Many subjects were correlated before the study was completed, each receiving benefits as well as making contributions.

The making of costumes for school historical pageants, plays, etc., which are developed in the classroom offers many opportunities for the clothing teacher to make the sewing period a definite part of the school work. By carrying over the classroom interest into the sewing period greater values are realized, and while foundations are laid for future home-making problems, the present interests of the children are utilized.

The plays are not spasmodic productions, but regular features once or twice a year, and some schools produce them even more often. Permanent costumes are made when desirable, but usually the costumes are simply and quickly made for the occasion by using crêpe paper or inexpensive material.

The Chinese Nightingale was a dramatization of a fairy story by Hans Christian Anderson. It was presented at an annual bazaar, a community affair in which the school and parents cooperate in order to raise money for school needs. This particular play was chosen because it corre-

Costumes and stage appurtenances for "The Chinese Nightingale" were made by the clothing classes

lated with the study of China which constituted the geography work of this period and because a recently opened Chinese boys' home was sending its boys to this school.

The writing and production of the play

Arithmetic is a part of dressmaking

involved written and oral English, art, geography, music, manual training, and home economics. All of the costumes used in the play and also the stage curtains were made by the clothing classes.

Home Economics Correloted with Heolth Educotion

It is well established that health is basic in the education of children, and in recognition of this the following plan for the health development work was adopted in Berkeley several years ago. In order to eliminate any unnecessary duplication in matters in which more than one department participated, the health, the physical education, and the home economics department conferred and formulated the following statement of the duties for which each would feel responsible.

Physical education.—1. Big muscle activities. 2. Instruction in hygiene in collaboration with home economics and health department. 3. Semiannual weighing of all children in junior high schools and the high school. 4. Daily inspection by the class teacher. 5. All posture instruction, corrective physical activities, prescription of exercises, rest periods, and hours of study. 6. Sanitary inspection of playgrounds and gymnasiums.

Health development.—1. Physical inspection of school children by nurse inspectors and assistants during fall semester, allowing the intensive part of the home follow-up to come during the spring semester. Exemption of children provided in 1618A of Political Code. 2. School physicians—purpose and function. 3. Semiannual weighing of all children in elementary schools. 4. Monthly weighing of children of less than normal weight with plan in view of intensive nutrition work. (See 3 under "Home Economics.") 5. Follow-up cases of convalescent children who have had communicable diseases. 6. Room inspection for signs of communicable diseases by classroom teacher under the supervision of the nurse. 7. Nurse's inspection of children absent on account of illness, upon their return, and home follow-up of three-day absentees. 8. Sanitary inspection of buildings. 9. Supervision of individual cumulative health records.

Home economics.—1. Mid-morning milk. 2. Hot noon lunches. 3. Nutrition instruction (follow-up work). (*a*) Conferences with mothers of underweight children to get their cooperation and assistance; (*b*) conferences with underweight boys and girls selected from the principal's office reports from the physical and health development departments. 4. Health instruction in collaboration with health and physical education departments. 5. Sanitary inspection of lunch rooms and kitchens.

Crêpe-paper costumes for a health play

Mid-Morning Milk ond Hot Noon Lunches

All of the Berkeley schools provide the mid-morning milk for any child whose parent wishes to pay for the milk service. Milk is provided also for the needy from a special free fund.

Ten of the elementary schools have lunch rooms and two of the junior high schools and the Berkeley High School are provided with cafeterias. All of the lunch rooms provide properly cooked foods which are attractively served and aim to establish high standards in food selection for both boys and girls.

Some of the values of these activities have been expressed by teachers, mothers, and health workers as follows: 1. The lunch rooms are a big factor in keeping the children in good health. They save many children from eating their lunch too rapidly and when fatigued, as is often the case when they rush home for the noon lunch. 2. When children return to school after recovering from a long illness the nurses recommend the hot noon lunch at school to save their strength, even though the children can go home at noon. 3. Teachers find that the children work much better in the afternoon after having the hot noon lunch. This is especially noticeable in the sections where mothers work and children have a balanced and supervised lunch at school. 4. Well-organized lunch rooms provide for the rainy day problem, making it possible for the children to stay at school and by keeping out of the wet to keep in better health.

Heolth Instruction

The elementary home economics teachers have used the following methods in different buildings in carrying out the plan for nutrition instruction in home economics classes and in collaboration with other departments:

Milk Project.—A study of food values in hygiene and cooking classes. Material on

milk for milk book collected in hygiene class—each child had a topic on milk—i. e., dairies, pasteurization, etc. Milk posters made by the class. Milk dishes, such as cocoa, cream sauces, milk toast, etc., made in cooking classes in correlation with milk project. Slides on milk obtained from the visual education center. Visited a creamery.

The Kingdom of Good Health

This play was produced after a fourth-grade class had been studying foods and food values for about two months. It was written and produced by the pupils to give their information to others and was directed by the classroom teacher. Effective vegetable costumes were made from colored crêpe papers by the girls, directed by the teacher of clothing.

Plan for a weekly health confcrence by the home economics teacher with children selected by the school nurse as below average weight.—The first two or three weeks general discussion: 1. Fresh air. 2. Exercise. 3. Rest. 4. Bathing and general cleanliness. 5. Teeth. 6. Drinking water. 7. Milk. 8. Vegetables. 9. Fruit. 10. Cereals (cooked).

After stimulating interest and arousing the desire of each individual to help himself to rise to a higher physical standard, individual weekly charts are to be kept by each child, who will score his daily success with the above topics and others which present themselves from time to time as the conferences proceed and as the individual needs are discussed. Semimonthly conferences with the school nurse are held to check up on results. Conferences with mothers are to be encouraged.

Place of the home economics teacher in the health program.—The home economics teacher makes a suggestive outline pertaining to child health for classroom hygiene lessons and gives illustrated talks on foods and health habits to groups of children.

She suggests supplementary reading material on health and hygiene to be used by the classroom teacher and furnishes a bibliography of publications on child health and development and information to the classroom teachers and the mothers.

Sixth-grade girls study history by dressing dolls

She guides the children in: (*a*) Making health posters; (*b*) developing health projects; (*c*) dramatizing health plays; (*d*) collecting illustrative health material to be loaned to the various rooms.

She plans the menus for the school cafeteria and supervises the cafeteria. She helps to increase the number of children taking the midmorning milk by: (*a*) Posters; (*b*) talks demonstrating the composition of milk and its food value compared to that of other foods. She assists the children in the proper selection of food for their school lunch. She addresses the mothers' club on nutrition. In close cooperation with the school nurse she plans the nutrition program of the school: (*a*) Holds conferences with each underweight child weekly or bimonthly; (*b*) keeps a graphic chart for each underweight child; also a record of his food and health habits; (*c*) after each conference she sends home with the child record of his weight and a various mimeographed suggestions relative to food and health habits; (*d*) holds conversations and conferences with mothers of underweight children to get their cooperation and assistance in bettering the physical condition of their children.

Follow-up work in five elementary schools.—Three hundred and eighty-five children who were more than 7 per cent underweight received health instruction from teachers of home economics during one term, and from this number 255 children passed above the 7 per cent line.

Social Service and Home Economics

The Berkeley Home Economics Department takes a vital part in the social service activities of the community. Since 1921 funds have been provided by the municipal Christmas tree committee for the purchase of materials for making of garments by the sewing classes to distribute at Christmas to the needy children in Berkeley. Making the articles in the sewing classes makes possible a larger number of garments for distribution for the money expended, and the value is twofold for many students are provided with materials for their lessons where it would not be convenient for the students to supply the materials either because of lack of funds, or need of garments for self use. The opportunity to do for others less fortunate is also of great value to the students. By making the garments during the term as a part of the regular class work, they are all made with the same thought and care as if for personal use, thus articles of superior quality and a high order of workmanship are produced.

Garments for municipal Christmas tree committee, December, 1924.—Dresses, 193; gowns, girls, 65; rompers, 3; shirts, boys, 61; bloomers, girls, 4; blouses, girls, 3; nightshirts, boys, 37; pajamas, boys, 45; underslips, 19; aprons, 6; baby jackets, 5; baby sweaters, 1; half hose, 1; middy blouses, 30; rag dolls, 11; baby bonnets, 2; baby bootees, 1; total, 487.

Riffian Schools are Delightfully Reactionary

Devotedly attached to their religion and to education as they understand it, the Riffs have set up schools and are carrying on school work within a few miles of where the actual fighting is going on against France and Spain, according to an account in the *Schoolmaster and Woman Teacher's Chronicle* of London. A few packing-cases and flattened oil tins nailed together for walls, a thick thatch to keep out the sun, and the school is complete. One side is open to the street, disclosing an equally simple interior. There is no furniture. The master and the pupils, having removed their slippers of red or yellow morocco, sit comfortably in tailor fashion on the floor. The apparatus is limited to the boards, on which the lesson from the Koran is inscribed. The children recite together in an animated chant, swaying their bodies vigorously to keep time. The curriculum would delight some of our own reactionaries, being limited to learning the Koran by heart.

Comprehensive Survey of Education in Utah

An invitation extended by the State board of education in Utah for a statewide survey of educational conditions in that State has been accepted by the Bureau of Education of the Interior Department.

The proposed survey contemplates a complete study of the entire State system of public education, including elementary, secondary, and higher grades. The Commissioner of Education will direct the survey. Plans for the inquiry into the elementary and secondary system include studies by the members of the Bureau of Education's staff, with assistance from selected experts outside the bureau for certain sections of the survey and as consulting advisors, particularly with regard to the general program recommended as a result of the study. The field work will begin in the spring of 1926. In the meantime, study will begin of the two State-supported higher institutions.

The survey of Utah will be the ninth study of its kind made by the Bureau of Education in recent years. The States previously surveyed are Washington, South Dakota, Wyoming, Colorado, Arizona, Arkansas, Oklahoma, and Alabama. Surveys of State systems of higher education and of county and city school systems have been made under the direction of the Commissioner of Education in several other States.

University of British Columbia in New Home

A brilliant future is predicted for the University of British Columbia, now that it is "done with tents and hovels" and is in possession of its superb new plant at Point Grey. The university was established by the Provincial Legislature of British Columbia in 1890 and began its corporate existence in 1915. It is an integral part of the educational system of the Province and, as its calendar states, its policy is to promote education in general and specifically to serve its constituency by teaching, research, and extension work. The new buildings were formally opened September 22, 1925. They are of granite, of a modified Gothic style, and are handsome and dignified. The site overlooks the Gulf of Georgia near Vancouver, and an impressive mountain range gives it an imposing background.

Because of its proximity to American universities and the ease of communication with them, it is probable the relations of the new university with American institutions will be closer than with other Canadian universities.—*Ernest L. Harris, American Consul General, Vancouver.*

Health Conditions Among Natives of Southeastern Alaska

Public Health Nurse Sees Remarkable Progress in Her Experience of Eight Years. More Attention to Personal Cleanliness, Better Care of Children, and More Sanitary Dwellings are among Improvements Observed

By MABEL LEROY
Public Health Nurse, Bureau of Education

KNUD RASMUSSEN, the famous Danish explorer, said that the Bureau of Education has made more progress during its 30 years of work in Alaska than Denmark has made in 200 years in Greenland. I can well believe it, as I review the past eight years spent in southeastern Alaska, six of which have been spent entirely with the natives in their villages from Metlakatla to Klukwan and in the Government hospital in Juneau. The past two years have been in contact with the villages in the southern part of southeastern Alaska, through an annual visit for a combined service of the Ketchikan Chapter, American Red Cross, and the Bureau of Education.

The progress the native people have made in that time is wonderful—their pride in and care of their personal appearance, the better care of their children, the building of smaller houses, the installation of modern improvements, and the general care of the home, making the interior more attractive and comfortable, the weekly sanitary inspection of the houses, instituted by their own organizations and carried out by officers appointed by them, and the marked improvement in their use of the English language.

Last year it was my privilege and pleasure to be present at the eighth-grade commencement at Metlakatla, when nine students graduated—the six girls in attractive white dresses and carrying flowers, the three boys in neat dark suits composed a class that any school might well be proud to graduate.

Free Clinics Held in Schoolhouses

During the past year some of the work accomplished in Ketchikan was the splendid work done by Dr. H. C. Carothers, in giving his services at a clinic held at the schoolhouse, making a physical examination of 34 children. Eight parents were present at this time and were advised by the doctor as to treatment for their children. In January, Doctor Douglas, of Seattle, held a dental clinic in a room at the Presbyterian Mission, where the teeth of 39 school children and a number of adults were cared for.

A fruitful activity has been the organization of a class in the Red Cross home hygiene and a course in care of the sick among the native women. While we had only 11 women registered in this class, we have had as many as 22 in attendance. That they were really interested was shown by the intelligent questions they asked, and requests for particular advice along certain lines pertaining to their own personal or family problems.

Only One Completes Course in Hygiene

All the work was demonstrated by the Red Cross nurse; then each one present was required to do it, and seldom did they have to be shown twice. Twenty-two hours are required for the course. Due to the fishing season, gardening, and the opening of the canneries, the attendance was irregular, and only one woman completed the course and is now the proud possessor of the Red Cross certificate.

Regular hours for dispensary work were held in Hydaburg and the natives kept their appointments almost to the minute—something which we have thought was next to impossible to get them to do. Tuberculosis is the great problem in this village. Three children of school age were in an advanced stage of the disease—one has since died. As there are a number of children in each family, there must be many contacts. The afflicted person goes about attending all meetings and social gatherings as long as he is able to walk to them.

Early care in an institution where they would be taught how to care for themselves would undoubtedly save many lives. Here the advanced cases could be cared for and prevented from spreading the disease.

During a school inspection at Craig we found a native boy of about 10 years who had a deformed foot, defective teeth and tonsils, and extremely defective vision. Even on the second annual visit it took several conferences to persuade the father to take the boy to the Orthopedic Hospital in Seattle. He finally did so, and a recent letter from that institution gives a very favorable report. The corrections have all been made, and it is hoped that the boy will soon be able to return to his home. The expense of this case, I believe, has been borne entirely by the Bureau of Education. However, as it has put the boy in a position of eventually becoming a useful citizen—able to earn his own living instead of becoming a dependent, as he surely would have—it is money well spent.

Omaha Meeting of National Congress of Parents and Teachers

New Committee of International Cooperation, in Response to Demand. Parent-Teacher Associations Perform Definite Service in College Towns. Programs Presented for High-School Associations. Study of Demoralizing Literature

By ELLEN C. LOMBARD
Junior Specialist, Bureau of Education

PARENT - TEACHER associations all over the world are demanding cooperation; and the demand was partially met at the recent meeting of the National Congress of Parents and Teachers in Omaha by the appointment of a new committee on international cooperation. Work similar to that of parent-teacher associations is conducted in Greece, Japan, China, Switzerland, France, South Australia, and New Zealand. Application for membership in the national organization in the United States made by the American school in Japan was a signal for the immediate recognition of the service that can be rendered to foreign countries. The formation of a plan of international cooperation is already well under way.

Another forward step was taken at the Omaha meeting in the inauguration of a national committee on parent-teacher associations in colleges. These organizations are composed of the parents in a community whose children are attending college and of the faculty and students. The need for someone to help freshmen to "find themselves" in their new environment has made these organizations important factors in college communities. Organizers of these groups must be men or women of education and culture who can command the respect and cooperation of the faculty and students. Any attempt to "mother" students would be rejected. The college organizations perform a special service to colleges in which students live in the town, making it difficult for the college officers to enforce the rules.

For Training Organizers and Officers

At the Omaha meeting it was stated that two semester hours' credit is given by the Peru (Nebr.) State Normal College for completion of the correspondence course in parent-teacher associations which has been conducted for two years by Miss Chloe Baldridge, head of the department of rural education in that institution. This course is expected to produce ability successfully to organize and conduct a parent-teacher association. It includes definite plans for organization; preliminary work needed; parliamentary procedure; constitution and by-laws; local, county council, district, State branch, and national organization; material for programs for eighteen meetings; plans for the social activities; and suggestions for constructive work.

Many State branches of the National Congress of Parents and Teachers have cities containing 50 associations or more. Among them are: Minnesota, Colorado, Iowa, California, Illinois, Texas, Kentucky, Michigan, Washington, Oregon, and Missouri. The adoption of uniform per capita dues is therefore an important step in parent-teacher work.

Plans for defense day were made public by the chairman of physical education. It is agreed that this organization shall take steps to make this day a personal patriotic preparedness day; a day of individual "stock-taking;" of spiritual devotion to our country; and of encouraging physical ability to discharge all the duties of citizens which may be brought about through health examinations. Programs of recreation and patriotism in civic and social organizations of the communities will be promoted and the cooperation of national health, patriotic, and social organizations and the Federal Government will be urged.

North Dakota Demonstration Making Progress

Progress was reported in the school demonstration in parent-teacher associations in North Dakota which is under way. Of the 5,098 rural schools of the State, 634 have already organized parent-teacher associations. Seven counties were selected originally in which to make the demonstration. Of the 53 counties in the State, 27 have organized 10 per cent or more of the schools. The plan called for the organization of parent-teacher associations in 10 per cent of the schools by December, 1925; 50 per cent by December, 1926; 75 per cent by December, 1927; 90 per cent by December, 1928; and 100 per cent by December, 1929. Golden Valley County completed 100 per cent organization in less than five months.

A series of 12 study programs has been worked out by the chairman of study circles for high school associations. Among the subjects included in these programs are: Preadolescence versus adolescence; physiological changes and characteristics; mental growth and reconstruction; religious and emotional experience; manners and morals; social activities; leisure hours; school curriculum; choosing a career; idealism of youth; relation of parent to adolescent; and the adolescent in literature.

Harmon B. Stephens, chairman of moral standards in literature, in his annual report urged a study of the extent to which social welfare is threatened by free access to demoralizing literature. Parents were requested to record their opinions of the stories their children are reading; to analyze them as to how they affect one or more of five elements of social safety, namely, (1) respect for the home; (2) respect for marriage; (3) respect for law; (4) respect for religion; (5) protection of minors from undue excitement. A definite plan has been worked out to assist parents in this study.

School Nurse Administration in American Communities

Employment of a school nurse in a community adds point to health teachings in the schools. The number of cities in the United States employing nurses has more than doubled in the past 10 years and the proportionate figure for rural schools is even greater. No uniformity has yet been reached as to terms of contract or duties required of the school nurse, but in 116 out of 179 cities having a population of 30,000 or more, from which information could be obtained by the Interior Department, Bureau of Education, as reported in School Health Study No. 11, the nurse is employed for the school year, and in 58 for the calendar year. The average number of children per nurse is about 3,000, varying from 800 to as many as 7,000. In some cities the applicant must stand examination, in others a certificate as registered nurse is required. The salary ranges from $637 to $2,700. In 110 of the cities sick leave with pay is granted, in 102 vacation with pay, and benefit of the retirement fund in 41.

Professional Dress for Teachers of Young Children

Colored smocks, in shades to suit individual taste, have been adopted as the professional dress for practice work with little children by students of the Cleveland kindergarten primary training school. The smock may be used in lieu of a dress in warm weather, and may be worn over the street dress in winter. They are washable, they can be obtained in a number of bright colors, the children admire them, and they help create a cheerful atmosphere. The freedom of movement, the suitable neck lines, long sleeves, and pockets large enough to hold notebook and pencils, add to their appropriateness.

Erskine-Ramsay Engineering Hall, Alabama Polytechnic Institute

Important Addition to Auburn's Equipment

Erskine Ramsay Engineering Hall, said to be the finest and best equipped college building in the South, was recently dedicated with elaborate ceremony at the Alabama Polytechnic Institute, Auburn. The building is 239 feet long by 75 feet wide, and contains 50 rooms, including 14 classrooms, 14 offices, laboratories, shops, photographic rooms, lounge rooms, reception rooms, and ample halls. Its cost was $300,000, for building and equipment alone.

The principal donor to the building fund was Erskine Ramsay, whose name the building bears. Mr. Ramsay is president of the board of education of the city of Birmingham, and he has contributed liberally to other educational institutions in the State.

Organization of State Departments of Education

Home economics is the most widely recognized activity in State departments of education. Out of 44 States reporting to the Interior Department, Bureau of Education, on the organization, housing, and staffing of State departments of education, 41 have divisions of home economics. There is little uniformity in the organization of these departments of education, as shown by report of this survey in statistical circular No. 5, compiled by Herbert M. Carle, principal statistical assistant of the Bureau of Education. Forty States have a division of secondary education, 39 an agricultural education division; and divisions of trades, industrial education, and teacher certification are in 37 State departments. In four States musical supervision is made a special activity or division, four provide directors of education for handicapped children, five for adult education. Ohio includes film censorship; New York, visual education; and others have child welfare and other activities.

Carnegie Corporation will Foster Art Instruction

Income from $1,000,000 has been set aside by the Carnegie Corporation to establish a system of scholarships and fellowships in the arts. The purpose is to enable candidates of promise to prepare themselves to be college teachers of art.

In addition, $100,000 has been set aside for the purchase of teaching equipment for departments of fine arts in colleges and universities.

The trustees of the corporation feel that the number of competent teachers of art is entirely insufficient and that few colleges have either proper equipment for teaching art or the knowledge of how to procure it.

Forty-five rural supervisors are at work in Maryland—at least one in each of the State's 23 counties. Their work has proved an important factor in the solution of the problems of the rural school.

Consolidating Small Classes Causes Teacher Crisis

Two thousand young teachers in Czechoslovakia are unable to obtain employment in the work for which they were trained, and the ministry of education has ordered that all public teacher training colleges shall admit only half as many candidates as in 1924. The immediate reason for the excess of teachers lies in discontinuance or consolidation of small classes in both rural and urban schools in the interest of economy; but behind this lies the fact that the number of children in the country, and consequently the school enrollment, is materially less than before the War, and because of the War. As a means of meeting the crisis the teachers' organizations are demanding that teachers be pensioned after 40 years of service or after reaching the age of 60 years.—*Emanuel V. Lippert.*

Compulsory Education Beneficial Beyond Compulsory Period

An extraordinary increase in the number of high school graduates in Baltimore is ascribed largely to the enforcement of the compulsory education law and to a "stay in school" campaign in which attendance officers have been active. In the 22 years since this law became effective in the city, though the school enrollment increased from 82,297 to 106,323, only 29 per cent, the number of high school graduates climbed from 227 in 1903 to 1,478 in 1925.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

AMERICAN CHILD HEALTH ASSOCIATION. RESEARCH DIVISION. A health survey of 86 cities. New York, American child health association, 1925. xxxiv, 614 p. fold. table. tables, diagrs. 8°.

This study of child health work applies to the 86 cities in the United States with populations between 40,000 and 70,000. The findings of the investigation, which was completed in 1924, are fully presented in this volume. The outstanding facts developed by the survey are these: Each city was found to be carrying on some organized effort for bettering the health of children. By utilizing the scientific knowledge now at hand it is possible by better organization to increase materially the health protection of children at no great increase in cost. The greatest needs are well-trained health officers, standardization of methods, better explanation of health work to the public, and increased cooperation among public and private health agencies.

BLACKHURST, J. HERBERT. Directed observation and supervised teaching. Boston, New York, [etc.]. Ginn and company [1925]. xii, 420 p. illus., diagrs. 12°.

This textbook for student teachers is designed by its use to free the supervisor to make significant observations and to direct progress in obtaining skill in teaching. The writer offers a complete analysis of the student's activity while observing and practicing, and then arranges each unit of work so that it takes its proper psychological position with respect to the entire program. The student begins by directing his attention to the material side of the classroom, later he observes the physical and mental characteristics of the teacher and pupils, and still later he observes the technique of instruction.

COOPER, RICHARD WATSON, *and* COOPER, HERMANN. The one-teacher school in Delaware; a study in attendance. Bureau of education, Service citizens of Delaware. Newark, Del., University of Delaware press, 1925. 434 p. front. illus. tables. diagrs. 4°.

The Service citizens of Delaware have been conducting a movement to improve the attendance of pupils in the rural schools of the State. Over a period of six years the average days' attendance in one-teacher schools in the State was raised from 86 days per pupil per year to 133 days per pupil per year, a change which promises to be permanent. In this volume the study of existing conditions, the program of attack on the problem, and the results secured are reported at considerable length. Suggestions and assistance are thus made available to other school organizations interested in the improvement of the attendance conditions of their own schools.

FENTON, JESSIE CHASE. A practical psychology of babyhood; the mental development and mental hygiene of the first two years of life. Boston and New York, Houghton Mifflin company, 1925, xvi, 348 p. front., plates, forms. 8°.

Mothers will find this work a practical handbook for guidance in rearing their children, and it is also intended to be of service to students of child psychology in universities and teachers' colleges. In the light of the latest psychological research, and in simple, nontechnical language, the author presents detailed and authoritative advice on the mental development of children. Data from important psychological studies of individual babies are here collected, both by way of illustration for the principles presented, and in order to furnish the mother an opportunity to compare the progress of her own child with that of other babies whose psychological history has been observed and recorded.

The foreign student in America. A study by the commission on survey of foreign students in the United States of America, under the auspices of the friendly relations committees of the Young Men's Christian Association and the Young Women's Christian Association; ed. by W. Reginald Wheeler, Henry H. King, and Alexander B. Davidson. New York, Association press, 1925. xxiv, 329 p. tables, fold. map. 8°.

The first part of this survey report deals with the general history of student migrations, the backgrounds, political and religious, of the students who come to America, and the influence and careers of students who have returned to their homelands after study abroad. Chapters follow relating to the foreign students' contacts with American life and with the American college, and giving special attention to the conditions which the approximately 1,500 women students face in this country and the results. The attitude of foreign students in general and of the major racial and national groups, toward American life, and especially toward American Christianity, are next discussed, and the organized efforts on behalf of these students are summarized. Finally, constructive suggestions and recommendations are given. The appendix includes detailed statistics and a map.

FRANK, J. O. How to teach general science. Notes and suggestions of practical aid to every general science teacher. Oshkosh, Wis., Castle-Pierce press, 1925. xv, 194 p. 12°.

This manual treats concisely of many aspects of the work of general science teachers. It shows how these teachers, especially those in small towns, may enrich their teaching by aids of various sorts from sources which are indicated. The history of science as a subject in secondary education is sketched, and the organization of material, teaching methods, and classroom technique are discussed. The author is professor of science education in the Wisconsin State normal school at Oshkosh.

GROVES, ERNEST R. Social problems and education. New York, London, Longmans, Green and co., 1925. v. 458 p. tables, diagrs. 8°.

American social problems most intimately related to the work of the schools are discussed in this book, which is intended chiefly as a text to give students of educational sociology a preliminary acquaintance with concrete contemporaneous social questions. The author expects his work to be useful to teachers, because they are beginning to see their school problems against the background of the larger social situation. Education is necessarily concerned with the social difficulties that hamper the group life which it attempts to serve.

LEE, JOSEPH, *ed.* The normal course in play. Practical material for use in the training of playground and recreation workers; prepared by the Playground and recreation association of America, under the direction of Joseph Lee, president. New York, A. S. Barnes and company, 1925. x, 261 p. 8°.

This course presents the main facts about the play movement and program, its significance in the life of the individual and the community, and the sources of information regarding it. It leaves to the instructor giving the course to adapt and interpret the material to the best advantage in his work. The term "play" is here used in its broad interpretation of "what we do when we are free to do what we will," and as involving an attitude which may pervade every activity. Considerable space is given to community recreation, meaning the present-day organized movement to provide community-wide facilities and activities for both children and adults.

PARKER, SAMUEL CHESTER, *and* TEMPLE, ALICE. Unified kindergarten and first-grade teaching. Boston, New York [etc.] Ginn and company [1925] xv, 600 p. front., illus., diagrs. 8°.

How the activities of pupils in the kindergarten and in the first grade may be closely coordinated is shown in this book, for the benefit especially of prospective kindergarten and first-grade teachers, and also to aid experienced teachers, school superintendents, and supervisors, in bringing this unification of the curriculum into effect. Such a result is confidently expected greatly to enhance the efficiency of the school work. The volume is divided into three main divisions, taking up first the general subjects of unification, purposes, curriculum, and equipment; secondly, types of learning; and, thirdly, the general aspects of learning, considering the spirit which should prevail in directing pupils' activities and discussing the utilization of interests and provisions for individual differences.

RUGG, HAROLD. A primer of graphics and statistics for teachers. Boston, New York [etc.]. Houghton Mifflin company [1925]. v, 142 p. tables, diagrs. 12°. (Riverside textbooks in education. ed. by E. P. Cubberley.)

The extent to which statistical methods are now employed in handling educational problems makes an elementary knowledge of statistical terms and procedure necessary for teachers and school principals and for students in courses in educational tests and measurements. This manual gives the essential elements of use in the statistical treatment and interpretation of data and the graphic presentation of statistical facts. It explains the teachers' use of statistical distributions in giving school marks, and shows how graphic and statistical methods may be employed as adjuncts in teaching various school subjects.

WOOD, THOMAS D., *and* BROWNELL, CLIFFORD L. Source book in health and physical education. New York, The Macmillan company, 1925. xi, 590 p. 8°.

Here are presented in convenient form a range and variety of source materials designed to help students and teachers to become acquainted with the background of health and physical education. Quotations have been selected and grouped with reference to certain main principles and points of view selected by the compilers of the volume. An effort has been made to present a great variety of views which have had some prominence and influence at different periods.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1925.

A Christmas Program For Elementary Schools

By FLORENCE C. FOX

THIS PROGRAM is so arranged as to disturb as little as possible the routine work of the school during its preparation. The presentation and practice exercises are therefore allotted to their appropriate places in the school program, and will take little time outside the regular classroom periods.

FOR OPENING EXERCISES.—Present the stories, songs, poems, and pageants to the school and assign parts.

READING PERIOD.—Select some of the reading lessons listed here for their appropriate grades to be used later as story-telling exercises on the Christmas program.

LANGUAGE PERIOD.—Practice the songs, stories, poems, and pageants which have been assigned to different pupils.

DRAWING PERIOD.—Use this period for the drawing and construction work listed in this program.

Other periods may be used for practice and for arranging costumes during the week or two before Christmas.

MUSIC, ART, AND LITERATURE

SONGS.—Progressive Music Series, Grades I, II, III: Sleigh Bells; Kris Kringle's Song; A Christmas Tree; On Christmas Day in the Morning. Grades IV, V: Christmas Carol; Gather Round the Christmas Tree; Noel. Grades VI, VII: Ye Olden Christmas.

Music Education Series, Grades I, II: Christmas Bells; The Message of Christmas Bells; Pretty Fir Tree; Santa Claus. Grades III, IV: At Christmas Time; Everybody's Christmas Tree; King Christmas. Grades V, VI: Christmas Cheer; Christmas Bells; For Christmas Day.

Songs of Childhood, Grades I, II: Christmas Day; Christmas Eve; Santa Claus.

Gaynor, Christmas Songs. Eleanor Smith, Christmas Songs.

PICTURES.—Perry Picture Company. George P. Brown Picture Company. The Mentor Picture Company: Madonnas; Holy Night; Christmas Chimes; Arrival of the Shepherds; Star of Bethlehem; The Nativity; Holy Family; Worship of the Magi; Adoration of the Magi; Adoration of the Shepherds.

STORIES.—Stories of the Nativity, Bible. Little Match Girl, Anderson. Tiny Tim, Dickens. The Little Fir Tree, Anderson. Bird's Christmas Carol, Wiggin. A Captured Santa Claus, Page. Christmas Angel, K. Pyle. A Christmas Child and Carrots, Molesworth. Christmas Every Day, Howells. Christmas-tree Land, Molesworth. Wee Robin's Christmas Song, Wiggin. Dolly and Molly on Christmas Day, Gordon. Little Folks Christmas Stories and Plays, Skinner. A Christmas Carol, Dickens.

POEMS.—Golden Numbers: A Visit From St. Nicholas; Little Gretchen; A Christmas Carol; Old Winter.

Putnam's Famous Poems: Santa Claus; Cradle Hymn; Christmas in England; A Visit From St. Nicholas; Ceremonies for Christmas; God Rest Ye, Merry Gentlemen; Marjorie's Almanac.

Putnam's Cambridge Book of Poetry: Christmas Eve; A Christmas Carol; A Child's Present; The Peace Giver.

Riley's Rhymes of Childhood: Who Santa Claus Wuz; Little Johnts's Chrismus.

Phoebe Cary: Christmas. Alice Cary: The Settler's Christmas Eve.

Longfellow: Christmas Bells; A Christmas Carol.

READING EXERCISES

PRIMERS.—Blodgett, Christmas. Wooster, Christmas. Beacon, Santa Claus. Riverside, The Night Before Christmas; Santa Claus Came in the Night; Christmas Morning; A Christmas Dream; The Christmas Tree. Finch, Christmas Is Coming. Holton, Christmas Is Coming. Natural Method, The Christmas Tree. Sunshine, Christmas.

FIRST READERS.—Mills, Christmas Letter From Phillips Brooks. Finch, The Little Pine Tree. American, The Little Pine Tree. Holton, The Little Fir Tree. Child's World, Christmas Bells; A Christmas Joke. Carroll and Brooks, Christmas at Grandpa's.

SECOND READERS.—Cyr, Walter's Christmas Tree. Child World, A Merry Christmas; Santa Claus. Haliburton, The Christmas Bells. Thought Test, Jane's Christmas Present. Child Library, The Kitten That Wanted to Be a Christmas Present; The Holly Tree Elf.

THIRD READERS.—Beacon, The Kitten That Wanted to Be a Christmas Present. Child World, A Christmas Wish; The Christmas Bells. Elson, A Christmas Wish. New Education, The Little Match Girl; How Christmas Is Kept in Other Lands. Merrill, Christmas Bells. Field, Santa Claus and the Toys That Came to Life; If I Were Santa's Little Boy. Silent Reading Hour, A Visit to Santa Claus' Land. Riverside, A Real Santa Claus. Bolenius, Marjorie's Almanac; A Song of Christmas Trees.

FOURTH READERS.—New Educational, Night Before Christmas. Young and Field, A Visit From St. Nicholas. Field, Agents of Santa Claus. Study, A Christmas Fairy. Riverside, Carol Bird's Christmas; Marjorie's Almanac; Kris Kringle; Christmas in Norway. Wheeler's Literary, Marjorie's Almanac. Horace Mann, A Visit From St. Nicholas; The Christmas Trees. Bolenius, Why Christmas Trees Are Evergreen. Elson, The Christmas Fairy; Scrooge, Dickens. Standard Classic, Christmas Song; Christmas Wishes of Mother Goose Children; Christmas Bells, Longfellow; The Little Match Girl, Anderson.

FIFTH READERS.—Cyr, Pine Trees. Field, The Christmas Thorn. Riverside, Christmas at the Cape of Good Hope. Study, Christmas Under the Snow.

SIXTH READERS.—Natural Method, The Christmas Truants, Stockton. Wheeler's Literary, The Little Feller's Stocking, Lincoln. Progressive Road to Silent Reading, The Ghost of Christmas Present, Dickens. Magee, The Christmas Masquerade. Literature and Living, Christmas Shopping.

PAGEANTS AND PLAYS

GRADES I, II, III.—Pageant of the Fairies and the Pine Tree. Fairies represent snow, wind, rain, and sunshine, and Christmas fairies. In each scene they dance around the pine tree. (1) Planting the seed: Sleep, little pine tree, sleep. (2) A little pine tree appears: Wake, little pine tree, wake. (3) The pine tree becomes tall and strong: Grow, little pine tree, grow. (4) A Christmas tree with lights: Shine, little pine tree, shine. Christmas fairies touch the tree with a wand to bring out each light.

A Pageant of Christmas in other lands, led by old Father Christmas. (1) Children in French peasant costumes carry lighted candles and stockings. (2) Children in Dutch peasant costumes carry lighted candles and wooden shoes stuffed with straw. (3) Children in peasant costumes of Norway carry lighted candles and tiny Christmas trees. (4) Children in English peasant costumes carry lighted candles and large sprays of mistletoe and holly. (5) Children to represent America in nightgowns carry lighted candles each with a different emblem, tree, stocking, mistletoe and holly, books, toys, etc. Children march, countermarch, circle, and form figures to music in march time.

GRADES IV, V, VI.—Upper grades should dramatize Christmas stories found in readers and other sources. The Little Match Girl, Tiny Tim, Little Johnts's Chrismus, by Riley, The Night Before Christmas, and many others are suitable. Upper classes should write their own plays.

SCHOOL EXERCISES

Several pupils may recite a long poem together. Each child recites a verse and the entire group repeat the refrain together. Longfellow's Christmas Bells is a suitable poem for this type of rendition. Songs may be sung in the same way.

DRAWING AND PAPER CONSTRUCTION

GRADE I.—Draw fir trees; landscape with snowy foreground, pine trees in distance; Santa Claus head; snow covered chimney; Christmas stocking. Construct circular match scratcher; picture frame; bookmark; needle case, decorate; cornucopia or candy basket, decorate; ornaments for Christmas tree.

GRADE II.—Draw Santa on the roof by the chimney; toys you would like to have. Construct paper cutting of fir trees; Christmas card, decorate; Christmas tree; Christmas stocking; Christmas tree ornaments; nut cups for Christmas dinner table; place cards.

GRADE III.—Draw Christmas tree; landscape of pine trees. Construct by paper cutting three wise men, camels, and star and mount on background. Build Christmas sand table. Make duster bag of gingham; scissors case; toy wild animal cage.

GRADE IV.—Make Christmas presents; decorate a small doily or table mat of unbleached crash; candy boxes representing chimney; Christmas card; practice artistic package tying.

GRADE V.—Design and make a napkin ring; Christmas cards; telephone pad; wooden toys painted; model vase of clay and decorate; make envelope for Christmas card.

GRADE VI.—Design and make handkerchief case; Christmas cards; desk pad of leatherette; tie up and address packages artistically.

All grades make candy for boxes.

SOME HINTS TO PARENTS

Arrange the breakfast and lunch hours so that there is no rushing at home or to school.

Encourage punctuality and regular attendance, not permitting trifles to interfere.

See that the children are dressed simply, neatly, modestly, and suitably in accordance with the weather.

Insist that children under fourteen have at least ten hours' sleep.

Find out how much time should be devoted to home work, and see that it is done.

Provide a quiet place for home study, with good light and ventilation. Prevent interruptions as far as possible.

Show an interest in the children's school work, athletics, and other activities

Visit the classroom for a better understanding of conditions.

Do not criticize the teachers or school within the children's hearing. Always hear both sides of every question and ask the teacher about it.

Instill in the children habits of obedience and respect for authority.

Picture the school as a happy, desirable place, rather than as one children should dread.

Keep in mind that the school offers unlimited opportunities to those who take advantage of them, parents as well as pupils.

Plan to meet other parents in the school. It will help you understand your children better. Mothers should arouse the interest of fathers in the school activities and get their cooperation. If there is a parents' association in your children's school, join it; if there is none, form one. Intelligent cooperation brings splendid results to all.

—United Parents Associations of Greater New York Schools, Inc.

Rural Education Number

SCHOOL LIFE

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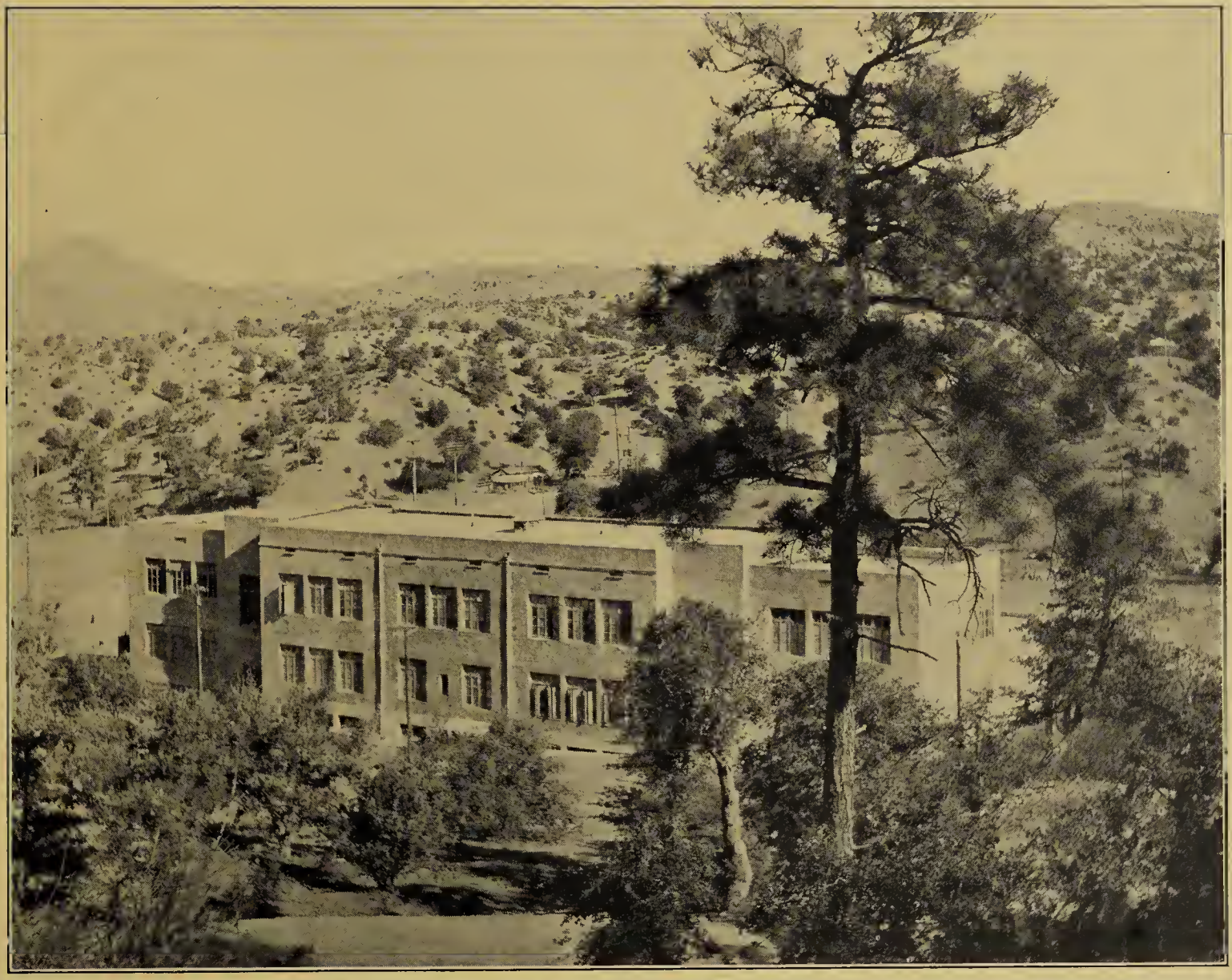

A CONSOLIDATED SCHOOL IN THE OPEN COUNTRY NEAR TYRONE, NEW MEXICO

Published Monthly [except July and August] by the Department of the Interior
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GOVERNMENT PRINTING OFFICE

CONTENTS

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SCHOOL LIFE

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Relation of Land-Grant Colleges to National Policies for Agriculture

Period of Great Excess in Food Production is Closing. The New Agriculture Must be Increasingly Efficient. Land-Grant Colleges Must Have a Clear Understanding of Situation and Then Aid in Formulating New Policies; Must Utilize Agencies of Education, Research, and Extension. Fundamentals Essential to Development of Agriculture

By ALBERT F. WOODS
President University of Maryland; President Association of Land-Grant Colleges

AGRICULTURE in the United States is at the beginning of a new epoch. The period of land expansion is gone. There is no more land to give away. Reclamation is expensive. The rich fertility has largely gone. The period of great excess in food production is closing and the period of food production more nearly balanced with food requirement is opening. This means that food costs will increase until the proper balance between agriculture and other industries is reached. Some good economists claim that this new epoch will be characterized by food shortage. Doubtless in time we shall reach a stage when our farms can not produce the food needed at reasonable cost and maintain proper standards of living. We must look forward to such a possibility and prepare for it by improving our methods and conserving our resources at every point. If we do this, we shall be able to meet the food requirements of the United States for many years to come and have as much to export as we may find profitable markets for.

Colleges Preparing for New Responsibilities

It is evident that the new agriculture must be of increasing efficiency in every phase. The land-grant colleges have long been preparing for this. They are ready to take the step forward that the new responsibility requires. Our first step must be to get a clear understanding of the situation, then to aid in formulating policies that will promote the general welfare of our people.

Portions of presidential address before the Association of Land-Grant Colleges, Chicago, November 17, 1925.

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We must not only gather facts and evaluate them, but we must find and train the men and women for this service. How may this best be accomplished under the varying conditions in our respective States? It means a close working relation between the agencies of education, research, and extension.

Enlarged Program Involves Attention to Humanities

This enlarged program for our colleges involves more attention to the social sciences and the humanities, not merely for their cultural value, but as tools and methods of approach to our problems. History, sociology, psychology, language and literature, music, art, economics, as well as biology, mathematics, physics, chemistry, geology, and their applications, must find their places more and more in close relation to the more technical subjects in our land-grant college curricula. Our aim should be, not to separate but to fuse these methods of understanding and approach.

These are national problems requiring the cooperation of all the States with each other and with the Federal Government. This sort of cooperation in education and research is not domination or subsidy of the objectionable sort, but is a business-like effort to stabilize the foundation of our national economic and social structure. Its successful outcome means for all our people a new era of unprecedented prosperity built on secure foundations.

What are some of the fundamentals essential to the development of agriculture?

1. It must yield a financial return commensurate with the skill and effort put into the work.

2. It must have at least as great stability as other industries.

3. It must furnish the elements necessary to satisfactory home and community life—viz, health, recreation, education, and spiritual growth.

4. It must offer opportunity to render a service needed and appreciated in which all of the highest possibilities of personality may be developed.

Agriculture has been in the past, and is at present, defective in greater or less degree in all of these factors. The opportunities and possibilities are there, but they have not been realized as fully as in other industries. Large numbers of our best young men and women are leaving the farms and going to the cities. Is this shift finally to result in a peasant type of population on our farms? This is certainly not an American ideal. If we are to have a prosperous and happy America, we must not only maintain the best that we have in our rural life, but we must correct its deficiencies, so as to attract and hold the highest type of farm population.

General Agreement on Certain Policies

While the formulation of a national program for agriculture must be the product of careful study and investigation, there are, however, certain general policies on which there is already general agreement. These may be summarized as follows:

1. There must be general recognition of the fact that agriculture is a fundamental or primary industry. This is a public state of mind that must be maintained by education.

2. There must be general recognition of the fact that agriculture, like other

industries, must, as a whole, be maintained in a prosperous condition if it is to attract and maintain efficient workers, produce efficiently, consume efficiently, and secure the necessary capital at reasonable terms. This, also, is a public state of mind that must be maintained by education.

3. The collection and distribution of accurate information as to supplies of staples on hand and probable needs during the next year is essential. This should be a national and State service, including the work of the International Institute of Agriculture. This world governmental agency, established by international agreement in 1905, works with a view to the reduction and elimination as far as possible of hazards in the production and distribution of agricultural products.

4. A commodity organization system must be developed to more effectively utilize the information necessary to efficient production and marketing.

5. The development of the means of prompt and dependable communication—radio, telephone, telegraph, postroads and railroads, air routes, etc., is essential.

6. Information sources must be developed and maintained.

7. Soil survey and land classification and utilization studies and programs must be completed.

8. The lands that should be in national, State, or municipal forests or parks, for stream protection, forest products, game and fish, birds and wild life, recreation, etc., must be surveyed and set apart for those purposes.

9. Lands best suited to commercial reforestation or farm woodlots, to meet timber needs must be determined. Elimination of lands not suited to permanent agriculture from specific crop production must be effected.

10. Areas should be mapped best suited to economical production and distribution of high quality products. Cooperative specialization should be secured in the production, grading, and sale of these products.

Markets near Source of Production

11. Dependable markets should be developed as near as possible to the source of production. The development especially of the home market and the protection of the home market as effectively as other industries and labor are protected are among the essentials.

12. These markets should be furnished with a dependable supply of the grades desired.

13. The market should be educated on the relative value of grades by honest advertising and by educational methods.

14. The development of improved methods of production is essential. Development by breeding of improved varieties—better quality, better yield, disease resistant, better adapted to soil or climate or other limiting factors—must be encouraged.

15. Control of diseases and insect pests and elimination of wastes, large and small; improved machinery—standarized machinery parts; improvements in handling, transportation, and storage; better knowledge of and more scientific use of fertilizers and feeds are among the more important factors that must be controlled; improved educational facilities—teachers, schools, extension education, radio, press, churches, etc., are essential.

Eliminate Unprofitable Equipment and Crops

16. Nonpaying "boarders" of all kinds—crops, machinery, acres, and livestocks—must be eliminated. The low-grade, inefficient farmer who has demonstrated inability to learn and cooperate with others must be eliminated. These produce the surplus of slovenly methods and do most of the howling.

17. Recognition of the interrelation of agriculture and other industries and the necessity of mutual understanding and cooperation between city and country must be emphasized.

18. The fact, proved by experience in all educational work, that the best education is that which teaches the individual how best to work out his own salvation must be recognized.

In short, get the facts and put them in the hands of men and women capable of using them intelligently.

The relation of the land-grant colleges to all of this, as already emphasized, is that they must find and train men and women to get the facts; then get the facts and demonstrate their value and application. Our three great functions are EDUCATION, RESEARCH, AND DEMONSTRATION.

Colleges Must Continue to be Leaders

The land-grant colleges have been in the past, and must continue to be in the future, the leaders and organizers of better education and training for the industrial masses. Good schools and sound educational methods are essential to prosperity and progress. The way should be open as freely as possible to find one's place in the community and to make the best possible preparation to fill it. We can aid in developing sane plans of vocational guidance that will greatly help young people to start right and the older persons to readjust themselves to the advantage of all. It is the land-grant colleges especially that should give attention to this study. So far it has received very little attention by this group. The impetus given to the subject by the psychological tests during the World War has started a flood of investigations in schools of all grades, as well as an attempt to make practical use of psychological tests in many industries.

Cooperation of Educational Foundations Desired

President Pearson called attention in his presidential address before this association last year to the necessity of a survey of our land-grant colleges and universities with a view to determining what changes, if any, should be made to make our work more effective in meeting the new problems and responsibilities that face us. I am in thorough sympathy with this suggestion. The only question in my mind is how best to plan and carry out the work. It will involve considerable expense. Should we ask the cooperation of one or more of the educational foundations, or the United States Bureau of Education, as our engineering schools have done, or should we organize the work cooperatively among ourselves? The United States Bureau of Education has made some excellent studies in various States. So have the Carnegie Foundation and the General Education Board. Some institutions have made very illuminating studies of themselves. The problem is in the hands of our executive committee, with President Pearson as chairman. We are, therefore, assured that the wisest procedure will be followed after full consideration.

Results of Trained Leadership are Apparent

Finally, let me say that American agriculture is rapidly emerging from its haphazard methods and unorganized state into organized commodity groups. It has available trained leadership in all branches of its work. It is improving its fact-finding and educational agencies. It is demanding and securing legislation that places it on an equality with other industries. It offers an increasing attraction to young men and women who like its freedom and its challenge and its broad opportunities of worth-while service. It promises increasing financial reward and stability. It responds to the best thought and the best effort. It offers the opportunity to make the ideal home from which shall come not only those who will "carry on" in the country, but, as it has in the past, also those who will carry these ideals into the life of the city and help to maintain that mutual understanding and unselfish cooperation upon which the welfare of our Nation must rest.

Tuition fees in the State secondary schools of Czechoslovakia are graded according to the incomes of the parents of pupils.

County-District Organization is Conspicuously Successful

A Minnesota County of Contrasts Provided with Parallel School Systems. Sparsely Settled Portions Controlled by County Board and Other Portions Maintain Usual District System of the State. Ample Funds for All Purposes From Special County Tax and State Aid. Effective Supervision by Specialists. Homes in Schoolhouses for Teachers

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

ST. LOUIS COUNTY, Minnesota, the heart of the Arrowhead country and literally the "land of the sky-blue water," is unique in at least two ways among Minnesota's counties. It is the largest county in the State and one of the largest in the United States, having an area of 6,500 square miles and containing 106 congressional townships; and through special legislation it is provided with a biadministrative organization for rural schools; some schools operate under the plan in vogue in other parts of Minnesota and others are in "unorganized territory," under special laws not applicable in other counties.

It is a land of lakes and streams, from Lake Superior which it borders on the south through "the thousand lakes" to a cluster of lakes and streams forming the northern boundary. Once a land of great forests and splendid timber, it has been denuded of its riches by two destructive elements: (1) The great lumber corporations which have "cut over" the valuable timber without reforestation, and (2) the great forest fires of 1918. The latter swept nearly the entire area of St. Louis County, laying waste once valuable and beautiful forests, leaving thousands of dead trees standing like ghostly sentinels in the thick underbrush of new growths of the many varieties of native trees. In spite of desolation the natural romance of the north woods remains, especially when decked in autumn colorings with their contrast to the sky-blue of the abundant lakes and streams.

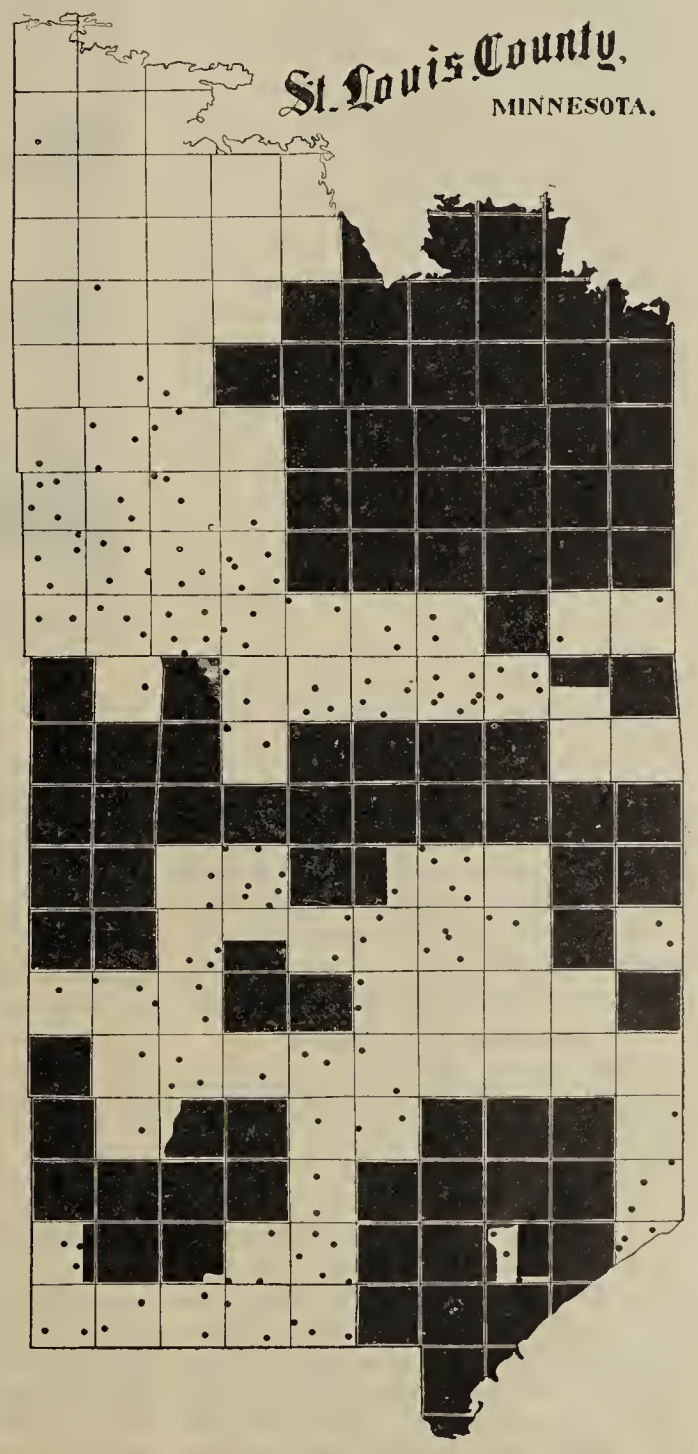
A Pioneer Land Full of Hardships

Over approximately 4,000 square miles of the county known as "unorganized territory" school children are scattered with wide distances between families. The people wrest a scant living from the reluctant soil, supplemented in most cases by day work on roads, in mines, or at a variety of odd jobs. It is a pioneer land, full of hardships, unhampered by tradition, developing a sturdiness and initiative all its own.

In such a land of many children and little wealth the ordinary type of organization for school purposes, especially support, is inadequate. Minnesota's normal school unit is the local district. Under conditions in St. Louis County a different scheme must be worked out to avoid school starvation. To a great extent the new type of organization was predetermined, since previous to the settlement of the unorganized territory many school districts had been formed and school systems developed—some to a high degree of efficiency. Particularly was this true in the "Iron range country" running through the center of the county and rich in mineral deposits; the school districts there are rich to the point of opulence.

County taxation is not an important source of school support in Minnesota, the local district being the chief contributor. There is, however, a state-wide tax called the county school tax of 1 mill collected by county authorities and returned by them to the credit of the different school districts exactly as collected. Generous State funds are apportioned in large part by way of special subvention to promote particular activities, as libraries, transportation, standard buildings, and the like. Although some of these subventions are equalizing in nature and effect, it is only through meeting certain stated requirements of efficiency that a district can avail itself of them. Poor districts, as those in the unorganized territory would ordinarily be, can not meet the requirements and profit by the subventions.

Even the few facts stated suggest that this large extent of territory, denuded of its natural resources, overgrown with underbrush expensive to clear away, often needing extensive drainage operations, and settled by widely separated groups, offers little valuation for the local support of schools. A special method of administration and support had to be found. Legislation provided a remedy. Through this legislation the "unorganized" territory was organized into a "county district" and a new and equitable system of support provided.



The county district as is shown by the map is not contiguous territory, the previously organized districts being scattered throughout the county before its organization. Black sections represent these districts, the white portions the county district. Each black dot in the white background represents a county-district school.

The county board of education, the administrative body in control of schools in the county district, is composed of ex-officio members—namely, the chairman of the county board of commissioners, the county treasurer, and the county superintendent of schools. The superintendent is executive officer to the board. The board has the powers of independent district boards under the Minnesota law.

Special Law Provided Revenue

Revenue was provided for the county district by a special law for a county-wide tax of eight-tenths of a mill. This tax levied on all property in the county, including the opulent districts, is apportioned to those districts, including the unorganized territory or county district, in which a 30-mill local tax will not return $90 per school child; each district receives the difference between the amount the 30-mill tax will bring after it is once levied and $90 for each child enrolled in school 100 days or more. It provides about $300,000 per year for needy school districts in the county, $175,000 of which goes to the county district. The other large source of revenue is that from the special levy of approximately 60 mills fixed by the county board of education on all of the unorganized territory in the county—i. e., the county district.

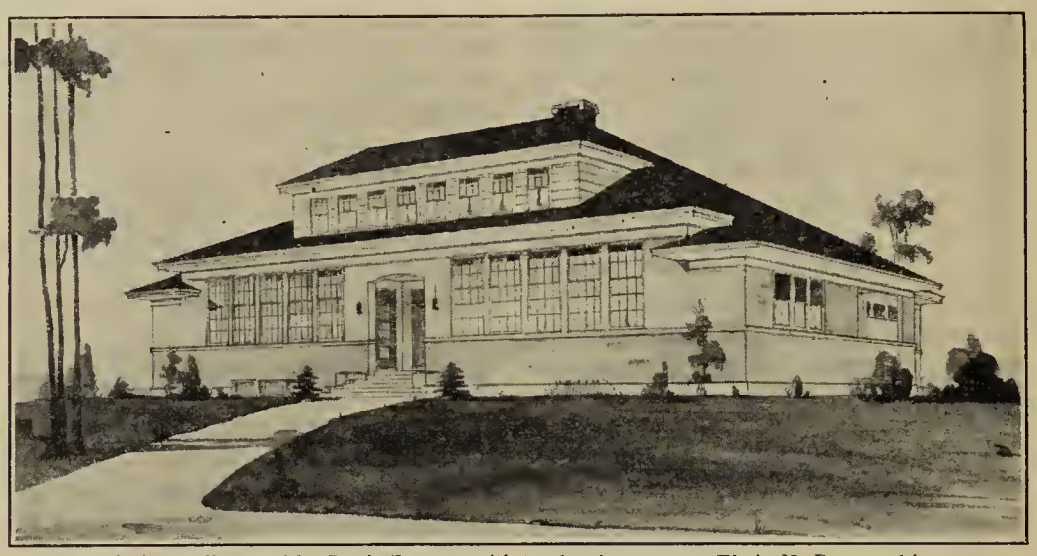
Besides these funds from local sources, the State of Minnesota provides "supplemental aid" through a variety of laws—regular or flat aid, transportation aid, building aid, and others, a total of about $275,000. Since these aids are distributed only to districts which have reached a certain degree of efficiency, isolated schools in the unorganized territory without the county-wide tax provided through special legislation would probably be unable to avail themselves of these funds.

County Board Is Well Equipped

The county department of education is installed in commodious quarters in the county courthouse at Duluth. The staff consists of the county superintendent of schools, one assistant superintendent, one deputy superintendent, four special supervisors—namely, one of language and reading; one of literature, health, school attendance; one of history, arithmetic, and rural savings; and one of geography, citizenship, and Americanization. These supervisors are general supervisors, but have special responsibility for the subjects named. Their work is under the general direction of a supervisor who is called the principal of schools of the unorganized territory. In addition there is a special supervisor of penmanship and art, one of agriculture, and one of home economics, who are paid in part from Federal and State funds.

Business Manager for Buildings and Supplies

There is also a business manager who has charge of buildings and supplies, an assistant business manager, and an office force of two bookkeepers and six clerical and stenographic assistants. The county department of education has a branch office and supply house at Virginia, a city about 60 miles north of Duluth and near the center of the county. The county owns and operates two supply trucks, together with a carpentry and repair shop located at Virginia. These trucks are used wholly for transportation of supplies and for the general business of the schools. Pupil transportation is conducted entirely through contracts with individuals. The county board does not own nor operate any pupil transportation trucks.



Typical schoolhouse of St. Louis County, with teachers' quarters. Elwin H. Berg, architect

Approximately 300 teachers are employed in the county, of whom about 223 are in the unorganized territory. The salary scale established for the teachers in this territory sets up a minimum of $90 per month for teachers without experience. The minimum requirement is education equivalent to high school graduation and one year of normal training either at a normal school or in a high school training class. The salary scale provides (1) $5 per month in addition to the minimum for each year of experience up to seven years; $10 per month additional for each year of training beyond the high school up to four years, the sum of the years of experience and training not to exceed seven years; (2) $5 per month extra for attendance during full six weeks' summer course at an approved State teachers college; (3) $5 per month additional salary for principals of two-teacher schools and $5 per month for each additional teacher beyond two employed in a school. The minimum salary for teachers who are graduates of two-year State normal schools is $110.

The length of term for all schools is nine months. All schools with modern buildings and equipment have teachers who are graduates of a two-year standard normal school. This is in order to qualify the school for special State aid.

St. Louis County has adopted a plan for school buildings of one and two teacher type as shown in the cut. Another plan is used for buildings of a larger type. Practically all buildings of the county conform to one of these general types varied somewhat in size and exterior finish. There are still a few one-teacher buildings of the old style which have not yet been remodeled. These are retained in most cases because there is a prospect of early consolidation. With these exceptions all buildings contain cloak rooms, a library room, and either sanitary chemical or flush water toilets. Although there are many one-teacher schools, there are few one-room schools in the county. In general the sites have been selected with a good deal of care. The grounds and buildings represent the best ideals of the neighborhood in which they are located. A few schools, of which the Prairie Lake school building on a knoll overlooking a beautiful spacious lake is an example, are on sites probably unsurpassed for beauty by any country school in the United States.

Housing for Teachers Presents Problem

The wide distribution of the population in the unorganized territory led to unusual difficulty in finding suitable living quarters for the teachers. This was augmented by the fact that a large percentage of the populations is of foreign birth accustomed to living conditions and kinds of food not agreeable to American-born teachers. For these reasons unusual attention has been given to homes for teachers as part of the school building or on the school grounds. The typical teachers' quarters occupy the upper story of the school buildings. These upper stories have been made into quarters of from three to five

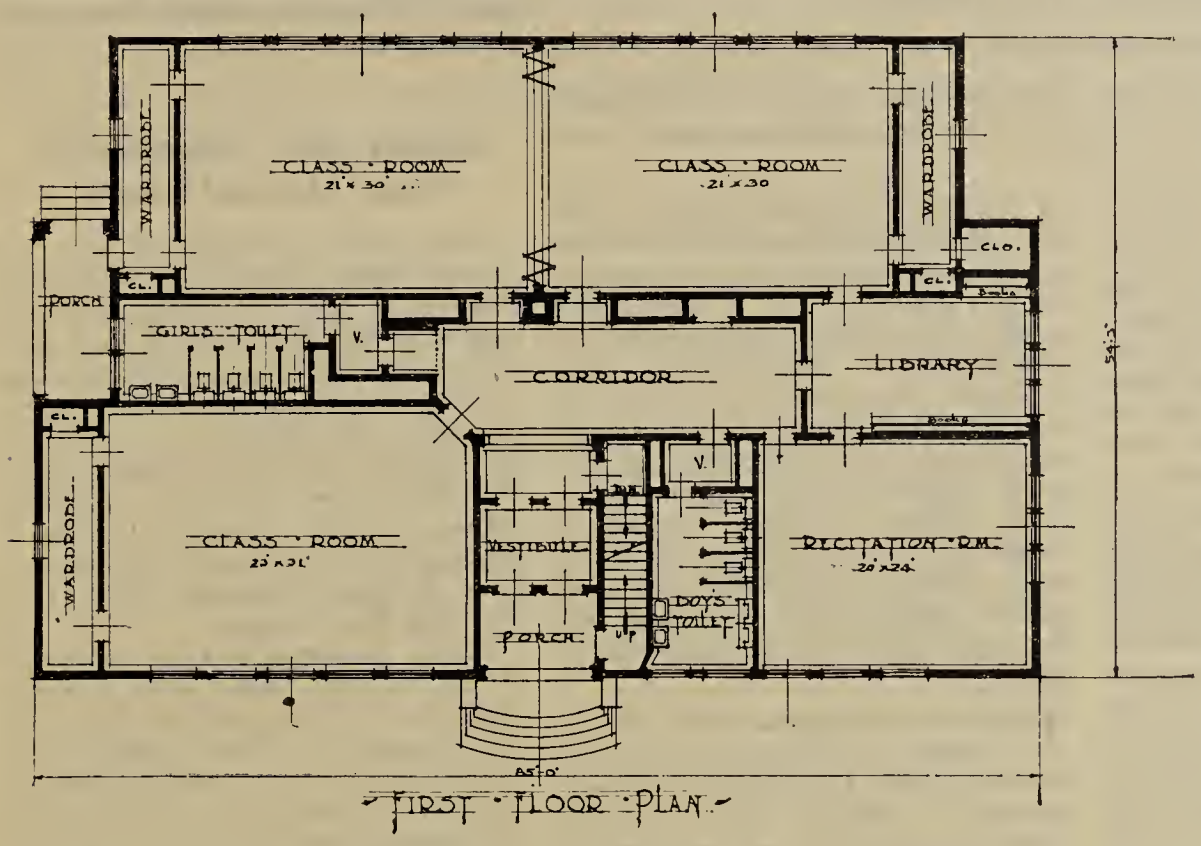
rooms, including always a living room, a kitchen, and one or more bedrooms. In most cases the rooms are large, well lighted, and tastefully furnished. Light and heat are supplied by the board of education in the same way as for the school buildings. When electricity is available the teachers' quarters are lighted by electricity. Gasoline or kerosene is used in the small buildings remote from electric power lines. A flat rental rate of $6 a month is charged by the board. The high standard established for living quarters, the low rate of rental, the fact that the rooms in arrangement, upkeep, furnishings, etc., are above the standard maintained in the neighborhood in which they are located, lead to a demand for positions in the schools in which the teachers' quarters are furnished.

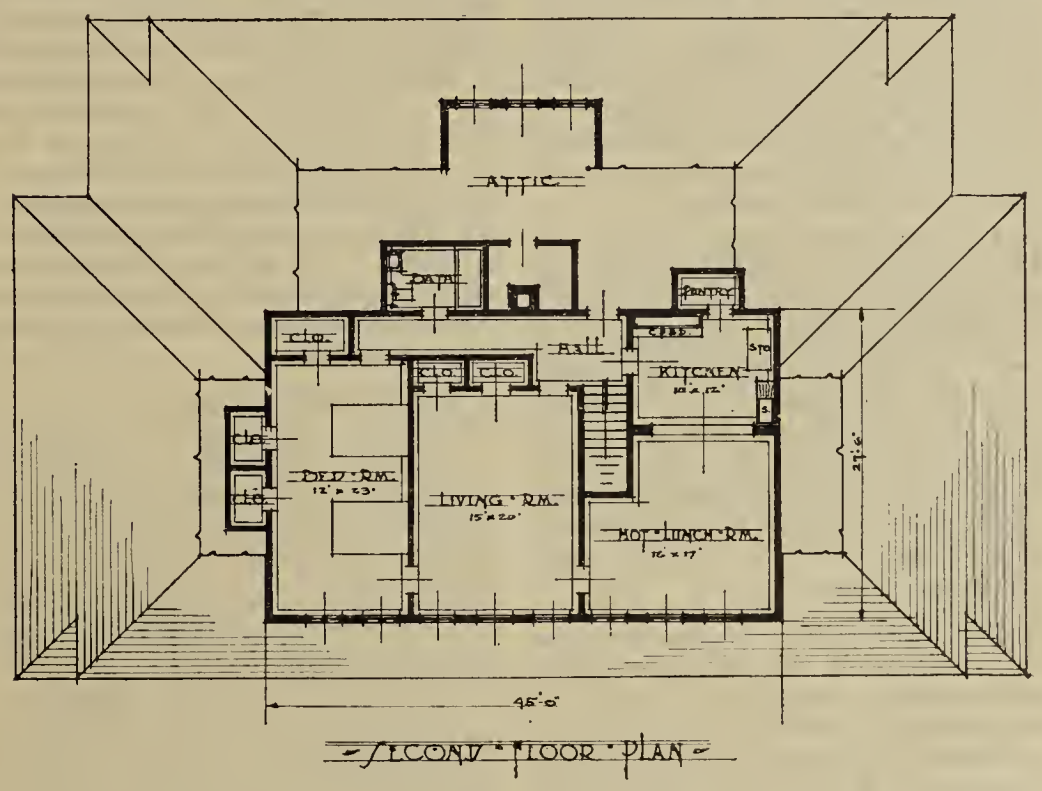
Efficient Arrangements for Janitor Service

Few counties in the United States have a more businesslike and efficient arrangement for supplying and maintaining equipment and general upkeep of buildings. At least once a month the school buildings are thoroughly scrubbed and cleaned. Janitor service is supplied for all buildings of three rooms or more. In the small buildings clubs made up of boys and girls in the school are responsible, under the direction of the teacher, for the cleanliness and upkeep of the schools.

The special rooms for libraries and the supply of library books as well as supplementary reading material for all subjects is a notable part of the equipment of each school in the county. The local supply usually consists of several hundred books, even in the small schools, and this is supplemented by traveling cases sent from school to school. Besides the traveling library boxes, phonograph records are circulated from the supply house of the county board of education. Nearly all schools are supplied with some kind of musical instrument.

Work with foreign-born adults is a significant part of the school program. Night schools are maintained in about 40 rural communities, the enrollment in 1924 being upward of 400 adults. There is a large Finnish population, especially in rural communities, and many Austrians and Scandinavians. About 90 per cent of the rural population are foreign born. Many of these persons can not read nor write and have not yet been admitted to citizenship. Under the direction of one of the county supervisors a three-year course for foreign-born adult illiterates has been organized and upon its completion a certificate signed by the school authorities is granted.





Prefer County System

This account of school organization in St. Louis County refers in large part to the so-called county district over which the county board of education has complete charge. The county superintendent's office performs also the functions of county superintendents' offices usual in all Minnesota counties—that is, it supervises the work of the teachers in the organized rural school districts and performs the customary administrative duties. The system of supervision described, and in many instances the type of buildings, length of term, salary scale of teachers, and the like, are applicable to rural school districts in the county which are not part of the county district. There is a growing tendency for these rural school districts voluntarily to come in to the county district system, abandoning their independent organization for the superior and very evident advantages of the county district system.

Activities of National Congress of Parents and Teachers

By FANNIE BRYANT ABBOTT

Assistant Manager Publicity Bureau

THE TEXAS BRANCH of the National Congress of Parents and Teachers is experiencing the most rapid and substantial growth in its 17 years of organization. There are now 1,296 local parent-teacher asssociations enrolled as members of the State congress. Since November, 1924, 258 new associations have become members of the State congress. At the recent State convention, held at El Paso, the treasurer reported the disbursement of $19,000 for child-welfare work during the fiscal year.

THROUGH Dr. J. E. Butterworth, of the rural education department, Cornell University is cooperating with the National Congress of Parents and Teachers in making a survey of 12 States representing varied conditions of organization and population. The survey is an attempt to make an impartial inquiry into the work and ideals of parent-teacher associations so that their problems and the methods of attacking them may be seen more clearly.

BLANKS entitled "An Inquiry to parent-teacher associations" have been sent through State presidents to associations of the 12 States. In addition to general questions regarding membership, character of association, and attendance, the inquiry requests lists of activities, outstanding problems, chief handicaps, copies of programs, and minutes of at least two business sessions.

RIVALRY for first place in national congress membership is keen in those State branches that have been making remarkable growth. California, Illinois, and Ohio are the highest three States in membership. Ohio has made a gain of 16,000 during the past year. Figures given for these States are 129,212, 60,449, and 56,000, respectively. Ohio reports special increase in rural membership, 80 counties of the 88 of the State having associations.

THE Idaho branch of the National Congress of Parents and Teachers has put itself on record for the welfare of the young people of the State by passing a resolution opposing commercialized "round-ups" or "rodeos." Such exhibitions are opposed as not representing American ideals or the traditions of the West and as degrading in their influence on the young by practicing cruelty to animals under the guise of amusement. The Idaho congress asked the authorities to enforce the law prohibiting cruelty in any form.

ANOTHER resolution passed by the Idaho branch urges school officers and teachers to forbid in school dramatics drinking scenes, the use of tobacco, and anything that it not of the best moral and ethical standard. This resolution urges a positive effort toward a constructive personal, family, and community recreation through the use of books, art, and music and those agencies which call the young people to God's out-of-doors. Members have pledged themselves to protest to publishers of literature of a questionable character and to support officials in the enforcement of the prohibition laws.

THE National Congress of Parents and Teachers is cooperating with the National Thrift Committee in the observance of National Thrift Week by sending suggestions to all local associations and urging them to prepare for programs, addresses, and community cooperation around the topic "Thrift as a Character and Nation . Builder." Where school banks are in operation, associations are asked to work with teachers to induce all pupils to become savers. Radio thrift talks are suggested. A thrift exhibit, showing the work of the several States and some methods of carrying out thrift programs, is in preparation and will be ready for State conventions by spring. This will be a traveling exhibit and can be had by conventions by request to the bureau of publicity of the national congress.

NEW JERSEY reports more than 300 schools operating school banks, November 1, 1925. Since November, 1924, more than $300,000 has been deposited in school banks in the State, with 87 per cent of the pupils depositing. Nineteen parent-teacher associations have been instrumental in putting school banks in operation during the year. The chairman of thrift in the national congress has outlined a program for teaching thrift in the home, because the family is the basic unit of society and the early training of the child in the home is fundamental to all education.

GOVERNOR CLIFFORD WALKER, of Georgia, says, "The organized motherhood of Georgia—the parent-teacher associations—is setting the pace for the country, walking with the leaders of educational thought and weaving their hearts around the public schools. Twenty-six thousand of them in more than 500 communities are studying the needs of the children and quietly demanding the right kind of school."

Southern State Superintendents Inspect Maryland Schools

State school superintendents from 13 Southern States recently inspected Maryland schools and held conferences with State Superintendent Albert S. Cook and his assistants for the purpose of studying the public school system of that State, particularly its methods of classroom teaching and supervision of instruction. The States represented were Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia, and West Virginia.

Regular classroom work was observed in one and two teacher rural schools, consolidated, village, and high schools in four counties. Visits were made also to the department of rural-teacher training in the State normal school at Towson for the purpose of seeing how the courses for the preparation of rural teachers differ from those for grade teachers.

One of the features of the trip was attendance upon a regular all-day teachers' meeting conducted by a supervisor of Baltimore County with teachers of one and two teacher schools. This meeting was attended by supervisors from 15 other counties. Sectional meetings of this sort are held regularly in three different centers during the school year in order that each of the 45 supervisors of the State may attend one such conference.

The expenses of the visiting State superintendents were paid by the General Education Board.

Ten units of summer school or normal school study, at least six units of which must be strictly teacher-training study in the principles, theory, or practice of teaching, are now required in addition to high-school graduation, before a resident of Nevada may obtain a third-grade certificate.

A students' residence, or hostel, was recently dedicated with impressive ceremonies in Montevideo, Uruguay. The hostel is sponsored by a group of intellectuals to furnish home influences for students and to offer a center for the intellectual life of the community.

Education in the First Quarter of the Twentieth Century

Shifting in the Equilibrium of Nations Accompanied by Momentous Changes in Educational Thought and Practice. Reforms Affecting Entire National Systems and New Colonial Policies Advantageous to Millions. Clauses in New Constitutions Amount to Veritable Educational Bills of Rights. International Contacts in Military Conflicts Carried Over into Education

By JAMES F. ABEL

Assistant Specialist in Foreign Education Systems

THE FIRST QUARTER of the twentieth century has just closed. The earlier years of that time were relatively peaceful and undisturbed; the later years brought greater and more abrupt changes in the history of mankind than were made in all of several previous centuries.

Four great empires crumbled, and constituent parts of a fifth were granted measures of freedom they had not hitherto enjoyed. New nations were created and for the first time assumed the duties of national and international life. Others were recreated and again became responsible governments after a lapse of a hundred years or more. New constitutions of government were adopted and put into effect by their 35 or more countries. Vastly more people than ever before came to live under republican forms of administration based on proportional representation. Suffrage for both men and women was suddenly and widely extended. Protection for minorities grew to be a principle recognized as coequal with that of the will of majorities. Languages and literatures long suppressed or even outlawed were freed to such revival as may be justified by their inherent strength, beauty, or appeal. A wealth of discovery and invention overcame many of the physical obstacles in the way of better universal communication and understanding. International relationships took on infinitely greater significance and in many phases entirely different methods of expression and control.

Stabilizing Influence of Educational Institutions

Educational thought, progress, and achievement for the quarter century have been chronicled in thousands of books and pamphlets, and yet much is still unrecorded. Standing out clearly as a most pronounced and gratifying feature of these years is the sturdiness and boldness with which establishments for education met the stress of 1914 and the subsequent time of turmoil. When the story of the schools for that period is finally told, it will show that they played their part resolutely in the immediate situation, to a considerable extent foresaw the order that must follow, and trained men and women for it. From kindergarten to university they proved themselves to be stable and a marvelously strong stabilizing influence.

Processes of education and the attitude of the world toward education have changed much since 1900. Perhaps there have been some losses, but major steps of progress have been many and great. New attitudes toward the rights of the child and the family, the responsibility of the State in the training of its citizenry, the justice in permitting minority peoples to continue their own languages and ideals, and the removal of class distinctions in education were developed and expressed in most of the new national constitutions. Colonial policies in education were changed for millions of people with results far beyond any ever before achieved. The finer international relationships in education had their inception and numerous channels for their better expression, and organization began to be established.

Reforms of Unprecedented Scope

Reforms affecting entire systems of schools were attempted and carried on with more or less success by several of the largest nations. The scope of education was almost doubled in breadth by the further inclusion of scientific and vocational training, a training for citizenship and service, and its adoption by a number of countries as a matter of national promotion and support. Better care for the physical welfare of mankind through teaching children essential health habits, arranging games and athletics for all rather than a few, erecting finer school buildings to furnish good light and pure air, and insisting on medical inspection as a directive more than a defensive activity had their practical beginnings. Secondary schools grew phenomenally in numbers, in strength of organization, and in width of curriculum. The education of adolescence now holds with that of earlier youth an equal place in the public mind; and the next logical step—that of making the first years of higher instruction more easily accessible to more of those fitted for it—is being taken through the rapidly growing number of junior colleges. Out of the germ of a thought offered to the world early in the century partly by American psychologists and partly by Alfred Binet grew numerous psychological and educational measures far more precise than any previously used and fields never before entered were opened to education and industry.

Constitutional Recognition of Minority Rights

On the one continent of Europe 12 nations adopted new constitutions in the four and one-half year period between July, 1918, and December, 1922. Nine of these were new nations whose people had long been subjected to a kind of denationalization through having their racial customs and traditions ignored, their religions suppressed, and their native tongues more or less outlawed. Undoubtedly the framers of these governments at first had retaliatory measures in mind, but eventually they generally agreed in the treaties "to protect the interests of inhabitants that differ from the majority of the population in race, language, and religion," and wrote into their constitutions a recognition of the right of national minorities to education in the mother tongue and to the development of their own racial literatures and cultures. Here was the unusual situation of treaties limited not to the external affairs of nations but dealing with their internal affairs to the extent of guaranteeing equality of political, religious, and cultural liberty to all citizens, even setting out the details of certain phases of educational activities, and compelling those guarantees and details to be incorporated in the charters of government.

Other clauses in one or another of the new constitutions amount to a veritable educational bill of rights. That education, the arts and the sciences, and scientific research and the publication of its results are free, using the "free" in the sense of unrestricted, is generally guaranteed. Strong safeguards are thrown around the child and the family. "It

shall be the duty of the State to maintain the purity, health, and social welfare of the family." "The education of children to physical, intellectual, and social efficiency is the highest duty and natural right of the parents." Families of many children are to have the right of compensatory assistance, and illegitimate children must be given proper opportunities for education and advancement. The way to secondary and higher education is opened for gifted children of poor parents, probably the first time in history that supernormal children as such have been the subject of consitutional legislation. A uniform school system for all children with special privileges for no social class, variations being permitted only for different vocational and local interests, is the common ideal.

Improved Policies in Colonial Education

Colonial policies in education and their results have stood out in bold relief in this first quarter of the twentieth century. As a part of the responsibilities which they assumed in consequence of the Spanish-American War, the United States set about the education of their new citizenry and rapidly developed in the Philippines and Porto Rico systems similar in plan to those in the continental States. In the Philippines they undertook to provide some 12 millions of people with a common language and through it a training that would mold those people into a self-reliant, self-dependent body. Philippine schools from kindergarten to university grade now enroll more than one and one-quarter millions of students and are maintained at a yearly cost of more than 23,000,000 pesos. Two-ninths of the money expended on all public enterprises on the islands goes to education.

A Complete Educational System Constructed

In Porto Rico the Government of the United States found a population at least 80 per cent illiterate, no public school buildings, elementary education provided for less than one-fifth of the school children, and no instruction on the island in advanced grades or of quality sufficient to prepare a student for admission to a good college. Out of that situation a complete educational system has been wrought, reaching approximately one-fourth of a million students and costing annually about $4,000,000. Vastly more has been accomplished in 25 years in these two insular areas than was brought about in several centuries under a government neglectful of the place of education in wise colonial policies.

Directors of education follow closely or accompany the governors general sent out to the colonies by the Government of the British Empire. Autonomous universities have grown apace in numbers and wealth throughout most of its dominions in recent years. Cambridge and Oxford local examinations are held in many of the colonies as a way of opening to colonials attendance at British universities. A recent historian expressed the British idea of education in colonization thus: "Among the means by which the bonds of comradeship are carried down into the lives of all the vastly diverse peoples that owe allegiance to the Crown, the most potent of all are to be found in the universities and the schools. It is they above all other agencies that must sway and direct the spiritual forces, the ideas, and the sentiments in which the abiding strength of the British Empire rests."

Military Conflicts Bring New Contacts

Engaging in and bringing to an end great military conflicts necessarily created new international contacts. These carried over into education and gave added impetus and force to generous policies such as were initiated by Cecil Rhodes. Considerably more than a hundred private organizations sprang up, most of them in the past decade, and they are carrying out their purposes in the promotion of one or another phase of education in international relationships. Several of these were world associations claiming no less than all nations and all peoples as their field for furthering mutual understanding of and progress in education. International exchange of students, teachers, and research workers in the spirit that science and learning know no political boundaries was established and is growing rapidly. The new nations intent upon setting up systems of education fitted for their representative forms of government were and are sending officials into other countries to learn from the schools abroad all that may be best suited for incorporation into their own.

Italy Returns to Idealistic Philosophy

Several thorough and far-reaching educational reforms were attempted. The Italian Minister of Public Instruction began a complete reorganization of the school system established in that country 60 years earlier with the purpose of shaking Italy "out of the doze of naturalism and positivism back to idealistic philosophy." By a series of decrees, orders, and circulars the Ministry undertook to reduce the cost of education by abolishing duplicate institutions, to strengthen the classical studies, equalize the opportunities of public and private school children by means of uniform Government examinations, and reduce the number of pupils in overcrowded schools and classes. The central office, "Minerva," was reorganized, and the kingdom divided into 19 administrative units instead of the previous 75.

The reform in France took the direction of changing the elementary and secondary school curricula in such a way as to emphasize the literary and cultural rather than the scientific trend. The secondary school programs were so changed as to defer the necessity for the pupil to make a choice of vocation; the classics were given a more prominent place; and the study of French and modern languages made more significant. Secondary education for girls was changed so as to be much more like that for boys, and greater opportunities to prepare for and participate in university courses were opened to women.

Fisher Bill Brought Great Gains

England attempted by the act of 1918 to establish a national system of public education, available for all persons capable of profiting thereby. Elementary education was to be remodeled, provision made for advanced instruction for public school children over 14 years of age, and the health of all children to be given closer attention. A system of continuation schools was to be established, the compulsory school attendance ages extended, and child labor prohibited. No child or young person was to be debarred from any kind of schooling he was capable of receiving because of inability to pay the fees. Economy in governmental expenditures made it necessary to curtail the programs of the Fisher bill, but nevertheless it brought great gains in education to England and Wales.

The Scottish reform, having back of it much the same spirit as that of England, raised the compulsory day-school attendance age, gave school authorities oversight over the child's education from his second to his eighteenth year, and stressed medical inspection and health supervision. The country area was substituted for the parish area in school administration and the number of administrative units reduced from 950 to 40.

Mexico's Widespread Educational Revival

The educational revival in Mexico was concerned with improving existing schools and establishing new ones, encouraging industrial and technical education, providing more libraries and books, gathering and conserving the historic and artistic material of the country, aiding poor children, and reducing illiteracy. The Ministry of Public Instruction was recreated and reorganized and budgets far in excess of those for previous years were proposed and expended.

Impelled by the belief that secondary education was narrow, barren, needlessly rigid, and indifferent to the needs of large groups of students, strong influences forced the curricula of the secondary schools to be extended to include scientific and vocational training, gave courses in these subjects better recognition for university admission, and in several

countries made this type of training a matter of national promotion and support. The program of Federal participation in and partial direction of vocational education begun in the United States in 1918 now affects some 6,000 schools and more than half a million young people and involves an annual expenditure of approximately $20,000,000.

Canadian Program for Technical Education

A similar program by which Dominion aid for technical education was extended to the provinces of Canada in 1919 contemplates a total annual aid of $10,000,000 by 1929, conditioned on an equal expenditure by the provinces. In the year of its inception more than 6,000 pupils enrolled in vocational courses. Beginning with 1900 the States of Australia one after another either strengthened or established the work in technical education. Enrollments increased to some 75,000 pupils and expenditures to £600,000. The foundations for a complete organization of vocational education were laid in France in 1918 and 1922. Appropriations for it in 1925 were doubled over those for the previous year. Everywhere science, scientific investigation, and vocational and technical education took a stronger hold on the systems of schools.

Medical inspection of school children began in the nineteenth century, but it has had its practical development in the past 25 years, and has proceeded from the examination for and exclusion of cases of communicable diseases to a complete examination for all conditions affecting the health and physique of the child. The employment of the school nurse was begun, first for the treatment of skin diseases and as an agent between home and school in securing the treatment of diseases and defects, and later also as an examiner of children. Finally teachers were trained to function as highly capable examiners, the nurse and the physician serving as specialists to whom defective and unhealthy children are referred for expert examination and diagnosis. Eventually the school took into its confidence the person most interested, the parent, and invited him to be present at the examination.

Improved Conditions of Child Health

Recognition of nutrition as the most fundamental condition in child health began, tests for sorting out the malnourished were attempted, and special school feeding and the improvement of the school lunch period were established. Open-air schools for tuberculous and other children had their rise, and the idea is now dawning that every school should be at least a pure-air school for all. Much progress was made on the health side of school architecture, especially in lighting and most notably in ventilation. The playground that had shrunk rapidly in size during the past century began to grow larger. A strong reaction set in against formal gymnastics and in favor of games and athletics for all. Conservation of human energy by caring closely for the child and for his health became watchwords in national policies.

The sudden and phenomenal growth of secondary schools startled even educators who were watching the situation closely, and it is yet only vaguely realized by a large majority of people. Out of the endowed grammar schools, the technical institutes, the organized science schools, and the pupil-teachers' centers in England there grew up under the influence of the board of education and the university examinations a somewhat unified program of secondary education expressing itself through a steadily increasing number of schools and pupils until 1914. Then a sudden and unexpected demand for education filled the schools to overflowing and made the setting and maintenance of higher standards of scholarship possible. From an enrollment of 198,884 in 1914–15, the schools grew to 307,862 in 1919–20 and 359,444 in 1924–25. The number of secondary pupils per thousand of population rose in those years from 5.5 to 8.1 and on to 9.9.

Phenomenal Growth of Secondary Schools

The United States began the century with approximately 720,000 pupils in 8,000 public and private secondary schools. For years new schools were opened at a rate equal to at least one each calendar day. More than 16,500 of them now enroll three and one-quarter million students, and are training 23 per thousand of population in secondary subjects as against 9.5 in 1900.

France, Sweden, and Germany laid out new schemes for secondary training in the early years of the period and carried them on as forceful programs until the turmoil of the later years compelled some modifications in subjects, time allotments, and course divisions. In all three countries these schools were for some time and to a certain extent still are the center of public attention, the direction that their purposeful continuance shall take being recognized as a vital matter in the lives of those nations. In buildings adapted to the purposes for which they are erected in development of administrative and organization principles and in training and professional standing of its working personnel secondary education has made greater advances perhaps than any other branch of the activities connected with the formal training of human beings.

Making education much more of an exact science, removing many of the wrong concepts about the material and methods of the schools, and determining more closely the innate abilities and capacities of students are in effect all products of this quarter century. Out of new statistical methods the principle of interpreting intelligence in age norms, and that of the objective standardized test grew series of measures used first individually and later with groups. They are now recognized as necessary instruments in evaluating any school system. Because of them research in education and in several lines of industry has taken on new direction and wonderfully increased momentum with considerable assurance of improvement in both fields, for intelligent research is usually followed by definite progress.

A Horizon Aglow With Promise

At the beginning of the second quarter of the twentieth century Minerva—to use for education the fine, figurative word of Italy—looks out upon a horizon aglow with promise. There is vastly more knowledge than ever before to be organized by and transmitted through the schools to vastly more people ready to make it part of their daily lives and thought. But if the work is of appreciably greater magnitude, the means for doing it are obviously of greater variety and strength and of finer adaptation. If the field for education is much wider in area, the time needed to reach its outermost boundaries is many fold diminished. If the wealth essential to financing its activities is running into enormous amounts, the sources from which to draw that wealth are richer and more numerous. If it is required to give daily training of more different kinds to many more millions, the personnel for doing it is also stronger in numbers and preparation and more versatile in achievement. If there are many and difficult problems to be worked to successful solutions, there are more and better instruments to bring to bear on the process.

A Questioning World Accepting Few Dogmas

Minerva's world is now a frankly questioning world, accepting few dogmas and beliefs, content to follow few precedents, weighing, testing, surveying, examining, and experimenting, somewhat skeptical about the old, eager to try the new. With the hope that it will not again in many decades, or even ever, be forced to face such crises as those just passed, goes the desire that with quieter times it will lose nothing but gain more of the virility and versatility it has shown in the past 25 years.

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· SCHOOL LIFE ·

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By THE DEPARTMENT OF THE INTERIOR, BUREAU OF EDUCATION

Editor - - - - - - James C. Boykin

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JANUARY, 1926

Reduce the Difficulties of Higher Education

GRADUATE STUDY will not cease, even though, as some of the members of the department of economics of Columbia University have found, the cost of a doctor's degree is out of proportion to the salary of a college professor. The writer in the Monthly Labor Review, quoted on another page, has reduced to figures certain facts that are familiar to all who have even a passing knowledge of the conditions in the higher institutions of the country. It is true, perhaps, that the cost of living is higher in New York City than elsewhere, but the struggles of earnest students are little less severe in other institutions. Of some colleges it is said that three-fourths of the students must earn part of their expenses as they go through, and half of them maintain themselves wholly by their own efforts.

The will to learn is manifested in constantly increasing numbers of young men. Let us rejoice that it is so; but perhaps the principal reason for it is that educational standards are steadily rising. Success in any walk of life demands more and yet more of preparation. One is not considered for a college position unless he is a doctor. If he wishes to teach in a normal school or even a high school, his prospects of appointment and for later advancement are much greater for the possession of the same symbol of learning.

Teaching is not different from other professions in its requirement for more substantial preparation. Six or seven years of study after high-school graduation are necessary to be a physician, and those who attend the best law schools must do equally as much before they are graduated. Every ambitious boy realizes that he must earn degrees, the more the better, in order to compete with his fellow men for the prizes of professional life. And many of them suffer self-denial amounting to actual privation to attain the ends they desire.

Perhaps the purpose of the writer in the Monthly Labor Review was to argue for higher salaries for college teaching. If so his thesis may be considered proved without further ado. All will agree in the wish for that consummation. But higher salaries for professors mean either higher tuition fees or greater endowments. Higher fees would materially increase the difficulties of students; and nobody doubts that a fair proportion of the present income of every institution for higher education goes to the men upon whom its very life depends—its teaching staff. General increases in college salaries involve many practical considerations. They can not well be "passed on to the consumer," like the wages of bricklayers and engine drivers.

Whether it is possible or not to increase the rewards of college teaching, it should be possible to reduce the difficulties of preparation by reducing the time over which it extends.

Only about a fourth of the cost of college attendance is for fees and books; approximately three-fourths is for personal expenses which must continue wherever the student may be. The "four-quarter plan," which was introduced by the University of Chicago and has been adopted in many other institutions, is worthy of consideration in all the rest. It has been exceedingly helpful to many students in saving a calendar year in the college course and a half year in the graduate school without reducing the actual time of study.

The earnest efforts of Dr. Charles W. Eliot, of Dr. J. H. Baker, of Dr. W. R. Harper, and of many others to reduce the total time required for formal education have often been recalled in these columns; we can not refrain from adverting to them in this connection. Active movements are afoot for the simplification of the elementary course, the reorganization of the high school, and the readjustment of freshman and sophmore classes of the college. These should surely bring some realization of the plans of three of the greatest educational statesmen of the century. Those plans involve no additional cost; they mean saving of cost. And they are questions of organization only, and are within the control of those who administer the educational systems of the country.

Walter Hines Page and Rural Education

ANOTHER Walter Hines Page letter, one which has not yet found a place in the magazines nor in any edition of his "Life and Letters," has recently come to light in the files of the Bureau of Education. There is inspiration in it of the kind that sets in motion the machinery of practical progress. In it is evidence of high purpose in public service, too, for it shows the desire of a bureau chief to seek in the solution of public problems the counsel of great minds. To these and more this letter written by Mr. Page to the Commissioner of Education in 1911 testifies:

Cathedral Avenue,
Garden City, L. I., July 23, 1911.

My Dear Claxton: Make a plan to do some active work. I have no doubt you have a dozen. For instance: Select two or three regions where the best rural public schools are—people that are working intelligently toward making a real country school of a new sort in the world. Make a plan to help them and to report them. Work toward the creation of a perfect country school. Then you'll have something to make a report about—a report that will be read all round the world. Then the Congressmen from those districts will stand by you. Then you'll have a plan, too, to make a comprehensive program—to find a way whereby your bureau can be of direct help in planting or developing such schools everywhere. You can take this great movement, organize it, report it, direct it—manage it.

Then if you ask for $10,000 to do this particular job with—showing precisely how you'll use the money—you'll get it; then you'll get $20,000; then $100,000—then any sum you want.

With no plan, nobody cares for the bureau. If it do something, then everybody'll care.

I'd like to talk this over with you.

Yours, &c.,

W. H. Page.

Mr. Page, as all the world now knows believed in the restoration of country life in America with education as its chief instrument. "Education, Education, Education" was his remedy for a variety of ills of the country in whose service he was later to achieve a high place. Other eminent Americans have realized the dependence of the Nation's future greatness on education. Few have thought so seriously of better schools in rural communities as a national asset. Few have seen as he saw it, the Nation's future so closely related to "a real country school of a new sort in the world."

Mr. Page apparently had two things in mind when he wrote that the Bureau of Education should plant and develop the ideal country school, and that it should seek out and give publicity to superior country schools wherever, if anywhere, they could be found. That his letter may have been the inspiration of a dream cherished in the Bureau of Education for some years—namely, that of securing a special appropriation for the conduct of experimental and observation schools—seems probable. The $100,000 appropriation Mr. Page suggested for this purpose did not materialize, yet reports of the Commissioner of Education show that each year for several years he importuned Congress for money for that purpose.

It does not appear what influence, if any, Mr. Page's letters and advice had on the making of these requests and on the increase of the small appropriation for rural education which had been previ-

ously made. Readers of Mr. Page's "Life and Letters" (vol. 1), will remember his references to the Bureau of Education in his intercourse with Woodrow Wilson before the latter's inauguration as President. At any rate, the appropriation was later increased in amount. The formation of a division of rural education with full-time specialists was one of the fruits of this appropriation.

In the years which have intervened since Mr. Page's suggestion of 1911, the spirit, if not the letter, of his counsel has been more than attained. Lacking a special appropriation for the purpose, the Bureau of Education has not had the facilities to "work toward the creation of the perfect country school" directly, nor on its own initiative and under its immediate management. It has done the next best, or perhaps even a better, thing considering our democratic policy of local initiative in education. It has been privileged on many occasions, in a variety of ways, and in practically every State in the Union, to advise with school officers as to ways and means looking toward the development of a more perfect country school. It has exceeded Mr. Page's suggestion in that its advisory service has extended beyond the development of individual schools to the formulation of plans for rural-school systems or important factors governing such systems, to the end that efficient country schools be provided over a larger extent of territory than the influence of any one school could reach.

To Coordinate Pennsylvania State Normal Schools

The fourth annual conference of the faculties of the State normal schools of Pennsylvania was held at Lock Haven, November 23 to 25. Five hundred and five faculty members, more than 90 per cent of the teaching staffs of the 14 State normal schools, attended the meeting. Eighteen members of the State department of public instruction were present. Dr. Ambrose L. Suhrie, normal school specialist, New York University, counseled the various conference groups and spoke at one of the general sessions.

A large part of the conference was given to section meetings, which were held by those interested in the several departments of study, such as geography, English, and social studies, as well as by the rural training school faculties, bursars, librarians, registrars, and the like. The conference was strictly professional and was devoted to the general theme "A well prepared and growing teacher in every classroom of the public schools of the Commonwealth."

Do the Rewards of College Teaching Justify the Effort and Cost?

Seven Years of Study and $8,500 Necessary to Obtain Doctor's Degree at Columbia University. Annual Salaries of University and College Teachers Range from $1,800 to $6,000

IS THE COST of preparation for the teaching profession too great in proportion to the salary return? A recent study by Elma B. Carr of the expenditures of 41 graduate students at Columbia University and of the salaries of a large number of men and women in the teaching personnel of colleges and universities raises a serious doubt, amounting almost to an affirmative answer. A paper comprising the results of the study was published in the November number of the Monthly Labor Review, a publication of the United States Bureau of Labor Statistics.

Single men students at Columbia in 1923–24 spent for the school year of nine months an average of $1,186 each; single women students, $1,158; and married couples, from $1,630 to $2,973. The figures do not include expenditures for guests, gifts, church and charity contributions, railroad fare, insurance, and savings. The expenses were distributed approximately in the ratio of 25 per cent for tuition; 25 per cent, food; 18 per cent, rent; 14 per cent, clothing; 4 per cent, books and stationery; 4 per cent, health; and 10 per cent for carfare, recreation, and miscellaneous items.

The reports from the students showed that well-balanced meals in sufficient quantity could not be had for less than $250 for the nine months and that about $330 would be preferable to insure enough wholesome food. One woman whose food expense was $160 lived in an apartment with two other girls. They cooked most of their own breakfasts and dinners.

The single men students had average yearly incomes of $989; the single women students, $496; the married couples, from $1,538 to $2,315. In part the incomes were from scholarships and fellowships but the author states:

"At Columbia, as at most other universities, some aid is given to students in the way of scholarships and fellowships. However, not only is the number of these scholarships and fellowships limited, but the amount in most cases is very meager. In most instances, moreover, there is some reservation or stipulation which lessens the value of these awards to the student in general. For instance, at Columbia University, scholarships are not given to persons over 30 years of age, and the acceptance of scholarships and fellowships is further limited by the stipulation that the student accepting such award shall not accept any remunerative employment. The scholarships do little more than cover expenses for tuition. The amount received from the fellowships is somewhat more, but in most cases will in no wise cover the total cost of living and school expenses. Unless a student has private funds he must forego the above benefits because outside work is necessary in order to meet living expenses."

Basing the judgment on the figures of this investigation, the cost of attaining the bachelor degree will be $4,800, the master's degree $6,000, and the doctorate $7,300 or $8,500, depending on whether one takes two or three years of graduate work for the latter.

From this investment of four, five, six, or seven years of time and effort and $4,800 to $8,500 in money the person who enters the teaching profession can hope to receive at most about $3,400 salary in a small university or college, $3,700 in a medium-sized one, and $6,000 in a large institution. Moreover, those salaries will be reached, if at all, only after 15 to 20 years of successful experience. The study concludes:

"If the entire college education, including the doctor's degree, were obtained before beginning to teach, it would take many years to save the whole outlay of $8,000, together with the return on this investment, extending, as it does, over several years. This, moreover, includes only the academic instruction and does not allow for the time and cost of preparing and publishing the thesis for the doctor's degree. * * *

"With the cost of preparation so high, too large a percentage of our teachers are barred from obtaining these degrees because of the disparity existing between the cost of preparation and the salary return. The teachers who can not afford to obtain at least the bachelor's degree are in most cases barred from teaching in universities and colleges, which means, in most instances, that they do not receive even as high a salary as shown by the figures quoted in this article, and hence further advancement out of saving is almost impossible.

"The figures cited show only the money cost and return. In addition there are many sacrifices that must be made by the teacher and his family in order that the husband and father may advance in his profession."

Achievements of Typical Consolidated Schools For Rural Social Service

Community Organization Usually Lacking in Agricultural Districts. Superintendents of Consolidated Schools, Trained for Leadership in Community Effort, Supply the Need, Utilizing the Equipment of the Schools

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

THE VALUE of any school depends upon the extent of its educational and social service to the community. The typical consolidated school not only gives training in the regular branches of the curriculum, but fully 90 per cent of the centralized schools in the United States are carrying on some form of extra curricular activity for school children and adults.

Sargent Consolidated School offers an excellent example of community service

The Sargent Consolidated School in Colorado offers one of the best examples of community service. Its curriculum includes the standard subjects and in addition courses in vocational home making, agriculture, and farm shop are offered. There is ample space for athletic parks and for school projects in agriculture. Some of the best grain grown in that fertile valley is produced on the land of the school plant. The "farm shop" in connection with the school garage, where the school busses are kept in repair, supplies a practical laboratory to the class in farm mechanics. Under the leadership of an expert, the boys learn to do by doing. The home-making rooms, besides serving as regular classroom laboratories for the girls of the high school, are used by the ladies of this community in preparing the community dinners which are frequently served.

Here, 8 miles from any town, where no community interest existed prior to the organization of this school less than 10 years ago, there is one of the finest examples of community cooperation to be found in the country. With an organization of sufficient size to function properly, equipped with 14 acres of campus upon which are located two fine school buildings, a garage, gymnasium, a community minister's home, a house of two three-room apartments for the mechanic and principal, a teacherage, and superintendent's cottage, this rural school organization is an object of community pride, and properly so, for it has shown how the school and community may be integrated in carrying on the much needed work of rural social service.

And at the little country town of Americus in east central Kansas a consolidated school was organized in 1922, which marked the beginning of a new era for the people living in that community. A rural member of the board of education was asked if he thought the patrons were satisfied with the change which had been made. He said, "It seems that every one has a real interest in our school this winter. Our children are cared for so well in the bus, and the school is doing so well so many worth-while things, it makes us willing to help in every way we can. Now when we have a school program every one tries to make it a success."

Each Student Conducted a Home Project

A course in vocational agriculture under the direction of an expert trained at the agricultural college, was added to the curriculum. Each member of this class carried on an individual home project lasting throughout the year. Besides this the boys in the class went out into neglected orchards of the community and pruned fruit trees; they held a school fair in which the entire community took part; they made a hotbed, raising sweet-potato, cabbage, and tomato plants, and sold them as a class project. When a stockman advertised a sale of purebred hogs at the county seat and offered a gift to the person guessing nearest to the average selling price of the stock to be sold, this class attended the sale and carried home the prize pig. Class instruction and practical experience gained through their serving the community during the school year enabled them to do this.

The auditorium of a well-administered consolidated school is the most used room of the building. In it music and dramatics classes meet regularly during the week, and it is home room for the community

The boys went into the neglected orchards of the community

upon the occasion of a school program, motion pictures, leeture courses, and other programs of general interest to pupils and adults. Many centralized schools have regular courses for adults in home and child hygiene. The school or county nurse meets with the mothers of the neighborhood in the school auditorium, and she illustrates her talks with lantern slides. In the Burns Consolidated School, which was one of the first to be organized in Kansas, the auditorium is reserved for the women's use one afternoon each week. From their home duties these country women come to the school for an afternoon of instruction and pleasure. They listen to lectures, ask questions on home making, and, clearing away the movable chairs, play basket ball and other games. Their school is functioning as a social agency in their lives.

Community Cooperation Follows Consolidation

Consolidation and community cooperation go hand in hand. Only where all are interested in the school and are active in the promotion of its endeavors, can it be expected to accomplish things worth while. Strong agricultural courses, vocational home-making classes, musie clubs, and dramatics instruction, such as are found in the Mount Vernon Union High School, Skagit County, Wash., and similar high schools in many States, are most important factors in a rural school. They convince the patrons that their school merits whole-hearted support. This school has arranged its courses to fit the needs of pupils who expect to live in the country and those who expect to live in towns or cities. A substantial percentage of boys in this school from farm homes expect to farm. The school offers them opportunity to learn farm management in a practical way by the home-project method.

Neglected Social Life is Transformed

There are many rural consolidated schools in every State in which this genuine educational social service is to be found. No other agency can reach the people so well as the public school. Rural people in the small one-teacher districts often lack the leadership necessary to community organization for soeial activity. Desirable and appropriate room for a public meeting place is not often available. The typical superintendent of a modern consolidated school is trained for his profession. His training includes community organization and leadership. Assisted by an able teaching force, he welds the community into a working unit. The one-time neglected rural social life is steadily being transformed into a new and active community spirit which reflects the work of the typical American consolidated school.

To Increase the Value of Inspection to Small High Schools

Michigan High School Inspectors Institute New Policy. Superintendents of Schools in Small Towns, County Commissioners, and Parochial-School Heads in Conference. All Discussions are Specific and Concrete

By J. B. EDMONSON
Professor of Secondary Education, University of Michigan

TO INCREASE the services to the small public and private high schools of the State, Inspector J. B. Edmonson, of the University of Michigan, and Inspector C. L. Goodrich, of the State department of public instruction, called a series of conferences at the opening of this school year in 11 strategic centers of the State. Attendance at these conferences was restricted to superintendents of schools in towns of under 2,500 population, the county commissioners of schools, and the heads of parochial schools or their representatives. This restriction was placed in order to make it possible to stress the problems of the smaller schools of the State.

The principal topics presented at the conferences were: Standards of Scholarship in Small High Schools; Improvement of Supervision in the Small School Systems; Curriculum of the Small School; Meaning of the Standards of Accrediting; Health and Play Activities in the Small School; and Interpretation of the Regulations of the State Athletic Association. Each of these topics was presented by the use of an outline, a copy of which was furnished to each one in attendance. The speakers attempted to make their discussions as specifie and concrete as possible. The superintendents were urged to use the outlines as a basis of a report to their teachers and to their boards of education.

Each conference lasted four hours and was conducted in such a way as to encourage interruptions with questions. Through the conferences about three-fourths of the small accredited high schools of the State were reached. An unsigned ballot of those in attendance indicated unanimous approval of the conferences and unanimous desire for a second conference.

This seeond conference will in all probability be hcld in January and plans will be made for a program that will interest superintendents and secretaries of boards of education.

The inspectors do not consider the eonference plan as a substitute for the former type of inspection, but view it as a possible way of anticipating some of the common weaknesses and the perplexing problems of the smaller schools.

Studies in Secondary Education Made Available

A clearing house for research work in secondary education will be established in the Interior Department, Bureau of Education. More than 70 institutions of learning in the United States, including teachers colleges and schools of education, as well as research bureaus and organizations, have agreed to file with the bureau a copy of each research study completed by them. The material collected will be made available by the bureau either through loan of these studies or by providing rooms where research workers may come and examine the material. This cooperation will make possible also the publication from time to time by the bureau of abstracts of seeondary education research.

Operative treatment for children suffering from mastoid disease is provided by the school medical service of Birmingham, England.

Southern Association Supports National Committee

The Southern Association of Colleges and Secondary Sehools unanimously passed resolutions supporting the national committee on research in secondary education at the meeting of the association at Charleston, S. C., December 3. A direct financial appropriation was made for the use of the committee. This appropriation is the final step necessary to assure active cooperation of the organizations represented in research undertakings. The action by the southern association is expected to serve as a precedent for other organizations.

The financial needs of the committee are not great. The principal needs are to finance eommittee meetings and a certain amount of field travel by chairmen of special committees who have the responsibility of organizing and directing specific studies. The committee is not asking large financial appropriations from cooperating organizations.

Supervisors Discuss Supervision in its Distinction from Administration and Inspection

First Sectional Conference for Southeastern States Held at Nashville. Practical Examples of Rural Supervision. Careful Program of Work with Definite Budget of Time is Absolutely Essential

PROBLEMS of supervision as distinct from those of administration and inspection were discussed by the first sectional conference for supervisors of the southeastern States, called by the Commissioner of Education of the Interior Department, which met at George Peabody College for Teachers, Nashville, Tenn., December 14 and 15.

Each of the 10 southeastern States included in the conference area was represented by both State and county supervisors. In addition to the States in the immediate group represented, a few were registered from Texas, Oklahoma, Ohio, New York, and the District of Columbia. The president and faculty of George Peabody College extended the most courteous hospitality to the conference and to the individual delegates. In addition to social features, three full sessions were held each day.

Favor Regular Annual Conferences

At the close of the last session the assembled delegates unanimously adopted the report of a committee on future plans and considerations, embodying a resolution that a similar conference for the Southeastern States be held annually in December and that a committee be appointed to cooperate with the United States Bureau of Education to that end.

J. Virgil Chapman, State rural-school supervisor of Kentucky, presided over the first session of the conference. He read a letter from Dr. John J. Tigert, United States Commissioner of Education, expressing regret at his inability to be present and conduct the conference. It was therefore necessary for him to delegate general responsibility for the conference to Mrs. Katherine M. Cook, chief of the division of rural education, to whom he had entrusted also the reading of his address setting forth his purposes in calling the conference. Portions of the address are presented in another column of this issue.

Dr. Fannie W. Dunn, professor of rural education, Teachers College, Columbia University, followed, setting forth what supervision is and showing by practical examples and suggestions what school supervision should do for the education of rural children. Doctor Dunn was followed by Miss Hattie Parrott, State supervisor of North Carolina, who made practical applications of the principles enunciated by Doctor Dunn in terms of a supervisor's duty from the viewpoint of a State supervisor, and by Miss Cora Pearson, of Alabama, who made applications from the viewpoint of the county supervisor.

The afternoon session of the conference was devoted to the discussion of problems directly concerned with classroom work, analysis of the recitation, application of remedial work, use of demonstration lessons, and of tests as a means of diagnosing instruction. The main topic concerning the analysis of the recitation was presented by Dr. W. H. Burton, professor of education, University of Cincinnati. The supervisor must distinguish between "analytical and atmospheric supervision," he said. The outline furnished the supervisors by the speaker as an aid in activity analysis indicated that a careful study of the teaching procedure must be made to insure systematic improvement on the part of teachers.

Miss Spencer, State supervisor of Alabama, speaking on demonstration teaching, said that lessons for a group of teacher observers are more valuable than those taught by a supervisor for an individual teacher. Details of methods and management which might seem too personal if mentioned during the classroom visit may be thus discussed, and the indifferent teacher is more likely to be reached.

Standard Tests Determine Relative Efficiency

Doctor Frost, professor of rural education, Peabody College for Teachers, showed how standard tests can be used to determine the relative efficiency of two or more schools within a system, the strong and weak pupils, and which subjects require additional drill.

Tuesday evening President Bruce Payne, of Peabody College, spoke of the importance and difficulty of supervising instruction, of early efforts on the part of superintendents to give practical help to teachers in the conduct of their schools, and of the importance of the work of supervisors. Doctor Burton said that a careful program of the work to be attempted during a term or year is an absolute essential in any scheme of supervision. A survey of programs of supervision recently made shows that the best ones come from rural sources. A program made by a supervisor who has thought his situation through, analyzed it, and selected for attention weak spots or new needs tends to displace mere routine visitation and inspection, vague and general supervision. Dr. O. G. Brim discussed the intelligent use of textbooks. He said that intelligence means knowing what you are doing, why you are doing it, and having a definite way of accomplishing your purpose.

High lights of Tuesday's proceedings were the discussion of courses of study in the morning program by Doctor Dunn and Doctor Brim, and the presentation by Miss Annie Reynolds, of the Bureau of Education, of the results of a study of State courses of study made in the Bureau of Education, and of a partially completed study made by a committee on research at Teachers College, Columbia University, of more than 200 State and county courses.

Reports of several studies of time allotment of supervisors were presented by Miss Ora Devers, of North Carolina, Miss Anne Holdford, of North Carolina. Miss Olivia Lawson, of Alabama, and Miss Annie Reynolds. The several studies of time allotment presented showed considerable similarity in the allotment of time practiced by supervisors. The program resulted in a lively discussion concerning guiding principles in time allotment. The supervisors went on record as indorsing the plan of definitely budgeting the time of supervisors, adopting as a tentative standard the median allotment in the several studies reported on the afternoon program. This allotment proposed that classroom visits occupy 50 per cent of total working time, the remainder to be divided among professional study, travel, teachers' meetings, community activities, office and clerical work.

Satisfactory Luncheons for San Diego Pupils

Cafeteria service is available to all pupils in San Diego (Calif.) high schools and in practically all elementary schools. This is a development of the past five years. In earlier days parent-teacher organizations rendered helpful service, and many women donated their time in order that school children might have well-prepared and nourishing food at a nominal price. The service is now operated independently on a self-supporting basis. Though a manager is usually in charge of the cafeteria, the work is under the supervision of the principal of the building, who has authority to see that a guaranteed standard of service and food is maintained.

Can the Rural High School Be Made An Agency for Democracy?

Small Rural High Schools Commonly Offer Either Narrow Academic Curriculum or Equally Narrow Preparation for Farming. Solution May Be in Consolidation, Generalization in Certain Studies, or Individualized Instruction

By EUSTACE E. WINDES

Associate Specialist in Rural Education, Bureau of Education

THE SECONDARY SCHOOL has become the chief agency through which knowledge of problems concerned with social organization is imparted, attitudes toward government are created, habits of participation in social and civic enterprises are fixed, and training that permits entry into a variety of occupations which fix one's social status is obtained.

We have succeeded in making our secondary schools in large population centers real instruments for democracy. We have broken down the idea that the secondary school should serve a select few who aim at professional-service occupations for which they must have collegiate training. We are drawing into our secondary schools in such centers a constantly increasing representation from occupational groups of the lower orders, and we are providing, in large population centers, training suited to the needs of children of varying ability and diverse interests. Where secondary schools succeed in serving children of all social groups rather than those of a particular social status and for a variety of life purposes rather than solely for the creation of a social élite, the tendency is toward the maintenance of a democratic social order. Where secondary schools serve those of a particular social and occupational group in the interest of preparing the pupil for service in the field where the parent before him served, the tendency is toward the creation of a caste system of society.

Often Leads Away from Democracy

The small rural high school yet tends to lead away from democracy rather than toward democracy, not always in purpose but often in practice. This is true because the small high school now offers either an academic curriculum designed solely to prepare for professional-service occupations through articulation with colleges of liberal arts, or it offers only a curriculum designed to send the son into the occupation of the father.

Where only an academic curriculum is offered, the high school is highly selective both because it fails to appeal to large numbers and because it eliminates large numbers of pupils who can not master academic abstractions. Particularly it fails to attract children whose parents can not undertake to keep their children in school over the extended period necessary for training prerequisite to occupations of professional grade, and it eliminates most of those who are not endowed with the quality or type of intelligence that is necessary to success in a profession. We thus have the situation wherein an agency, set up by a democratic social state in the interests of self-perpetuation, tends toward segregation of hereditary social and occupational groups and offers the anomaly of a social order taxing the lower occupational groups for a system of public education that reaches few of their members but many of the higher occupational groups. Statistical evidence from a variety of sources shows that this situation exists. The small rural high school is much more highly selective than the comprehensive high school characteristic of our large population centers.

Tends to Create a Farm Caste

An agency which without intent works in practice to defeat the very ends for which it was created is to be deplored, and an agency created by a democratic social state which consciously attempts to create a caste system is vicious. Such an agency is the rural high school, which through its curriculum and through the pronouncements of its officers attempts to make of every farmer's son a farmer and to deny him opportunity of free choice of a vocation both through limiting his training to the narrow field of vocational agriculture and through attempting to create in him the spirit of the missionary toward agriculture. Such a program if successful will congest agriculture with workers and will surely create a farm caste.

The correction of this situation wherein the small rural high school yet tends in practice away from our avowed aims in secondary education is not an easy task, but many educators feel that it is possible. The solution lies in the discovery of a way to broaden the curriculum of the small high school. It has been done in many cases through centralization of high schools, so that sufficiently large numbers of pupils can be assembled in a single school that several curricula can be offered from which pupils may choose, and yet maintain reasonably large recitation sections. Centralization enables the rural high school to conform to the comprehensive high-school pattern at reasonable cost per pupil for instruction.

A reasonably comprehensive high school, however, can not be operated at bearable cost under common plans of organization for fewer than approximately 300 pupils. In many rural areas such centralization is impossible; consequently other solutions of the problem of broadening the program of studies must be found. There are undoubted possibilities in the tendency to generalize such fields as mathematics, science, and the social studies. There are undoubted possibilities, too, in abandoning group instruction and organization of the school day into fixed periods in favor of individualized instruction and free work periods. There are further possibilities in reorganizing teacher-training curricula, so that teachers reasonably trained for broader fields may be produced for service in small high schools.

Educators who know the size, complexity, and seriousness of the small high-school problem are attacking the problems involved, and we anticipate constructive suggestions from time to time. There is, however, decided need for a more general and intensive attack upon those problems.

Board of Pennsylvania Normal School Principals

A committee was authorized by the Board of Normal School Principals at its recent meeting to prepare a five-year program for standard intelligence tests to be given to first-year students in the State normal schools of Pennsylvania. This board also authorized a committee to prepare a two-year program for advertising and presenting the worth of teaching as a profession to the youth of the Commonwealth. Regional conferences in the different normal-school service areas were authorized to inform school officials of the professional service that the normal schools are ready to offer them.

Action taken by the Board of Normal School Principals when approved by the superintendent of public instruction is binding upon the normal schools of the State. Within recent years the board has increased the number of its meetings from one to five each year.—*William McKinley Robinson.*

Differentiation of Function in Rural Supervision

Direction of Classroom Instruction Requires Special Ability, Training, and Experience. In General Superintendents Are and Should Be Chiefly Administrative Officers. Rural Supervisors Have Unsurpassed Opportunity for Service

By JNO. J. TIGERT
United States Commissioner of Education

PROBABLY no school officers in our complicated educational system have more important and more varied responsibilities than the superintendents and supervisors of rural schools, most of whom combine administrative and supervisory work. The conception of the work of the rural school superintendent has in the past 10 years undergone fundamental changes. Formerly his duties were conceived to be inspectorial, clerical, and administrative. Supervision was confined largely to an annual visit, inspectorial and inspirational at its best; critical and void of results at its worst. The newer conception is of the superintendent as a trained professional officer whose work is comparable in responsibility, prestige, and scientific technique with that of the best city superintendents.

Professional Assistants to Rural Superintendents

As a result of this changed conception progressive States have provided for professional assistants to the rural superintendent who can devote their time to matters concerned with improved methods of instruction, training of teachers in service, preparation and adaptation of courses of study, and performance of such other duties as concern supervisory functions as distinguished from administrative function. Where supervision of this type has not been provided by State authority, many progressive counties of their own initiative, and wholly or largely at their own expense, have provided supervisors with like responsibilities. In this particular constructive movement in rural education the southeastern States have made definite and commendable progress. Indeed, it would be difficult to select another group of contiguous States in which so much progress has been made or so much serious thought has been given to supervision as a method for improving school opportunities for rural children.

It must be confessed, however that, here, as elsewhere, supervision is in a transitional stage. It is transitional in so far as delimitation of functions is concerned. Many superintendents still are forced to divide their time between supervisory and administrative duties, for they are the only supervisory officers in their particular territory. Even where supervisors have been employed, many of them must assume administrative duties delegated to them by overburdened superintendents. We are, however, rapidly approaching the condition in which there is a fairly definite differentiation between the two types of work in the minds of those performing these functions although overlapping may remain as to persons performing them.

Good Administration Precedes Supervision

There is no inclination to minimize the importance of administrative work. Good administration must lay the foundation which makes the erection of a complete and substantial educational structure possible. It must precede supervision. Administration must of necessity begin with material considerations. Often it is only through improvement on the material side that improvement of the classroom instruction under professional direction can be attained. It is also true, however, that one may be carried away by the lure of building up a school system on the material side alone. The immediacy of the demands made of superintendents by school boards and patrons, the thrill of accomplishment which can be measured in tangible terms, the ease with which one can spend all of the 24 hours a day on the improvement of buildings, promoting consolidation, equipping buildings, and the like, sometimes leads the superintendent, and even the supervisor, to neglect the less picturesque phase of his work, the one which is less readily subject to tangible measurements of progress, the thing in which better buildings and equipment have their purpose—i. e., the improvement of the quality of instruction. It has, therefore, seemed to us that the time has come when the spotlight of concentrated thought should be thrown for a time on the improvement of instruction through professional supervision.

Rural supervision is in a transitional stage in that we have not yet accomplished but are working toward more definitely defined methods and standards as to practice and procedure. Supervision is relatively a new field in education. Of the supervision of rural schools is this particularly true. As in all new fields, experience is a necessary but an expensive teacher. Supervisors of rural schools have had to find a way to solve problems not met by supervisors in other fields. They have found it necessary to exercise initiative as well as ability of a high order, and through new ways, in untried fields, to work out the solutions of a variety of problems and overcome a variety of difficulties. The time has come for supervisors to formulate these practices and procedures for their own future guidance, for the assistance of others who have the same or similar problems to meet but have not yet found as successful a method of meeting them and for those entering the field for the first time, many of whom have not the benefit of definite and adequate training. The time has come when it seems possible to reduce the problems of supervisiors to some degree of uniformity, to classify them according to accepted principles, and to set up tentative standards which are acceptable and practical even in trying situations.

Rural-school supervisors have an opportunity for service unsurpassed in the field of education, rural or urban. That rural children have not equal opportunities in education with urban children is well known. Short school terms and untrained teachers are the most serious hindrances which militate against the educational welfare of children in rural communities. They are responsible for your most difficult problems.

Supervision the Best Immediate Agency

The complete and ultimate remedy for the whole situation lies in better administrative and more generously financed systems. It involves better buildings, more money, more consolidation, better high schools, and the like. These things necessary to the ultimate fulfillment of our purpose require time for their consummation. New laws, new sources of funds, new administrative conditions do not spring up overnight. While we wait for these things to come thousands of children in our rural schools are spending their last years in any school and getting all the education they will ever have. Our far-reaching plans for ultimate improvement of rural-school conditions will not materialize for them; many of them will not even enter the new buildings now in process of erection. Supervision is the best immediate agency of which we know for improving conditions in rural schools, because it is the one agency which here and now, to-day and to-morrow, offers practical, tangible help to these children.

Portions of an address prepared for the Conference of Rural Supervisors of the Southeastern States and read before the conference by Mrs. Katherine M. Cook, in the absence of Doctor Tigert.

The South Making Progress in Secondary Education

Educational progress in the South is evident in the proceedings of the Secondary Commission of the Southern Association of Colleges and Secondary Schools at the meeting at Charleston, S. C., December 1–5, 1925.

Some facts significant of progress in secondary education which stand out from the various reports and acts of this body are:

1. The commission is rapidly becoming a responsible agency of research through which vital problems of secondary education in the South are encouraged and solved. The major work of the commission now consists of systematic studies of secondary-school problems by expert committees which are the basis of action by the commission in setting up standards of secondary education.

2. The commission saw fit materially to raise standards concerned with length of school term and preparation of teachers at the meeting just held. This means that such progress has been made that it is possible to enforce higher standards.

3. The number of secondary schools able to maintain the high standards for accreditment imposed by the commission is increasing so rapidly that new schools added to the list this year approximately balance the loss of schools caused by the transfer of West Virginia to the North Central Association. High schools generally are better financed, housed, equipped, and staffed with well-trained teachers.

4. An important report by a committee on junior high schools shows a rapid development of this most modern type of secondary school in the South.

5. Comparative statistics of enrollment and number of public and private secondary schools shows phenomenal development of public high schools. The South is whole-heartedly supporting public secondary education. This means gradual extension of secondary education in the South to all children of secondary-school age rather than to a select few. —*E. E. Windes.*

County Play Day, inaugurated two years ago, is now a regular date on the rural school calendar in Lac qui Parle County, Minn. The purpose of this annual play day is to develop the boys and girls physically, to interest them in clean games and sports which lead to cooperation on the playground, and to solve the problem of discipline on the playground. Schools that take an active part in play day events also rank high in their regular school work and activities.

Output of Teacher-Preparing Institutions Insufficient to Supply Country's Needs

Fewer Than 60,000 Persons Annually Graduate as Qualified in Some Measure for Teaching. Even if All Should Teach They Would Fill Only a Small Proportion of Vacancies Which Occur

By WILLIAM McKINLEY ROBINSON
Assistant Specialist in Rural Education, Bureau of Education

"WANTED: Teacher for rural school; woman preferred; salary, $800 a year; high-school graduation and professional training not necessary; low-grade certificate accepted; satisfactory board and room not guaranteed; applicant need not be more than 20 years of age, and need not have taught more than one year in the same school."

What caliber of person would this advertisement attract? And yet it describes the average rural teacher in a State that is above the average in educational progress. How many of the teachers in the 168,000 one-teacher schools of the United States are of this type it would be hazardous to guess. Thousands of them we know are no better. In this are we playing fair with the rural child? Undoubtedly marked improvement has taken place if we consider the conditions of a generation or so ago; but that affords little comfort to those who realize that we can not have good schools without good teachers and that the success of our democracy depends upon good schools.

Teacher-Training in High Schools

To assist rural communities in meeting the challenge of a "well-prepared teacher for every child in the State," normal training courses are given in high schools in a number of States. Five States, Michigan, Minnesota, New York, Ohio, and Vermont, maintain the work on a post-graduate basis—i. e., high-school graduation or its equivalent is required for entrance to the course. Two other States report that they also have practically reached this standard. The estimate that approximately 18,000 students were graduated from high-school normal training courses in 1923–24 assists one to comprehend more fully the influence such courses are having in the preparation of rural teachers. These courses, however, appear to be considered as but temporary expedients. Four of the 26 States that have thus far tried the plan have discontinued it and 3 others are discouraging the work with a view to its elimination as soon as State normal schools are prepared to supply a sufficient number of better prepared teachers.

It is apparent that superintendents in seeking teachers more mature and better prepared must call upon normal schools and teachers' colleges for them. The demand made upon these institutions for elementary teachers are enormous. Although there are approximately 600,000 elementary-school teaching positions in the United States, the normal schools and teachers' colleges graduated from their normal courses but 40,484 teachers in 1923–24. Half of these graduates are needed yearly to care adequately for the normal increase in the elementary-school enrollment, which leaves approximately 20,000 teachers trained in normal schools to fill the vacancies caused by those leaving the profession each year. This number would be sufficient to meet the needs if each teacher should remain actively in the profession for 30 years, but not otherwise.

Realizing the inadequacy of the supply to meet the need, teacher-preparing institutions are anxiously trying to stimulate their enrollment. In 1923–24, 33.8 per cent of the graduates of the State institutions of Washington entered the teaching profession, as compared with 24.7 per cent two years previously. During the same period the number of students graduated from normal courses in all the normal schools and teachers colleges in the United States increased 50 per cent.

Few Normal Graduates in Rural Schools

Most normal-school graduates, however, do not teach in rural communities. In fact, Dr. C. E. Benson's study in 1920 showed that but 6 per cent of the graduates in 17 representative normal schools entered rural schools. More encouragement is gleaned from such reports as these: Fifty-seven per cent of the 305 graduates of the Maryland State normal schools entered one and two teacher rural schools last year; 68 per cent of the beginning teachers in the one-room rural schools in Connecticut last year were normal-school graduates. All seniors in the Connecticut State normal schools are required to take a course in rural education that aims to give them a foundation for an intelligent understanding of the State's rural problems.

Realizing that rural schools are in the most serious need of trained teachers, 122 State normal schools and teachers' colleges now give 256 courses in rural education. Seventy-seven colleges and universities now offer 124 courses in rural education.

How National Thrift Week Was Observed in the Schools of New Haven

Remove "Spend" from "Spendthrift," as Applied to Our Nation. No Question More Important than How Personal Income Shall Be Used. Practical Examples of What Juvenile Thrift Work Can Accomplish

By ADOLPH LEWISOHN
Chairman National Thrift Committee

THRIFT is a subject of gaining importance to educators the country over. As one prominent writer on this phase of economics has said, "If we are to remove the 'spend' from 'spendthrift' as applied to our Nation, it must be done through education."

No question, either economic or social, transcends in importance the question of how personal incomes shall be used. Teaching children how to manage their personal affairs is, at least, of equal value, from the standpoint of the public welfare, to any subject in our course of study. This is the opinion of another experienced student of economics. He goes on to say, "It is the proper function and duty of public education to give young people an appreciation of how to start their lives on a sound economic basis—show them what the primary principles of success are."

National Thrift Week, January 17-23

The national thrift committee, through national thrift week, January 17–23, each year since the inception of this movement in 1916, has been forwarding the idea of thrift as the sure road to success and happiness. During recent years special attention has been given to thrift work in the juvenile field with beneficial results. The national thrift committee firmly believes that the ideal for our younger generation includes instruction in the right use of money. It contends that the quality of character is vitally affected by the young person's attitude toward material resources.

Background of Experience and Accomplishment

But theory is one thing and practical application of that theory is another. Happily the juvenile work of national thrift week now has a background which is practical in every sense of the word. It is a background of experience and accomplishment which proves that forward-looking educators should turn toward thrift work feeling certain that in such work they will find a source of stimulating educational material of the highest possible economic value.

One of the best practical examples of what juvenile thrift work can accomplish comes from New Haven, Conn. There, through the unstinting efforts of Miss Elizabeth Allen, principal of the Zunder School of that city, a work has been accomplished which is stimulating to a high degree.

In order to gain a complete picture of these accomplishments it is necessary first to obtain an idea of the bare mechanics of national thrift week. It is a movement sponsored by the Young Men's Christian Association and indorsed by 47 national organizations. The endeavor is founded on an easily understood ideal composed of 10 points. Each day of national thrift week, January 17–23, is devoted to some specific thrift purpose.

For a picture of the human interest side of the endeavor we turn to the First National Bank of New Haven. It is "thrift day." A squad of kiddies from one of the public schools have visited the bank and now are in one of the vaults. Teddy Rosenthal, one of the students, is allowed to hold a package containing $1,000. More money than there is in the whole world, it seems to Teddy. It is an impression which will last throughout his whole life. And linked with that "high-spot" is the education in money matters which he has received—how money is saved; how interest mounts up; why it is advisable to put money in a savings bank. Think of what a help such a trip would have been to you, years ago when you were a little fellow like Teddy.

"Thrift Talks" Written on Blackboard

But bank visiting is only one phase of this work. Another most interesting idea is the "thrift talk" system which New Haven has evolved. Each day of Thrift Week a hundred word thrift talk is written on the blackboard. It is copied on specially prepared blanks by each student. Instructions are given that these blanks be taken home to the parents as specimens of penmanship. In this way, new interest is aroused and thrift is impressed upon the minds of both parents and scholars.

Essay and poster contests are also a part of the New Haven program. Many

Thrift parade in a New Haven public school. Each pupil carries his deposit book.

Thrifty children of Zunder School make their deposits with the principal

original ideas were brought to light in this way. One little girl, for instance, took the subject, "Wasting paper in school." She proved that by avoiding waste $10.24 a year could be saved. In a number of schools little thrift plays were written. These were acted by the students in the classrooms. Outside speakers also added zest to the proceedings.

Only the outstanding features of this work in New Haven have been touched; but even from them it is possible to visualize the benefits to be derived. Perhaps the best evidence is contained in a sentence from the report of the New Haven thrift committee. It reads: "The largest and most lasting work of thrift week has been accomplished in the public schools and that field is likely always to prove the most profitable."

To encourage thrift many savings banks in Czechoslovakia give to each new pupil in the elementary schools a passbook with a beginning credit of 1 krone. The schools of the country celebrate thrift day and impress upon the children that saving insures happiness and that industry and thrift mean prosperity for the individual and for the nation.—*Emanuel V. Lippert.*

Recent legislative action will greatly increase the income of the University of Porto Rico.

Well-Organized Medical Service for San Diego Schools

Three times a year every child in the elementary schools of San Diego, Calif., is weighed and measured, and given a complete physical examination, as well as special inspection when necessary. School dentists treated 1,999 children during the school year 1924–25, and the teeth of 1,960 were cleaned. In cooperation with the city health department more than 3,000 children were vaccinated, half of these being compulsory on account of exposure.

As many as possible of freshmen students in the high schools are examined, and a very complete physical examination is given upon recommendation of the school nurses or physical education teachers. Physical examination by a physician under direction of the medical department of the schools is a prerequisite to participation in interscholastic sports.

School sanitation and inspection, as well as the proper ventilation of schoolrooms, are given special attention by the medical department, and with the cooperation of parent-teacher associations and other organizations fresh milk is furnished children in primary and elementary grades. It is supplied free to undernourished children upon recommendation of the principal or school nurse.

February Meeting of Department of Superintendence

All attendance records will be broken by the Washington meeting of the department of superintendence, February 21 to 25, if the predictions of the officers of the department and of the National Education Association prove to be correct. Already the full capacity of 35 leading hotels has been reserved; additional rooms are to be had only in private homes or apartment houses.

The proceedings will begin with a pilgrimage to the Tomb of the Unknown Soldier at Arlington, on Sunday, February 21, and a vesper service at Memorial Continental Hall will follow. Three general meetings will be devoted to elementary education, junior high schools, and senior high schools, respectively. Among the speakers named for them are John J. Tigert, United States Commissioner of Education, Mary McSkimmon, president of the National Education Association, Frank O. Lowden, formerly governor of Illinois, and Donald B. McMillan, the arctic explorer.

Meetings of topic groups and of organizations allied to the department of superintendence will, as usual, occupy much of the four days, and breakfasts, luncheons, and dinners will play their customary part. Among the organizations named in the program are the National Society for the Study of Education, National Council of Education, Department of Rural Education, Department of Elementary School Principals, Department of Deans of Women, National Council of Primary Education, National Council of State Superintendents and Commissioners of Education, Educational Research Association, National Association of Secondary School Principals, City Teacher Training School Section, Department of Vocational Education, National Association of High School Inspectors and Supervisors, and National Society of College Teachers of Education.

A prize of 100,000 lire for a new and original discourse in the Italian language, on the economic, financial, and social consequences of the European War, is announced in the Italian Official Gazette of Rome. The discourse preferably should be related to Italian life, and the contest is open until October, 1928. Though no division of the prize is contemplated, in case no contribution of outstanding worth is submitted within the time limit, the examining committee which is composed of five members, four of whom are from the Royal Academy of the Licei, may divide 30,000 lire among aspirants whom they consider worthy of encouragement.

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

BAGLEY, WILLIAM C. Determinism in education; a series of papers on the relative influence of inherited and acquired traits in determining intelligence, achievement, and character. Baltimore, Warwick & York, inc. 1925. 194 p. tables. 12°.

The fundamental questions raised by the efforts to measure native intelligence are discussed by the author iu this book, which takes issue with the view of the "determinists" that heredity fixes ability. Doctor Bagley maintains (1) that education, far from being merely an expression or concomitant of intelligence, plays a positive and indispensable rôle in the development of intelligence; and (2) that, perhaps in a limited and yet in a very real sense, education operates as an equalizing force among individuals of varying degrees of native endowment, resulting in a "leveling-up" process. An appendix includes ratings of the several States on a number of measures—such as economic efficiency, the production of leaders, intelligence, morality, and criminality—as well as revised ratings of State school systems.

BURT, CYRIL. The young delinquent. New York, D. Appleton and company, 1925. xv, 619 p. plates, tables, diagrs. 8°.

The author of this book is professor of education in the University of London and psychologist in the education department of the London County Council. He approaches the problem of the young criminal as a study in child psychology, and discusses both the causes and the treatment of delinquency in the young. Besides relating the cases of young offenders which Doctor Burt has handled in England, the book also deals with the treatment and training of "naughty" or "difficult" children generally, and with the explanation of their misconduct. It is addressed to all who are interested in the welfare of the child.

HILLEGAS, MILO B. Teaching number fundamentals. Philadelphia [etc.], J. B. Lippincott company [1925]. 98 p. 12°.

A manual to accompany the Horace Mann supplementary arithmetic, diagnostic and corrective, by Milo B. Hillegas, Mary Gertrude Peabody, and Ida M. Baker (J. B. Lippincott company, 1925). This arithmetic is the result of investigations and repeated experiments that have been conducted in the Horace Mann School of Teachers College, Columbia University, and in the classes of other schools for a period of more than eight years, with the object of providing materials suitable for effective drill. The exercises presented in the textbook are designed to be a guide in the mastery of the process concerned, also to serve in locating defects, and finally to afford remedial materials for independent work by the pupil.

KELLY, ROBERT LINCOLN. Tendencies in college administration. New York, N. Y. [Lancaster, Pa., The Science press], 1925. xii, 276 p. front., illus. 12°.

The chapters comprised in this volume have been adapted from a course of lectures on American college administration and life given by the author at the Sorbonne in Paris. They emphasize phases of the subject not characteristic of the French institutions of higher education. The various recent developments in college organization and administration are handled in detail concisely and comprehensively, including the movement to give more recognition to scholarship and to the individual student.

KITSON, HARRY DEXTER. The psychology of vocational adjustment. Philadelphia [etc.], J. B. Lippincott company [1925]. ix, 273 p. tables, diagrs. 12°.

The objects of this work are (1) to point out the psychological problems involved in choosing a vocation and becoming proficient therein; (2) to describe the attempts that have been made toward their solution; and (3) to suggest and illustrate scientific methods that may be employed by psychology in the exploration of the vast field that remains to be covered regarding the worker and his work. The author hopes to reveal to each other the different groups who are interested in studying the problems of vocational adjustment.

PHILIPPINE ISLANDS. BOARD OF EDUCATIONAL SURVEY. A survey of the educational system of the Philippine Islands; by the board of educational survey, created under acts 3162 and 3196 of the Philippine legislature. Manila, Bureau of printing, 1925. xviii, 677 p. front. (map), plates, tables, diagrs. (partly fold.) 8°.

This survey was authorized by two acts of the Philippine legislature in 1924, and was carried out by a survey staff numbering 23 persons, both Americans and Filipinos, of whom Dr. Paul Monroe, of Teachers' College, Columbia university, was director. In making their study, the specialists of the survey took advantage of applying the educational experience of other countries with which they were acquainted to the Philippine situation. The report of the educational survey commission covers the field comprehensively, dealing with elementary, secondary, and higher education, physical education, teacher training, measurement of the results of instruction, general administration, finance, and private schools. A series of constructive suggestions are presented for the improvement of the Philippine school system.

PROCTOR, WILLIAM MARTIN. Educational and vocational guidance. A consideration of guidance as it relates to all of the essential activities of life. Boston, New York [etc.]. Houghton Mifflin company [1925]. xv, 352 p. tables. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The phase of guidance for school pupils which has heretofore received especial attention is that for vocational placement. It is now recognized, however, that the proper guidance of young people is a far larger undertaking than merely directing them into suitable occupations at the close of their school career; instead, it involves their proper educational guidance for a long period preceding their entry into a vocation. The writer of this book presents the subject of guidance from the viewpoint of the entire field of education, including aspects of guidance as related to exploring and providing for individual differences; the selection of subjects, courses, and curricula; social and civic, health and physical activities; the worthy use of leisure time; character-building activities; making vocational choices and acquiring vocational information.

RIDGLEY, DOUGLAS C. Geographic principles; their application to the elementary school. Boston, New York [etc.], Houghton Mifflin company [1925]. x, 190 p. 12°. (Riverside educational monographs, ed. by Henry Suzzallo.)

This study undertakes to set forth in simple form the means of developing a limited number of geographic principles within the comprehension of pupils of the grades, and to make suggestions for applying these principles in the organization of the subject matter usually included in a course of study in geography.

ROANTREE, WILLIAM F., *and* TAYLOR, MARY S. An arithmetic for teachers. New York, The Macmillan company. 1925. xiii, 621 p. tables, diagrs. 12°. (American teachers' college series. John A. H. Keith and William C. Bagley, editors.)

Teachers of arithmetic require for their equipment both "adequate mastery of subject matter" and "methods and devices." The separation of academic from methods courses in arithmetic in teacher training has never proved entirely satisfactory. This "arithmetic for teachers" is a conscious effort to combine the valid elements of these opposing views into a consistent unitary treatment and to give, at the same time, an historical background which is combined with "margins of knowledge" for the teacher and "insights" into mathematical relations.

TWISS, GEORGE RANSOM. Science and education in China; a survey of the present status and a program for progressive improvement. Published under the auspices of the Chinese national association for the advancement of education, Peking, China. Shanghai, China, The Commercial press, limited, 1925. ix, 361 p. tables. 12°.

In this volume, Doctor Twiss records the observations made by him while acting as director of science education for the Chinese National Association for the Advancement of Education during a two-year engagement ending in 1924. Although the survey in hand related primarily to science and science education, the writer says that it brought to his knowledge information which led him inevitably to see the science-teaching problems from the background of the entire school system and the conditions under which that system is working. Doctor Twiss expresses great admiration for and confidence in the Chinese people, describes their outstanding educational problem, and makes constructive suggestions for the improvement of their school system.

SHARLIP, WILLIAM, *and* OWENS, ALBERT A. Adult immigrant education; its scope, content, and methods. New York, The Macmillan company, 1925. xviii, 317 p. 12°.

The great progress in adult immigrant education which has taken place in recent years has made it evident that there is a pedagogy peculiar to this particular field which must be recognized. To the usual attempt of Americanization at bringing about superficial familiarity with democratic forms embodied in the Constitution and our civil government, this book adds many incidental means to the democratic control of individual and group conduct. Some of the topics taken up are aids to school organization and attendance, qualifications of the teacher, methods of teaching, daily program and class management, courses of study, use of tests and measurements, and selection of textbooks. An experiment in vocabulary control, carried out at the University of Pennsylvania and designed to increase the pupils' command of words relating to citizenship duties, is a noteworthy feature of this manual.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

ALL higher education is essentially self-education. Teachers do not make the scholar. The impulse comes chiefly from within; and the student becomes the scholar when he ceases to confine himself to prescribed tasks or previous limits, and spontaneously reaches out beyond. The best preliminary preparation for even the studies of a specialist is a liberal education. Such an education connects him with the wide circle of thought and knowledge, and saves him from narrowness and hobbies. The man who can do one thing best is usually a man who could have done other things well. It has also been my observation that such a liberal education as will fit the man in due time to grapple most effectually with any specialty, consists more in training than in acquisition. The man that is thoroughly master of his own powers will master any sphere or theme to which he is called.

—*S. C. BARTLETT.*

THE safety of society demands a new kind of rural school suited to the preparation of rural people for the new world situation. The present supply of prepared teachers in no sense equals the demand which should be made by rural people. We believe that normal schools and other teacher-preparing institutions should immediately recognize their obligation, first, to train teachers for rural schools, and, second, to create among rural people an ever-increasing demand for prepared teachers. Normal schools have done much in recent years to recognize their obligation to the rural people, but only a beginning has been made. To satisfy the real need at least one-half of all students in attendance at normal schools should be preparing to teach in rural communities. All educational authorities, especially those preparing teachers, owe it to the public to emphasize to prospective and active teachers the opportunities for public service rather than the opportunities for the individual which the profession of teaching offers.

—Resolution adopted by the Department of Rural Education
National Education Association, 1922

SCHOOL LIFE

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ONE OF THE STANDARD RURAL SCHOOLS OF OREGON

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CONTENTS

IN ACCORDANCE with the promise made in the December number of SCHOOL LIFE to present the proceedings, announcements, and reports or abstracts thereof of the National Committee on Research in Secondary Education, an account of the committee's recent meeting in Washington is printed in this number. It indicates that important developments from its activities are to be expected. It is our purpose to keep the readers of SCHOOL LIFE fully informed of those developments. In future the articles for which the committee are responsible will be designated to indicate the committee's relation. The articles by Dr. J. B. Edmonson and E. E. Windes in the January number and that by Dr. Thomas H. Briggs in the February number were sponsored by the committee.

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SCHOOL LIFE

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

VOL. XI WASHINGTON, D. C., MARCH, 1926 No. 7

George Washington Lavished Upon His Country a Wealth of Genius

Our World is Better than That into Which He was Born. Materially and Spiritually Things Were Then at a Low Ebb. Washington Took Leading Part in Directing Results of Intellectual Awakening. His Formal Education was Completed Early, but Powers were Developed by Experience, Observation, and Absorption. America Has Not Failed to Follow His Precepts

By CALVIN COOLIDGE, *President of the United States*

IT IS DOUBTFUL if anyone outside of certain great religious teachers ever so thoroughly impressed himself on the heart of humanity as has George Washington. No figure in America has been the subject of more memorial tributes and more unstinted praise. And yet the subject never seems to be exhausted and the public interest never seems to be decreased. The larger our experience with affairs of the world, the more familiar we become with his life and teachings, the more our admiration enlarges, and the greater grows our estimation of his wisdom. He represented the marvelous combination of the soldier, the patriot, and the statesman. In the character of each he stands supreme.

Increasing Years Prove His Greatness

As a brave soldier he won the Revolutionary War. As an unselfish patriot he refused to use the results of that victory for his own benefit, but bestowed them all on his fellow countrymen. As a wise statesman, gathering around him the best talent of his time, he created the American Republic. All the increasing years only reveal to us how universally great he was. If to set a mark upon the minds of men which changes the whole course of human events is teaching, then Washington ranks as a prince of teachers.

The world is not the same as that into which he was born on that February day in 1732. It is a better world. The stately march of civilization which has since advanced so far, has proceeded in a course which he marked out. The imposing edifice of human progress which has since been raised so high rests to a large extent upon the foundations which he wrought. To those who wish more civilization and more progress there must be a continuing determination to hold to that course and to maintain those foundations. If any doubt what benefit these have been, they have but to compare the present state of America especially, or even of the rest of the world, with what it was when Washington was born.

Glory of Old Regime Was Passing

History seems to indicate that he led and directed a transformation that was growing with an increasing strength over western civilization. The fires of the Middle Ages had burned out. The reaction from the days of Cromwell had run its course in England. The glory of the old régime in France was declining. The power of Spain was shifting to other hands. But while the old was passing the new had not yet begun. Materially and spiritually, things were at a low ebb in the Old World.

The finances of the people were in a disordered condition. It was distinctly a transition period in America. The early settlers who had come from the old country had passed away. A very large proportion of the inhabitants of the Colonies, estimated by some as nearly 90 per cent, were native born. The pioneer crusading fervor was gone. The new awakening had not come. The attachment to those institutions that are represented by an order of nobility was breaking down. Both in the Old World and in the New the ancient aristocracy was crumbling; but the modern democracy had not yet arisen. An era was approaching which was to give less and less attention to kings and more and more attention to the people. In that era Washington was to be the heroic figure.

Revival of Religion a Powerful Influence

No doubt the most powerful influence which was working to establish the new order was the revival of religion. Another very predominating influence, supplementing religion and flowing from it, was education. This movement was not new in the Colonies but it increased in volume after 1732. It has been claimed that the Reformed Dutch Church of New York founded an academy in 1633 and that the Boston Latin School was established in 1635. In the same year Boston took action in a town meeting to support a school, and in Connecticut and Rhode Island schools were opened within a few years. In Philadelphia, New Jersey, Maryland, Virginia, and South Carolina, and other Colonies, early action was taken to provide schools, but the effort was not followed up so assiduously as it was in New England, where the clergy were very active in its promotion. This influence was seen in the first compulsory school law in America, which was passed in Massachusetts in 1647. Towns of 100 families were required to have a grammar school and a teacher able to prepare youths for the university. Penalties were fixed for the violation of this law.

In 1732 there were already three colleges in America—Harvard, William and Mary, and Yale—with a combined at-

Portions of address before the Department of Superintendence of the National Education Association, February 22, 1926, at Washington, D. C.

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tendance which is estimated at about 275 students.

The intellectual awakening that went on between that time and the opening of the Revolutionary War could not be more plainly revealed than by the establishment during that period of only a little over 40 years of no less than 10 additional colleges. Then were laid the beginnings of such great institutions as Pennsylvania, Princeton, Columbia, Brown, and Dartmouth. When it is remembered that a knowledge of the truth has always been the maker of freedom, this remarkable quickening of the religious and intellectual life of the Colonies in these years just prior to the Declaration of Independence becomes of enormous significance. Rightly considered, it would have been an ominous warning to the British Government that America had long since begun to think for itself and unless justly treated would soon begin to act for itself.

While this intellectual and spiritual awakening was taking place during the youth and maturing years of Washington, he benefited by it not so much from taking part in it as in later directing the results of it. Although he lived in one of the most populous and perhaps richest of the Colonies, popular education around him was still undeveloped. Newspapers were almost unknown in the New World and permanent and regular lines of transportation did not exist. About the only regular visitors to his Colony were foreign tobacco traders, dealers in fur, and peddlers. The clergy were almost the only professional class. The people were very largely engaged in agriculture.

His Early Education Was Rudimentary

At the early age of 3, however, Washington was placed under the instruction of a tutor, who seems to have confined his teaching to the most rudimentary subjects. When he was 11 another man took charge of his education and began to instruct him in the fundamentals of the forms of business. Some of his copy books of that day are still in existence. There is evidence that he was taught some Latin, but his preliminary education was virtually completed when he was 13 years old.

After this he studied surveying and pursued that occupation for several years. This was an exacting calling, training him in accuracy. But when he was 15 he came into close contact with Lord Fairfax, a cultured gentleman of 60 years, who had a considerable library. His diaries of that period show him reading English history and essays in the Spectator. But these early opportunities constituted only the beginning of his education, which he continued in one form or another almost to the end of his days. His experience, his power of observation and absorption finally overcame this lack of early training, so that in his later days his writings, correct in form and taste, adequately revealed the great strength of character which he had developed.

His practical interest in education in his later life was manifest by his accepting the position of a chancellor of William and Mary College in 1788.

In religion he conformed to the practice of his time. It is related that he was baptized when two months old and probably attended church regularly until he was 16. From that time until 1759 he was largely engaged in expeditions. After his marriage and settlement at Mount Vernon he was made vestryman in two parishes, for one of which he was instrumental in erecting a building. While he was not a constant church attendant, he was a constant contributor and always gave respectful consideration to the religious beliefs of others. He was tolerant in all things.

Was Tolerant in All Things

The mature opinion of Washington upon the importance of the intellectual, moral, and religious forces of the Nation is not only revealed by his actions, but is clearly set forth in his statements. He looked upon these attributes as the foundation which supported the institutions of our Republic.

The policies of Washington always had a national outlook. He warned his country against sectionalism. He promoted internal improvements calculated to bring together different parts of the Nation. When he came to the consideration of the problem of training the youth of the country he was not only in favor of education for its own sake, but sought to make it contribute to the national spirit. Believing thoroughly in American ideals and in the American Union, it early occurred to him that a national university would be beneficial both by the power it would have to present the principles on which the Republic was founded, and the power it would have to resist provincialism, by creating a forum for the exchange of ideals through a student body drawn from all quarters of the Nation. It is said that he expressed this thought soon after he took command of the Continental Army at Cambridge.

Made Bequest for National University

And he made a bequest to the National Government on condition that it cooperate in carrying out his wish for a national university. His desire for the increase of knowledge was further elaborated and reiterated in his will. In that instrument he even provided for educating the slave children which he set free. He made bequests to two academies besides that for the founding of a national university. Although the Congress failed to cooperate, so that this wish was never carried into effect as he had contemplated it, yet the City of Washington has been made the seat of no less than 10 colleges and universities, and the larger institutions all over our country are more national than local in their precepts and teaching.

Probably an Institution for Research

While there has been agitation lasting almost up to the present day for a national university, if the idea ever prevails it will probably not be an institution devoted to the regular collegiate courses, but one for postgraduate and original research work, for which there are such abundant sources and opportunities already located in the Capital City. The Federal Government, however, has not been remiss in the support of advanced learning and of vocational training, for which it has appropriated more than $90,000,000 in the last 35 years, while for general educational purposes it has donated about 95,000,000 acres of the public lands.

The country at large has not failed to follow the precepts of Washington. From the three institutions of higher learning in existence at the time of his birth the number has grown to 913, with a total enrollment of over 664,000 students and over 56,000 teachers, an endowment of nearly $815,000,000, and a property value of over $1,000,000,000. Our elementary and secondary schools have expanded until they provide for more than 26,000,000 pupils and require over 822,000 teachers. In 1912 the total amount expended yearly for all educational purposes was about $706,000,000. This has been increasing with great rapidity, until in 1924 it reached $2,400,000,000. The source of this enormous expenditure, so far as public money in concerned, is almost entirely from the local and State governments.

His Policies Were Policies of Peace

This represents the result which has been secured by the carrying out of some of the most important policies of our first President. It should be noted that these are the policies of peace. They are based on a desire for intellectual and moral enlightenment. They are the only means by which misunderstandings, suspicions, hatreds, and wars can finally be eradicated from the earth. They are the foundation of order, of law, and of an advancing civilization. It is these elements of domestic tranquility and foreign harmony that Washington helped to build into the structure of our institutions. There is no other structure on which they can rest.

Envy, malice, uncharitableness, class jealousies, race prejudices, and international enmities are not realities. They do not abide. They are only the fictions of unenlightened comprehension. Those

who preach them are not safe advisers and not sound leaders. Nothing but discord and disaster at home and abroad can result from following these policies. Washington was the antithesis of all this. His writings and teachings breathe a higher, broader purpose, a more inspired leadership. No man clung more tenaciously to what he believed was right, or was prepared to make greater sacrifices in its support. But he viewed the right as a universal principle, to be applied not only to himself but to others, not only to his own State but to the Nation, not only to his own countrymen but to foreigners. There was nothing about him of the small American.

Believed that Obligations are Mutual

He believed our own political institutions were superior to those of other countries, but he never preached hatred of all things foreign and he made large concessions in the negotiation of treaties for the settlement of disputed questions which were for the advantage of foreign nations. He believed that obligations were mutual; that what we expected to receive we should be ready to give, both in the field of citizenship and in the larger domain of international relations. He clung to the realities. That was his greatness.

Washington has been known as one of the most practical of leaders. He was not emotional. He was possessed of that broad comprehension of a situation which made his judgment eminently sound. With the possible exception of the field of Monmouth, when disobedience to his orders amounting almost to treachery was losing the day, history always reveals him as calm, cool, and collected. He always knew what he was doing. He was not a sentimentalist. But he was a man capable of deep and abiding affection and of exalted and inspiring ideals. He loved his country with an abounding devotion. He lavished upon it a wealth of genius.

Desired Intellectual, Moral, and Spiritual Life

We are wont to think of him as a military commander and a civil administrator--as a man of public affairs. He was surpassingly great in all of that. But he was very much more. He wished to see his country not only materially prosperous and politically successful, but beyond that, and above it, he wished to see the intellectual, moral, and spiritual life of the people developed. This is the side of Washington to which too little attention has been given. He did not fail during his lifetime to give the most painstaking thought to these subjects. In his farewell address he solemnly warned his countrymen that these are the foundations on which rest all American institutions. More than that, they are the foundations on which all civilization must rest. It is as an expounder of these great principles that he performed the greatest service for the world

Our country has prospered, our Government is secure. But that prosperity and that security flow from the school and the church. They are the product of the mind and the soul. They are the result of the character of the American people. Through and through Washington is the great example of character. He sought to bestow that heritage upon his country. We shall fail in our estimation and understanding of him unless we remember that during his lifetime he helped to build a place of religious worship; in his will be provided for institutions of learning, and in his farewell address he emphasized the spiritual values of life. But what he did was even more eloquent than what he said. He was a soldier, a patriot, a statesman; but in addition to all these he was a great teacher.

California's History Shown in Pictures

A pictorial history of California has been compiled by the University of Southern California, Los Angeles. The 271 pictures assembled present the Indian and mission periods in California, the days of '49, and include agricultural and industrial activities past and present. The collection is arranged in groups in loose-leaf form in order that they may be available for simultaneous use in the study of geography, civics, domestic science, agriculture, and economics.

Wichita, Kans., a city of about 72,000 people in 1920, has built a million-dollar high school upon a campus of 68 acres. The grounds include experimental agricultural plots and an athletic field.

Joyous Demonstrations at Pacific College

Recognition by the Oregon State Department of Education of Pacific College, Newberg, Oreg., as a "standard college" was made the occasion of an enthusiastic demonstration. The students paraded the streets with noise makers in great variety and gave every evidence of joy. A formal official celebration was held later.

In accordance with an act of the Oregon Legislature the Bureau of Education of the Department of the Interior was requested to classify the higher educational institutions of the State, and it was in pursuance of this act that Pacific University was recently rated as "standard".

Dutch Educational Congress at Amsterdam

American teachers are specially invited to attend the meetings of the Dutch Educational Congress to be held in Amsterdam April 8, 9, and 10. Full information concerning it may be had of P. A. Diels, editor of Pædogogische Studien, 80 Jacob Obrechstraat, Amsterdam, Holland. Mr. Diels is a frequent contributor to SCHOOL LIFE, and through him the recent developments in Dutch education have been made well known to American school men. The congress will undoubtedly offer much to those who are able to attend.

To prepare teachers for training apprentices in the plumbing trade, a two weeks' intensive teacher-training course was offered in Pittsburgh, Pa., from February 22 to March 6. The faculty of eight instructors is drawn from the University of Pittsburgh, Carnegie Institute of Technology, and the National Trade Extension Bureau of the Plumbing and Heating Industries.

Dedicated to Pious Uses

LET US NOW with earnest hearts and with exalted faith and hope solemnly consecrate this building to its high and holy purpose. May the youth of this community for generations to come gather in this place to receive instruction in knowledge and training in virtue. May they find here every condition necessary to a true and enlightened education. Especially, may their teachers be examples of excellence in scholarship and character, seekers after goodness and truth, lovers of children, enthusiasts and adepts in the finest of all arts—the development and inspiration of human souls. May these rooms always be pervaded with an invigorating atmosphere of mental and moral life, and may no child pass from these schools to higher grades or to the outer world without having been made more intelligent, more thoughtful, more courageous, more virtuous, and in every way more capable of wise and just, of useful and noble, living. To this end may the blessing of God be upon child and parent, upon pupil and teacher, upon principal and superintendent, and upon every one whose influence will in any degree affect the work of education as it shall be conducted within these walls.—*W. H. Scott.*

Abraham Lincoln may be Recognized as an Agent of the Divine Plan

To Celebrate the Birthday of the Beloved Dead is to Observe a Rite Higher than Any Found in a Ritual Written by Man. Features of Lincoln Won the Affection of a Race that After Half a Century Holds Them as the Emblem of a Religion

By HUBERT WORK, *Secretary of the Interior*

THE CELEBRATION of a birthday is a family custom, born of affection for the living, but when we observe it for the dead we have loved it becomes a sacred thing, a human sacrament, an ordinance that even nations recognize as a mass oblation.

Human events pass in rapid succession and those contributing to them are temporary, but the spirit of them returns to us again and again, if in fact it is ever away.

No name has lived long in history unless associated with human relations. The security of ourselves and our Nation is safeguarded by the heart and not alone by the head. When the natal day of the great Emancipator reappears on Time's dial I feel that we are called to observe a rite higher than any to be found in a ritual written by man, rather than to celebrate an accident of birth.

In plain view from the window where I work stands the Lincoln Memorial—a consummation of artistic conception, artisan skill and patriotic pride, hewn from perfect marble from the mountains to indicate the affection of his countrymen. It is emblematic of this child of nature, an angular boy of the forests who was developed by the chisels of vicissitude in the hands of human events and polished by an immortal soul into a human monument.

This Place is Holy Ground

When I stood by his tomb, at the place made historical by his life and consecrated by his last sleep, where no doubt every good thought has been expressed and every eloquent tribute paid to his character, I seemed to hear again the words: "Put off thy shoes from off thy feet; for the place whereon thou standest is holy ground."

The memory of a great soul is not dimmed by distance. As the tints of a master's painting are blended and softened into harmony by Time's invisible brushes, a family name, no longer spoken, may be haloed and sweetened and become our shrined mentor.

When those who have in life inspired us become that intangible presence we call memory, like the fragrance of a flower it recalls and reproduces on the screen of recollection those lost to human vision, then we remember the first meeting, the time, associated incidents, and the characteristics distinguishing them.

Memory, like happiness, is something we can not explain, but it is the unbidden guest that comes when we are alone, to walk with us, sit down to dine, or perchance to sooth a broken slumber. It comes in compensation for the lost illusions of youth, when imagination has failed, and is a refuge for the loneliness of old age. None having seen Abraham Lincoln ever forgot him. His indescribable personality impressed the mind as the flash on a sensitized plate, and thereafter no one wondered at his great achievements.

His Face an Index to His Character

Men respond much in the same way to the ordinary usages and events of life. It is their behavior in supreme moments that discloses their quality. The vision to see and the courage to do distinguish men in public life. The spirit of our reaction to human relations among our fellows either submerges or sets us apart while from within it draws the lines of character on the human face. Unlike the title of a book which conceals the contents of a volume the face reveals character at a glance, that each may read for himself. The features of Abraham Lincoln, though set by responsibility and lined by sorrow, yet withal toned by the kindly light of reason, enlisted the confidence of a nation, the admiration of strangers, and the affection of a race that after half a century draws and holds them as the emblem of a religion.

The memory of him, although to most of us of historical conception, impresses men as no other. The traveler standing where he went out from into the world he was destined to glorify, and was afterwards returned to, crowned with the wreath of immortality, wonders at a logic that assaults our faith and finds no response in the human heart to the argument that death is oblivion.

Without thought of irreverence and influenced by centuries of transmitted belief in divinity, I have no mental process that dissociates the enduring characteristics of the Carpenter's Son from those of this child of the woods. From the birth in the manger under the Star of Bethlehem to the promise of immortality to the thief; or from the cornshuck mattress to a nation in tears; neither is a far cry in years as we measure time. Yet it was long enough to immortalize two names and cause universal celebration of their natal days.

The one sat at the feet of the elders "hearing them and asking them questions;" the other was self-taught. The one was anticipated through prophecy; the other came unheralded.

Emancipated a Race from Slavery

One came to emancipate a world from sin; the other emancipated a race from slavery. The one a redeemer for all men; the other redeemed a nation.

It may be that we are purposely limited in vision so that we may only measure that which is human. Our minds wander if we attempt to discover the border line of the spirit world as they do when we for ourselves approach it. Otherwise we might attribute to Abraham Lincoln a divinity designed as an instrument to meet human needs. Or it may be we are yet so near to him that we can not see him. Or because the manner of his death, although it broke the heart of a nation, was less tragic than a crucifixion. I do not know. But he *did* implant beliefs in immortality in the human heart as no other man save that of the lowly Nazarene.

Perhaps it was his likeness to our human equation, and because of its limitations, that we can not understand his spiritual relations. That belief which asserts the divinity of Christ to be one of degree only and that the spirit of God is within us is not without its appeal, and the life of the Great Emancipator would support it.

The silent figure of a President of the United States, obscured from public gaze by the draperies of a pulpit, seeking courage and inspiration from the prayers of the church when the crisis of a civil war pended, was not far removed from the Master in the garden of Gethsemane.

Two thousand years from now, when human traits attributed to Abraham Lincoln and regarded as frailties have been forgotten, then the world may see him also as an agent of the divine plan.

Prepared for Lincoln Day ceremonies at Howard University, February 12, 1926.

Thirty-two State Superintendents Discuss Rural Education

Consolidation Favored in Many States but Little Sentiment for it Appears in Others. All Recognize that One-Teacher Schools can not be Wholly Eliminated. Efforts to Bring Them to Minimum Standard

By EDITH A. LATHROP

Assistant Specialist in Rural Education, Bureau of Education

CONSOLIDATION of small schools and districts; standardization of buildings, equipment, and organization of one-teacher schools; and supervision of instruction are the topics which are foremost in the reports of the 32 State departments of education covering the year 1924 which have reached the Bureau of Education. Consolidation is discussed in 20 of the reports, improvement of one-teacher schools in 14, and supervision of instruction in 13.

These discussions state that consolidation is making progress in 12 of the 32 States, that its advance is hindered in 6 because of lack of funds, poor roads, and other conditions, and that there is but little movement for it in 2. The following paragraphs contain statements from the reports of State departments of education in the 12 States in which consolidation is specifically mentioned as a factor in rural school improvement:

Florida.—With consolidation as the prime factor, many good rural schools are being evolved.

Most Significant Movement of Recent Years

Kansas.—There has been no movement in educational progress in recent years in Kansas that has been more significant than the consolidation of rural schools.

Iowa.—The 388 consolidated schools of Iowa are distributed over 90 counties. * * * On account of economic conditions many Iowa farm communities have felt the consolidated school tax to be a burden. It is explained in the report that the department of public instruction has assisted consolidated school boards in reducing costs by recommending and approving the combination of certain classes in the smaller consolidated schools, the offering of many subjects in alternate years, and by eliminating surplus high-school teachers rather than lowering teaching standards.

Louisiana.—The policy of consolidating small country schools into larger central schools was adopted in this State many years ago, and the system of consolidation has gone steadily forward, until now the number of one-teacher schools (white) is but little in excess of 600.

Minnesota.—The consolidated schools have brought improved educational opportunities to one-seventh of the rural children.

New Mexico.—The number of one and two teacher schools are gradually being reduced through two agencies—(*a*) increased school population and enrollment and (*b*) school consolidation.

Oklahoma.—There are near 400 centralized schools—that is, union graded or consolidated. This means that in 400 rural communities of Oklahoma a graded elementary school and a high-school education have been put within reach of the country child.

Steady Improvement in Rural Schools

South Carolina.—From the standpoint of organization there is steady and rapid improvement in the rural schools, as is evidenced by the decrease in the number of one-teacher schools and a corresponding increase in the number of rural consolidated and high schools.

South Dakota.—The increase in consolidated high schools as compared with the number of the preceding biennial is only a slight indication of how extensively rural eighth grade graduates are taking up high-school work.

Washington.—This State has made a remarkable gain in the number of its consolidated school districts since the first one was organized in 1902.

West Virginia.—There has been a steady increase in the number of consolidated schools during the past two years. It has been our policy to encourage this movement only when a consolidation was considered feasible, with the result that the progress has been stable.

Wyoming.—The department has encouraged consolidation whenever feasible. This year 3,922 children were transported. Several rather extensive consolidation projects are under way.

The reports from Delaware, Georgia, Nevada, North Carolina, Texas, and Wisconsin express opinions to the effect that consolidation is one of the great needs for rural school improvement, but that its progress is dependent upon other factors.

Growth Dependent on Building Program

The growth of the movement in Delaware is entirely dependent upon a building program, and "were it possible," says the report, "to supply transportation and adequate rooms in new buildings consolidation would move on apace."

The department of education in Georgia does not believe that consolidation is a panacea for all the ills that afflict the school system, but it does say that it is no longer a problem of public sentiment but of the ability of school officials to finance it.

Consolidated schools are recommended in Nevada for the consideration of the few communities in which they can be worked out to decided advantage.

Organized outdoor sports are possible in consolidated schools

The report for North Carolina says that the coming of good roads and auto transportation makes possible a larger type of rural elementary school, and that the county-wide plan of rural school organization takes this idea into consideration in an attempt to supply improved physical conditions for the elementary school.

Reports from two States, Maine and New Hampshire, indicate that but little sentiment exists there for consolidation. The commissioner of education in Maine says that owing to a concurrence of conditions it is necessary to maintain a large number of one-teacher schools; that the building of large consolidated schools is hardly possible, but as the highways are improved small inefficient schools may be brought together on reasonable transportation routes. The impression that one-room schools are rapidly disappearing in New Hampshire is false, according to the commissioner of education, and except for the elimination of impossible rural schools there is no general movement for consolidation.

Orchestra and dramatics by consolidated-school pupils

The so-called rural aid law of Texas provides State aid to the amount of $1,500,000 annually. One of the ways by which this law is intended to improve rural schools is by providing a grant of $1,000 for each consolidation of weak and contiguous districts, which results in a school of not less than four teachers. The report says that the results of this offer have been disappointing; that during the school year 1923–24 only 18 consolidations were traceable to this bonus; and that in the number of real consolidated rural schools providing complete, or even junior, high school advantages for the children of the country, Texas is far behind most of the Southern and Western States.

State Aid for One-Teacher Schools

For several years Wisconsin has been improving its one-teacher schools by providing State aid for schools which meet certain prescribed conditions relating to buildings and equipment and by State and county supervision of classroom instruction. In face of these progressive movements the report devotes considerable space to a discussion of the inefficiency of the one-teacher school and recommends that the present consolidation law be amended so that a majority vote of all districts in the proposed consolidation shall determine the question. Under the present law each district votes as a unit and the adverse vote of one district can upset an entire proposed consolidation. There are only about 90 consolidated schools in Wisconsin, and most of these are in the northern part of the State where settlements are newer and local prejudices have not been built up.

tion efficiently it is necessary to improve it. This improvement in most of the 14 States centers about the so-called standardization plan which establishes a definite level of school attainment through the adoption of certain minimum requirements, which are usually arranged on a score card. Sometimes State aid is given to schools showing a certain prescribed minimum of attainment.

The reports from Florida, Kansas, Missouri, and Oklahoma, indicate that a considerable portion of the field work of the State rural school supervisors is devoted to the inspection and classification of schools asking for recognition as standardized schools. In these States the State rural school supervisors, in company with county superintendents, visit and score schools that are in line for approval and offer suggestions to other schools to help them meet the requirements for standardization.

Incentive to Improvement by Standardization

State aid is an incentive to the improvement by standardization of rural schools, according to statements made by the chief executive school officers in Iowa, Minnesota, South Dakota, Vermont, and West Virginia.

The report for Iowa says that the appropriation of $100,000 annually, made under the standardized rural school law was the first money ever sent back from the State treasury to the one-room schools of the farmers of Iowa, and no appropriation has yielded greater returns in giving better

Consolidated schools usually provide excellent scientific laboratories

The improvement of one-teacher schools is described as one factor in rural school progress in reports from 14 of the 32 States. While some of these States are promoting or recommending consolidation, opinions are expressed to the effect that the one-teacher school can not be wholly eliminated and that in order to make it functional-school privileges to so large a number of pupils.

The number of one-room schools in Minnesota qualifying for special State aid by meeting the prescribed requirements for buildings, equipment, length of school term, and certification of teachers increased from 3,267 in 1911 to 6,922 in 1924.

The law enacted by the legislature of 1919 in South Dakota providing for State aid for the standardization of rural schools has had a very great influence in raising the quality of work done in the schools, according to the report of the State department of education.

In speaking of the standardization movement in Vermont the report states that the progress which has been made is a cause for gratification, but that a more generous appropriation for State aid is needed in order to make it more effective.

In West Virginia under the stimulus of State aid the number of standard schools has increased from 40 in 1921, when the law was passed, to 204 in 1924.

The report for Nevada states that standardization is promoted in order to provide the best possible school facilities for children living in rural districts in which consolidation is not feasible.

Many consolidated schools are well equipped for teaching domestic arts

Oregon has had a plan of standardization since 1914. In 1924 more than one-third of all the rural schools of the State met the State's requirement for standardization.

Wyoming had 16 standard rural schools in 1920 and 141 in 1924. "This has been accomplished," says the State superintendent, "in face of the fact that Wyoming offers no inducement for improvement except the shield of the department."

New Hampshire is improving its buildings for one-teacher schools. During the past six years about one-half of them have been remodeled and improved. The commissioner of education says that without further delay all of these buildings in which schools are likely to be maintained permanently should be reconstructed to meet the minimum standards set for suitable schoolhouses.

It has already been mentioned that a part of the million and one-half annual appropriation of State aid for rural-school improvement in Texas is set aside for the encouragement of consolidation. Another portion is reserved to provide longer school terms for schools reaching certain prescribed standards for equipment, teacher qualifications, and local tax; and still another is used to aid rural schools of two or more teachers in installing equipment for industrial training of boys in agriculture, animal husbandry, and farm mechanics, and of girls in sewing, cooking, and nursing.

The third major activity for rural-school progress is supervision of instruction. Considering only 32 States, the reports for California, Delaware, Idaho, Louisiana, Maryland, Missouri, Montana, and Vermont say that it is one of the agencies that is bringing about an improvement in rural-school conditions, and those from Nevada, New Mexico, Utah, Washington, and West Virginia specifically recommend it.

In Idaho, Missouri, and Montana the State rural-school supervisors, together with the county superintendents, organize one or two centers at schools in the various counties for the purpose of demonstrating the efficiency of classroom instruction. Vermont has two State helping teachers who work chiefly with classroom teachers in rural schools. During the past year the curtailment of the budget in Delaware made it necessary to reduce the number of rural supervisors.

Members of the department of education in Louisiana spend considerable time in visiting schools with a view to improving instruction. The State superintendent says that the services of the parish superintendents and their assistants are vastly more important in this respect than are the members of the State department of education because they are constantly in contact with teachers and children. In Maryland, through both State and county supervision, better teaching is stressed by means of visits to schools and by group conferences with supervisors and teachers.

Need of Better Teachers is Felt

Some other movements and needs for rural-school improvement given prominence in the 32 reports are State aid in four States, longer school terms in four, supervision of attendance in two, more effective compulsory school attendance laws in two, better prepared teachers in four, and classification of pupils in four.

Opinions are expressed in the reports from Florida, Georgia, Wisconsin, and West Virginia that increased State aid will assist in making the rural schools more efficient. A longer school term is mentioned as another need of rural schools in the reports from North Carolina, South Carolina, Tennessee, and Wisconsin.

A better-prepared teaching force is being created by raising certification requirements in New Jersey and by in-service training through institutes in Minnesota, New Hampshire, and West Virginia. The report for New Jersey states that an outstanding mark of school progress in 1924 was raising the requirements for entrance to the teaching profession. Hereafter no new teacher can be certified in New Jersey without having been graduated from an approved four-year high-school course and successfully completed a course in a normal school or its equivalent.

County Institute now Indispensable

The report for Minnesota says that until rural-school supervisors are employed in each county the institute is indispensable. In New Hampshire a particular development of the past few years has been an annual series of institutes for teachers of one-room schools. The State commissioner of education says that these have been of great value in improving rural schools.

Improvement in rural schools in affected by the classification of pupils on the basis of intelligence and achievement tests, according to the reports received from several States.

British Institute of Adult Education a National Clearing House

Does not Organize Activities but is a Center of Investigation and of Cooperation. Promotes Adult Education by Strengthening Public Sentiment and by Stimulating Local Effort. Great Variety of Activities for Continuing Cultural Development

By B. A. YEAXLEE
Secretary Educational Settlements Association

LOOKERS-ON are said to see most of the game. But the best observers are those who are themselves keen players. The British Institute of Adult Education advocates but does not organize the provision of facilities for men and women who wish to use their leisure for nonvocational study. It investigates and makes reports upon specific types and methods of work. One of its most valuable functions is to bring together unofficially those responsible for the activities in this sphere of the board of education, the local education authorities, the universities, and the voluntary organizations. Its membership, which is personal and limited, is drawn alike from among students and tutors, organizers and administrators, men in business and professional men, politicians, and leaders in the churches. Its annual conference, usually held at one of the universities during a week-end in the autumn, creates contacts that prove invaluable in the practical work of adult education throughout the year.

Members Participate in Actual Work

Standing "above the battle," in the sense that it is not officially connected with any particular body, it can offer sympathetic and constructive criticism to those who are engaged and can make influential representations to public bodies when questions of principle are at stake. None the less, it is no coterie of superior people, for, as already indicated, its 495 members are for the most part either teachers or taught, and its leadership is in the hands of men distinguished for their participation in the actual work of adult education as much as for their thought and speech about the ideals and the philosophy of it. Thus Lord Haldane is president, the Prime Minister one of its vice presidents, the Hon. Oliver Stanley honorary secretary, Dr. Albert Mansbridge chairman of the executive committee and Mr. Harold Laski vice chairman, and the organizing secretary is Mr. T. Harvey Scarls. The institute is housed at 39 Bedford Square, London, W. C. 1.

Among the topics discussed by the institute at its conferences are the place of the university, the local education authority, and the student's voluntary association in adult education and its groundwork or pioneer stages, reports on these matters having subsequently been published. Two special reports, involving long and thorough inquiry on the part of small commissions appointed for the purpose, are those on public libraries in adult education and the Guildhouse, a cooperative center of adult education. A practical outcome of the latter is the establishment of the Percival Educational Guildhouse at Rugby, the latest of the educational settlements in England and the first of several in which the complete principle set out in the report will be embodied. At Rugby there is full cooperation between the famous public school, the University of Cambridge, the local education authority, the local voluntary organizations concerned with adult education (Workers' Educational Association, adult schools, cooperative society, women's institutes, etc.), the trade unions, and the churches for the establishment of a common center of study and friendly intercourse.

The institute has a permanent research committee, whose functions may be inferred from its title; a publicity committee, whose business is to assist in the dissemination of facts concerning the adult education movement as a whole; and it will soon have a quarterly journal for the authoritative discussion, under the editorship of Prof. Dover Wilson, of the problems presented by the growth of adult education. A yearbook of adult education, compiled and published under the authority of the institute, is practically ready, while a comprehensive library and bureau of adult education is about to be established.

Repository of Varied Information

Though of recent origin, for it was founded in 1921, the institute has already become one of the most important factors in the British movement, because it is at once a repository of full and varied information and a means of that unofficial conference which is possible only through the existence of a detached and disinterested body of well-informed and sympathetic people. From this issues mutual understanding and close cooperation in practice. At the same time the institute is performing the no less important service of educating organized groups and the general public in the importance of adult education and winning support for the movement at large, without attempting to say to which of the varied enterprises concerned the personal service and financial aid of those who become interested should be given. It has been able, for example, to afford a suitable platform to men like Earl Grey of Falloden, the Archbishop of York, or Mr. C. T. Cramp, the industrial secretary of the National Union of Railwaymen, who would find it difficult to restrict their advocacy to one or two organizations but could not find time to speak for all of them individually.

It may be noted that alongside the growth of the institute has gone the work of the advisory committee on adult education appointed by Mr. Fisher, then president of the board of education, in 1921, largely as an outcome of the epoch-making final report of the adult education committee of the Ministry of Reconstruction in 1919. This committee was reappointed by the Hon. E. F. L. Wood, then president, in 1923, and again by Lord Eustace Percy, now president, in 1925. In each case the presidents have made the committee as widely representative as possible, but its functions are those of inquiry and report, under the board's authority, and its methods of work are necessarily more official in character than those of the institute. It has published important and readable reports on local cooperation; the recruitment, training, and remuneration of tutors; the development of adult education in rural areas; the development of adult education for women; British music; and will shortly publish one on the drama in adult education. It has also been invited to advise the board on far-reaching questions relating to the finance of adult education and the drafting and administration of the board's regulations for this department. The development of the educational system now in operation throughout the prisons owes much to the committee's cooperation with His Majesty's commissioners of prisons, who also invited the British Institute to undertake the administration of the scheme, and another interesting direction in which the committee's help has been sought is that of preparing the educational programs of the British Broadcasting Co.

Variety of Effort Bewilders Visitors

Visitors to England often profess themselves bewildered by the variety of effort in adult education as they see it in operation. On the one hand they find the Workers' Educational Association, with its 24,000 enrolled students, belonging in the main to the 441 university tutorial

classes each committed to a three-years' course of study, the 476 preparatory and one-year courses, or the new terminal courses lasting for 12 weeks. On the other is the National Council of Labor Colleges, reporting some 25,071 students pursuing the study of economics, industrial history, literature, psychology, and economic geography on Marxist lines. There are 1,450 adult schools, containing 50,000 men and women mostly studying from week to week the Lesson Handbook, with its amazingly successful blend of religion, literature, philosophy, social questions, international affairs, and what not. Then there are 3,500 women's institutes, including in their program music, handicrafts, homecrafts, and similar subjects, as well as literature and citizenship. He will find university extension courses and summer meetings, cooperative societie's education committees, evening institutes conducted by local education authorities, full-time colleges for working people, such as Ruskin, the London Labor College, Fircroft, Beckenham, and Avoncroft (for agricultural workers). Here and there he will discover educational settlements, and in some of the social settlements such as Toynbee Hall or the Mary Ward Settlement he will find hundreds of adult students taking courses in all kinds of non-vocational subjects. He will hear of the new function of the trade-union congress in adult education, which is that of supporting and coordinating the various and diverse educational organizations closely connected with working-class bodies. If he has read Miss Margaret Hodgen's Workers' Education in England and the United States, he will become aware that her special sympathies have betrayed her into a somewhat partial interpretation of both the history and the contemporary developments of adult education in England.

Adult Education is Emphatically Alive

One conviction, however, is certain to come home to him. Despite alarums and excursions as to the tendency. of the "working classes" in adult education, or lamentations and pessimistic prophecies about the doings of a reactionary Government, he will learn beyond question that adult education was never more alive in England than now. In the diversities of operations it may not be easy to discern the same spirit. There may be difficulty in determining where education ends and sectarian, political, or economic propaganda begins. It may appear that the dividing line between education and mere recreation is almost impossible to draw when you come to the great extension of popular drama, music, and folk dancing that has occurred during the past five or six years. There is increasing demand for informal methods in adult education and provision is required for the backward or the less serious type of adult student and particularly for the young adult. Yet, the determination to maintain university standards of teaching by securing first-class tutors and reducing the number of students in a class at the other end of the scale is very marked.

No attempt at exact statistics or at pre-Raphaelite accuracy in drawing a picture of the situation can be anything but misleading as to either the quantity or the quality of the work in progress. But our visitor will come back to the British Institute and the adult education committee of the board as evidences that the movement is not only very much alive but also in essentials vigorous and sound. It is endeavoring to prepare the way for steady advance by learning from experience. Healthy self-criticism is united with enthusiasm and hard work. If it is impossible to assemble all the facts or to evaluate every part of this varied activity, an attempt is being made to arrive at a body of principles and to stimulate useful experiments. Above all, the words once spoken of the Working Men's College founded by F. D. Maurice, and still flourishing, are true in a wider sense of the British movement as a whole. There is no false distinction between teacher and pupil, between the learned who condescend to impart instruction and the ignorant who gratefully receive it. We are "friends educating each other." Of that the British Institute is a symbol and the adult education committee an agency which comprehends august officialdom itself.

Two new buildings, a dormitory and students' exchange, have been constructed by students at the Philippine Central Luzon Agricultural School, Munoz, Nueva Acija. The school is reported to be overwhelmed with new students, and it is planned to utilize student labor in the construction of additional buildings.

Boxer Indemnity Fund Will Establish Libraries

For the establishment of a national library in Peking a grant of $500,000 gold from the returned Boxer indemnity fund has been made by the China Foundation for Education and Culture. This body, which is charged with the duty of administering the fund, is composed of 5 Americans and 10 Chinese. The new library building will be situated in the Winter Palace Grounds on a site donated by the Chinese Government, which has assumed responsibility, for 10 years, of half of the expense of administration. The Government will contribute to the national library, as a nucleus, many books forming part of the former imperial collection in the Forbidden City.

The foundation contemplates establishment of six additional libraries in various parts of the Republic. These will contain books in English and other languages as well as Chinese.

For the Improvement of Scholastic Sports

Students in southern accredited high schools will not be permitted hereafter to practice for more than two hours a day in any sport, and pupils whose academic standing is less than 85 per cent will be debarred from participation in interscholastic events, under athletic rules recently approved by the Southern Association. Participation by freshmen in games away from home is restricted to one game during any term. Membership in the association, which carries with it right of participation in interscholastic events of accredited schools, is confined to institutions belonging to a recognized athletic conference composed of athletically and scholastically related institutions.

SCHOOL COSTS have greatly increased in recent years. This increased cost is due to well-known causes: First, there has been a large increase in school attendance; second, more dollars are required to purchase any given amount of service or commodity than in pre-war times.

School boards have not the power to educate two children for the cost of educating one. When children report for school the law requires that they shall be admitted, and if perchance they do not report the school authorities must bring them in. Again, school boards have no means by which to restore to the dollar the purchasing power that it had in pre-war days.

During the World War the building program of the schools was practically suspended, and since that time owing to stupendous increase in attendance the building program has been doubly large.

Another cause lies in the fact that the increase of attendance has been larger in the high schools and special schools than in the elementary grades, and the per capita school costs are larger in the former types of schools than in the latter type.

School costs should not be measured by the outlay in money alone but also by the results achieved from the money expended. Economy is in the relation between cost and efficiency.—*I. I. Carmack, Superintendent Public Schools, Kansas City, Mo.*

· SCHOOL LIFE ·

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Editor - - - - - - James C. Boykin

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MARCH, 1926

To the Department of Superintendence, Greeting

WITH filial respect the Bureau of Education greets the Department of Superintendence, in session in Washington at the time of this writing. The bureau is an offspring of the superintendents' organization in the same sense that the Department of Education, if such a department of the Government shall ever be, will be the offspring of the National Education Association and the organizations associated with it.

The first regular meeting of the National Association of State and City School Superintendents was held in Washington 60 years ago, and its most important action led directly to the establishment of the "Department of Education" a year later. The Department of Education became the Bureau of Education in 1869 and the association of superintendents became a department of the National Education Association in 1870; but the fundamental purpose of both organizations to promote public education in the United States remains unchanged.

The Bureau of Education after its reorganization in 1870 began with a commissioner and two clerks; and as late as 1888, when the superintendents held another of their meetings in Washington, the members attending were so few that they were easily accommodated in the small auditorium of the Franklin School. Both the Bureau of Education and the Department of Superintendence have grown lustily since then. The bureau bears 326 persons on its rolls; and the number attending the present meetings of the Department of Superintendence probably exceeds 15,000, the early estimate of the managers. Many of these, to be sure, are not superintendents, but are members of affiliated organizations. Nevertheless, the entire "winter meeting" may be credited to the superintendents, for they initiated the plan of meeting separately from the national association; the other organizations follow their example both as to time and place of meeting because they enjoy the atmosphere.

Throughout their history, covering substantially the same period, the cordial relations of mutual helpfulness between the Bureau of Education and the Department of Superintendence have continued. For many years the bureau published the proceedings of the department, and by mutual agreement it has printed and distributed many of the important committee reports. Repeatedly the two organizations have cooperated in collecting, compiling, and diffusing information and in other efforts to forward the cause of American education.

Every one concerned in the conduct of the Bureau of Education rejoices in the beneficial coordination of effort in the past and looks forward with gratification to like undertakings in the future.

Educational Exhibits at the Sesquicentennial

PREPARATIONS for the Sesquicentennial Exposition at Philadelphia are proceeding with feverish haste. It is definitely stated by the managers that the exposition will surely open June 1, 1926. A herculean task is in prospect if this is to be accomplished, but it is never safe to deny the possibility of anything. Greater wonders than this have happened.

An exposition of national scope without an adequate educational department is unthinkable, and it may be taken for granted that American education will be fully represented at Philadelphia. It is to be hoped that every possible effort will be made to accomplish this.

Assuming the successful completion of the necessary buildings and other structures within the short time remaining, it is certain that the arrangements for an educational exhibit must be made with tremendous energy to be successful, even if begun immediately. Favorable sentiment must be aroused, appropriations must be made, organization must be effected, exhibit material must be prepared, and installation must be completed—and all within three months.

Under such circumstances to do anything worth while, no matter what, will be highly creditable; but whether it is done quickly or deliberately a definite plan and purpose should be determined in the beginning.

Americans are becoming more and more tolerant of presentations of educational matters. At no other period in our history has so much of enthusiasm been shown for public instruction. Never before has money been so readily voted for schools of all classes, nor in such large sums, either in the aggregate or in the per capita amounts. It is the part of wisdom to foster and encourage this popular feeling by every available means.

If the Sesquicentennial Exposition enjoys only a measure of the success attained by the expositions at Chicago, St. Louis, and San Francisco many millions of visitors will inspect the exhibits. Each of them should see a representation of the schools in which he is interested, and should be enabled to judge their excellencies and deficiencies by comparison with the schools of other localities. Thus will his interest be increased and his enthusiasm deepened. And he will be stimulated to do more and yet more to make his schools equal to the best in every particular.

Teachers are fewer than one in a hundred of the population, and presumably that is approximately the proportion of teachers in a throng of exposition visitors. Exhibits should certainly be worth the while of teachers for they can best appreciate them, and will benefit directly by them; but their function as missionaries in the propaganda of education should be kept constantly in view.

Summer Study in Europe for Americans

ANNOUNCEMENTS continue to reach us of summer courses, specially adapted to American teachers, offered by universities and other educational agencies of Europe. Some of the announcements have come by printed circulars, some through reports of American consuls, and two by personal requests that we inform our countrymen of the opportunities awaiting them. Such advantages are offered in England, France, Holland, Belgium, Switzerland, Spain, Italy, and undoubtedly in other countries as well. In addition, American organizers of "study tours" in Europe for teachers are a legion. Many of them are under the auspices of universities, others claim to be, and still others are frankly personal enterprises.

School officers everywhere encourage their teachers to improve themselves by vacation study, and the summer sessions of many institutions are more numerously attended than the regular sessions. It is coming to be that every teacher feels that she must spend nearly every summer as a student. Many attend one university after another in consecutive summers.

The habit of going abroad for summer study has grown up in recent years, first, because salaries have been more liberal, and, second, because with the diminution of their emigrant business following restrictive laws, the steamship companies are making very favorable arrangements for student travel.

This condition is wholesome and altogether fortunate. With greater breadth of the teacher's knowledge of the world her usefulness increases, and the children of the land are the beneficiaries. It is good to be alive in the nineteenth century, and it is especially good to be alive and a school boy.

Minnesota's Contribution to St. Louis County Schools

That an erroneous impression of Minnesota's system of State aid was created by the article entitled "County-district organization is conspicuously successful," which appeared on page 83 of SCHOOL LIFE for January, is the fear of James M. McConnell, commissioner of education for Minnesota.

In order that no doubt may arise upon this point, the following is reproduced from a letter which Commissioner McConnell wrote to the editor of SCHOOL LIFE under date of January 25, 1926:

"The official records of the State department of education for the school year 1924–25 show that according to the county superintendent's report there was expended for maintenance in the unorganized district of St. Louis County $592,039, of which $324,456 was for teachers' salaries. Toward this sum there was paid from State funds $219,577, or 35 per cent. The per cent of such payment of State funds for the State as a whole is slightly under 20 per cent. The total enrollment was 4,748. It will be noted therefore that the State's part in maintenance is more than $46 per pupil enrolled and is approximately two-thirds of teachers' salaries.

"Of the amount so paid, $139,690 is 'supplemental' aid referred to in the article, and is based on the sole ground of low valuation, no standards being required. [The text of the law governing this distribution is quoted in the letter.]—Ed. Thirty-two thousand one hundred and eighty-eight dollars is income from the permanent school fund, plus a State-wide 1-mill tax, and is apportioned on the basis of the number of pupils attending at least 40 days, with no other requirements; $14,939 is reimbursement for the transportation of children in consolidated schools; $31,155 is standardizing aid and is based on teachers' qualifications, school equipment and buildings; $682 is reimbursement for the purchase of library books, and $923 for instruction in evening schools for adults, wherein the State pays half the cost of instruction. The State also paid during the year the sum of $16,740 to assist in the erection of buildings for consolidated schools in this district.

"Furthermore, in Minnesota the State pays the tuition in high schools for children whose residence is outside of high-school districts. There is as yet no high school in this unorganized district, the entire expenditure, as above, being for elementary education. The State department records show that during the last year 165 students from the district attended high schools in the county, for which the State paid in tuition around $12,000. The other rural districts in the county which are not included in the unorganized district, of course, received in general corresponding amounts from the State."

Eighth Elementary Grade Means Additional Cost and Loss of Time

Eleven Years of Study Enough of Preparation for College. Graduates of 431 Southern High Schools on 7–4 Plan Show Creditable Records in Higher Institutions. Results Seem Convincing

By JOSEPH S. STEWART

Professor of Secondary Education, University of Georgia

THE REPORT of the secretary of the southern commission shows 431 high schools on the southern list organized on the 7–4 plan and 323 on the 8–4 or some other plan. After gathering statistics for six years of the records of freshmen in all institutions to which the graduates from 754 schools entered, he declared at Charleston that there was no appreciable difference in the records in college. No one could tell by the record in college any advantage that the extra year in the grades gave to the student in college. Do you get the significance of this? Here are schools, the best in the South from Virginia to Texas, whose freshmen records are the same whether they come from 7–4 or 8–4 schools. Thirty-two thousand seven hundred seventy-four freshmen were included in this study. They attended colleges South and North, but they maintained themselves equally well. No college asks or thinks of making any discrimination on account of the seven or eight years of elementary work. Virginia, North Carolina, South Carolina, Georgia, Louisiana, and Texas are organized on the 7–4 plan. Florida, Tennessee, Mississippi, Kentucky, West Virginia are on the 8–4 plan. Alabama and Arkansas have recently gone to the 6–3–3 plan.

We have made a study each year since 1908 of the freshman records in Georgia colleges. We have been unable to tell by the college records any gain by the added eighth grade.

Savannah once had 7–4; she changed to 8–4 and then to 6–3–3. In every case the graduates entered as freshmen and in neither of the later organizations have they shown superiority as a result.

Atlanta had 8–4; she changed to 7–4 and recently changed to 6–3–3. Last year's graduating class at the boy's high school under the 7–4 plan did not show a failure in college. A similar showing was made by the girls' high school. Can the added year do better?

The eighth grade costs from 12½ to 15 per cent additional. It delays the children another year in entering the high school and the college.

Saves Money and Delivers Successful Product

We hear much of economy in time and cost. The 7–4 plan is a demonstrated success. It saves money, it saves time, it delivers a successful product. Why not consider it or some modification of it, including the junior high school? We do not need 12 years to prepare for college. We do not need 12 years to finish a high school. What one of us 40 years of age or more took that long to prepare for college?

Economy in time and cost! The 7–4 plan is open for study. There are nearly 400,000 pupils in these 11-year high schools. One can find them in Kansas City and other Missouri cities and towns; one can find them in the States mentioned above. They invite inspection. Augusta, Ga., is organizing a standard junior college based on 11 years of work. Here is a suggestion to some large city. Save a year and add a year to the present 12 and give the city education through the junior college.

Editorial in High School Quarterly, January, 1926.

Students of the University of the Philippines, Manila, have petitioned for a five-day weekly schedule in order that Saturday may be devoted to athletic and social activities. At present classes are held every week day.

An "Institute of Physics and Chemistry" has been offered as a gift to Spain by the International Education Board. A commission headed by the Duke of Alba has been constituted by royal order to conclude the preliminaries for accepting the offer. It is understood that the board will expend $400,000 for the building and that the Spanish Government will provide the site and maintain the institute. Administration and control is expected to be under the Spanish Ministry of Public Instruction and Fine Arts.—*The American Ambassador, Madrid.*

Community Center Activities of Washington Conducted by Board of Education

Congressional Appropriation of $35,000 Annually for Officers and Workers of Department. Specialists in Dramatics, Rhythm, and Athletics are Employed. Dramatic Clubs Present Excellent Performances

By CECIL NORTON BROY
Director of Community Centers for the District of Columbia

ADVANTAGES which come from direction of community activities by the board of education are clearly exemplified in Washington. Here, in pursuance of a law enacted by the Congress, a community-center department was established by the board of education on July 1, 1917. In consequence of that connection the educational value of all the community activities has been stressed, and no friction has occurred between day-school workers and community-center workers, for all of them have the same superior officers.

Schools Best Suited Are Selected

There are 16 permanent community centers and 2 temporary community centers in the District of Columbia. The best school plant in each neighborhood has been selected as the community-center building. Some of the community centers have auditoriums, some gymnasiums, some music rooms, some armories which afford excellent places for social gatherings, some have tennis courts, two have swimming pools, and two have stadiums for athletic activities, which of course furnish splendid facilities for large civic and patriotic celebrations and historical pageantry.

The attendance at the public-school community centers in the District of Columbia is between 400,000 and 500,000 annually. The activities are for adults, youth, and children.

Centers Used by Community Groups

A large number of clubs and classes organized by community-center employees meet regularly each week. In addition to these clubs and classes, there is a wide community use of public-school buildings by civic, patriotic, and educational organizations of the city. The rules of the Board of Education provide that all community uses of buildings, whether regular or special, must be civic, educational, recreational, or social in character. About 225 community-center clubs and groups meet regularly each week in the centers. They express themselves in the following activities: Dramatic clubs and groups (including community pageantry); musical organizations (including community opera, community orchestras, bands, community choruses, and community instrumental classes); social clubs; rhythm clubs and classes; language clubs and classes; industrial arts, handwork, and home economics clubs and groups; athletic clubs and groups; civic groups (including parliamentary law clubs and public speaking clubs); Boy Scouts; Girl Scouts

The community center department of the public schools also arranges for city-wide celebrations of national holidays and other civic programs in which dramatic clubs participate and in which other organizations of the city cooperate. These celebrations are in the nature of harvest festivals, national community Christmas tree celebrations, and July Fourth celebrations. Dramatic episodes and historic pantomimic pageantry are included.

Children's community-center dramatic clubs produce fairy plays with beautiful stage settings and lighting effects. Adult dramatic groups include classic comedies and Shakespearean drama in their productions. Cyclorama curtains are being installed in the community center buildings, so that the dramatic and pageantry activities of the school and the community center may have the most artistic settings. These curtains are selected from materials which are of different shades under different colored lights. Cyclorama curtains also simplify the question of stage scenery, since one set of curtains with several drops can be used for any setting.

School Credit for Community Work

Language clubs have been popular with both adults and children. Grade-school children have been given credit for work done in community-center language clubs when they reach the high school.

There are not sufficient gymnasiums in the city to take care of the demand for athletic clubs. In the athletic work, an attempt is made to have club organization, including business meetings for each

Girls acquire grace and poise in rhythm clubs

group, so that the boys and young men who belong to these groups will have training of civic value. They are trained to obey the rules of their club and are taught the importance of right conduct, for the rules of some of these athletic clubs specify that the members must be "of good standing in the community in which they live and of a clean moral character."

Women display their handiwork at community centers

Women in the community enjoy the artistic handwork of the industrial arts clubs and at the same time add beauty to their homes by the knowledge gained in the industrial arts, handwork, and home economics groups. Beaded bags, woven reed trays, and well-designed lamp shades are the products of some of the handwork clubs. Furthermore, the advantage gained by neighbors knowing each other better can not be overestimated.

Community Opera Groups are Fostered

For some years the community-center department has fostered community opera. Last year, there were three community-opera groups in the community centers; this year there are two. The members of these organizations find real recreation and education in these opera groups.

In addition to the specific good resulting from the definite program of work for each group, the community-center activities are creating in the residents a deeper interest in the public-school system because of these additional contacts with it.

In recent years, the appropriations for the community-center department have averaged about $35,000 annually. The appropriation covers the expenses of the central office and of a necessary force in a community-center building. There are two assistant directors of the community-center department classed as general secretaries. There is a community secretary in charge of each community-center building. Some of the community secretaries are full-time workers and give their full time to the work of one large center. Some full-time community secretaries have assignments in more than one building. In the small one and two night centers, the community secretaries are part-time workers. The janitor and engineer service for each community-center building is met from the community-center appropriation. There are a number of part-time assistants who are specialists in dramatics, rhythm, athletics, and other branches of the work. They are paid by the session and assigned to the various centers. There are of course a large number of volunteers in each community center. One full-time community secretary is assigned as director of drama and pageantry for the department. The success of many of our large pageants is attributable to her efforts.

Brazilian Scientist to Join Harvard University

Dr. Afranio do Amaral, an assistant in the Butantan Institute of Sao Paulo, Brazil, has been invited to organize a section for the study of animal poisons, toxins, and antitoxins in the Institute of Tropical Biology and Medicine of Harvard University. The American ambassador at Rio de Janeiro has asked the Sao Paulo State authorities to grant leave of absence to Doctor do Amaral to enable him to accept the invitation.

Czechs in Marvelous Gymnastic Mass Drills

"Sokol," Czechoslovakia's great organization for physical education, will hold its eighth Slet, or national sexennial meet, at Prague in June, 1926. The gymnastic mass drills which are the feature of these meets are marvels of alignment and exactness. In the coming displays about 29,121 men will appear in a combined drill in the great arena at Brevnov, and later about 16,793 women will participate simultaneously in their own drills. It is expected that thousands of foreign visitors will witness the exhibitions, and that practically the entire population of Prague and the vicinity will attend.

Sokol was founded in 1862 by Dr. Josef Tyrs and Jindrich Fugner. In it gymnastics is but an important incident; it aims at the development of an energetic, patriotic, self-conscious, hardened Czech manhood and womanhood. Noble aspirations are inculcated, including personal purity and brotherhood.

The falcon, a sinewy indigenous bird, is the emblem of the Sokol, and every member wears a falcon feather in his round cap. A red shirt, fawn jacket, breeches, and top-boots complete the distinctive dress of the men. Local branches of Sokol have been organized in all the principal towns of Bohemia, Moravia, Silesia, and, more recently, of Slovakia. Each town has its Sokol hall which is the center of the community life, for in addition to physical drills musical and dramatic performances are rendered and social reunions are held. The fittings of these halls are often very artistic. Local gymnastic exhibitions are frequently arranged, and regional competitions are held annually; but the great Slet is always held at Prague. At least 2,373 local associations with 125,000 members will take part in the coming Slet. Its budget will reach about $412,000.—*Emanuel V. Lippert.*

Museum Inaugurates Series of Short Courses

To acquaint laymen with its extensive scientific collections, the Cleveland (Ohio) Museum of Natural History has inaugurated a series of courses for adults. Two have been projected, one on the birds of the world and one on fossil fishes of the Cleveland region. A fee of $2 is charged for each course of four weeks. Sessions will be held once a week at the museum, and each class will comprise about 10 persons. Members of the museum staff will be the instructors. The museum's collection of approximately 10,000 birds and its excellent collection of fossil fishes will be utilized.

Meeting of National Committee on Research in Secondary Education

Committee is Completely Self-determining. Bureau of Education Its Clearing House. Major Projects for Investigation Include Organization, Curricula, Individual Differences, Pupil Characteristics, Promotion Plans

By E. E. WINDES
Secretary National Committee on Research in Secondary Education

NATIONAL Committee on Research in Secondary Education met in the Bureau of Education offices, Department of the Interior Building, Washington, D. C., February 20. Details of the organization and purposes of this committee were published in SCHOOL LIFE for December. An indication of the interest of organizations and of individuals having membership on the committee is that every member except one was present. Dr. J. B. Edmonson, chairman, presided over the meeting.

Committee Organized to Promote Research

Dr. John J. Tigert, United States Commissioner of Education, in addressing the committee emphasized the fact that the committee is completely self-determining and that in no sense could it be regarded as directed by the Bureau of Education. He pointed out that the Bureau of Education has taken the initiative in organizing the committee to stimulate research. Educational progress has come to depend primarily upon research. Research is no longer limited to graduate schools of education; research bureaus in State departments and city-school systems have become common, and State educational associations, regional and national associations, and a variety of social welfare organizations have entered the field of research. This is desirable and should be encouraged in all legitimate ways, but it has imposed a decided need for coordination of effort. The Bureau of Education, therefore, feels that it can legitimately render an important service by serving as a particular clearing house through which organizations interested in a particular field of education can be kept intimately in contact with each other, especially in research undertakings that are of national scope. It feels also that in placing its resources for gathering and distributing information at the disposal of organizations which unite in research undertakings it is not only using its own facilities in a proper way but is materially furthering the extension of research by giving to these organizations facilities which they lack.

Reports of special committees created by the general committee were made, showing the status of projects under way. Dr. Emery N. Ferriss, chairman of the standing committee on small and rural high schools, reported that the study of junior high schools in rural and small school communities has proceeded to a point where individuals responsible for special phases of the complete study have submitted outlines of their particular problems together with forms for questionnaires. These questionnaires have been pooled in a composite questionnaire which will go to approximately 400 junior high schools in rural communities that have agreed to cooperate. The major topics of the investigation deal with general organization, local administration, supervision, extra-class activities, program of studies, provisions for individual differences, buildings and equipment. It is contemplated that the report will be submitted in form for publication within one year.

Dr. William A. Wetzel, chairman of the committee on large and urban high schools, reported that the committee had agreed to make a study of high-school supervision in cities of more than 100,000 inhabitants and to organize immediately a study of ways of developing a more desirable ability index for pupils.

Bibliography of Current Research

John K. Norton, chairman of the special committee on current research undertakings, submitted a bibliography of current research in secondary education which embraces 366 researches now under way in schools of education, research bureaus, State departments of education, educational organizations or foundations. The committee desired to have this bibliography complete and ready for distribution at this meeting and Mr. Norton pointed out that the bibliography had been assembled hurriedly and that the perfection of form and completeness of the report was by no means what should be expected of subsequent reports. The committee plans a continuing service of the type represented by the report, and in subsequent reports the shortcomings of the present report will be corrected.

Dr. George S. Counts, chairman of a special committee to plan a study of characteristics of high school pupils, reported that the committee had agreed that the study should include social status, educational characteristics, mental traits, certain character traits, and possibly certain physiological traits of pupils at various levels of secondary education, taking into account probably the levels of entrance to the junior high school, entrance to the standard four-year high school, entrance to the senior high school, and graduation from the senior high school. The committee contemplates selection of a county, probably in Illinois, that offers proper variety of secondary education facilities, and the development of the technique of the study on the basis of conditions met in that county. After experiences of intensive study in the selected county the committee plans to select representative counties in States of different geographical divisions and to extend the study to those States, using a common technique developed in the county selected on an experimental basis.

Outline of Practical Research Procedure

Dr. A. J. Jones, chairman of a special committee to draft an outline of procedure in research in secondary education, reported that the committee had completed a preliminary draft of a report which outlined practical research procedure stated so far as possible in non-technical terms and designed to be of aid primarily to administrators and teachers in high schools as a guide to scientific procedure in research. This report will be submitted for publication within three weeks.

Dr. Joseph Roemer, chairman of the special committee to make a study of Southern Association high schools which in general would partake of the nature of the quinquennial studies that have been made in the North Central Association, reported that his special committee includes representatives of the several regional accrediting associations and that it is contemplated that an investigation will be planned which may be made by other regional accrediting agencies giving as a final outcome a national survey of accredited secondary schools. The Southern Association study will be made during the coming school year and will probably be submitted for publication within the year.

Studies Sponsored by National Committee

The secretary of the committee submitted a report concerning the present status of the several studies sponsored by the national committee which are under way in different institutions. A study of the status of senior high-school promotion plans is in progress at the University of Missouri under the supervision of Prof. D. H. Eikenberry. This study is based primarily upon a comprehensive questionnaire, returns from which have been received from more than 800 high schools representing all States of the

Publication sponsored by the committee.

Union. The tabulation of this material is well under way and Doctor Eikenberry reports that he has adequate material upon which to base a good descriptive study. He contemplates that the study will be completed in June or July and submitted for publication.

A study of the high-school teaching load is in progress at Yale University under the supervision of Dr. George S. Counts. Questionnaires have been distributed to carefully selected high-school principals and teachers representing all States of the Union. These questionnaires have just been distributed; no returns are yet available.

Researches Based on Primary Sources

The bibliography of research in secondary education covering the period 1920–1925 has been completed in the United States Bureau of Education and will be distributed as a bulletin at an early date. This bibliography lists approximately 900 researches in secondary education and, although not complete, it presents most of the researches completed during the period which are primarily based upon a statistical method and draw data from primary sources.

In prosecuting its program the committee created two additional special committees: First, a committee on educational subject headings, charged with the duty of setting up an adequate list of subject headings under which the material of bibliographies issued by the general committee will be classified; second, a special committee to draft a program of related research undertakings, under the chairmanship of C. V. Church of the New Trier Township High School, Cicero, Ill. The intent in creating this committee is to avoid becoming involved in numerous research undertakings which might possibly have no relationship one to another.

Southern Association Gives Financial Aid

Resolutions of appreciation were voted to the Southern Association of Colleges and Secondary Schools for a financial appropriation placed at the disposal of the national committee on research in seconday education and to the Commissioner of Education for his cooperation in placing the facilities of the Bureau of Education at the disposal of the committee.

The general committee unanimously reelected for one year the general officers of the committee. A meeting of the executive committee will be held on May 22 to pass on requests which are before the committee to sponsor research undertakings proposed by organizations and schools of education.

Members present representing cooperating organizations were: Dr. E. J. Ashbaugh, Educational Research Association; R. W. Dempster, National Association of Collegiate Registrars; Dr. J. B. Edmonson, North Central Association of Colleges and Secondary Schools; Ralph E. Files, Association of Colleges and Preparatory Schools of the Middle States and Maryland; J. C. Hanna, National Association of High School Inspectors and Supervisors; Dr. A. J. Jones, National Society of College Teachers of Education; Dr. Leonard V. Koos, National Society for the Study of Education; J. K. Norton, National Education Association; W. M. Proctor, California Society for the Study of Secondary Education; Dr. W. R. Smithey, Association of Colleges and Secondary Schools of the Southern States; Morton Snyder, Headmasters' Association; Dr. John J. Tigert, United States Bureau of Education; Dr. William A. Wetzel, National Association of Secondary School Principals; E. E. Windes, United States Bureau of Education. Members at large present were: W. B. Bliss, State Department of Education, Ohio; W. H. Bristow, State Department of Education of Pennsylvania, alternate for James M. Glass; Dr. George S. Counts, Yale University; Dr. J. B. Davis, Boston University; Dr. Emery N. Ferriss, Cornell University; Dr. W. C. Reavis, University of Chicago; Dr. J. F. Roemer, University of Florida; Dr. Percival M. Symonds, Teachers College, Columbia University, alternate for Dr. Thomas H. Briggs.

Public Schools Provide Library Books for Nearly All Swiss Children

Reading Rooms are Considered Undesirable. Parents Wish Children to Go Home Immediately After School. No Special School for Librarians and no Preference Shown to Persons with Library Training

By JAMES R. WILKINSON
American Consul, Zurich

PRACTICALLY all of the childrens' libraries in Switzerland are conducted by public schools. These schools, as a general rule, are supported by the cities or communities in which they are located. In some instances smaller communities are not able properly to finance their own schools and, under these circumstances, the cantons in which they are situated make substantial contributions toward their support. The Federal Government has little to do with the lower educational system in Switzerland, although some of the higher institutions of learning are, in part, supported by it.

There is no special school for librarians in Switzerland, nor do any of the regular Swiss schools issue certificates or diplomas to persons as librarians. Several Swiss have recently studied the science of conducting libraries in other countries, but upon their return to Switzerland they did not find that their special training to any extent increased their chances of securing employment as librarians.

There is hardly any locality in Switzerland where children are unable to obtain suitable books. They are not provided with reading rooms and the reading room has not been considered as suitable to conditions in Switzerland. A child in a Swiss communal school usually reports for study at 9 o'clock in the morning. At 12 o'clock he goes home for his midday meal. At 2 o'clock he returns to resume study. At 4 o'clock he must leave the schoolroom and is expected to return directly home. Swiss parents do not favor reading rooms in which children can sit after school hours. But the children are at liberty to provide themselves with whatever books the school library offers and to take such books home with them for perusal.

Extracts from official report to Secretary of State.

School Boys Sent to British Colonies

Under the British "Big Brother" movement, 150 boys from the public, secondary, and elementary schools sailed from England last fall for Australia. Most of them went direct on the land where they will be trained in various occupations, including fruit farming. Some of them will go for preliminary instruction to the Dreadnought Training College, in New South Wales. Other recent colonizing parties included 28 boys destined for Australia under agricultural training scholarships provided by the Fellowship of the British Empire Exposition. Another party of 22 was sent to Alberta, Canada.

Efficiency of the trade schools maintained by the London County Council is practically recognized by employers. About 15,000 children leave the schools annually, and every one of them finds work quickly.—*Alfred Nutting, American Consulate General, London.*

California is Making Determined Efforts to Overcome Illiteracy

Everything That is Possible is Done to Bring Every Child into School. Illiterate Adults Taught Wherever 10 Can be Brought Together. Importance of Teaching Critical Reading is Emphasized. Limited Ability to Read May Be Positive Menace

By ETHEL RICHARDSON
Assistant Superintendent of Public Instruction, in Charge of Adult Education

THE California constitution requires literacy as a qualification for voters. We are doing everything that is possible to obtain a 100 per cent attendance in the elementary schools. We have excellent education laws and a most vigorous campaign is in progress to enforce attendance.

Our great problem in this regard is the migratory laborer. Being an agricultural State, with a wide variety of crop seasons, we have an exceedingly difficult task in keeping in school the children who travel with their parents following the crops. It has been variously estimated that we have from 10,000 to 40,000 families on wheels.

The State attendance officer, Miss Georgiana Carden, has worked out a scheme whereby the county makes provision the year before to set up additional schools wherever there will be a crop to warrant it. The county attendance officer is then waiting for the children when they move into the county, and they are put in school at the earliest possible moment. This is all that can be done, and yet it sometimes means that a child must change schools half a dozen times a year.

Evening Schools Receive Special Attention

We are also doing everything we can to increase the attendance of illiterates in our evening schools. We have prepared a special pamphlet for teaching these classes. Teachers are offered special instruction at the University of California, both at Berkeley and at the southern branch, during the summer session; and, in addition, the university supplies me with a specialist in teacher training in this field whom I can send to any community in the State throughout the school year. Here she trains the teachers while they are working, and gives them special help with their particular classes.

I have no accurate information on the number of classes required to give to adult illiterates some facility in reading and writing. It takes a great deal longer to teach a Mexican illiterate than a Russian illiterate, and we had one Negro man who spent a whole year learning to write his name. We have had, however, some remarkable results with Jewish illiterates. Last spring we had a graduation of Jewish mothers who came to us when they were illiterate and had completed all the grammar school. Several of them have gone on to high school and are keeping up grade for grade with their children.

There is an opportunity for illiterates to go to school in 31 cities in California and in 100 rural and semirural districts outside of cities. Last year we had a total of more than 1,000 classes in the State, with an enrollment of 46,518. This represented an increase in the number of classes in rural districts of 31 per cent, in the city districts of 13 per cent, and an increase in the total enrollment throughout the State of 16 per cent. These figures are for illiterates and immigrants wishing to learn English.

Far Beyond the Beginning Stage

We in California are far past the beginning stage of working with volunteer teachers or setting up new machinery of organization. Our work is so well financed by the State and county that no district can refuse to pay a teacher at least $3 a night. In most places they are paying $4.50. Last year we spent $529,000 on classes for foreign adults and illiterates.

Furthermore, we have two laws which make it compulsory for school boards to provide classes in every community where there is need for it, and making it necessary for every illiterate between the ages of 18 and 21 to attend school. I think that we have enrolled our illiterates everywhere, except in the mines and lumber camps, where they can be found in numbers large enough to make up a class. We usually consider 10 sufficient for a class.

On the other hand, in so large a State as this, with so much unsettled territory, there are a great many isolated illiterates—one in a community, or out on a ranch, or herding sheep—whom we can not reach. Every year we put on a campaign to try to catch this scattering population.

We are discovering that it is better to have a complete program of adult education and say less about illiteracy. In fact, I am sometimes afraid that in our tremendous efforts to make our grown-ups read and write we are neglecting the more important phase of adult education, which is teaching those grown-ups who already know how to read and write to think critically about what they read. In these days of tremendously increased possibilities of communication a limited ability to read may be a positive menace if a man is going to believe everything he sees in print.

In California we are trying to take care of the other end of the question as well, and this year we are establishing community programs of adult education in which we are trying to interest every single adult in the community who can be urged to attend night school. For these classes we are offering short-unit courses on current questions which will make the individual a more intelligent citizen.

From a letter to L. R. Alderman, specialist in adult education, Bureau of Education.

Will Participate in Educational Survey of Utah

The completion of the selection of the survey staff to be assigned to the study of the public-school system of Utah was announced to-day by the Bureau of Education, Department of the Interior. The survey will be made under the direct supervision of the Commissioner of Education, Dr. John J. Tigert, who has just returned from Utah where he made a preliminary investigation of school conditions in that State.

Arrangements are now completed by which the following educators will assist in the survey: Dr. Chas. H. Judd, director of the school of education of the University of Chicago, Dr. George A. Works, professor of rural education, Cornell University; Dr. Jesse B. Sears, professor of education, Leland Stanford University, general consulting advisors; Dr. Fletcher Harper Swift, professor of education, University of California, problems of school financing and school support; Dr. Julian E. Butterworth, professor of rural education, Cornell University, school buildings. These educators, with at least 10 specialists selected from the regular staff of the Bureau of Education, will constitute the complete survey staff.

The field studies will be made during the latter part of March and the first half of April. This survey is made at the request of the Utah State Board of Education.

Social and educational guidance for girls, by a dean of girls, is incorporated in the public-school systems of Brookline, Cambridge, and Haverhill, Mass.

State-Wide Plan For Use of Study Helps in Michigan High Schools

No Definite Policy Heretofore for Developing Effective Habits of Work. "Study Helps" Formulated After Consultation. Teachers Urged to Emphasize Use by Pupils. Prompt Response from Principals and Teachers

By J. B. EDMONSON,
Inspector of High Schools, University of Michigan
and
C. L. GOODRICH,
Assistant Superintendent of Public Instructon for Michigan

IN GUR INSPECTION of high schools we find that many schools are interested in the problem of improving the study habits of pupils. It is seldom, however, that we find a school committed to any defiuite policy or practice in the matter of training students in effective habits of work. We have therefore urged the high schools of Michigan to try a definite plan during the second semester of this year, and to report the results of the trial to us sometime in May or June.

In preparation for a definite plan for the use of "study helps" we arranged a special set of helps. We drew heavily on the work of others in this field and sought the advice of many of our associates. [The final draft of Study Helps was printed in the form shown on page 3 of the cover of this number.—Ed.]

Cooperation of Teachers is Essential

We issued directions for the plan of using the foregoing "helps" as follows:

Direction I.—Present the list of Study Helps to the members of your high-school staff and ask their cooperation in carrying forward the plan. If the majority of the members of the staff is not enthusiastically in favor of the experiment, we would advise you to drop it.

Direction II.—Have a sufficient number of copies of the Study Helps printed, hy a local printer, to furnish four to each student in the high school. Be careful to use good paper, clear type, and the proper size.

Direction III.—Instruct the students to paste a copy of the Study Helps in the front or hack of each of their texthooks.

Direction IV.—Urge the teachers to show how each of the Study Helps may he applied to advantage in the study of particular suhjects. Also advise the teachers consistently to emphasize these Study Helps in connection with daily assignments of work.

Direction V.—Advise the teachers and pupils that valuahle explanations of the Study Helps may be secured hy consulting such hooks on study as the following: (*a*) Sandwick, How to Study, D. C. Heath & Co., Chicago, and (*b*) Whipple, How to Study Effectively, Puhlic School Publishing Co., Bloomington, Ill.

Direction VI.—Secure from time to time from the teachers information showing the improvement or lack of improvement of pupils in the quality of daily preparation, mastery of suhject matter, or efficiency in usc of time.

It has come to our attention that a few schools are merely posting the Study Helps and that other schools are furnishing students with one copy with the direction that it is to be kept in the study desk or posted in the room used for home study. Please note that neither of the foregoing plans meets the letter or intent of Directiou III or Direction IV.

In case a school undertakes the plau as outlined in the foregoing directions, we advised testing the results of the trial by securing from teachers, on or about May 1, written opinions covering such questions as:

1. Do students come to class with hetter-prepared lessons than last semester?
2. Do you find that pupils prepare their work in a more economical way than last semester?
3. Do the results of monthly tests indicate that pupils have a more thorough mastery of fundamentals than was shown hy the tests the first semester?
4. What percentage of the pupils believe that they are improving their hahits of study through the systematic following of the directions?
5. Is the percentage of failures at the previous marking of cards less than at a corresponding time last year?
6. Is there a hetter spirit of study in the session rooms (or study halls)?
7. Do you as a teacher find yourself more interested in prohlems of training pupils in hahits of study?

Reports of Results Carefully Checked

We directed atteution to the fact that several of the questions call for opinions that will be very largely subjective in character but urged that such opinions would be valuable if reached as a result of careful reflection. We stated that it should also be remembered that it is possible that other factors, e. g., better classification, improved teaching, elimination of poor students, etc., may contribute to the improvement referred to in the foregoing questions. Teachers should be advised to take full account of the other possible causes for increased effectiveness of school work.

We conceded that our questions did not provide for a thoroughly objective measure of the amount of improvement. We gave careful consideration to this matter and advised with some of our associates concerning it. It was our combined judgment that a thoroughly objective measure of the true results of the use of the Study Helps would not be possible, except under a controlled experiment in which the use of Study Helps was the only change that might influence the quality of instruction. It can readily be seen that such an experiment would be a very difficult one to carry on in the typical class in a high school. It is our opinion, however, that very valuable evidence relative to the improvement of pupils in matters of study may be secured by taking the critical opinions of experts; i. e., the teachers actually using the Study Helps in the way suggested in our article.

If it is the testimony of teachers that there is no improvement due primarily to the use of Study Helps, we hope that school executives will be very frank in stating that fact. We wish also to invite suggestions for modifications of our directions iu order that a plan may be worked out that will be really effective. We hope therefore that school executives will secure these opinions and return them to us. On the basis of counsel and advice we will make modifications in our directions for next year.

Study Helps May Be Freely Printed

The Michigan State Teachers' Association of Lansing, Mich., has made the Study Helps available at the nominal cost of $2.50 per 500 copies, and many schools have had copies prepared by local printers. There is no copyright on our material and there is no objectiou to reprinting it by local or school printers. We want our material used.

We are surprised and delighted with the generous response to our urgings that the high schools devote more consistent attention to the improvement of the study habits of pupils. It is our estimate that approximately 50,000 copies of the Study Helps are now in the hands of students in Michigan high schools. If the results show that this is an effective way of attacking the problem, the plau may very properly become a part of the procedure of Michigau schools.

Puhlication sponsored by the National Committee on Research in Secondary Education.

To Stimulate Research in Local History

Cash prizes have stimulated local historical research in Texas. A history of McCulloch County won the prize of $100 offered last year; and this year a first prize of $100 and a second prize of $50 are offered. Winning essays will be published in the Southwestern Historical Quarterly. It is hoped that the contest, which is open only to teachers of history in the State, will result in the compilatiou of a history of many of the 250 counties in Texas.

The valuation of school properties in New Jersey has increased 139 per cent during the past 10 years, according to a recent report of the department of public instruction.

Children of Many Nationalities Receive Practical Instruction

Home Economics the Basis Upon Which the School Rests. Pupils Prepare Food for Their Own Luncheons and for Babies in Day Nursery. Make, Repair, and Launder Clothing for Their Own Use and for the Babies. "Homemaking Suite" Is Center of Social Activities

By EMELINE S. WHITCOMB
Specialist in Home Economics, Bureau of Education

AMELIA STREET SCHOOL, in Los Angeles, Calif., stands in the very center of the city's foreign population. Here children from many different nationalities, including Mexicans, Chinese, Armenians, Japanese, Italians, and others, gather daily to work and play together in peace and harmony.

The regular classrooms and the kindergarten of the Amelia Street School are housed in a wooden building erected when Los Angeles was little more than a country town, but across from the playground of the school stands a modern two-story brick building, and under its roof all of the social activities of the school are grouped.

In this simple two-story brick building is the department of home economics, which consists of a foods laboratory, the school lunch room, arts and crafts room, nurses' clinic, laundry, sewing room, day nursery, and the home-making suite of living room, bedroom, and bath. It is in this department that girls receive practical instruction in those activities which make for better citizens.

The girls in the foods laboratory of the home economics department each day prepare, under supervision, the school luncheon, which consists of a hot soup, one other hot dish, a simple salad, sandwiches, a dessert, fruit, and milk. They also take turns in supervising the "inspection of hands" of the children, a necessary daily routine before entrance to the lunch room is permitted. Shortly before the lunch hour school children of all ages can be seen scurrying to the washbowls for a clean-up and then with equal haste line up for an orderly march to the lunch room.

Surroundings in Lunch Room are Attractive

Hand inspection over, the children are soon inside the lunch room, where they are greeted by well-groomed, attractively dressed girls in white aprons and caps, who help them select a nutritious luncheon and, if necessary, help them carry it to small tables covered with an immaculate white cloth and adorned with a centerpiece of potted plants. The bright stenciled window curtains made by the girls and the red geraniums in the green window boxes give a cheery background to a roomful of laughing, chatting, care-free children. On cold days fire is lighted in the grate, adding not only warmth but additional brightness to the room. The home economics girls, as well as the principal of the school, move among the children during this period, helping a child here and there, whenever the occasion arises, with the proper handling of a spoon or fork or knife. It is surprising, however, that so large a group of happy boys and girls, relishing their food as they seem to, observe not only correct eating habits but carry out to the letter correct table etiquette and polite behavior. Their voices are well modulated and their conduct above criticism. There is no crowding or jostling. Each child unconsciously assumes the responsibility of making the lunch hour a happy one.

Heavy Work Done by Hired Women

After the luncheon the girls clear the dining room, but leave the dishwashing to a woman who is employed for that purpose, and they resume their other school activities.

Some of these girls may next be found in the day nursery, where babies ranging from 9 months through kindergarten age are brought each morning at 9 o'clock. These young children either have mothers who go out to work or are motherless, and are under the care of an older sister in school who brings the young child with her, leaving it at the nursery until the close of the school day. Here, with the help of a motherly matron, the home economics girls receive practical training in the care of young children.

Day-Nursery Children are Carefully Tended

Each morning at 9.30 the children of the day nursery receive a simple breakfast. Later they have the noon meal and a mid-afternoon lunch. Wholesome food with a generous supply of milk is given. Regular habits are taught and sleep follows the noon meal. As soon as the children are received in the morning, if necessary, they are bathed and dressed in fresh, clean clothing. The clothing is washed and ironed by the girls in the home economics laundry, and in the sewing room the girls cut and make the little bibs, rompers, dresses, and other wearing apparel needed by these children.

Besides the work in children's garments, the girls all make underwear and dresses

Art principles are applied to usable household articles

for themselves, ending with their graduating dresses. In planning their wardrobe they are aided not only by the clothing teacher but also by the teacher of arts and crafts, who discusses with them appropriate design, line, color, suitable decoration of material, stitchery, and simple enbroidery. In the arts and crafts department instruction is given the girls in basketry, in weaving, in designing, and in a general application of art principles to household linens.

The home-making suite is simply furnished and belongs to the girls. Each week a different group of girls has entire charge of this suite. They arrange everything in it as they think best and then the arrangement is discussed with their teacher and often betterl ways arc learned. The curtains, draperies, and cushions are made by the girls, and frequently the whole color scheme of the furnishings of the room is changed and everything made afresh This affords the girls an opportunity to express their own ideas concerning color and the principles of dccorative art.

Living Room Shows Cordial Atmosphere

In the home-making suite centers much of the business and social life of thc school. The cordial atmosphere of the living room welcomes the committees of all school activities, whcther business or social. Often the girls are invited to act as hostesses to school tcas, community gatherings, sales, exhibits, and to the many visitors who come to inspect the training which develops worth-while Americans of these elementary-school boys and girls. Here, too, the dramatics club plans its costumes, which are always made by the girls of the home economics department.

To summarize, the home economics girls of this elementary school plan and prepare food for children ranging from nine months through graduation. They plan and make not only their own clothes, including their graduation dresses, but garments for the children of the day nursery. They learn how to keep these clothes clean and in repair, and to choose and make furnishings suitable for an attractive home that is within their means. They have practical experience in feeding, bathing, dressing, and entertaining young children. They have opportunities for developing grace in presiding over social and business activities related to the home. In fact, practically all of the home activities for which they should have training are found in the department of home economics. Training is given in the classrooms and laboratories pertaining to their home activities in order that these activities may be brought up to the highest level and that the girls' knowledge of home life may be immeasurably enriched.

Working mothers leave their children in the day nursery

Three States Maintain Nautical Schools

Nautical schools are maintained by thc States of Pennsylvania, Massachusetts, and New York for the training of officers in the merchant marine. The course is open to boys between 17 and 20 years of age of good character, who have completed the elementary grades, and who are physically and temperamentally fitted for life at sea. Instruction is given in seamanship, marine engineering, and the construction, equipment, and sailing of vessels; practice cruises constitute an important part of the preparation for a seagoing career.

Many Pennsylvania Teachers Take Extension Courses

Twelve thousand Pennsylvania teachers, to increase their professional training while in service, are taking extension courses in 24 State normal schools and accredited colleges. The courses are all post-high-school grade, similar in every respect to those offered in regular sessions, and are made possible through cooperation of these institutions with the State department of public instruction. The same requirements for entrance are demanded, but not more than six semester hours of credit will be allowed for work done in any one semester.

Noon time lunches are prepared by the older girls

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

ALMACK, JOHN C. *and* BURSCH, JAMES F. The administration of consolidated and village schools. Boston, New York [etc.], Houghton, Mifflin company [1925] xv, 466 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

Of the three main types of direct school administration now in operation in the United States, two already possess printed manuals of principles and technique. These are, first, the city superintendency, with its general administrative oversight of a city school system, and second, the city principalship, with its clearly marked managerial duties embracing a single school unit. The third type, the village and consolidated school principalship, which is of rapidly increasing importance, is handled in the present volume. While covering some ground common to both of the city administrative fields named, this type is in general broader, more inclusive, and less specialized than city administration. Most of the special problems relating to the supervision of instruction are omitted from this book, because the authors take the position that the consolidated school does not differ fundamentally from the modern city school, for which good manuals of supervision already exist. Accordingly, this book emphasizes the organization and administration of the consolidated and village school.

BROOKS, FOWLER D. The applied psychology of reading, with exercises and directions for improving silent and oral reading. New York, London, D. Appleton and company [1926] xvii, 278 p. tables, diagrs. 12°.

Teachers may learn from this book how to apply the results of experimental research so as to make instruction in reading more effective. Training for thorough comprehension and a rapid rate are two fundamental purposes of the teaching of reading, but in addition to these the author points out the importance of developing a taste for good literature in the pupils.

HODGEN, MARGARET T. Workers' education in England and the United States. London, Kegan Paul, Trench, Trubner and co., ltd.; New York, E. P. Dutton and co., 1925. xiii, 312 p. 8°.

Since the early years of the nineteenth century there has been a constant working-class demand in England and America for knowledge, and a certain tendency on its part, first, to trust education only when administered by itself; second, to shape the content of education toward ultimate working-class control of government and industry. In the beginning the ability to read and write seemed to the poor to be sufficient. After 1900 the initiative was assumed by organized labor, and the working class then adopted political and economic control as an educational objective. The author traces and compares the development of workers' education in the two English-speaking nations, describes the present status of working-class education, interprets its significance, and discusses its prospects. The objectives of workers' education at present are seen to be not merely political and economic, but also spiritual and humanitarian.

INTERNATIONAL CONFERENCE ON THE EDUCATION OF THE DEAF, held at the London Day Training College, Southampton Row, W. C. 1, July 20, 21, 23, and 24, 1925, and at the Royal Schools for the Deaf, Margate, July 22, 1925. London, Printed by Wm. H. Taylor and sons, 1925. viii, 256 p. plates. 8°.

A report of papers and discussions, demonstrations, and social events of the conference is comprised in this volume. Among the papers is one by Dr. Percival Hall, of Gallaudet College, Washington, D. C., on the higher education of the deaf in the United States. Specialists from various nations of Europe and Asia also contribute accounts of education of the deaf in their respective countries.

MCNAB, G. G. The development of higher education in Ontario. Toronto, The Ryerson press [1925] 3 p. l., 267 p. 8°.

The beginnings of higher education in Ontario are depicted in this book, and the history of the following institutions is narrated: University of King's college, University of Toronto, Queen's university, Western university, McMaster university, and Ottawa university. Chapters are also included on entrance requirements in arts, and the arts curricula.

MORTON, G. F. Childhood's fears. Psychoanalysis and the inferiority-fear complex. With a foreword by W. W. Charters, professor of education, University of Chicago, and a preface by W. H. Maxwell Telling, professor of therapeutics in the University of Leeds. New York, The Macmillan company, 1925. 284 p. 8°.

A practical school man acquainted with the literature and technique of psychoanalysis is responsible for this book. He reviews the basic concepts of sex, herd, inferiority, self-preservation, and fear, and demonstrates the fact that it is neither right nor necessary to resolve all problems of maladjustment in the schoolroom to any one of these elements alone. His "main thesis is to show that the root trouble in childhood is in the inferiority-fear complex."

O'BRIEN, JOHN ANTHONY. Reading; its psychology and pedagogy. A summary of experimental studies in reading. New York and London, The Century co. [1926] xxviii, 308 p. tables, diagrs. 8°. (The Century education series.)

Two reasons are assigned by the author for the deep and sustained interest generally felt in reading as a subject of the elementary school curriculum. First, during the last decade especially, a large amount of thorough scientific research into the psychological and physiological nature of the reading process has constructed a solid groundwork upon which are built effective methods of training in reading. Secondly, there is an aroused consciousness and a keener realization now of the importance and value of effective habits of reading, especially of silent reading. Besides presenting the definite results of experimental investigations of the reading process, this book interprets the pedagogical implications of these findings and points out their practical application to the work of the teacher in the classroom. The author also undertakes to introduce the teacher to a knowledge of the salient features of the methods employed in scientific investigations of reading. Reading is shown to be a complex process, involving various types to which teaching methods must be adjusted.

REEDER, WARD G. How to write a thesis. Bloomington, Ill., Public school publishing company [1925] 136 p. tables, diagrs. 16°.

This manual, composed by the assistant professor of school administration in Ohio State University, contains a concise and practical set of rules and suggestions for the preparation of the thesis and other scientific papers. The directions given cover the selection and planning of content; collection, organization, and interpretation of material; and arrangement, composition, and typography of the thesis, including tables and charts.

REEVE, WILLIAM DAVID. A diagnostic study of the teaching problems in high-school mathematics. Boston, New York [etc.], Ginn and company [1926] v, 117 p. tables, diagrs. 8°.

The purpose of this study is to encourage a better use of tests in mathematics, and particularly the kinds of tests which can be used by teachers to improve their instruction. The ground covered comprises a description and evaluation of modern tests in mathematics, selection of material for the tests and their results in diagnosis, the construction of scales, and the administration and use of tests and scales.

VINCENT JUNIUS, *pseudonym*. Ruth talks it over. New York, The Macmillan company, 1925. 130 p. 12°.

The author of this book aims to bring to the attention of women who are planning to utilize to the full their new opportunities for freedom in personal conduct, suggestions and advice that may be gained from various sciences that bear upon the problems which women are required to solve in one way or another at the present time. He seeks also to present the masculine point of view regarding the new styles of conduct which women are adopting or proposing to adopt in their daily life.

WINSLOW, LEON LOYAL. Organization and teaching of art; a program for art education in the schools. Baltimore, Warwick & York, inc., 1925. 147 p. diagr. 12°.

For the active teacher and for the teacher in training, this volume contains a fund of information on the subject matter and method used in art education. It has been written to meet a definite and growing need for instruction in art in the schools, due to the fact that many of the principles employed in art are almost universal in their application to life. An additional consideration is the cultural or recreational value of art.

WOOLEY, PAUL V. A guide to the study of woodworking; a handy reference for woodworkers, teachers and students of high schools, colleges and industrial schools. Peoria, Ill., The Manual arts press [1925]. 61 p. 12°.

This manual is an alphabetic subject index to the best American books on woodworking, for the assistance of teachers and students of the subject.

A four-weeks course in cotton is given in the summer session of Oklahoma Agricultural and Mechanical College. It is designed to give practical instruction in cotton, from the field to the spinner, including cotton grading, stapling, shipping, warehousing, ginning, exporting, and marketing.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

STUDY HELPS FOR HIGH SCHOOL STUDENTS

Arranged by Inspector J. B. Edmonson, University of Michigan
and Assistant Superintendent C. L. Goodrich
Department of Public Instruction

1. **Be certain that you prepare the correct assignment in scope, content, and form.** Consider such questions as: What readings, problems, experiments, or topics were assigned? Was part or all of the preparation to be written? What dangers, difficulties, or important points were emphasized by the teacher in making the assignment? Which of these study helps did the teacher urge students to follow?
2. **Have a study program.** Budget your time so as to have a definite time and a definite place to prepare each lesson. (The teacher will explain how to make a study program card.)
3. **Have proper study conditions and needed materials**—a quiet room, not too warm, plenty of light at your left, a straight chair, a table, the necessary dictionaries, rulers, pencils, and other materials.
4. **Make careful preparation of advanced assignment** as soon as possible after a class, but allow time in your study program for review of essential points before going to class.
5. **Do your studying with vigor and determination.** Work while you work. When actually tired, change your work, take exercise, or go to sleep. One must be rested in order to study effectively.
6. **Learn to do two kinds of reading. Read rapidly when seeking to find major points or to make a survey of a lesson.** Read cautiously and critically such material as problems, directions, explanations, and any material that must be interpreted or mastered. Never read rapidly when you should read cautiously. Acquire the habit of analyzing confusing statements. To test the efficiency of your reading and to guard against "skimming" or "day dreaming," pause at the end of paragraphs or natural units and seek to recall the gist of what you have read.
7. **Avoid acquiring the habit of half mastery.** In committing material to memory learn it as a whole. Do not learn piecemeal. Keep going over the material until you have it letter perfect. In learning rules, forms, poems, dates, vocabularies, etc., it is helpful to repeat them aloud, especially if you are expected to give them orally in class. (The teachers will explain the mistake of memorizing material that should be analyzed and understood.)
8. **Hunt for key words, phrases, or sentences; and master the full meaning of these.** Write them on a slip of paper for later review.
9. **Work independently.** Ask for help only after you have exhausted your own resources. Cultivate self-reliance, determination, and independence in work. Pride yourself on your ability to get your lesson done.
10. **Frame questions to test your preparation of a lesson,** and use these questions to measure your preparation before going to class.
11. **Attempt to answer to yourself every question that is asked** in class, and thus review, test, and drill yourself on essential facts. (Teachers will seek to conduct their classes so as to stimulate you to do this.)
12. **Strive to excel. Do not be contented to "get by." Convince yourself of the genuine value of doing your best work in each of your studies.** Be honest in all work. Be able to answer such a question as: Why is the subject worth studying? (Your teachers will seek to emphasize the invaluable character of the information or training in each study.)

CONSTRUCTIVE ECONOMY
through
SUPERIOR ORGANIZATION

THE greatest emphasis should be placed on constructive economy. Merely to reduce the expenses of the Government might not in itself be beneficial. Such action might be only the discontinuance of a wholly necessary activity. No civilized community would close its schools, abolish its courts, disband its police force, or discontinue its fire department. Such action could not be counted as gain, but as irreparable loss. The underlying spirit of economy is to secure better education, wider administration of justice, more public order, and greater security from conflagration, all through a superior organization which will decrease the unit of cost. It is all reducible to a question of national efficiency.

—*CALVIN COOLIDGE.*

SCHOOL LIFE

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PRACTICAL INSTRUCTION IN A UNITED STATES INDIAN SCHOOL

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

GOVERNMENT PRINTING OFFICE

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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. XI WASHINGTON, D. C., APRIL, 1926 No. 8

Prosaic Purpose of Education is to Live More Comfortably

Good Morals and Good Business are Necessary to Each Other. Business Has Become Education Intelligently Applied. Universities are Workshops to Teach the Fabrication of Learning, Using the Sciences as Their Tools. Memory of Teachers, Earnest Women and Strong Men, Abides Through Life. Kindness Insures our Continuing National Cohesion, and Service is its Handmaid

By HUBERT WORK
Secretary of the Interior

THE BUSINESS of educators is indirectly to educate for business. Education, costing two and one-half billions of dollars annually; having 25,850,961 daily patrons, and hiring 871,131 employees, is comparable to the administration of the Federal Government, which expends three billions of dollars through 550,000 employees.

The Government is trying to expedite the country's business. The schools are trying to speed up the public intellect. This is a business age. Our very wealthy have become the world's greatest philanthropists, employing business principles in their benefactions. Our very poor employ business agents and dictate terms of service. Even the professions have been compelled to develop a business sense, and we have at last learned that good morals and good business are necessary to each other; and incidentally, we are playing the greatest game of history in self-government.

Greatest Rewards Come to the Self-Forgetting

Public service is the highest calling, and fortunately offers many avenues for expression. The greatest rewards to those so engaged come to the most self-forgetting. When official misfeasance develops in a public servant—when one goes wrong—the obsession for self-promotion or financial temptation goes before the fall. As between the two, the former is the more baleful, for it disguises itself and bores from within. 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 the Government. The reputations of many of us 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. You superintendents could each, in turn, support this observation from incidents within your own experience. It is the distinction between self-service and public service that determines our position in society.

This Is the Gasoline Age

A revolution has been stayed in the United States and passed without being named in the past 10 years. It was not a revolution by force of arms and loss of life, but a riot in the evolution of economics by which everyone seems to have prospered, although we have, by vote, mortgaged the real property of the Nation for the next generation to pay, leaving the day of final adjustment out of the reckoning. Our currency has been inflated, wages doubled, employment hours minimized, labor's productivity reduced, and living costs raised. This period has been appropriately referred to as the gasoline age. Both our economic and industrial life have been geared to the petroleum world, and our social and moral attitude has been influenced tremendously by it. It is a time that demands men for public service with balanced, constructive minds and far-flung vision, to guide a reaction that is always a backwash of action.

Rotarians did well to adopt the slogan: "He profits most who serves best." Rotarians in education are specialists in human relations, the broadest field for the widest service.

Financial gain is material but reward for public service is not measured in money, nor always in growth of private business or social advantage, although each is a worthy objective. It is the spirit of service that brings the joy of living, and, too, comes to lead us away from the open grave of broken ideals we must all surrender. The spirit of service is an attainable, individual perquisite of daily toil. Rotary has assembled and organized it as an instrument for community betterment. It has spread to towns and States, until now it has cemented an international brotherhood. Rotary has done much to break down fulminating suspicions bred by the isolation of men in business; to bring out into the open and destroy the little jealousies that competition invites.

Education Does Not Depreciate from Use

Some seek an education for the love of it, but the prosaic purpose of education for most of us is that we may live the more comfortably. Education is intangible property, exempt from levy or confiscation, and does not depreciate from use. Business has become education intelligently applied. Education, as you scholarly men practice it, is at best elementary; the drawing out of latent and the strengthening of weak faculties of the human mind. Afterwards it is the principles of knowledge that men in your calling are expected to determine, largely for use in the industries. The world wants their products and universities are becoming workshops

Address before Rotarians in Education, Washington, D. C., February 24, 1926.

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to teach the fabrication of learning, using science as their tools because exact knowledge is now compelled by competition.

Man Can Not Live to Himself Alone

As I go about, rotarians are frequently my hosts, and among them are ministers, school men, and doctors—all teachers of practice, in a way connecting their professions with the art of living and the business of their environment. The teachers' daily contact is with those of immature minds. Their association with men whose mentality has been seasoned by the resistance of the world expands their vision and is transmitted through them to those under their instruction. Any influence that tends to take a man out of himself is wholesome. The spirit of rotary with its weekly lifting of the masks men live behind, exposes to view the best in them; the natural self which a neighbor might never see, or seeing misinterpret. If there was a time that man could live to himself alone, it is long past and the growth of rotary has done much to supply a need arising from changed conditions. Lacking the spirit that serves best we are not far removed from the animals, but with it we may open the door into the realm of intellectuals.

A man is nothing more than a possibility. It is his reaction to opportunity that fixes his place in the world. It is the vision to see and the courage to do that distinguishes men in public life.

The President can look behind those promoting a man or a cause, and see their home folks. It is a gift. He must weigh the purpose, measure the integrity, and appraise the judgment of those who advise him. It has become an instinct that secures him in his place.

Organizations of Neighbors Influence Legislation

The penchant for personal promotion of public men, or the absence of it, marks the distinction between the politician and the public servant who may become a statesman. A new influence in government seems to have arisen in recent years. The public no longer takes its inspiration from elected leaders but instead assumes their direction from home. A summer's vacation among constituents seems to change the attitude of many Congressmen on public questions. It is service the world wants and organizations among neighbors crystalize estimates of public needs and indirectly influence the making of laws.

Officials may balance their obligations to the Government against the wishes of their voting constituents while serving both under the same oath, but it is the voice from the home that rouses the "still small voice" we call conscience.

The civil-service law has established the greatest protective service organization known. It protects the worker in his place of routine bureau procedure. It insures the continuity of administration, but should all Government positions be thus classified, the public for which the Government is administered would be served by those securely in place, secluded from the commercial world and excluded from participation or experience in the business they administer. Direction of those skilled in technical routine, by representatives of those for whom the work is being done, would seem to be ideal organization.

Prevention Against Bureaucratic Control

If the administrative officials were not brought into Government service directly from the people to direct administration there would be open rebellion against inevitable bureaucratic control.

The judiciary is appointed for life, for the higher laws are thought to be fixed. Members of the House and one-third of the Senate are commissioned by their constituents every two years. Presidential appointees hold their commissions "during the pleasure of the President for the time being." They are selected for changing situations, and the average official life of a Cabinet member for the past 60-year period is two and two-third years.

Representing directly the public school, the most vital institution of any community, and indirectly its business and professional men, you are unconsciously laying a foundation for home rule in its broadest sense by appraising men for public place and bringing forward those who will serve your community, your State, or your Nation.

Rotarians meet on a common level, with a smile and wave of the hand, cheering each other with good-natured raillery. Their use of given names deflates dignity of place, assumed or acquired, and releases impulses smothered by distinction of position, which so many men take seriously. After all it is the boy's heart that attracts friends but which if assaulted by vicissitude or bruised through misplaced affection and left alone, retreats within itself and leaves us old before our time.

Contact with Other Men Prevents Morbidity

Personal contact gives and it takes away. Without it a ruinous, ingrowing personality takes possession and introspection breaks a man for want of supporting sympathy from without, leaving him in his old age to the mercy of himself.

Nothing guards a man like seeing himself mirrored in the faces of others, or stimulates him like the presence of a friend. Then he learns that the world gives back all he gives out, with interest compounded. 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.

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.

Teaching Profession a Wellspring of Happiness

Your profession is a wellspring of human happiness with rewards beyond estimate which will be returned to you in endless procession during your lifetime. It is not the palatial schoolhouse we now see even in remote places. It is not the social features of school night life that vanish at daybreak, nor yet the rote of textbooks that the memory of maturity will treasure. 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. The buildings, the boys, and much of that taught in the university has faded in 40 years, but the strong men of the faculty have walked with me for a generation.

Women teachers under your direction impress the forming character as no other influence could, except the mother. Woman was designed by Providence for the preservation, not the perversion, of mankind. Our civilization hangs on her chastity of mind and body. The fall of the Roman Empire was contributed to by its women. History is again repeating itself. She that was about to be stoned was protected from the mob, but she was advised to deport herself. No asylum was promised her among her kind, but she was told to "go and sin no more."

Woman's Influence Prevails Through Life

Yet it was a woman who opened our eyes for a first look on the world. Our first prayer was said to a woman. Our first day in school marked a mother's surrender. A woman guided us through the metamorphosis of a boy when no one but his mother could love him. Our first ambitions were visioned through a halo about the face of a young woman. And when called out into the night to start on our last journey, somewhere, alone, we will not be afraid if a woman may hold our hand.

The moving spirit of service and the fraternity of friendships are akin to that intangible presence called memory. They 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. Wanting fraternity, friendship is not invited, and nothing is formed to bind a memory.

The outstanding universal quality of people is kindness. It cements the whole social fabric. Someone is always in reach, ready to proffer needed help, confirming the line: "Kind hearts are more than coronets."

Kindness is a fraternizing expression of the brotherhood of man, the foundation of our civilization. It insures our continuing national cohesion and service is its handmaid.

"Men in great place 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 times. It is a strange desire to seek power and to lose liberty; or to seek power over others and to lose power over one'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."

Ohio's First Free Schoolhouse to be Restored

Ruins of a building, believed to be the first free school in the old Northwest Territory, also ruins of the schoolmaster's house and of the church near by, with many valuable relics, have been uncovered recently near New Philadelphia, Ohio, as the result of excavations under the auspices of the Ohio State Archeological and Historical Society.

Schoenbrunn (Beautiful Spring) was an early Moravian settlement composed of Christian Delaware Indians and a few whites, sent out from Pennsylvania in 1771 under the leadership of David Zeisberger, who seems to have been both pastor and schoolmaster. Here Zeisberger wrote "A Delaware Indian and English speller for use of the schools of the Christian Indians on Muskingum River." This first Ohio speller was published in Philadelphia in 1776, and copies are still extant.

For five years the village prospered and grew. At the end of the first year it contained 60 buildings of squared timber, and had 450 inhabitants. It served as a barrier for the protection of settlements to the east. For turning back war parties, ransoming captives, and warning of intended massacres, the president of the Continental Congress sent his thanks to Schoenbrunn. The village, with two others near, was destroyed with some loss of life in 1777, apparently by hostile Indians, whose approach caused the inhabitants to flee. White settlers came later, the ground was plowed over, and for more than a hundred years crops were harvested on the site of Schoenbrunn.

The ruins were discovered in 1923. An appropriation of $10,000 by the State Legislature of Ohio made possible the purchase of 24½ acres comprising the site; and, sponsored by the State department of education, pupils in the schools and colleges of Ohio are raising a fund for the erection on the former location of a log schoolhouse, reproducing as nearly as possible the original building, the forerunner of free schools west of the Alleghenies.

Evening High School Approaches Day-School Standards

A fifth period has been added to the program of the Brooklyn Evening High School, and more than 600 students at once announced their intention to take the additional period. Sessions are from 7 to 10.30 p. m. For average students, four periods will continue to be the allowance. Permission to take the fifth period will be granted by the principal only to students over 17 years of age, physically and mentally fit, whose day-time work is light or of less than eight hours duration. Five-period students unable to maintain the full program the first month will be compelled to drop one subject.

Taxation of real estate in Delaware provides for only one-fourth of the cost of public-school education. Taxes upon incomes, corporations, corporation franchises, and polls are other important sources of school revenue.

New Institutions for Training Czechoslovakian Teachers

Reorganization of the means of teacher training is contemplated by the Czechoslovakian Ministry of Education. It is proposed to close existing teacher-training colleges and to establish in their stead "academies of pedagogy" to prepare candidates for teaching in the elementary and "urban" schools, and "women-teacher training colleges" to prepare teachers of household sciences. The minister proposes that the course of the academies shall cover two years and that eight years of secondary study shall be necessary for admission. The course of the "colleges" is planned to cover four years, with four years of secondary study required for admission. The academies will, therefore, involve two years more of study than the colleges. Each academy, according to the plan, will have seminaries, laboratories for experimental psychology and experimental pedagogy, an educational library, reading rooms, study halls, and practice schools. Tuition will be free. The proposals meet the approval of teachers and of education authorities, and will be presented to the Czechoslovakian Parliament—*Emanuel V. Lippert.*

Five demonstration schools are maintained in Santa Barbara County, Calif., where best methods under trained teachers are in actual practice. Each elementary teacher in the county is allowed this year two days to visit these schools and observe the work, and the time is counted as part of the five days given annually to teachers by law for institute week.

Will Serve Youth Best by Worthy Example

IN AN AGE more complex and intricate than any other the world has ever known, in a country of unparalleled prosperity, the problem of personal adjustment to social, civic, and economic environment is not easy. To a generation of youth facing such complexity the difficulty is great indeed. It is a tribute to young America that in making this adjustment so many succeed and so few fail. We bear our tribute to the essential cleanness, the intellectual straightness, the frank courage, and the decent idealism of American young manhood and young womanhood. The greatest obligation we, an adult generation, owe is the obligation we owe to them. In developing those characteristics of personality and citizenship which we desire for our civilization, such as obedience to law, respect for government, and tolerance, all American adults will serve youth best by themselves setting those examples which they desire youth to follow.

The guiding of the inquiring mind of youth is a responsibility not to be lightly undertaken. Knowing that each generation must be mindful of the lessons to be learned from the studies and experiences of former generations, we rely confidently, in any conflict between truth and error, upon that Divine wisdom that has endowed the human brain with the power to think and to reason. Only that education can be free which provides under conditions appropriate to the age of the student complete liberty to seek the answer to any honest question. We would respectfully remind our fellow citizens that while legislation seeking to control the subject matter of the curriculum may impede educational progress it has not the power to alter, modify, or set aside any immutable law of nature, of science, or of God.

—*Resolutions of Department of Superintendence.*

Indians Trained to Compete on Even Terms With Other Races

Organization of Indian Reservations More Harmful than All the Indian Wars. Idleness and Discouragement Transformed a Self-Reliant Race into a Dependent People. Individual Ownership of Lands and Education the Means of Reestablishing Personal Initiative. All Indians are Citizens and are Component Parts of the Several Communities. Responsibility of State Authorities Should Steadily Increase

By H. B. PEAIRS

General Superintendent of Indian Affairs

THE PERSONNEL of the reception committee that welcomed Columbus and his party to this continent was composed of Indians. The early explorers and settlers were cordially greeted and kindly treated by red men. As the new world was explored, Indians, in large groups or tribes, were discovered in all parts of the country. How many there were is not known, but that they were here occupying and claiming the country as theirs is a matter of history. They found it to be comparatively easy to gain a livelihood by hunting, fishing, and gathering the native products of the country. It was therefore human that, as the territory occupied by the Indians was trespassed by explorers, colonists, and early settlers, the Indians should question the purposes and the rights of their new neighbors.

Americans Would Not Approve Obliteration

Serious mistakes were made in dealing with the natives. The results are recorded in history. After many years of warfare which cost thousands upon thousands of human lives and millions multiplied by millions of dollars, it was realized that the red men of the forests and of the plains could not be conquered and controlled by that method. The race might thus be destroyed but the conscience of the American people, a people who were a liberty-loving people, would not approve of that kind of a program. Therefore, other policies must be sought. Meantime, the frontier settlers must be protected and, as a means to that end, the Indian reservation system was established.

Reservation System Seemed Justifiable

Indian wars, destructive as they were, do not, in the opinion of the writer, record so dark a page in the history of the American Indians as did the adoption of the policy known as "The Organization of Indian Reservations." Although an emergency measure, apparently justifiable at the time, the results have been such that if they could have been foreseen some other and better policy would ahve been sought and found. Being placed on reservations, kept there under military guard, the Indians were forcibly deprived of ways and means of gaining a livelihood and had to accept the necessities of life from the Government that had created the reservation.

Enforced Idleness Sapped Race's Vitality

The beginning of the reservation life and the issuing of rations marked the beginning of the deterioration of the red race. Opportunities for hunting and fishing gone, and thus the principal means of making a living destroyed, having but little knowledge of other means of self-support, forced to live on reservations in comparative idleness, discouraged and discontented because of having been driven from their original homes, there could be but one result, the conversion of a once self-reliant, courageous, independent people into a dependent people. I have briefly rehearsed the relationships of the red and the white races in this Nation up to this period lest we forget the facts, and for the further reason that having this background we shall be better prepared to appreciate what follows.

Address before National Council of State Superintendents and Commissioners of Education, Washington, D. C., February 18, 1926.

Students of vocational agriculture at the United States Indian School, Phoenix, Ariz., ready for a day's work in the fields

As always happens in this Christian Nation, the people finally awakened to a realization of the fact that serious mistakes had been made in dealing with the Indians and that they must be corrected no matter what the cost. Wars and the reservation system were not only too expensive to maintain but they could not be morally justified. Indians were human and entitled to freedom and opportunities equal to other peoples.

Navajo children often reach the schools without knowledge of the customs of civilization

With this awakening came the real beginning of Indian education. Many feeble attempts to educate small groups of Indians had been made early in the history of the Nation by missionaries and mission societies, but there was no general official recognition of the responsibility of the people of the Nation until in the late seventies and the early eighties. Soon after the education of Indian youth was begun in earnest by the Federal Government, it was realized by far-sighted friends that Indian home life must be changed and greatly improved to assure general progress. Holding property in common was not conducive to habits of industry and thrift.

Brought Period of Individual Opportunity

Senator Dawes, chairman of the Committee on Indian Affairs in the Senate of the United States, a man of great human sympathy and of unusual vision, realizing that Indians must be prepared to stand as individuals, introduced what is known as the Dawes bill, which provided for the allotment of Indian lands in severalty, thus making it possible for Indians to have and to hold individual homes. Under those conditions there would be some incentive for improving homes and accumulating property. The bill became a law on February 8, 1887, and the day is known by many Indians as their independence day. It might well have been called opportunity day, because it did usher in the period of individual opportunity for all Indians.

The task of allotment of lands has been a long, hard, and tedious one and has not been nearly completed. Because of lack of education and training, but few Indians were ready to assume the responsibilities of managing individual property, therefore the allotment work has necessarily proceeded slowly, and provisions of law have had to be made for the protection of individual rights until such time as the individual owners were thought to be qualified to act for themselves.

With the beginning of the individualizing of property, the need of education became more urgent and Congress has responded quite liberally to the demand for Federal aid while, at the same time, other educational agencies have recognized their opportunities and responsibilities and have done their share toward providing educational facilities until at present about 80 per cent of all Indian children of school age in the United States are enrolled in school.

Indian children eligible to education by the Federal Government were 77,577 in 1925. For them 140 day schools, 59 reservation boarding schools, and 18 nonreservation boarding schools were maintained. The enrollment in these classes of schools was 4,604, 10,615, 8,542, respectively. In addition, 7,280 children were in mission schools and 34,452 were in public schools conducted by the States. The whole number of Indian children in school was, therefore, 67,438. The amount expended by the United States Government for Indian education in 1925 was $7,264,145, of which $6,604,991 was for Federal schools, $441,011 for public schools, and $208,143 for mission schools.

School Organization Suited to Conditions

The schools supported by the Federal Government offer in the day schools, primary and prevocational grades, 1 to 6 of academic and industrial education; in reservation boarding schools, primary, prevocational and junior vocational grades, 1 to 9; in the smaller nonreservation schools, the same academic grades as in the larger reservation boarding schools with greater emphasis on the industrial courses, particularly those closely related to home industries; while the large nonreservation boarding schools offer additional courses including junior and senior vocational grades of academic and industrial courses, special emphasis being placed on vocational courses. During the junior and senior years (eleven and twelfth grades) special vocational courses are required for the purpose of

Two years of school experience makes a wonderful difference

preparing the young people for positions of resposibility, both in and out of the Government service.

Courses are maintained for the training of academic teachers, clerks, stenographers, typists, nurses, matrons, seamstresses, cooks, home economics teachers, physical directors, farmers, dairymen, carpenters, masons, painters, blacksmiths, steamfitters, plumbers, steam engineers, auto mechanics, printers, bakers, and shoe and harness makers. Each year an increasingly larger number of young people are finding places of usefulness and becoming entirely independent citizens able to compete with young people of other nationalities. There is no longer any problem to be solved relative to what is to be done with the Indian children and youth. The experimental days have passed. It is now, and will be from this time on, simply a task to be accomplished by steadily and continuously "carrying on" until the Indian young people are prepared to compete, successfully, with other young folks with whom they may be associated.

Many Indian children attend public schools maintained by local communities

Indians Now Citizens of United States

In June, 1924, all Indians of the United States were, by act of Congress, made citizens. The law does not change the status of their property rights but it does emphasize the fact that Indians are here to stay and having been made citizens are to be an asset or liability in the communities in which they live. It has long been recognized in this Nation that good government is largely dependent upon the intelligence of the masses of the people. Without universal education, there is no stability of government. In communities where the general average of intelligence is low, standards of government are likewise low.

Immigration has been limited for the purpose of giving the Nation time to assimilate through processes of education and training those already in the country who are out of tune and harmony with those principles of democratic government which make for stability and peace. Citizens of the United States must be English speaking, intelligent, productive, law-abiding, and loyal. Illiteracy must be eliminated among adults of all nationalities in this country, including the Indians, if satisfactory standards of citizenship are to be maintained. Illiterates can not interpret and understand the underlying principles of health, of education, of industry, of government. They should not, therefore, be expected to be capable of living on high levels of American citizenship.

With approximately 350,000 Indians living in this country, scattered throughout practically all States of the Union, the task of helping them to rise to standards of living paralleling those of the representative citizenship of this Nation, is a challenge not only to Federal authorities but to State and local as well. During the past few years, the necessity of cooperation of State and Federal agencies is being recognized as never before. In 1911, there were only about 11,000 Indian children in public schools. In 1925, there were approximately 35,000 enrolled in public schools throughout all parts of the United States. Public school officials and patrons are taking an increasingly deeper interest in the education of Indian children and are each year assuming more responsibility therefor.

Conferences of State and Federal officials are held from time to time in the interest of closer cooperation in behalf of the education of Indians. Conferences of importance have been held in California, Washington, Oregon, Idaho, Montana, Oklahoma, and Minnesota. I am very glad to mention particularly a conference held last November at Spokane, Wash., at the suggestion of Mrs. Josephine C. Preston, State superintendent of public instruction. State superintendents and other active school people from Idaho, Montana, and Oregon, in addition to those from the State of Washington, were present and participated in a three-day discussion of Indian education. Practically all of the Indian schools and reservations of the four States were represented by superintendents and other Federal officials.

Opportunity for Federal and State Cooperation

It is believed that the conference was unusually helpful and that very definite progress was made in the program of Indian education. Incidentally, we all learned that Indian education has a very good and wise friend in Mrs. Josephine Corliss Preston. This opportunity to give consideration to the need of State

Reservation day schools are well housed and equipped

and Federal cooperation in Indian education was made possible because of Mrs. Preston's interest.

The work of educating and training Indians is not by any means limited to the education of the children. That is but one phase of the task. There are conditions relating to health, industries, employment, taxation, and enforcement of laws that must be considered and included in the educational program which has for its purpose the preparation of the Indians to take their places in American life.

Prepare Indian Children for American Citizenship

If the investment in education is to be expected to bring satisfactory returns, the Indian youth of this Nation must be given opportunities equal to those offered to other young people. There are those who advocate education and training to prepare Indian youth to live on reservations as their parents are now living. Such a policy is entirely out of harmony with American ideals. The children of immigrants are promptly placed in the great melting pot, the public school, to enable them to learn our language, our industries, to learn of the spirit and principles underlying American institutions and, as rapidly as possible, to prepare them to assume the full responsibility of citizenship in their adopted country.

It is to be regretted that the mistakes made in dealing with the American Indian early in the history of this country so grouped them as to have made it impracticable to adopt a similar policy for them. Those of us who have worked with the Indians have every reason to believe that if they might have mingled with their new neighbors in much the same way as have foreigners who have come to this country, the native Americans would long since have been absorbed and have harmonized as completely with American ideals as do other groups.

Civilization Carried Rapidly to Indians

The suggestion, so oft repeated by the late Col. R. H. Pratt, a pioneer in Indian education, "to civilize the Indian, take him to civilization and keep him there" was sound in principle but was impracticable. However, as intimated earlier in this paper, the allotment act, which provided for individualizing lands resulted in opening Indian reservations to settlement and thereby civilization is being carried to the Indians very rapidly. Unfortunately, frontier population nearly always includes much that is undesirable and that has been particularly true in connection with the breaking up of Indian reservations and countries. Nevertheless, the advancing population has always carried with it the public school, the church, and other institutions which develop opportunities for the mingling of races and for contacts which, although in some instances are detrimental, generally make for progress in a much larger way.

The enrollment of 35,000 Indian children in public schools has been made possible largely through the process of opening Indian country to settlement by white settlers. The daily contact, association, and competition of these 35,000 Indian children and of the families represented by them with their white neighbors, in community life, in schools, in churches, in industry, is unquestionably the most effective civilizing, Americanizing influence available.

If this be true, some of you say, why maintain any Federal schools. The answer is simple and easily understood.

There are many groups and tribes of Indians living on reservations and in sections of the country where property has not been individualized and therefore the public school is unknown. There are other sections where public school facilities and courses are so limited that the Indian children can not be properly provided for.

Among some tribes, Indian home life and conditions are such as to make it necessary to provide schools of a very different type from the ordinary public school. The primitive Indians require special schools to prepare their children for the public school. Because Indian parents can not teach their children as do white parents health education and industrial education must be emphasized in schools where Indian children attend. As has already been intimated there are many conditions among Indians relating to health, to habits of living, to school enrollment and attendance, support of schools, to protection of property rights, etc., which demand attention and suggest the need of the most careful and sympathetic cooperation of Federal and State authorities.

I am sure that I express the sentiment of the Commissioner of Indian Affairs and of the honorable Secretary of the Interior when I say that while the Federal Government does not desire to shift any responsibility that rightfully belongs to it, it is thought that State authorities should each year assume an increasingly larger responsibility in the program of Indian education.

Small Classes and Supervised Study Produce Results

Few elementary children fail of promotion in Sacramento (Calif.) public schools. For 13 years the plan of supervised study has been followed. All classes are small, and each teacher has only one section. There are no final examinations and promotions are made on the judgment of the teacher. With their small groups, teachers are generally able to bring the children up to what they consider passing grade.

Oregon County Well Supplied with Libraries

Visits of the county children's librarian are eagerly looked forward to in the schools of Jackson County, Oreg. That officer frequently accompanies the county school superintendent on his rounds and not only instructs teachers and children in the care and cataloguing of books, but tells them delightful stories and helps to stimulate a love for good reading. Lists of books read are kept by the children in many schools. At the end of the school year teachers in 36 schools tabulated results, and it was found that in the 36 schools 5,514 books had been read, representing 1,478 different books. The largest number of books, 433, were read by 25 pupils in a one-teacher school, and in another one-teacher school 12 pupils had read 201 books. Five children reported 60 books each, which was considered too many. Black Beauty proved the most popular book with the children, and Tom Sawyer was next in popularity.

A strong library spirit has for 30 years characterized Jackson County, and the past five years have witnessed a rapid expansion of library facilities. Through cooperation of the county superintendent of schools and the county librarian, in addition to a county library, branch libraries have been established in nine small towns, 35 adult libraries of 50 books each have been placed in farm homes, and libraries have been loaned to teachers of 65 rural schools. The school libraries consist of 25 books each and are changed periodically.

Primary Children Taught History by Weaving Wool

Wool weaving as a history project was effectively worked out in the third grade of the training school of State Teachers College at Mankato, Minn., last session. The purpose was to develop historical sense and background through a study of pioneer conditions in the children's own community. All work, as far as possible, was done by the children. In supervised study periods they read and discussed tools and processes, and became deeply interested in the story of the past. When possible, implements of former days or pictures were obtained and kept as exhibits at school during the carrying out of the project. Crude models were made, and children and teacher worked together in weaving a small mat. Many new words were learned, and in the development of the project, reading and spelling, oral and written composition, writing and industrial art figured largely.

A two-year library course is part of the curriculum in a San Diego junior high school.

Prognosis of Secondary Education is Decidedly Favorable

American People Are Accepting Idea of Universal Secondary Education. Necessity Confronts Us of Providing for Increasing Numbers and of Organizing Variable Curricula. Function of National Committee on Research

By E. E. WINDES

Associate Specialist in Rural Education, Bureau of Education

WE FACE a crisis in secondary education in the United States. We have evolved a national slogan, perhaps a philosophy, which centers in the phrase universal secondary education. We have "sold" the idea to the general public. We are yearly enrolling higher and higher percentages of the secondary age group; the curve of percentage enrolled is rising faster for the secondary than for either the elementary or higher education group. We are broadening and enriching our secondary program of studies and in many cases the demand is now coming from the public rather than being forced by educators upon the public.

Coincident with our program of universal secondary education psychologists have fixed upon us a differential psychology. Our attention has become centered upon human differences rather than upon human likenesses. The inpouring of children from social and economic groups heretofore scantily represented if at all in secondary schools combined with established facts of individual differences are imposing demands which have brought us to the present crisis in secondary education. We are faced simultaneously with necessity of providing for rapidly increasing numbers and of organizing variable curricula adapted to the needs of a heterogeneous pupil population. Both of these mean increased costs and add to the complexity of the task of secondary education.

Secondary Education Is Growing Mightily

Although we are now at the crisis, all save those who find happiness only in the rôle of a prophet of doom recognize that the prognosis of secondary education in the United States is decidedly favorable. Some factors which indicate a favorable prognosis may be stated as pertinent to the undertaking which brings me here to report to you concerning the National Committee on Research in Secondary Education the future of which is in no inconsiderable measure in the keeping of this association.

Address before the North Central Association of Colleges and Secondary Schools, March 18, 1926. Publication sponsored by National Committee on Research in Secondary Education.

The total and per pupil costs of secondary education are increasing but these costs are not disproportionate to increases in the productiveness of labor. The serious cost which the social order faces because of a program of universal secondary education is not the cost of school maintenance but the social cost due to delay of our youth in entering productive occupations.

The vital problem is what amount of functional education can be given to our young by the time they reach a specified age. That downward extension of secondary education to the end of grade 6, flexible promotion plans, an early introduction of subject matter which stimulates activities having prevocational and vocational outcomes will ultimately result in real economy of pupil time is doubted to-day by few. To the extent that children are made more efficient producers at a given age secondary education will lengthen the period during which society can afford to hold children in school. Such progress is being made in the reorganization of secondary education that there seems little doubt that some secondary education, if not complete secondary education, can be safely attempted for all.

Effective Tool for Solving Educational Problems

During the past 20 years our schools of education have gone far in evolving a science of education. We have now a tool for the solution of educational problems which though not perfected is effective. This tool is research. Skill in the use of this tool has been taught in our graduate schools of education and men and women in considerable numbers have gone out of these schools into administrative, supervisory, or teaching positions in elementary and secondary schools imbued with the spirit of science, and they are attacking the problems that exist with such energy and intelligence that, complex as the problems are, they are yielding to attack. It is true that in the past research has largely centered upon problems of elementary education; but serious and extensive research is now under way in secondary education.

The National Committee on Research in Secondary Education recently made a compilation of researches in secondary education of more than local significance now in progress in schools of education, research bureaus, secondary education organizations, and foundations. The compilation lists 366 research studies. Undoubtedly many researches were not reported, and undoubtedly, also, some studies reported are trivial. Others will not mature, but examination of the report will convince the most skeptical that both serious and extensive effort is underway.

Literature of Real Value Is Available

A bibliography of research, prepared for the committee in the Bureau of Education, covering the period 1920–1925, lists approximately 900 completed and available reports of research studies in secondary education. Some of this material is trivial, but much of real value has been made available during the past five years. The reports come not only from schools of education but from associations such as this, research bureaus in cities and State departments of education, private foundations, and individuals who have used a local school system as a source of data.

Analysis of this material shows that effort has centered largely in measurement of educational products, curricula, and organization adaptations to the varying needs of different typical pupil groups now found in the schools. This centering of effort indicates that the workers in secondary education have sensed the crisis defined at the beginning of this paper and are meeting it.

Standards of Teacher Preparation Steadily Raised

A factor which must be encouraging to the thoughtful is that standardizing agencies such as this association are finding it possible to raise periodically the standards of teacher preparation. We are yearly witnessing larger and larger numbers of men and women who go into secondary schools who have had advanced professional training involving an introduction to the methods of research. In this way workers are constantly recruited who add to the sum total of intelligent effort directed toward the solution of problems which exist. Local school systems are no longer wholly dependent upon schools of education but they are converting themselves in some measure into experimental laboratories where new procedures are tested and validated or shown to be undesirable. We seem to have reached the stage where theories without merit have scant possibility of becoming generally translated into school practices; and we have enormously multiplied our resources through which problems are defined, possible solutions speedily tested, and better practices

evolved. These are considerations pointing to a favorable prognosis of secondary education which may profitably be enumerated here.

Primary Need Is Coordination of Effort

The situation described brings into bold relief the chief need of the present. We have evolved a method for the solution of educational problems which is far more efficient than trial and error. We have now a considerable number of workers fairly skillful in the use of the method. These workers have access to suitable laboratories through which experimentation may be carried forward. We have built up a faith in the findings of research which certainly guarantees sufficient readiness to accept findings and adopt procedures accordingly. The primary need of the present is for organization which will coordinate effort and weld the various agencies of research into a functioning organism. This is the primary purpose behind the establishment of the National Committee on Research in Secondary Education. Individuals capable of doing good work are employed in local school systems. Many of them are doing good work, but the general educational public derives scant benefit, for these workers lack a means of communication.

Many Organizations Lack Machinery

A variety of State, regional, and national associations are doing research work in the field of secondary education, but many of them lack adequate machinery through which to obtain data and to make findings available to the general public. In many splendid schools of education graduate students under the direction of highly trained research workers are making researches concerning problems of secondary education, but they, too, lack efficient machinery for collecting information, and their reports are too often buried in manuscript in libraries, so that the public derives little benefit. The greater part of these agencies act with little unity of purpose. Lacking experimental laboratories, a type of research has become popular which is little more than statistical description based upon the questionnaire; the questionnaire evil has grown great. Finally, we have an official governmental agency, the United States Bureau of Education, supported by and responsible to the public which has in the past acted in a large measure independently of all other agencies and has in some ways contributed to the general confusion of effort. This agency has decided lacks in common with other individual agencies, but its lacks are of an entirely different order. It has highly efficient machinery for collecting information and for distributing information to the general public. It has always lacked, however, research personnel and experimental schools.

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The attempt to organize the National Committee on Research in Secondary Education grew out of these considerations. It represents an effort to bring into cooperative relationship public schools, educational associations, schools of education, and the Federal Bureau of Education so that the resources of one agency may become the common property of all for the purpose of undertakings agreed upon, and in this way to overcome the lacks of individual agencies. It represents a policy on the part of the United States Bureau of Education that is the antithesis of bureaucracy and guarantees to the secondary education public, if it takes advantage of the opportunity now in its hands, that a Federal research agency, sensitive to service demands from workers on the job and performing such functions as are discovered to be desirable can be speedily built up. It behooves secondary education in the United States to use the opportunity that exists while the Bureau of Education is under the administration of a bureau chief who is not a bureaucrat and while there is in office a Secretary of the Interior who takes a very keen interest in education.

Committee Has Justified Its Existence

The committee, under the chairmanship of the secretary of this association, Dr. J. B. Edmonson, has so far justified its existence and promises to realize the purposes for which it was created. Organized on June 15, 1925, in the nine months of its existence it has compiled and published a bibliography of research in secondary education covering the period 1920–1925 which comprises a bulletin of approximately 100 pages. This bibliography includes published studies which have had circulation and lists and describes also the masters' theses and doctors' dissertations that were completed during the period and are available in libraries of the schools of education through which the contributions were made. The committee has assembled and distributed as a mimeographed circular a bibliography describing 366 researches now under way in secondary education; it has in tentative form, and now being critically read by members of the committee, a bulletin descriptive of proper procedure in research which it is felt will be useful to large numbers of teachers and school officials of relatively limited training in research technique.

Six Major Studies Now Under Way

The committee has also under way (1) a study of senior high school promotion plans which will be submitted for publication in June or July of this year; (2) a national survey of the junior high school situation in rural and small school communities which will be an exhaustive description and analysis of the present situation; this study is well advanced; (3) a study of the characteristics of high-school pupils which will also be national in scope and should provide a more adequate basis than now exists for an attack upon curriculum problems; (4) a study, just beginning, of practices of high-school supervision in cities of over 100,000 population; (5) a study of the high-school teaching load, and (6) a study which involves cooperative experimentation in a number of school centers aiming at the development of a pupil ability index which will eliminate some of the faults of the intelligence test.

Response to Requests Is Highly Gratifying

The secretary is in a position to sense public attitudes toward this undertaking. So far it appears to be peculiar in that it has drawn only commendation and support from all sources. When requests have gone out in the name of the committee, responses have been received that are exceedingly gratifying.

Probably the organizations cooperating in this undertaking and the men who make up the committee are known, and no enumeration is necessary. In SCHOOL LIFE for December an article by Doctor Edmonson describes the committee, its organization, personnel, and activities of that date in detail. In SCHOOL LIFE for March a summary of proceedings of the meeting of February 20 gives considerable detail concerning projects under way. It is, therefore, sufficient to state here that every organization but one and every individual invited to membership has accepted membership; and an indication of interest is the fact that at the meeting of February 20 every committee member was in attendance except one member from the Pacific coast.

Bureau of Education Is Cooperating

Organizations that have met since the committee was established have made small financial contributions to the committee which were asked in order to finance necessary meetings of the committee. Financial needs are not large. The Bureau of Education is taking care of all collecting of data, publication, a considerable amount of clerical and statistical work in treating data, and a certain amount of field travel. The Commissioner of Education has committed himself to seeking additional research personnel and resources to meet demands of the committee and its work if the undertaking develops so that such increases are warranted. I represent, I believe, unanimous sentiment among committee members when I say that the outlook for the committee to make a real contribution to research in secondary education is very promising.

· SCHOOL LIFE ·

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Editor - - - - - - JAMES C. BOYKIN

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Americans Successful in Enlightening Dependent Races

ENGLISHMEN, through centuries of experience, have learned the art of controlling and directing races less advanced than themselves in civilization. They are the most successful colonizers in the world, largely by virtue of their ability to handle the native peoples with whom the colonists come in contact.

Their method is in general to recognize the traditional customs of the natives and to permit them to go their way with as little interference as possible. English colonists have not ordinarily considered the education of the aboriginees to be a prime duty to themselves, and whatever of advance in civilization has been made has come from the contact and example of white men rather than through active effort.

The United States has no "colonies"; our acquisitions of territory beyond continental United States did not result from colonization in the British sense. Since the beginning of the Nation Americans have been in contact with races other than white, and until about 40 years ago our people, like the British, gave relatively little thought to the spiritual or cultural condition of those who were considered of inferior race.

In the tremendous educational awakening which has occurred in the past half century the objective "education for all the people" has been foremost. Not only the less fortunate of our own race but all who are dependent upon us are held to be entitled to the blessings that come from organized instruction.

Government schools for Eskimos and Indians in Alaska were initiated shortly after the organization of the Territory in 1884. In the same decade the education of American Indians was undertaken by the Federal Government with new seriousness. About the same time the Southern States, emerging from the desolation of the Civil War and from the antagonisms of the reconstruction period, began fully to realize that the education of their negro citizens is essential to the prosperity of the South.

So firmly was the ideal of "education for everybody" held by Americans and such were the results of the activities in behalf of Indians, Negroes, and Eskimos, that when the Philippines and Porto Rico were acquired, the education of the people of those islands was enthusiastically undertaken as a matter of course. Achievements in the Philippines, conspicuous as they have been because of the contrast with the laissez faire methods that previously prevailed there, are no more remarkable than those in behalf of the other races for whom American efforts have been put forth.

None can doubt the wonderful progress of the Indians after reading the article in this number by one who has been a conspicuously successful worker in Indian education for nearly 40 years. We have the word of a famous Danish explorer for it that the Eskimos of Alaska have made more progress in civilization under American guidance in 30 years than the Eskimos of Greenland have made in 200 years under the rule of Denmark. Let those who will decry the efforts of the South in educating the Negro; the excellent results are evident to the most casual observer, and they are unmistakably proved in the school records and in the census reports.

Granting to Great Britain the full credit that is due her for success in governing people of the darker races, America may still claim the greater credit of success in enlightening those for whose welfare she is responsible.

Greatest Benefit from After-study of Addresses

IN CASTING UP the results of great conventions like that of the Department of Superintendence, recently held in Washington, it is safe to say that a third of the total benefit comes from personal contact and conference between individuals, less than a third from attendance at the meetings, and more than a third from the circulation of the printed addresses afterwards.

It is common for members to say after such conventions, "I have been to only a few of the meetings, but I have talked to many men, I have learned much, and I have had a good time." All of those who registered attended some of the meetings, but probably fewer than half of them were in attendance at any particular time. The others were talking things over, visiting schools or the exhibits, and "having a good time" in other ways appropriate to the occasion. The broadening influence of such personal interchange of experiences and of judgments can not be overestimated. No feature of a school meeting is more valuable.

Just when it seemed that the "general meetings" were doomed because of the impossibility of making the ordinary human voice heard in a hall big enough to accommodate the constantly increasing attendance, the development of the amplifier seems to solve the problem. This device was used with excellent results in the Washington Auditorium. The nervous strain of attempting to hear the addresses at some of the previous conventions made it impossible for a large proportion of the audience to derive any real satisfaction from attendance. It is to be hoped that such difficulties are now over and that the great general meetings will continue to be, as heretofore, the inspiring central feature. The usefulness of the section meetings and of the lesser conferences has never been in doubt.

Congressmen frequently excuse themselves for absence from the floor of the House during the delivery of speeches by saying, "We can read them all in the Record to-morrow." In the past this could not have been said by the members of the Department of Superintendence. If they wished to know what was taking place they had to be there, or else to depend upon the meager and often inaccurate newspaper accounts. The reports of the proceedings usually appeared months after the fact.

All that has been changed by the efficiency and energy of the present officers of the Department of Superintendence and the National Education Association. Within four weeks after the close of the convention comes an "official report" of it, which contains the full text of 45 of the principal addresses, the secretary's minutes, the resolutions adopted, and the program as it was actually carried out. All the world may even now enjoy, and digest at leisure, the wisdom of the best of American school men.

Junior Colleges Steadily Increasing in Favor

UTTERANCES by two university presidents, reported in March numbers of two educational periodicals, one on the Atlantic coast and the other on the Pacific, are unusually significant in expressing views strongly and widely held.

The first is from an outline of an address by Dr. Henry Louis Smith, president of Washington and Lee University, which is printed in Virginia Journal of Education: "What the American freshmen generally get during the critical and formative first year of campus life is: (1) Individual indifference, neglect, and contempt; (2) organized enmity, contempt, tyranny, cruelty; (3) the poorest, least trained, and cheapest teachers; (4) the most crowded

classes and laboratories and the least individual attention and guidance; (5) the most rigid and wholesale discipline and dismissal by the faculty officers."

Perhaps most university presidents would hesitate to make such a vigorous statement of the trials of freshmen, but all concede that the condition in this respect is far from ideal in nearly all the great universities. The recent action of Yale University with a view to improvement is noteworthy. The remedies which Doctor Smith proposes appear to lie in the same field.

The second utterance mentioned is an article by Dr. Ray Lyman Wilbur, president of Leland Stanford University, in Sierra Educational News: "The junior college is giving us the chance to see that there is a unique opportunity for young people in their teens to find themselves out. This can be done without great economic disadvantage and often without leaving the home community after high school graduation has been attained. The student mortality in the early college years is not only a devastating one, but has very mortifying and humiliating results. * * * I am satisfied that the junior college is a large part of the answer to the question as to what shall be done with our youth as we increase in prosperity and feel the need of more understanding and more training for a necessarily more complicated life."

In California, junior colleges under public control have been further developed than in any other State. Twenty-seven are listed in the Sierra Educational News. That number includes six teachers colleges, but the others are district institutions or extensions of high schools. Records made by graduates of these junior colleges in the junior class at the University of California and at Leland Stanford University are said to be superior in general to the records of men who have been two years at the universities.

The statements made by the directors of typical junior colleges, as reported in the journal named, create a distinctly favorable impression. Unquestionably the future of the junior college is steadily becoming brighter.

Religious Instruction for Public School Children

More than 9,000 children from 23 public schools of Dayton, Ohio, receive instruction in week-day schools of religious education. Since its inception four years ago the movement has grown rapidly, and in the 18 centers maintained in the city, 4,441 children are enrolled; and in the 17 county centers 4,774 are enrolled. The work is under the direction of a supervisor and 14 full-time teachers, all of whom have had special training for their work.

Activities of National Congress of Parents and Teachers

By FANNIE BRYANT ABBOTT
Assistant Manager Publicity Bureau

THE Indiana branch of the congress will hold a parents' institute in Indianapolis in April. The institute will last three days and consist of lectures and demonstrations by recognized authorities on the development of physical, mental, spiritual, and social qualities of children.

GEORGIA has added a committee on mental hygiene to its departments and the activities begun in several associations indicate that active cooperation may be expected. The Atlanta council is financing a social service nurse. Macon council has appropriated $600 to further the work of the mental clinic.

THE Texas branch of the congress is divided into 10 districts, each with a State vice president as executive leader. During March and April two-day district conferences are held and local and sectional matters are discussed by delegates. By special arrangement, a lecturer on social hygiene will speak at every meeting this spring.

A PARENT-TEACHER section will be a part of the Tennessee State Teachers' Convention in April. Tennessee's State parent-teacher slogan is "Put a library in every school." The State gives a dollar for every dollar raised by the associations if the amount is not under $10 nor more than $40 in any one year. The books are selected and purchased under regulations of the State board of education.

IT IS the pride of the parent-teacher council of Duluth, Minn., that no child in the city need lose a day of school for want of proper clothing. A chairman from each local association meets with the federation committee and clothing is mended, sorted, and made ready for distribution wherever needed. Money is solicited for footwear. This committee cooperates with the county welfare board and associated charities so there is no duplication.

PARENT-TEACHER DAY in Delaware will be observed in July. Educators from all parts of the United States will be the guests of the University of Delaware and the Delaware Parent-Teacher Association. The department of rural education and the department of adult education will be guests of the alumni association of the Delaware Americanization schools. Through the efforts of the State association, more than 1,000 men and women are having the benefit of rural night schools. On two nights a week 56 teachers are employed to help these people.

LIFE memberships in the State and the National Congress of Parents and Teachers are receiving increasing attention. Money derived from life memberships—$25 in State and $50 in National—is put in their respective endowment funds and the interest on the fund is used for parent-teacher extension. Texas, with 600 life members, leads the country by long strides. This State alone has a life membership committee with a corresponding subcommittee in every district. Texas has presented a handsome silver loving cup to be given to the State annually that brings in the largest number of life members to the national organization.

THE movement for parent-teacher associations in colleges is growing. A committee for this service has been created by the national congress. The chairman says that college authorities welcome any reliable means of imparting information to the public. The college parent-teacher association aims to bring about fuller cooperation between college authorities and college patrons. A wide field for student welfare work exists, and already suppression of some college vices has been made possible through the influence of parent groups. This type of association particularly will stress the importance of "educating parents."

THE Territory of Hawaii has 28 parent-teacher associations, Honolulu alone having 7 with a combined membership of 1,700. The other 21 groups are on the islands of Kauai, Maui, Molokai, and Hawaii. The first parent-teacher association was formed six years ago. Within the past year and a half, no less than 24 groups of parents have thus banded themselves together. Last December delegates from the several groups met and organized a territorial association. The immediate formation of at least 10 new groups is expected.

Associations are conducted as on the mainland and with the same aims and purposes. In one association the majority of the members are Japanese, both mothers and fathers working in the cane fields, and meetings are held on Sundays;

the officers are white and are assisted by interpreters.

A SIX-WEEKS' accredited course in parent-teacher work will be given at the University of Virginia from June 22 to July 31. The course was outlined by Miss Frances Hays, field secretary of the national congress; Mrs. Harry Semones, president of the Virginia branch of the congress; and Dean Charles G. Maphis, of the university. It will include the underlying principles of parent-teacher organization, its educational and social significance, history, plan of organization, and methods of work. The value of parent-teacher associations, as mediums for the development of an informed public in every community regarding educational resources, opportunities and needs will be the basis of the program.

THE social hygiene committee of the National Congress of Parents and Teachers, Dr. Valeria Parker, chairman, has made the services of a special lecturer on social hygiene available. In Virginia, during October, 28 talks were given to 6,004 members; in Pennsylvania, in November, 61 talks to 16,669 members; and in Rhode Island, in December, 60 talks to 19,080 members. Engagements were carried out by parent-teacher cooperation with State boards of health. In addition to these, Doctor Parker and other members of the American Social Hygiene Association have given 30 talks to a total of 4,925 members. The Oregon branch of the congress reports 220 lectures to 16 parent-teacher groups since September.

INDIANA is making a strong campaign against the distribution of objectionable magazines. The chairman of the parent-teacher committee on standards in literature has prepared a pamphlet which has been mailed to all workers, to members of the Sixty-ninth Congress and to State legislators, explaining the demoralizing character of periodicals constantly in circulation among the young people of the country. It points out that 94 such publications are barred from Canada and 20 from the District of Columbia. The circulation of 10 magazines barred last year was estimated at 130,000 copies per month in Canada, and one of the worst reached a circulation of 40,000 with each of a few issues. News dealers in Toronto, asked who bought these magazines, answered, "Boys and girls."

LOS ANGELES Federation of Parent-Teacher Associations is successfully operating a children's theater. The purpose is to provide spoken drama which will give right standards and establish a discriminating taste. Parents may send their children and feel sure that they are getting wholesome, refreshing entertainment. An expert in educational dramatics manages the presentations. Costumes are designed and made by members of the federation associations. Music is furnished by orchestras from the schools. Tickets are sold through the schools, admission being 25 cents. Since the children's theater movement began in this country in 1903, several cities have made experimental ventures, but Los Angeles is the first city in which the movement has been entirely fostered by parent-teacher initiative. Expenses are met by sale of seats.

NATIONAL Congress of Parents and Teachers has been made a full section of the World Conference on Education and is to have three or more sessions at the next conference for the discussion of the parent-teacher movement. Two foreign countries are now using congress materials and corresponding with the president regarding the work. A committee has been formed for the purpose of working out a program here in America, representatives from other countries to be added to the committee later. Mrs. A. H. Reeve, president of the congress, is chairman of the committee and Dr. W. Carson Ryan, jr., of Swarthmore College, is vice president. Dr. William B. Owen, Chicago Normal College; Dr. Douglas A. Thom, Bureau of Mental Hygiene, Boston; Dr. Bird T. Baldwin, of the Iowa Child Research Station; Julia Wade Abbot, head of preschool work in Philadelphia; and Mary Murphy, child hygiene expert of Chicago, are members of the committee.

NATIONAL Congress of Parents and Teachers will hold its thirtieth annual convention in Atlanta, Ga., May 3 to 8. The discussions of the convention will center around the general topic of "The Educational Significance of the Parent-Teacher Movement." The opening address will be made by Hon. Clifford M. Walker, Governor of Georgia.

Sessions of the convention, which include conferences, reports, and round-table discussions, will be led by officers of the organization through each day. The speakers already announced for some of the evening sessions are: Miss Mary McSkimmon, president, National Education Association; Dr. George Coe, professor of education, Teachers College, Columbia University; Miss Florence Ward, United States Department of Agriculture; Mr. J. W. Faust, National Playground and Recreation Association; Mrs. A. H. Reeve, national president; Judge Camille Kelley, juvenile court, Memphis, Tenn.; Dr. Caroline Hedger, Elizabeth McCormick Memorial Fund; Miss Elizabeth Burchenal, American Folk Dance Society; Dr. Frankwood E. Williams, National Committee for Mental Hygiene. An educational exhibit will show the service rendered by this organization, the publications of its 47 State branches, and the activities of cooperating national organizations.

Institutes will be held for those who would develop stronger leadership, and classes for local, State, and national workers will be conducted by the national chairmen of the various departments.

Committees on Home Education in Many States

Demand for lists of books for systematic reading has resulted in a movement to organize State committees on home education. State superintendents of public instruction and directors of extension in State universities are generally assuming leadership in this movement, although in a few cases State library commissions are sponsoring the work.

As a typical instance, the State superintendent of schools for Missouri announces the personnel of the Missouri committee on home education, which includes representatives of the State teachers' association, the extension division of the State university, the State library commission, the State parent-teacher association, and the press. Similar action has been taken by 20 other State superintendents.

In 19 States home education is conducted by extension divisions in State universities or by a representative of the State library commission. In Oklahoma the home reading courses of the United States Bureau of Education have been conducted by the State library commission. A description of this project is in Home Education Circular No. 6, entitled "Cooperation in Adult Education."

The objective of the project in home education is to enrich the lives of people by furnishing guides to reading; to study the needs of the people, and to find ways and means of attaining material to satisfy these needs, either within each State or, if necessary, outside.

The United States Bureau of Education recently made public the report of the first meeting of a national committee on home education, of which Dr. John J. Tigert, United States Commissioner of Education, is chairman. The personnel of this committee includes representatives of the American Library Association, the National University Extension Association, the National Congress of Parents and Teachers, and the United States Bureau of Education.

Rural Schools as Centers of Medical Service and Community Life

Crisis in Rural Community Problem Created by Exodus of Country Doctors. Changes Due Largely to Desertion of Rural Physicians by Country People. No Scarcity of Well-Trained Physicians, and Problem Relates to Their Distribution. Improvements Following School Consolidation May Well be Utilized in Employment of Community Physicians

By N. P. COLWELL, M. D.
Secretary of the Council on Medical Education and Hospitals of the American Medical Association

THE most important problem of the present time is that of providing the best medical service for the largest possible proportion of the public. This includes the very live problem of medical service for people living in rural or other sparsely settled communities.

A certain district may have medical service readily accessible even though it may not have a physician living in the immediate neighborhood. With the telephone, the improved roads, the automobile, the interurban cars and now, also, the motor-bus lines, people from these districts can more readily get to physicians in nearby cities, or the physician to the patient, than was ever before possible.

The improvements in transportation have, indeed, brought the city physician into an uneven competition with the rural physician, much to the detriment of the latter. Because they go to physicians in the city, the country doctor loses most of his office patients, and it was from these that his main livelihood was derived. With the telephone, the patient can call the city as well as the rural physician. Even in his country calls, therefore, in many instances, after struggling for several miles over bad roads the country doctor reaches the patient's home only to find that the city doctor has got there before him. The good roads thus far are those leading to the towns or cities. The competition, therefore, is and will remain uneven until the cross-country roads are improved also.

Many Rural Doctors Approached Bankruptcy

For many years competition of this sort has extended to many regions as the transportation facilities have been improved. Formerly the local doctors had no competition and obtained fair incomes under difficulties which varied only with the seasons. Already under many handicaps, which were in marked contrast with the advantages held by the city doctors, competition with the latter was the last straw. The rural doctors were willing to struggle against hardships as long as their living was assured. Now, however, their struggles were in vain, their pay patients were going elsewhere, many were approaching bankruptcy and some were abandoning locations which had become untenable.

When this country entered the World War, thousands of physicians in rural and other outlying districts were still in practice in spite of the increased hardships. The call for thousands of medical officers, however, brought the God-sent opportunity together with a patriotic motive for leaving the country practice, to which they did not return when the war was over. It was this wholesale exodus of physicians from rural districts that brought a crisis in the rural community problem. This change in many instances was due primarily to the desertion of the rural physician by the country people, made possible by the better means of transportation, thus taking away so much of the local doctor's income that he also was forced to go to the larger centers of population. Even though these communities were without local physicians medical service, nevertheless, was available in the nearby towns and cities.

Indications Point to More Removals

This interchange of medical service from country to city doctors is undoubtedly still in process. Better roads are being built in all parts of the country which are seldom cross-country roads but those which lead to the larger towns and cities. In other districts, therefore, the rural physician is subjected to the unequal competition with the near-by town doctors and sooner or later he will be forced to seek a larger center of population. There he can develop a new office practice including, probably, many of his country patients and still have time to visit others in the surrounding country. The probability of more transfers of this sort is strongly indicated by the facts set forth in the recent investigation into the conditions of medical service in the rural districts of Massachusetts, by the committee on rural medical service of the Massachusetts Department of Public Health. Complaints regarding medical service in the rural districts of that State did not come from laymen but from a considerable number of physicians who had been able to collect "less than 50 per cent of their bills." The complaints from the laymen reported were not against the medical service rendered, but against the larger fees due to the longer distance the physician had to come.

The desertion of the rural doctor by country people has been due undoubtedly to the natural impulse to find the "best doctor." However good the local doctor may be, there is the tendency to try the city doctor who has been talked about in social circles; hence the auto trip to town—and the country doctor has lost a patient.

Better Opportunity for Improvement in Cities

But there is some reason, and perhaps good judgment, in the city choice. A few decades ago 80 per cent of the medical schools did not require even a high-school education for admission; only two annual sessions of about six or seven months each were spent in the medical schools, and the instruction was a series of didactic lectures, sometimes given alike to the two classes.

It is not surprising that the great majority of "graduates" from such schools were poorly trained in medicine and seldom became more than ordinarily skilled in practice. The surprising fact is that so large a number—but far from the majority—did develop into skilled physicians, and some of whom, indeed, developed nation-wide reputations. The latter, however, were mostly found in the towns or cities and seldom in the remote country districts. In no place, meanwhile, is a physician's professional ability, or lack of it, more clearly discerned than in a rural district where everybody knows intimately everybody else.

Wherever a high grade physician has remained in a rural community he is highly respected and generously patronized not only by the people of the immediate but also of surrounding neigh-

borhoods. It is only the well-qualified physician, indeed, who can successfully practice in a remote district, and instances can be recalled by many where such a "remote" district has occasionally become a Mecca for those seeking skilled treatment.

Nor have all the local physicians who have been forced to abandon the rural fields been lacking in professional knowledge and skill. In some of these instances the pull of the local people toward the city, with its bargain stores, churches, and theaters, made it actually more convenient for them to visit the city doctor. For that reason the rural doctor himself was better patronized even by his own people after he established an office in town.

Rural Solitude Unfavorable to Progress

In a great many country districts, however, the physician failed to develop, either in knowledge or skill, partly because of the very remoteness of the community in which he had located. His time was largely taken up in the long and difficult trips he had to make between patients. He could not get away to attend medical meetings or to secure graduate courses. His scant income, furthermore, did not enable him to buy new medical books or subscribe for medical journals. Under the feeble licensure laws in some States, also, some of the "doctors" in practice were not graduates of any medical school, or, indeed, may never have attended one.

Under such circumstances it is not surprising that intelligent country people have been inclined to seek medical service elsewhere just as soon as better transportation facilities made it possible for them to do so. With this idea in mind it is also clear that the solution of the rural medical service problem demands a type of medical training better than that formerly provided, so as to provide them with *better* and not poorer doctors

Medical Schools Turning Out Better Doctors

Better-trained physicians and more of them are now turned out by the medical schools than ever before. The numbers graduating each year are so rapidly increasing as to dispel any fear of a dearth of physicians. A statistical report, indeed, shows that the shortage of physicians in rural or other thinly settled districts is more than offset by the large oversupply in the cities. The problem therefore is solely one of distribution.

There are at present many advantages of city life as compared with living in the country which affect physicians as well as other people. These, briefly referred to, are the better provision of churches, schools, theaters, and other amusements. Because of the compactness of the population, the better pavements, and the street cars, the city physician can see several patients to each one by the rural physician, and city patients can more readily get to the doctor. The city physician also has more opportunities to obtain fees from collateral sources, such as health work, school inspection, insurance examinations, and the like. Then the city physician can more easily attend medical society meetings, have access to libraries, and otherwise improve his medical knowledge. His expenses are less than those of the rural doctor and his income is larger, so he can afford to go away occasionally for graduate study. At present the city almost invariably has a hospital to which patients dangerously ill can be sent and where the routine essentials for surgical operations are accessible.

Many Excellent Physicians Prefer Country

Many physicians remove to the city or originally locate there rather than in the country because of the better work they can do with the aid of these greater opportunities. Nevertheless there are many well-qualified physicians who still prefer a rural locality and who would remain or locate there if they could obtain a reasonably good living without having to labor under too many handicaps. The first essential in the retention or securing of a physician in any community therefore is the assurance of a living income.

During the past eight years requests for physicians have been received by the American Medical Association from several hundred different localities. Of each of these requests a careful analysis was made regarding the population of the district during the past three decades; the number of resident physicians, if any, during each of those periods; the character of the roads leading from it and the distances to other towns having physicians. Letters were written also to physicians formerly practicing in the locality requesting information regarding the people, the roads, and the community, and the reasons why they moved out.

Investigation Discloses Unfavorable Conditions

The investigation showed in most instances that (*a*) the population had decreased during the past three decades or (*b*) that there were one or more physicians in other towns from 8 to 15 miles distant, or (*c*) that roads were almost impassable at certain seasons or (*d*) that the request came from a druggist with an office to rent or some other interested person, even though from one to three physicians were already there. Only occasionally was a district found where chances for a living practice were available. Some of these secured physicians shortly after their request had been received. Some appeared to have a sufficient population but were near a large city, so that medical service was readily available. For the overwhelming majority, however, the conditions were such as would not justify recommending them as places for physicians to locate in.

The facts brought out in our investigation agree with the findings in several other investigations of medical service in rural communities, which are unanimous in giving social and economic reasons as the cause of the scarcity of physicians in such communities.

School Consolidation Brings General Improvement

The permanent restoration of medical service in rural communities depends on providing the standards of living which will make them attractive for residents. This means a better medical service for those communities, even as it means better schools, better churches, better theaters, and better opportunities for recreation and amusement. The one movement which gives greatest promise of such betterment has been rapidly growing for several years but so quietly as almost to escape notice—the consolidation of rural schools.

For the past decade the consolidated and improved rural school has gone far beyond the experimental stage; it is working most satisfactorily and the plan is rapidly being adopted throughout the United States.

Under this plan a single large building with two or more rooms for as many teachers and a strictly graded course of instruction has taken the place of a score or more of the "little red (or white) schoolhouses," with their ungraded courses and unsanitary conditions. The students from all parts of the large district are taken to and from the consolidated school in busses—an advantage over even the city schools. This makes it necessary also that the roads leading to the school from all directions be kept in fair condition.

Establish Health Centers in Schoolhouses

Why should not the locations of these schools become rural community centers for other than educational purposes? The schools have already brought an improved education. Why not use the buildings on Sundays for church purposes and on week-day evenings for picture shows, lectures, musical programs, or other entertainments? Could not means of recreation also be provided such as croquet, tennis, and baseball grounds or even a golf course? Why could not a health center or a clinic be established also either in the school or in a separate building? A small hospital, indeed, might be established which would insure the presence of one or more physicians. These would provide not only for the care

of children attending the school, but also for the other people living in the district. The same busses which carry students to and from the school could also bring patients to and from the hospital. With the better-kept radiating roads also the physician could promptly reach any home in the district. With such promising conditions, and perhaps with a guarantee of a reasonable income (hereinafter referred to), it should not be difficult to secure one or more well-qualified physicians, at least for the larger districts. Thus an adequate medical service for the community could be provided.

Prospect for Upbuilding Rural Life

The general adoption of the plan for consolidated schools carries the greatest prospect for the restoration or upbuilding of rural life.

There are some districts which need not wait on this general development but may more promptly secure able physicians. This can be done by the provision or guarantee of a reasonable income as an inducement for a physician to locate in the district. Among the plans tried are:

1. A salary for the physician as a health officer or school inspector in the particular district, which, with such fees as he may obtain in practice, will provide a reasonable living.

2. Any district having a population sufficient to insure a living for a physician can readily secure one who is competent by guaranteeing him an income of about $3,000. The plan is worthy of a trial. The usual procedure follows: At a general meeting called for the purpose a committee of three or more popular members of the community is created to select a competent physician, to secure the essential pledges ($50 each from 60 pledgors, or $100 each from 30), to make the necessary agreements and to see that they are carried out. This plan is particularly effective since it counteracts the several causes which have led to the abandonment of rural districts by physicians, namely:

Advantages of the Contract Plan

(*a*) The people through a representative committee can select a physician of pleasing personality, thorough training, and demonstrated skill.

(*b*) Having made the selection and guaranteed his income, the people of the community will be inclined to patronize him and not go to a physician elsewhere.

(*c*) The physician collects his fees as usual, which vary according to the services rendered. This avoids any suggestion of contract practice or "state medicine."

(*d*) If the physician's income reaches or passes the amount pledged, the guarantors are freed, as a matter of course, from their pledges.

In the several instances where this plan has been tried it has worked out satisfactorily to both the physician and the public.

As medical knowledge has been greatly increased during the last 50 years, so has the practice of the healing art been greatly widened in its scope. Many new and complicated methods also have been devised which in skilled hands are relieving much suffering and saving thousands of lives. In unskilled hands, however, these same methods are dangerous and may result in increased suffering or death to the patient; hence the necessity for more thorough and comprehensive methods of instruction in our medical schools and the requirement of standards which will insure physicians with reasonably high educational qualifications.

Parallel to Other Marvelous Developments

The tremendous improvements in medical schools are but a parallel to many other marvelous developments which have been brought about in recent years, such as the automobile, improved roads, the telephone, interurban cars, the movies, the airplane, and the radio. So rapidly, indeed, have these developments been brought about that the public is with difficulty readjusting itself to the new conditions.

The migration of physicians to the cities is only part of a general movement of the rural population generally to the cities. Since the movement is due to the present greater advantages of the city, the solution of the entire rural problem requires that similar advantages be made available also in the country.

And that is just what is happening. Few, perhaps, are aware of the rapid progress being made in the consolidated rural school movement. A late report on this subject [James F. Abel, Recent Data on Consolidation of Schools and Transportation of Pupils, Education Bulletin, 1925 No. 22] shows that in five years the number of such schools and the amount of money expended for transportation of pupils have increased threefold. The number of States in which the consolidated-school idea has been adopted has increased from 28 to 46. The number of schools in the five years, as shown by reliable estimates, has increased from about 5,000 in 1917 to 13,000 in 1921–22. The amount of money expended for pupil transportation increased from about $8,000,000 in 1917–18 to nearly $22,000,000 in 1921–22.

Road Construction a Strong Factor

Especially encouraging is the statement in the same report that "the large amount of road construction that is under way has been one of the strongest factors in making consolidation progress more rapid." It might have been added that the consolidated school is causing these improved roads to radiate from a central point—the first essential of a rural community center, such as is suggested in this article.

The wheels of real progress move constantly forward; the needed readjustments will surely come if the many measures in progress are continued to completion. Any reactionary measures meanwhile will prove to be as impractical as they are illogical.

To Foster Cooperation of English-Speaking Nations

International Magna Charta Day Association was organized for two main purposes: 1. To develop English-speaking patriotism and cooperation by linking the English-speaking nations still more closely together, thus aiding world peace; and by arousing our race consciousness, to make it more difficult for unwise racialisms to develop and for our enemies to sow trouble among us.

2. To preserve our liberties through greater respect for the law and for those in authority, a proper understanding of the sacredness of citizenship, and unfailing loyalty to the flag in peace as well as in war.

The association is nonsectarian and nonracial; it urges the English-speaking nations to commemorate annually the common origin of their liberties in the observance of June 15 as Magna Charta Day. Public school teachers are urged to impress upon their pupils the importance and significance of the day.

Brief leaflets on patriotism, the sacredness of citizenship and its duties, the necessity of law and order and respect for those in authority, will be furnished to teachers for use in talks to their pupils. They point out that liberty is not automatic and that we must live for the flag in peace as we would fight for it in war. J. W. Hamilton, 1678 East Minnehaha Street, St. Paul, Minn., is secretary of the association.

League Fosters Academic and Athletic Contests

South Carolina High School League sponsors contests in declamation, expression and debate, English and Latin, stenography and typewriting, as well as track and field athletics, baseball, and boys' and girls' basket ball. The league is the only high school athletic association in the United States, it is said, that is administered wholly by high-school superintendents and principals.

A Small High School With Unusual Library Service

Parent-Teacher Association in Small Tennessee Town Contributes More than $1,600 a Year to Library of County High School. Service Maintained Throughout the Year to Entire County

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

A LIBRARY of 2,000 volumes housed in a neat and well-lighted room furnished with modern equipment and made attractive by pictures, bas-reliefs, and statuary is provided for the Chester County High School at Henderson, Tenn., largely through the activities of the local parent-teacher association. Such library facilities as these are not common for high schools with an enrollment of 140 pupils and 8 teachers; and probably not many towns of 1,100 inhabitants can boast of a parent-teacher association with such a story of achievement.

Parent-Teacher Association Principal Contributor

The library was started two years ago. Each year it has received $40 from State funds, which is the maximum yearly amount provided by law as a subsidy for the establishment and maintenance of libraries in connection with public schools in localities in which the patrons raise, by private subscription or otherwise, a like amount. The parent-teacher association pays the salary of the librarian, which is $405 a year, and contributes also toward equipment and books. In 1925 it donated, in addition to the librarian's salary, $450 for furniture and $800 for the purchase of books, making a total of $1,655 for the year. The library is open not only during the school term but also three days a week from 3 to 5.30 p. m., during the summer months.

Capable Librarian Is in Charge

The librarian is a graduate of a high school and has had some university work. Her knowledge of library technique was obtained through her own efforts by a study of books on the subject. She supplements the salary paid her as a librarian by teaching expression outside of school hours. A full-time librarian is not common in Tennessee high schools according to a survey of the high school library situation of the State made by the librarian of the Knoxville High School and reported in the 1924 annual report of the department of education. At that time replies received from 69 four-year county high schools showed only seven with full-time librarians.

Based principally upon information supplied by W. E. Montgomery, principal of the Henderson (Tenn.) High School.

The 2,000 volumes belonging to the library are catalogued and classified. Part of them are selected from a school library list compiled by the director of library extension in the State department of education. The library has in addition to these books a supply of current literature that would do credit to a much larger library. Two daily papers and 24 magazines are received each month.

The room in which the library is housed, illustrations of which accompany this article, is 40 feet long, 25 feet wide, and 14 feet high. The woodwork is light oak, the color of the walls is buff, and the ceiling cream. The table, chairs, card catalogue cabinet, and charging desk are of the best quality.

High School Serves Entire County

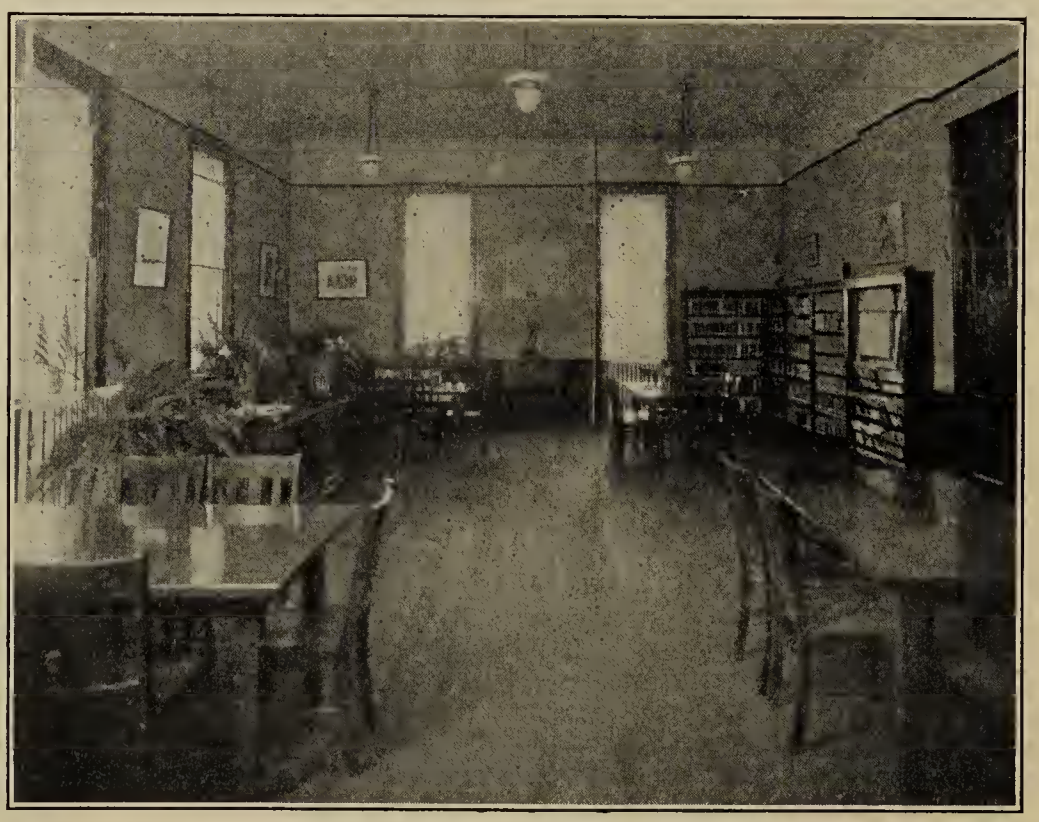
In Tennessee, high schools not controlled by independent city districts are county high schools. It is possible to have several county high schools in one county. The high school at Henderson is the only high school in Chester County and for that reason pupils from all parts of the county attend it. Some of them drive back and forth daily from their homes to school; others live in town during the school week—some rooming and boarding with private families and the rest doing light housekeeping in rented rooms.

The high school touches the county not only through the pupils that attend it, but through its library, which serves 50 per cent of all of the schools of the county. There are two reasons for this. First, some of the teachers are graduates of the high school and naturally turn to their alma mater for help. Second, Principal Montgomery takes an active part in the county teachers' association and makes a special effort through this organization to inform the teachers of the service which they may receive through the high school library. It is common for the county teachers to consult the library during week ends and to request that books be sent them.

Specially Helpful to Women's Clubs

The library is used not only by school children, but by adults as well—particularly the members of women's clubs in Henderson, who find it most helpful in arranging their programs.

The parent-teacher association has a membership of 350 and an average attendance of 225 at its monthly meetings. In 1925 its net income was $3,600. It has already been pointed out that in that year it gave $1,655 to the high school library. But this is not the only way that it has helped the school and the community. It has donated money to paint the interior of the school building, to equip the home economics department, to add scientific equipment, to install drinking fountains; to grade, sod, and



The library room is decorated with plants, pictures, and bas-reliefs

beautify the school campus; and to purchase three acres of land for a playground. Its efforts have not ceased with this. There is a movement on foot to build a community house in Henderson, and the parent-teacher association has pledged half of the cost. It raises its funds principally by charging admissions to local entertainments and by serving lunches.

Bucknell Gives Credit for Superior Work

Gradual reduction of the number of semester hours required for graduation and at the same time a consistent elevation of the standard of scholarship was announced recently by Bucknell University, Lewisburg, Pa. Under the new plan the number of semester hours will be steadily diminished from 128 to 120 for A. B. students, and for biology and engineering students to 144.

Sixty (D) will continue the passing grade, but will not be sufficient to earn a diploma. To win a quality credit a student must earn 70 (C). Two quality credits will be given for 80 (B), and three quality credits for a grade of 90 (A). By a system of equalization, high marks made in some subjects may offset low marks in others. The graduating class of 1926 is not affected by the change, but members of the class of 1927 will be required to earn 30 quality credits and to complete 126 semester hours of work. Installation of the system will be completed in four years, and students in the A. B. course graduating in 1930 must make a total of 120 quality credits, and complete successfully 120 semester hours of work.

Two Years' Farm Experience Required by German Agricultural Schools

Candidates for Admission Must Have Been Engaged in Agricultural Activities for Two Years After Completion of Time Spent in School. American Applicants are Affected by this Ruling

By THE GERMAN AMBASSADOR

ACCORDING to the regulations for the examination of students of agriculture at the agricultural high schools and the universities provided with agricultural institutes in Germany, the only students admitted to the examinations are those who, besides meeting the other conditions, have been engaged in agricultural pursuits for at least two years. This provision also applies to students from abroad.

Only those will be considered as having been engaged in agricultural activities who have done so after completing their school studies. Activities in agricultural pursuits during the time spent at school or in studies or during the holidays can not be regarded as actual pursuit in the sense of the examination order. The evidence of actual activities is to be produced through witnesses whose statement must be confirmed or certified by authorities.

The agricultural high schools and the universities provided with agricultural institutions have been instructed immediately to advise all foreigners who wish hereafter to have themselves enrolled that they can not be admitted to the examination unless they produce the evidence of the required two-years' practice in the sense of the foregoing remarks.

From an official letter to the Secretary of State.

To Correlate Book Knowledge with Practical Life

A course in "the art of living," open to juniors and seniors, has been inaugurated at Connecticut College, New London, Conn., in connection with the department of home economics. The purpose is to enlarge the student's knowledge of present-day conditions and affairs in order that, as a cultured woman, she may correlate her book knowledge and the skills acquired in college with the world of practical life that must be faced upon completion of her college career. The method employed is lecture and conference, and 12 instructors representing the major departments of the college curriculum cooperate in the course, in association with the president of the college, and a physician and a lawyer from the outside.

As introductory to the course, the philosophy of the essential unity of life is emphasized, followed by presentation of the principles of the sciences of geology, biology, chemistry, and physics. The social sciences, as embraced in the scope of home economics, including music, literature, and the fine arts, are then considered, and the course is rounded out by a resurveying of the bearing of the entire course upon the whole problem of morals, ethics, and religion. Much reading, with critical reports and essays on the topics covered, is required for the successful completion of the course. It carries six points credit.

The books of Chester County High School Library are catalogued

Sixty students, most of them teachers, are taking a course in library methods in Portland, Oreg. This course is given under the auspices of the University of Oregon, and is one of the activities of "Portland Center." Its origin was in the recognized need of a trained librarian in every large school, not only to have charge of the school library but also to teach the care of books, how to read, and how to find and use references and supplementary material.

Some New Types of Equipment for Home Economics Teaching

Content of Courses must be Changed to Provide for Junior High Schools. The Same Room may be Successfully Used for Cooking and Sewing. Built-in Storage Places for Supplies. A Satisfactory Closet for Drying Towels. Standard Cooking Tables have been Developed. Unit Kitchen Laboratory with Four Home Kitchens

By MAUD E. HAYES
Supervisor of Home Economics, Long Beach (Calif.) City Schools

COURSES OF STUDY in home economics have widened their outlook, and home making embraces vastly more than "cooking" and "sewing"; correspondingly, types of equipment and housing of home economics work are changing to meet the new ideals in teaching.

It is the purpose of this paper to present a few of these changes which have been made in such equipment and housing plans during the past two or three years in a Pacific coast city public-school system. Thanks to a liberal board of education, a farseeing superintendent of schools, and helpful principals and teachers, the idea of home economics was well "sold" some years ago, so that no pioneer work was required when new conceptions of home making demanded financial support in a school building program.

The junior high or intermediate school has securely bridged the gap between the elementary and the senior high school, but courses in home economics must change their content to provide for this new arrival into the city school family. A change of content means other changes as well, and includes a different view point and a different goal. Perhaps the guiding principles in the teaching of home economics in the three divisions of the school system may be summed up in the three terms, "habituation," "exploration," "specialization."

Home-Making Room Larger than Classroom

In the new elementary school whether the administration is of the platoon type or not, where the work is required in fifth and sixth grades, the classes in home making usually take half of one teacher's time, so that the rooms may be used also by the special teacher of subnormal children who, in this school system, is a trained home economics teacher. The type of room which has been found to be most successful is that equipped for both cooking and sewing and simple housework. Although the dimensions of rooms so equipped differ from the "room unit" of the average-sized classroom by having floor space of 25 by 48 feet, the equipment provides for the three phases of work mentioned. Such a room has been recently planned and equipped for fifth and sixth grade classes in Whittier Elementary School at Long Beach, and may be described as a satisfactory type of equipment.

All the storage facilities are "built in" with no extra partitions for closets or pantries, which reduces the initial building cost and facilitates the routine of storing and distributing supplies. On the long inside wall of the room are a lavatory, two sinks with tiled drain boards, and a laundry tray at the end of each sink, cupboards over the drain boards, and ventilated apron and workbox lockers. At one end of the room is a "built in" for the storage of sewing supplies, occupying a space of 15 fect. This provides storage for hangers, shelves, cupboards, drawers, place for paper roll, and for a mirror in the door panel.

Equipment of Built-In Type

At the opposite end of the room are the kitchen built ins which include a towel-drying closet, a cooler, cupboards, and drawer space for food supplies and utensils, and a broom closet. This towel-drying closet seems to solve the dishtowel problem very satisfactorily. It is ventilated above and below and was included in the architect's plan and building specifications. There are 15 movable rods supported by slanted cleats allowing easy arrangement of towels, and double doors for convenience of access. For 45 towels folded lengthwise, the space of 25 by 36 inches is sufficient, with 18 inches between the cleats. The rods must be at least an inch in diameter and finished, to prevent mildew or warping from damp towels. The floor is covered with linoleum and it will not be affected by the dripping from towels. In California the ventilated cooler is part of every home kitchen equipment, and it may be placed in the school kitchen next to the towel dryer.

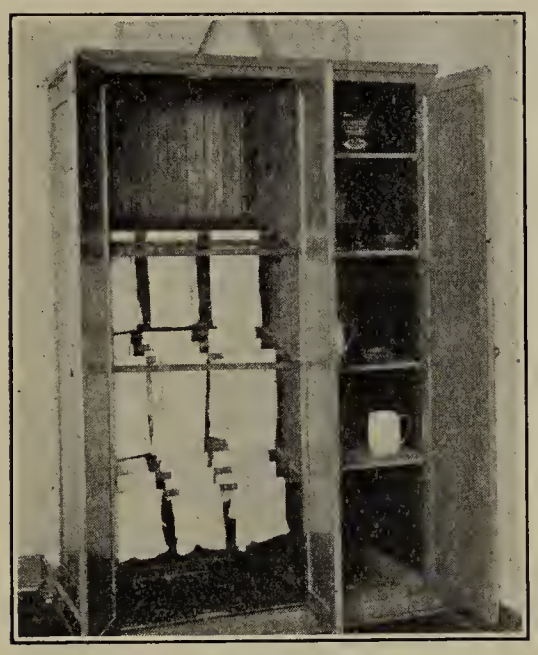
Tables Were Made in School Shops

The tables were built in the city school carpenter shop. After several years of trial a cooking table has been standardized to fit the needs of elementary, junior and senior high-school classes, varying only in height and finish. Three types of top surfacing are being tested—namely, enameled iron, a composition of magnesite, and a linoleum composition. These tops are about the same in pricc, and the complete table, size 24 by 48 inches for the use of two pupils, can be built for $28. These tables are high enough from the floor for sweeping under them. There is space for stools, and if desired a rack for notebooks, vanity cases, etc., may

The "home-making room" is equipped for sewing and cooking

be attached at the sides. Molding and cutting boards are provided and the tables when placed back to back form a square 4 by 8 feet. They are portable, and may be arranged to suit any size or shape of room, and the arrangement may be easily modified. Small gas ranges about which the tables may be grouped are used instead of gas plates set on the tables.

Sewing tables, also built in the school shop, are either 7 by 3 feet by 2 feet 6 inches or 5 by 3 feet by 2 feet 6 inches, and have a slatted shelf underneath to hold workboxes and books, but not to hold the odds and ends which accumulate when the shelf has a solid bottom. Chairs and stools were purchased unfinished, and are finished to harmonize with the woodwork of the room. The cost of equipping such a home-making room for 24 pupils was approximately $1,300, including sewing machines, $225; gas



Dish towel drying closet and cooler

ranges, $280; chairs, $100; stools, $50; cooking tables, $280; sewing tables, $80; utensils, dishes, silverware, etc., $275.

In planning home-economics rooms for junior high schools, the exploratory nature of the work is kept in mind. Short-unit courses which provide experience in many phases of home making must have a varied type of equipment to allow for such experiences and for the interpretation of the rich satisfactions of "worthy home membership" so much needed in our day when the broken home is becoming a serious social problem.

The "unit kitchen" laboratory which has four home kitchens 8 by 11 feet, where three or four girls work together as "mothers and daughters," seems to be a satisfactory arrangement, plus table and range accommodation for as many more girls to work in the center of the room, with sinks and laundry trays near at hand. Such an arrangement of the room means less expense and gives the younger and less experienced of the pupils an opportunity to work toward the occupation of the little kitchens, in which a different sense of responsibility and teamwork must be developed. In each unit kitchen is a lavatory, sink, laundry tray, cupboard, range, table, stools, and bulletin board, and the utensils are chosen to allow family-size recipes to be used.

In planning such a room sufficient floor space should be provided for recitations, with small tables (which may also be used for serving meals) and chairs grouped before the blackboard for the lesson discussion before food preparation commences. Care should be taken to plan for low cupboards between kitchens so that the teacher may supervise the work more easily. Cupboards 4 feet high give ample room for utensils and dry groceries kept in each unit kitchen, and the top may be used for plants, reference books, etc. Besides the unit-kitchen laboratory, a second laboratory with unit-desk arrangement is useful for classes of seventh-grade girls. A small dining room between the two kitchens, with a separate entrance from the main corridor, and a pantry for china may be used for the more formal service of meals and for practice in housework, household decoration and furnishing.

Bathrooms Arranged for Class Demonstrations

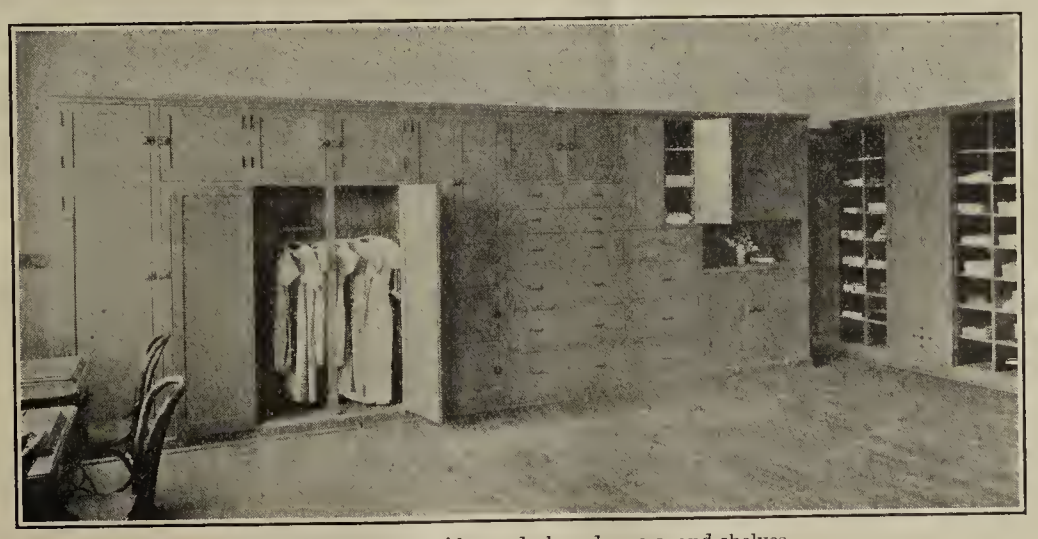
In the large junior high schools, two serving rooms are provided, and an extra room for varied uses which is called the "child care and home nursing room," but it will accommodate also classes in household management, millinery, etc. It has a large storage closet to store portable beds, furniture, etc., when the room is used for recitations, and a good-sized bathroom adjoins it. The bathtub is placed next to the wall of the room and a sliding panel is arranged in the wall so that the nurse or teacher may demonstrate the bathing of a child or the care of the bathroom in view of the class seated beyond the sliding door.

In one corner of the room a nursery may be arranged with screens for walls, the equipment consisting of crib, small furniture, Chase hospital doll, etc. Two single beds for use in bed making and in teaching care of the sick will also be provided so that the room will have sufficient equipment for its varied uses. In the new senior high school a room used for the same purposes contains a recessed closet large enough to hold two beds in up right position, in order that they may be quickly disposed of when not in use.

Disadvantages of Model-Apartment Plan

Such class rooms provide for most of the household problems of the family as they are included in the junior high school course of study; they take the place of the "model apartment" which, notwithstanding its more unified plan, has the disadvantage that the rooms are too small to use except with small groups of girls. Because of this disadvantage it often falls into disuse. In one junior high school practice house, which is of the bungalow type, the living room is large enough to use for classes of average size, and has enough storage space to take care of sewing machines, folding tables, extra chairs, etc., when it is used for a dining room.

In another junior high school, the practice apartment is in one end of a new wing of the school and on one side of the inner hall are the quarters for the school nurse. The living room has a beamed ceiling and panelled walls, and in the walls are closets deep enough to stow away folding tables when not needed for class use. The chairs are of the Windsor type and harmonize with the rest of the furniture which includes a gate-leg table, two overstuffed fireside chairs, and two Windsor arm chairs. The home-size kitchen has three gas ranges placed side by side, and has working space for 12 or 15 girls; by dividing the class into two groups for preparing and serving meals the average class may be kept at work with little confusion even though they are not working under laboratory conditions.



Storage closets provide wardrobes, drawers, and shelves

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

BORAAS, JULIUS, *and* SELKE, GEORGE A. Rural school administration and supervision. With introduction by Lotus D. Coffman. Boston, New York [etc.]; D. C. Heath and company [1926]. xii, 260 p. tables. 12°.

President Coffman says that in order to hring the rural schools up to tho required standard of efficiency, an improvement of their administration and supervision is required. The hest schools are the hest supervised schools. The authors of this text on the administration and supervision of rural schools have consequently treated a problem which is a matter of interest and concern to every one. They have brought to hear upon the situation a wide experience, the knowledge and technique of the science of education, and a social point of view.

CARREON, MANUEL L. Philippine studies in mental measurement. With an introduction by Arthur S. Otis. Yonkers-on-Hudson, N. Y., World book company; Manila, Philippine book company, 1926. xiv, 175 p. tables, forms, diagrs. 12°.

After briefly skotching the history and development of the testing movement, and discussing the application of tests and measurements to American educational practice, the author takes up the application of standard tests to Philippine puhlic-school problems. In examining the applicahility of these tests to the Filipino, the book presents comparative and diagnostic studies of the Haggerty tests, with summary and conclusions. An appendix gives reproductions of the tests mentioned.

DREW, LILLIAN CURTIS. Individual gymnastics; a handbook of corrective and remedial gymnastics. 3d ed., thoroughly revised. Philadelphia and New York, Lea & Febiger, 1926. 276 p. front., illus. 8°.

In view of the important service to the hygiene of modern life, particularly modern urhan life, which is rendered hy properly applied corrective and developmental gymnastic work, this book now embodying the latest material on tho suhject by a specialist of much experience meets a need in the field of physical education.

EMME, EARLE EDWARD *and* STEVICK, PAUL RAYMOND. An introduction to the principles of religious education. New York, The Macmillan company, 1926. 285 p. 12°.

This work applies the most important findings of scientific study to the religious educative process, and undertakes to form a correlated system of fundamental ideas by which particular theories and efforts in religious education may be guided and tested. The material here offered has been tried out by actual use in various educational institutions.

GOOD, ALVIN. Sociology and education; sociology from the viewpoint of education. New York and London, Harper & brothers, 1926. xxvii, 589 p. 8°.

The thesis of this book is that social life is possible only through social contacts of individuals, and that social contacts are made more efficient through education, which in turn is obtained largely through social contacts. The author's primary plan is to select principles of social life obtained from the pure science of sociology that have any bearing upon education, and to interpret them in such a way that they may become a part of educational sociology.

JUDD, CHARLES HUBBARD. The psychology of social institutions. New York, The Macmillan company, 1926. ix, 346 p. illus. 12°.

Present-day psychology is in the main a psychology of the individual. This volume undertakes to develop a system of psychology which will show that social consciousness, instead of heing something vague and intangihle, is one of the most active and potent facts in the world, expressing itself in certain institutions which are quite as real as the individual's hahits and organs of sense. A somewhat specialized treatment of a few of the social institutions is here given, in order to exhibit the methods of this hranch of psychology, and more especially for the purpose of indicating certain practical applications which grow directly out of the discussion of social institutions.

MORRISON, HENRY C. The practice of teaching in the secondary school. Chicago, Ill., The University of Chicago press [1926] viii, 661 p. tables, diagrs. 8°.

Professor Morrison defines the secondary school as that region in the process of education within which the pupil is capable of study, hut incapahle of systematic intellectual growth without the constant guidance of the teacher—that is, the period from ahout the heginning of the fourth grade to ahout the end of the junior college. His analysis of teaching procedure in this volume therefore covers a very large part of the entire course of formal education. Everywhere prevalent in modern schools the author finds mere lesson learning and performance requirements, without development in tho pupils of adaptation ahility or the power of independent thought. The true function of the secondary school is to train pupils how to study, developing in them the inclination to attack their world through study, and finally enabling them to formulate their own prohlems and study at the level of self-dependence. In this connection, emphasis is laid upon the importance of forming right habits of reading. Believing that secondary education must be organized to teach directly the true learning products, the author develops a control technique, an operative technique, and an administrative technique which suhordinate performance and the learning of lessons to the attainment of genuine adaptations in the pupil.

NEWCOMB, RALPH S. Modern methods of teaching arithmetic. Boston, New York [etc.] Houghton Mifflin company [1926] xv, 353 p. tables, diagrs. 12°. (Riverside textbooks in education, ed. by E. P. Cubberley.)

The conclusions of many scientific studies as to arithmetical instruction, which psychologists and students of education have in recent years heen making, are applied in this volume to the teaching of arithmetic in our schools. Significant modern conceptions concerning the principles and methods of teaching arithmetic are embodied in the chapters dealing with "Socialization and correlation of arithmetic," "The psychology of arithmetic," "Drill in arithmetic," "Prohlem-solving," "Application of percentage," "Measuring the ahility of pupils in the fundamentals and their application," the use of tables and statistics, and the construction and interpretation of graphs.

PAYNE, ARTHUR F. Methods of teaching industrial subjects. New York, McGraw-Hill book company, inc., 1926. xx, 293 p. illus., tables, forms, diagrs. 8°.

This is a companion volume to the author's Administration of vocational education, and organization of vocational guidance. Dr. David Snedden contrihutes an introduction. The text in the first place states the commonly accepted principles of method analytically and extensively, and applies them to teaching in industrial schools of various types. In the second place, a large variety of tested devices are arrayed. In the third place, the possihilities of job analysis as the most promising means of improving upon teaching method for the future are opened up. Attention is also given to the rating and ohservation of teachers, and reading lists are supplied.

Problems in educational administration; by George D. Strayer—N. L. Engelhardt, and J. R. McGaughy, Carter Alexander, Paul R. Mort, of the staff of Teachers College, and Frank W. Hart, Fletcher Harper Swift, visiting professors in Teachers College, 1924–1925; with the cooperation of many graduate students and superintendents of schools. New York city, Bureau of publications, Teachers College, Columbia University, 1925. xvii, 755 p. tables, diagrs., maps, plans. 8°.

Students who are preparing to become school superintendents especially require practical training in tho solution of actual prohlems arising in administrative work, so that they may acquire the necessary techniques. This fact is receiving increasing attention from teachers colleges in general, and in particular from Teachers College, Columhia University, which has issued the volume under consideration, containing statements of 116 prohlems covering various aspects of school administration. About half of the problems presented have been tried out in teachers college courses, and the entire collection is now submitted for criticism to the profession. Each prohlem is provided with suitahle documentary material and with a hihliography of scientific studies bearing on it. In attacking the problem, the student is expected to use and organize the scientific material availahle. Practice in field work is held to he the logical next step after the student has gained considerable command of the field through the solution of prohlems in the classroom.

ROBINSON, JAMES HARVEY. An introduction to the history of western Europe. II. The emergence of existing conditions and ways of thinking. Completely revised and enlarged ed. Boston, New York [etc.] Ginn and company [1926] x, 586, xxviii p. maps. 8°.

Recognizing that the increase of scientific knowledge is the chief distinguishing characteristic of the age in which we live, this volume, which relates mainly to the development and spread of European civilization during the past two centuries, presents a rather hroader conception of history than that hitherto current in our colleges. It includes a concise survey of the growth of knowledge, as well as the political and economic changes. Among the subjects handled are the new methods of studying the mind, importance of childhood, and the prohlems of education.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

GOVERNMENT OF THE UNITED STATES

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THE PRESIDENT

LEGISLATIVE BRANCH
CONGRESS

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2 DELEGATES;
3 COMMISSIONERS

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DISTRICT OF COLUMBIA GOVERNMENT

COMPILED BY W.I.SWANTON MARCH 1926 BUREAU OF RECLAMATION NO. 21616 A.M.S.

Knowledge, However Exact, Is Secondary to a Trained Mind

OUR SCHOOLS do more than merely transmit knowledge and training; they are America itself in miniature, where, in a purer air and under wise guidance, a whole life of citizenship is levied experimentally with its social contacts, its recreations, its ethical problems, its political practice, its duties, and its rewards. Ideals are developed that shape the whole adult life. Experience is gained that is valuable for all the years of maturity. I should be one of the last persons in the world to belittle the importance of the exact knowledge that teachers impart to their pupils—as an engineer I set a high value upon precise information—but knowledge, however exact, is secondary to a trained mind and serves no useful purpose unless it is the servant of an ambitious mind, a sound character, and an idealistic spirit. Social values outrank economic values. Economic gains, even scientific gains, are worse than useless if they accrue to a people unfitted by trained character to use and not abuse them. Your work, then, is of three categories: The imparting of knowledge and a trained mind, the training of citizenship, and the inspiring of ideals. I should rank them in that ascending order. And our Nation owes you a debt of gratitude for your accomplishments in them.

—HERBERT HOOVER

SCHOOL LIFE

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EXAMPLES OF NATIONAL ARTS ARE BEFORE THE PUPILS OF WILMINGTON, DEL.

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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

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Certain Objectives of Elementary Education Require Greater Emphasis

Health Should be Made a Fundamental Objective in Elementary Schools. Instill the Rudiments Essential to Functioning in Modern Society. Develop Efficiency in Personal and Social Matters. Obvious Need of Character as a Primary Purpose of Elementary Instruction. Greater Diffusion of Education Has Not Led to General Discharge of Civic Obligations

By JNO. J. TIGERT
United States Commissioner of Education

IT IS understood that we have in mind in this discussion the first six grades of the school and are to suggest the desirable goals of instruction rather than the subject matter or curriculum content which should be employed. Nor do I believe that agreement can be reached as to means until educators have arrived at some working understanding of the ends. We are dealing with finalities, not with methods, materials, or workmen.

Recently my attention was attracted to this apothegm on the cover of a little magazine: "Education is our only political, industrial, and individual safety. Outside of the Ark of Education, all is deluge." I took up my pencil and wrote: "And every creeping thing that creepeth upon the earth after its kind has crept into the Ark of Education." Verily, we have taken every living thing into the schools—and a good many dead things besides languages and fossils.

Social Adjustment a Recurrent Problem

Let us assume that education involves the process of discovering natural laws and analyzing human experience, and culminates in a proper application of this knowledge so that man may derive the maximum of social and individual welfare in his present environment. Let us assume likewise that social and individual welfare are consistent and correlative. Some one may arise to dispute these assumptions, particularly the latter. Undoubtedly, the progress of knowledge has transformed life on this planet. Change will continue and social adjustment will be a recurring problem. But we must not forget that the educational process will never function without regard for the individual child. Emphasis upon individual needs should parallel increasing attention to social welfare as an educational objective.

Growth Along Lines of Racial Aptitudes

All instruction presupposes certain inherent presentiments, preparation, intuition, and capacity in those who are taught; we can only teach what the individual is capable of learning and, in a sense, what he already knows. This principle of education is likewise a social law. Nations and peoples grow only along the lines of their racial aptitudes and social tendencies. Try to drive an individual or a nation along other lines and you are confronted with retardation, incapacity for improvement, and often rebellion.

If we make these assumptions with reference to the definition and the nature of education, can we not say that we have enough knowledge, scientific and otherwise, regarding the boy and girl of to-day, the school of to-day, and our social problems of to-day, so postulate that there are a few general paths that elementary education should take and that there are certain objectives which require greater emphasis in the immediate future if we are to promote the welfare of the child and the nation more effectively? Perhaps we know enough to say that these few general pathways should converge upon a goal of fundamental importance in our stage of civilization.

I believe that we have sufficient empirical knowledge to-day to enable us to point out certain objectives of elementary education that should be stressed at this time, without waiting until the possibilities of natural law and human experience are exhausted. If any of these paths lead us astray or others must be added, experience and increasing scientific analysis should enable us to detect them. And just as each of the various openings and gambits in the chess game attempts to bring about a characteristic relation of pieces and pawns from which an attack is made to checkmate the king, and thus a number of tentative objectives converge upon a single grand purpose, so it may be that we may venture to suggest that the several general objectives of education at this time are driving toward some supreme end of highest significance in the age in which we live.

Established Objectives Afford Working Basis

If the objectives of elementary education could be established in this way, even tentatively, we should have a working basis upon which to construct a curriculum. All curriculum content could be tested in relation to these objectives, and those materials which were found to be most effective in promoting the ends desired could be included. Materials unrelated to our objectives, or duplicating other materials more effective and already sufficient for the purpose, would then be eliminated from the curriculum.

Portions of address before Department of Superintendence, Washington, D. C., February 22, 1926.

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I believe that there is general agreement that health is a fundamental objective in the elementary schools. I am aware that the scientific curriculum makers will say: "Nobody knows what health is or how it should be taught." Strictly speaking, that may be true, but in our present understanding of social problems, health, and health teaching do we not know enough to say that better health is something devoutly to be wished for, that it depends in large measure upon proper eating, drinking, sleeping, exercising, cleansing, breathing, protection from disease, correction of remediable defects, and certain other things upon which we are reasonably well agreed?

Establish Good Health Habits

Do we not know enough about health teaching at the present time to say that it is useless to attempt to teach the philosophy or principles of hygiene to children in the elementary schools, but that successful health teaching depends very largely upon the formation of proper health habits among children of this age, and good health habits can be formed if we have systematic physical examination, periodic weighing and measuring, daily inspections, regular and careful supervision of exercise and play, complete records, and so on through the program that our present experience suggests?

Furthermore, when we know that mental phenomena are somehow correlated with and organically conditioned upon health and bodily vigor, when we have reasonably accurate data with reference to the existence of physical defects among school children, when we know that one-third of the men examined in the late war were found to be physically unfit for any kind of military service and one-half unfit for unlimited service, and when we know that our Nation suffers an annual economic loss due to preventable disease and death among wage earners that is greater than our entire annual expenditure for all kinds of education, and when we have other information equally as significant with reference to social conditions, are we not safe in saying that our present knowledge of the conditions in the country of health and methods of teaching justify us in asserting that health should be made a fundamental objective in the philosophy of elementary education?

Can Proceed with Present Knowledge

I believe that we can answer all these questions very emphatically in the affirmative. We can then proceed practically in the light of present knowledge and needs, while the scientific analysis of health, methods of teaching, relation of mind and body, human experience, and other related matters may continue from time to time to shed new light upon the problems involved.

Again, I think that there will be general agreement that we have sufficient knowledge of the problems involved to say that elementary education should aim very definitely to implant the fundamentals upon which depend the use of written and spoken language and numbers, and to instill the rudiments which are essential to efficient functioning in a modern society and which are likewise the basis upon which a broad superstructure of culture may be erected in later years. By all this, I have in mind the mastery of the vehicles of expression and intercommunication, a general grasp of the history, customs, and habits of the peoples who have created our civilization, including a beginning of discrimination with regard to contributions of art, music, science, and industry. I use the word "mastery" deliberately and with the implication that, due to the multiplicity of purposes now in vogue in the school program or for some other reason, we are not now thoroughly teaching the fundamentals. I am convinced that we shall do better if we strive for a few things and do them well than if we attempt much and master little or nothing.

Curriculum Makers Have Banned Term "Culture"

I am aware that the curriculum makers sometimes allude with pity or scorn to those so naive as to suggest such general purposes as I mention here. Possibly, of all the terms descriptive of the goals of education which have been weighed and found wanting by the purveyors of scientific knowledge in the field of educational aims, the term "culture" has been banned with the greatest finality.

I make bold to assert that we have sufficient general agreement as to what culture means, sufficient knowledge about how culture is imparted, and more than sufficient knowledge of the dearth of culture in this country at the present time to justify us in saying that it is a fundamental purpose in the scheme of the elementary school. The fact that so many people prefer "jazz" to music; the books of the hour, with their sordid appeal to sex and vulgarity, to literature; the trashy and salacious shows to drama, and similar predilections, indicate that we need a real invasion of culture.

Illiteracy May Have Some Compensation

Illiteracy is such a serious tragedy that one hesitates to suggest that it could have any possible virtue, but a sampling of some of the popular literary pabulum that is now being swallowed by the American people would lead one to surmise that illiteracy may have some compensation and at least serves as a literary vaccination which renders one immune to mental pollution. It is recorded that the American people rejected as a free gift and our art galleries would not provide wall space for Whistler's portrait of his mother, which now hangs in Luxembourg Gallery in Paris, and is said to be valued at more than a million dollars. It is not pleasant or provocative of patriotism to dwell upon these things, but they certainly point clearly to the need of a thorough injection of a broad and deep ground work of culture in the elementary school

Emphasis on Learning by Doing

A third general purpose of the elementary school should be efficiency in both personal and social matters. I realize that the hair-splitting analysts may condemn this objective as being almost as indefinite and vague as culture. But the mighty emphasis which has been developed in recent years upon learning by doing is indicative that we sense the fact, however indistinct the concept may be at the present time, that we need to give the boy or girl of the elementary school a better preparation to meet practical situations. We see the need of more hard work and the skills of action.

Of course, there is nothing vocational implied and, while the major effort toward vocational diagnosis should be postponed to the junior high-school period, still, I believe that the elementary school has a distinct obligation in discovering and developing aptitudes and interests of a nonvocational character. It should at least begin to lay a foundation upon which vocational training may be later built. Likewise, economic efficiency (which is more than thrift), perseverance, industry, and the joy of effort belong here. Education is not simply the emancipation of the intellect, but it implies the liberation of the will, skill, and satisfaction in successful achievement. Consequently, our third objective supplements and correlates our second objective.

Efficiency and Culture not Antagonistic

Efficiency and culture should not be antagonistic; they are allies in our educational scheme. The "impractical scholar" has too long been a by-word in the world. One of the greatest scholars in a university I once attended tried to cut a plank to make a shelf. He wanted to shorten it two feet and went through two operations, cutting off one foot at each end. Good practical common sense and skill in action has sometimes been lost in scholarship. We are not inveighing against learning, but are pointing out that knowing much and doing well are not contradictory. In 1777, the Marquis de Lafayette, in a letter to a friend, wrote as follows: "I read; I study; I examine; I listen; I reflect; and out of all this I try to form an idea into which I put as much common sense as I can."

Higher living implies culture and also implies character. Character education

should certainly be a fundamental objective of the present-day elementary school. The horrible statistics of increasing homicides, divorces, and crime are shocking and alarming thoughtful persons. The number of homicides in the United States has trebled in the past 25 years. In 20 years we have had 170,000; of these, 34,000 have since died; 18,000 are still in prison, and 118,000 walk our streets free and unmolested. In 1921, we had 32,844 burglaries, 49,460 robberies and 10,000 murders. In England and Wales during the same year, 211 robberies were reported to the police, and fewer than 100 murders. In all of France about 385 killings and 47 robberies were presented for trial. In 1870 in the United States there was 1 divorce for every 18 marriages. Last year there was one divorce for every eight marriages. The percentage of crime now among boys and girls of high-school age reported by reputable authorities has become almost incredible and I refuse to give any further currency to the statistics on this and other shocking social conditions. We have enough to know that there has been a serious breakdown in character and integrity. No doubt, most of us will readily admit that the social need of character instruction is great, but the difficult problem here is how to teach it.

Education once Confined to Small Group

The evolution of purpose in education is traceable with tolerable ease. In ancient times, when citizenship was the right of a few, and most men were slaves or enjoyed only partial rights of citizenship, education was a luxury for a small group. This view was intensified in Europe with the renaissance of Greek and Roman culture, but when, after the Dark Ages, the Roman Church assumed the rôle of bringing order out of chaos as both a temporal and religious power, education became peculiarly the task of the church and the prerogative of the priesthood. This idea persisted in America. Witness, for example, how largely the colleges of our country were religious in origin and purpose.

With the growth of democratic political ideas, education has become secular and not only the privilege of the many, but, in the case of elementary education, a necessity which the state attempts to enforce upon all.

Must Find Way to Produce Character

We have wisely separated the functions of church and state, but, in avoiding the Scylla of political interference with religion, we have steered upon the Charybdis of state education without religion. It is doubtful if we can introduce religious instruction in the public school without interference with religious freedom, but we must find a way to produce character effectively. Just how we are to solve the problem is difficult to suggest. We are making studies at the present time. There are the various plans whereby children are dismissed from the school for religious instruction in the church of their choice, such as are in use at Gary, Ind.; Toledo, Ohio; and other places. Then, too, we are making considerable progress with moral instruction. The Character Education Institution has done a great deal to stimulate research in this field of character training and its efforts have resulted in the Iowa plan. Moral instruction has been tried on a large scale in France and reports are that results are gratifying. The methods can be successfully evolved and lie outside the scope of this discussion, but we are stressing the obvious need of character as a primary purpose of the elementary school.

Statement of Aims Essentially Overlapping

We have offered four fundamental objectives as the end of elementary education—health, mastery of the fundamentals as a basis of culture, personal and social efficiency, and character. These objectives are not exhaustive, nor mutually exclusive. Any statement of aims is essentially overlapping, and, to some extent, artificial. Such terms as recreation, worthy home membership, proper use of leisure time, and other current phrases all intermix as ends of education. Further, we do not pretend to have set down these four objectives in the order of importance.

Let us return, in conclusion, to our figure of the chess game. We have set out four general lines of departure for the elementary school, similar to the conventional openings in the chess game. Do these lines of attack, to be employed by the school, converge as do the openings in the chess game upon a major purpose?

Major Objective is Worthy Citizenship

We have traced the evolution of the purpose of the school. We have already hinted that the major objective of the school to-day is worthy citizenship. In the medieval period, it was service of the church. To-day, a state-supported system of education implies a system devoted primarily to state service. Our four objectives converge upon the idea of good citizenship. The man in poor health can not make the best citizen and may become a liability to the state; likewise, the illiterate, the ignorant, the inefficient, and the wrong-doer. In the age in which we live, citizenship is the primary function of the school. As the social organism develops, it may be something else at another time, but we are now witnessing the flowering of democratic principles in social organization, which rests upon education as a basis.

Unfortunately the increased diffusion of education in this country has not everywhere been attended by better citizenship. As knowledge has grown, the discharge of civic obligations has not everywhere correspondingly developed. For example, once 80 per cent of the eligible electorate voted in national elections. This has steadily diminished until now scarcely 50 per cent of the eligible voters exercise that privilege and we are among the lowest of the civilized nations in the percentage of voting citizens. Even Germany, so lately established on a democratic political basis, turns out 80 per cent of her voters.

Present Program will Meet Situation

We are all encouraged at the rapid progress we have made toward better methods of teaching citizenship in the school and there is little doubt that the educational program of to-day will meet the situation adequately. We are decidedly optimistic about the school of to-day and the future. It has shown remarkable aptitude in adapting itself to the need of the hour. It is probably the most flexible institution that we have and has made more progress in the past decade than at any other time in history.

I began this discourse with a picture of the Ark of Education, laboring on the surface of the deluge. I did this because I remembered the words of God to Noah: "Whenever I shall bring a cloud on the earth, the bow shall be upon the cloud." It requires no educational Noah to see spread above the Ark of Education a resplendent rainbow, which is the reflection of the glorious triumph that our present plans for training citizenship shall eventually achieve. I think we can readily detect amid the brilliantly colored bands of that rainbow of worthy citizenship the unmistakable hues of good health, broad culture, economic prosperity, and noble character.

Popular Approval of Enlarged School Expenditures

Voters of St. Louis, Mo., have approved by an overwhelming majority a school tax rate of 85 cents. It is estimated that the income from this tax, with that from all other sources during the next four years, the period for which the tax is authorized, will be approximately $50,000,000. This election followed closely upon the approval by the board of education of Superintendent Maddox's recommendation to expend more than $6,000,000 in building, and also $95,000 for curriculum revision during the present year.—*H. H. Davis, research assistant in charge of financial studies, St. Louis.*

Citizens' Military Training Camps Receive Commendation

Forty-nine Institutions of Learning Offer Scholarships to Training-Camp Students. Physical Directors Indorse Methods of Training. Parents Testify to Benefits, and Boys are Enthusiastic. Government Bears All Expense

By MAJOR IRVING J. PHILLIPSON
The Adjutant General's Department, United States Army

CITIZENS' Military Training Camps will enter upon their sixth season of activity with the brightest of prospects and with hearty indorsement from the various components of national life.

One of the outstanding events of last year's procurement campaign was the unsolicited offer of Columbia University to award a scholarship to a worthy training-camp student of the Second Corps Area. Leading colleges and universities had indorsed the training camps movement and recognized it as a factor in the educational development of the Nation, but this was the first tangible expression of scholastic interest. Columbia set the pace and other colleges were quick to fall in line. Unsought but very welcome offers of scholarships came into the War Department from schools in every section of the country, and this year 49 institutions of learning are offering a greater number of scholarships to the young men attending Citizens Military Training Camps. The universities, 17 in number, are scattered over the country from Yale to Southern California; Carnegie Institute is among the 7 technical schools listed; and the remaining number comprises 13 military schools and 12 colleges of good standing.

Usually the scholarship covers tuition and is limited to the corps area in which the school is located. The highest estimated money value is $700, but certain schools will retain the student for the full four years' course if he proves himself worthy. In some, but not all instances, it is specified that the award must be made to a young man who would not otherwise have an opportunity of attending college. Many training-camp students are actively engaged in business, and attendance at college would be impracticable for them, but to this particular class of students, the extension courses and night school scholarships offered by certain business and technical schools afford a means of self-improvement that should make an especial appeal to them.

High-School Credit for Camp Attendance

It is not only by means of college scholarships that educators are showing their interest and cooperation. In many States the public schools, or more especially the high schools, are offering a half, third or a quarter of a unit credit for attendance at the summer training camp. And physical directors laud and indorse the methods of physical development pursued at the camps, and they recommend attendance to high school and potential collegiate athletes.

The athletic or physical phase of camp life was a long cherished vision of a devotee of American boyhood who held the interest of the oncoming populace at heart and who knew and understood the needs of the rising generation. Theodore Roosevelt advocated physical training for young men because a healthy body and a clean mind fit a man to grapple with the problems of the future. It was natural that this should be a matter of prime interest to him for he, who had been a sickly boy, by conscientious training in the great outdoors, developed himself into a robust and rugged man. As one having first-hand knowledge, he said, "Next to the public school, the military tent—where boys sleep side by side—will go down in our history as the greatest agent of health and democracy." The vision of Roosevelt has become an actuality in the Citizens' Military Training Camps.

Training Camps Meet an Urgent Need

What Roosevelt knew both as a man and as a parent is known to thousands of parents, but many of them, although filled with ambitious desires for their sons' development, lack the means for giving them a healthy camp life. To many people living in cities, the park bench represents their only contact with nature. With the opening of the training camps, however, the Government has met an urgent need of the people; it provides facilities for most excellent training in citizenship, physical development, and military tactics, and it is paying all necessary expenses. There is none so poor as to be deprived of these advantages; none so rich that he can afford to miss them.

Possibly it was with uncertainty or doubt that parents first sent their sons to camp, but when the young men returned

Bathing in Lake Champlain is one of the attractions of the Plattsburg Camp

Pontoon bridges are built in quick time at Camp Devens, Mass.

clear-eyed, happy, healthy and enthusiastic, all fears were put to rest, and parents "who know" became an important factor in future procurement campaigns. The father of one boy who had attended camp thus expressed his opinion: "I have four other boys who will attend training camp when their ages will permit. One will go next year. Could there be any better recommendation than a man wanting all of his boys to take this training?" Another wrote: "My son having been in your camp the past summer, I want to drop you a brief letter while it is yet on my mind, to express my entire approval of all that the camp meant to the boy. I would want him to go if it meant a real sacrifice and was for the good of the country. But there is no mistaking the fact that the boy is the gainer and that such fathers as I can but admit we are fortunate that Uncle Sam offers American boys such a chance. It was good for my boy physically, morally, and in its general effects. I am most assuredly willing he shall return next year. If I were not, I'd have a hard time keeping him away."

Mothers are Especially Appreciative

And what of the boy's best friend, his mother? One mother takes great pleasure in the fact that, "He seems to take hold of whatever presents itself to him with more earnestness. Physically he has developed remarkably since July 1. Of this we feel very proud, because he used to be a frail youngster; and I am especially grateful to notice that he is much more mentally alert. I assure you we are one family that are very glad our boy had this opportunity, not only for the good he received personally but for the moral upbuilding he received in regard to his duty to his country and fellow man." Maternal interest is thus expressed in another letter: "It taught my son what he can never forget—how to be neat, clean, alert, prompt, to stand erect, and how to be courteous, chivalrous, and manly."

The need for military training is a thought that we prefer to disregard in an era of peace and national prosperity; but no less a personage than the Father of Our Country has warned us, "To be prepared for war is one of the most effectual means of preserving peace." Samuel Woodfill, whom General Pershing characterized as the outstanding hero of the World War and who was decorated by all the Allied Powers for his gallantry in battle, speaks of the camps from this standpoint: "I wish every young man might realize the value to himself of the course at the citizens' military training camps. Here is acquired the faculty of correct and quick decision and self-reliance in emergency. The young men who take this training will be more effective in their daily duties and will have laid a solid foundation for better citizenship. The training which Uncle Sam gave me certainly saved my life on the field of battle and enabled me, as well, to render a service to my country. The trained man, in all undertakings in life, has a chance—the other, poor fellow, has none."

Basketball is a favorite sport at Camp Custer

But as the sine qua non of the training camp is the young man himself, his thoughts on the matter are of the utmost importance. Mary Mehan Moore, a reporter for the St. Louis Journal, gives the following account of an interview with 15 youths who had attended

Many of the lectures are given in the open air

Camp Custer: "According to them, work and play was judiciously mixed. As they sat and talked to me, I would ask them about this thing or that and their eyes would gleam. Theron Couch, one of the boys who was made a cadet officer for merit, said that nothing would keep him away from the camp next year. 'I know,' Couch continued, 'that if the fellows knew half of what it means they would all be like me. The lessons we learned could never be duplicated elsewhere. It was brought so close to us that this was our country and that we were the boys who were to make the men who would make the country. Now I know better than ever why there's something about the flag that stirs me. I know that the flag is my country's flag and that we must always keep it clean and free. And I never realized before,' he went on, 'that the Army officers do not want war. Guess they know too much about it. It is the rest of us, who have never faced the tremendous things war means, who are always talking of war; the man who knows says nothing.' "

Brings Understanding of Flag's Meaning

The reaction of the Citizens' Military Training Camp's student to the days begun with the stirring call of reveille and concluded with the throbbing notes of taps is one of vivid memories that were summed up by Theron Couch when he said, "I thought as I watched the flag go down the last time at Custer, that is the flag of my country and I am saluting the symbol of right and freedom. And now I understand, what I had never understood before, why men fight and die for such a symbol."

It is the right of every American boy to have such memories as those of Theron Couch. This is an acknowledged fact and one that is indorsed by the people of the Nation in giving their active and moral support to the Citizens' Military Training Camps, these camps that are now so firmly established in the national consciousness and whose only limitations in expansion are those fixed by Congress in the appropriation of funds.

Detroit's public-school program contemplates the expenditure, during the next 10 years, of $73,000,000 for the purchase of sites and construction of new school buildings.

Indians in Commercial and Industrial Occupations

Many graduates from the boarding schools of the Indian Service have found employment in various pursuits of life—in commercial and business occupations, in factories, on farms, and as nurses, housekeepers, or teachers. Approximately 2,000 Indians are employed by the Government Indian Service as teachers, matrons, disciplinarians, assistants, and housekeepers and some in the performance of clerical duties in school or agency offices.

In industries outside of the service it appears that their work is generally acceptable and their services are in reasonable demand. The Indian Bureau, through its field employees, endeavors to assist individuals in procuring employment suited to their respective abilities and to encourage them to persevere in some chosen pursuit and to become respected citizens in their communities.

A considerable number of Indian blood have made for themselves an honorable name in American life and several have represented their States in Congress.

Comenius, Advocate of World Peace Through Education

The birthday of John Amos Comenius, March 28, will in future be observed in all the schools of Czechoslovakia by a "peace lesson" of a half hour. An order to this effect was issued by the ministry of education on March 6. Comenius, the great Czech teacher, was the first to advocate a world peace campaign through general education of all nations.—*Emanuel V. Lippert.*

Regular Army tents are used, and four men occupy each one

Functions of Municipal Universities and of Municipal Junior Colleges

Few of the Universities Under Municipal Control Developed from Junior Colleges, but That Will be Logical Procedure in Future. Administration by City School Board Favorable to Complete Articulation of Courses. Activities of Municipal Universities are Varied and Complex. Two-year Completion Courses are an Outstanding Need

By GEORGE F. ZOOK
President Municipal University of Akron

ONE would naturally assume that a municipal university is a municipal junior college which has grown up into full maturity, and that there must inevitably be a great many points of similarity between the municipal junior college and the municipal university.

There is substantial truth in this statement. The Detroit Junior College, after a rapid growth in enrollment, recently became a full four-year college with the power to grant degrees. Doubtless there will be other examples of this character in the years to come. A municipal university draws its main financial support from the proceeds of public taxation in the same way that a municipal junior college does. It is entirely natural, too, that a high percentage of the students enrolled at both types of institutions should reside in the city from which each respectively gains its support. Finally, each is likely to be imbued with a common zeal for a great variety of public service.

These are important points of likeness between the municipal university and the municipal junior college, but it is nevertheless clear that the similarity is not so great as might be expected. There are indeed more significant points of differentiation between the two types of institutions, as so far developed, than there are points of similarity.

Some Cities Adopted Private Institutions

The fundamental reason for this situation is the fact that so far they have had little historical connection except, as I have said, in Detroit. The older municipal universities, in New York City, Louisville, Cincinnati, Akron, and Toledo, were founded on other bases—sometimes, as in Cincinnati and Akron, a privately controlled college which was given to a city in return for the promise of financial support. With the growth of municipal junior colleges it may be expected that in the future they will be the foundation on which municipal universities are most frequently based.

There are other obvious points of differentiation between municipal junior colleges and municipal universities. The municipal junior college is usually located in close proximity to, if not in the same building with, a city high school. The students use the same library and occasionally the same laboratories and recitation rooms used by the high-school students. Naturally there is a tendency for the high school and the junior college to give each other the benefit of their respective facilities wherever it is convenient to do so.

Municipal universities, however, are invariably located on a separate campus with separate buildings, including libraries, laboratories, recitation rooms, and lecture halls. In general there are up to the present time infrequent instances of the mutual use of buildings and equipment. Finally, the municipal universities fix their own entrance requirements in substantially the usual way, whereas the municipal junior colleges more liberally adjust their requirements to that which the student has had during the previous four years.

Universities Ordinarily under Separate Control

The difference between the method of control or government of the municipal junior college and that of the municipal university is perhaps most significant. Ordinarily the municipal junior college is controlled by the governing board which has charge of the public schools, and the superintendent of schools is at once the administrative head of the public schools and of the junior college. The dean of the junior college stands in exactly the same relationship to the superintendent as the high-school principal does. Indeed, they are frequently one and the same person. The school board is elected for short terms by the people, and is often the subject of bitter political contests.

On the other hand, the governing boards of the municipal universities are usually entirely separate from the school board, and are appointed by the mayor of the city for longer periods of office. Thus far there have been few instances of political entanglement or difficulty in connection with appointive boards of the municipal universities.

The difference in the method of selection of the members of the two boards should be distinctly to the advantage of the municipal university. It is well known that leading citizens frequently refuse to allow themselves to become candidates for office when they realize that they may be drawn into distasteful political publicity. On the other hand, few civic and business leaders refuse appointment to the governing board of a municipal university. Usually they see an excellent opportunity to help raise the standards of the civic and social life of the community through the numerous services offered by the university. Service on the governing board of a municipal university is therefore less spectacular and less in the public press, but it may for that reason attract a more capable and higher type of board. The very nature of the task naturally challenges the mayor of a city to base his appointments upon distinguished service rather than political expediency.

The complexity and the difference in the character of the work of a municipal university from that of the usual municipal junior college appear to offer substantial reasons for a separate board to govern the municipal university. At present few municipal junior colleges attempt more than the first two years of the usual academic work. Inasmuch as this is primarily an extension of the regular high-school program there are very few serious educational problems which may not be considered by the school administration as similar to the problems of secondary education.

Correlation Presents a Complex Problem

On the other hand, the first two years of college work is only a small part of the complex program of a municipal university. There is the problem of correlating the first two years of college with the major work of the latter two years, and with graduate work comprising at least the master's degree. There is the teachers college with its variety of curricula for the preparation of teachers in the elementary and secondary schools; engineering with its main branches of civil, electrical, and mechanical; and the home economics course of study as a preparation for home making; and certain specialized work. Occasionally also, where the

population justifies it, other technical and professional schools, as for example, law, medicine, dentistry, and pharmacy are included in the educational program of the municipal university. Last but by no means least is the evening session, which frequently serves as many different individuals as the regular day session. In other words the program of the municipal university is fully as complex as that of any type of higher institution bearing the name university. There is therefore as much reason for separating the administration of the municipal university from that of the public schools as there is with any other type of college or university.

Junior Colleges Enjoy Certain Advantages

Although it is obvious that the appointive board of a municipal university may have certain advantages over the elected school board governing a municipal junior college, the question may be raised whether the municipal junior college does not enjoy certain advantages over the municipal university in being under the same administration which governs the public schools, instead of the entirely separate administration of the municipal university. So long as the two boards and administration are entirely separate there is a tendency to preserve all the old cleavage separating the high school from the college; this may be eliminated more readily by the municipal junior college when administered by the board in charge of the public schools. The familiar topics of dispute such as entrance requirements, examinations, and certificates are not to be overlooked.

There may be no more correlation of work between the public-school system and a municipal university than there is between the public-school system and other types of higher educational institutions. Such a situation is decidedly unfortunate. In a municipal system of education whether it comprise a university or only a junior college it should be possible for students to pass easily from one stage to another with the least possible waste of the student's time and of the public's money. It seems to me that there has not been as much progress in this direction as we may legitimately expect of the municipal universities.

Technical Completion Courses are Needed

During the past two or three years emphasis has frequently been laid on the need for a variety of semiprofessional and technical courses of study in municipal junior colleges, which should be completion courses rather than the first two years of a four-year curriculum. Up to the present time, however, two-year curricula of this character have not made much progress in the program of the municipal junior college, partly, perhaps, because a number of persons identified with this type of education vigorously oppose applying the name junior college to such work.

I refer particularly to the industrial and mechanical institutes, some of which have rendered excellent, though relatively unknown, service. This service is so valuable and the need for its rapid development is so great that there is every reason why it should become a recognized part of the regular educational system. I know of no fundamental reason why there should not be two types of junior college work operated side by side, namely the first two years of the four-year college curriculum and completion courses of one and two years, just as vocational work is now conducted alongside the general work in the high schools, and just as in the university technical and professional curricula are offered alongside the courses in the liberal arts.

Two- Year Curricula for Universities

Indeed, I regard the two-year technical curricula as so important that my main concern at present is whether the municipal universities, which so far like other types of higher institutions have been mainly concerned with four-year curricula, can develop successfully junior college completion courses, technical or semiprofessional, alongside the four-year courses of study. The history of such attempts seems to argue against the idea. The long and relatively unsuccessful experience of the land-grant colleges in establishing and maintaining one and two year curricula in agriculture and mechanic arts may be adduced as evidence of the impracticability of the idea. But the non-technical character of farming until recent years, and the fact that most of the land-grant colleges are so located as not to be able to work in close correlation with the industries are important considerations which should modify adverse conclusions. For a number of reasons, I am convinced of the practicability of establishing junior college completion courses under the same administration and on the same campus with that of the present municipal universities. There are many examples of successful technical short courses in our land-grant colleges both in agriculture and mechanic arts. All that is necessary to guarantee the success of these short technical courses is that there be competent and zealous men and women in charge of the work who believe thoroughly in and understand clearly the objectives of the courses as against the four-year curricula.

Successful Completion Courses in Operation

Moreover, one can not fail to recall numerous other examples of junior college completion courses in the universities which are generally conceded to be successful. I refer to the one year curriculum in library training, the two year curricula in pharmacy, teacher training and business education, and the three year curricula in pharmacy and nurse training, all of which have long been recognized parts of the work of the universities, private, State, and municipal. All these examples of successful junior college completion courses of study in the present program of the universities, as well as the logic of the situation, point plainly to the conclusion that the municipal university of the future will include in its program not only the usual four year curricula but also a variety of junior college completion curricula of technical and semiprofessional character. If it does not do so it will be losing one of its best opportunities to correlate its work with the public high schools on the one hand and with business and the industries on the other.

Both the municipal universities and the municipal junior colleges have been entirely too modest in their educational programs. A variety of technical completion courses of junior college grade should be organized and adjusted to the needs of business and industry. The whole field of evening instruction, both general and technical, is awaiting vigorous development. Much remains to be done in ascertaining the direction in which the native ability and interests of students run and in adjusting our educational programs to suit their respective needs. Finally, there is still great need among both the municipal universities and the junior colleges to correlate their courses of study more closely with the work of the high schools in order to eliminate all possible waste of time and money.

Platoon School Offers Possibility for Great Progress

SURELY we can not say that the platoon school is mechanized or over-supervised. It is anything but that. I see in it a possibility for great progress in education in the future. A differentiation of method is made possible by a greater and clearer emphasis upon the distinction between tool subjects and social or special subjects. In the former we should have a clear understanding of minimum essentials with use of standard tests to measure progress towards definite goals set up. The individual method could be used under proper technique. In the social or special subjects the socialized recitation comes in, and the project method finds its place. No tests should be given, and the cultural and appreciative side of education should here be emphasized.—*J. T. Johnson, Department of Education, Chicago Normal College.*

High School Athletics For The Benefit of The Individual

Inter-school Contests Now Organized for Winning Championships. Advantages to Participants are Many, but Changed Eligibility Rules Would Extend Benefits to Greater Numbers. Limit Competition of Adults Against Boys

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

INTER-SCHOOL contests have not thus far been carried on for the benefit of the individual but rather for the glory of the school, as an advertisement to get new students, or as an entertainment and spectacle.

The suggestions that I have to make will seem impractical and undersirable to those whose main interest is in winning victories. Probably there are not many, if any schools, ready to put this program into operation at present. Nevertheless a consideration of the principles involved can not be amiss.

It is generally admitted by the leaders in physical education that inter-school contests as now organized for the purpose of winning championships have comparatively little value in physical education. They over-train many, require too early specialization, often cause serious injuries and reach only a small percentage of the student body.

There are important advantages, however, in inter-school contests. They develop the highest degree of technical skill, and loyalty, cooperation, and good comradeship to a remarkable degree. Through the training rules they keep the members from dissipation and induce them to follow the laws of health. The practice in keeping your head under difficult circumstances and doing your best to the end of a winning or losing game is likely to be valuable throughout life. The athlete in going about to contests with other schools must learn how to meet people and make acquaintances. He has an opportunity for travel and to learn about other colleges and people. The intimate contact with the coach, if he happens to be such a man as "old man Stagg" of Chicago, may be one of the determining influences in life.

Rules Made for Four-Year Schools

Nearly all rules of eligibility are built on the supposition that the high school begins with the ninth grade. This type of high school still prevails in the country districts and is likely to continue. The high schools in the country and rural towns are usually small, with many students over-age. The number available for inter-school contests is often so limited that it is necessary to use nearly all the available material. The rules of eligibility usually ignore the new division into junior and senior high schools and still allow high school students to compete for four years in football and basketball. There can be little doubt that this is wrong. The college does not permit competition for more than three years, and the high school should not permit it even though the ninth grade were in the same building and school. There is almost universal agreement among competent physical directors that students in junior high schools should not enter inter-school contests in football, basketball, and the longer races.

New Eligibility Rules Proposed

In the interest of the students and general training I would suggest the following rules of eligibility in high-school contests:

1. In rural high schools of fewer than 100 students, where the number is often barely sufficient to make up the necessary teams, that students be allowed to compete for 4 years, and until they are 21 years of age.

2. In high schools with a membership from 100 to 200, students be allowed to compete for 4 years, and until they are 20 years of age.

3. In high schools with a membership from 200 to 500, they be allowed to compete for 3 years, and until they are 19 years of age.

4. In high schools with a membership from 500 to 1,000, they be allowed to compete in any one event only 2 years, and until they are 19 years of age.

5. In high schools of more than 1,000, they be allowed to compete only 1 year in any one event, and only until they are 18 years of age.

The most serious injuries in football come from young boys being pitted against men of college age. The man who is 20 or 21 years old should be a sophomore or junior in college and not in high school. If these men are allowed to compete in high school, they crowd out the boys who are going through high school at a normal rate to graduate at 18. The boy who graduates at 18 is probably only 17 during his last football season.

By limiting the contestants in the big high schools to one or two years, too early specialization is prevented, the high school must train a much larger number of its students, and larger percentage of the boys may thus take part in the contests. The boy who is making normal progress has a normal chance to get on the school team and win his letter. In training a larger percentage of students for inter-school contests the teams on an average will probably be as good, or nearly so, as where a single group of boys make the team in football or basketball and hold their places for four years. Such a ruling would also put the small school more nearly on an equality with the large school.

At any rate, if we are thinking of justice to the normal boy and the interest of the student rather than a spectacle and a winning team, the rule for the city high school that the boy should not compete for more than three years nor after his nineteenth year is so obvious that its efficacy can not well be denied. The boy who is 19 during his last football season will probably be 20, and 2 years overage, at graduation.

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British Scholars Studying American Education

An additional scholarship for educational research in America, available to teachers in Great Britain and Ireland, has been established in connection with the research work of the City of London Vacation Course. The new Bush scholarship has a value of £300, and the appointee, who may be a man or woman, will be sent out this fall or early in 1927. Appointment will be made by an advisory board consisting of the president of the course and other educational officials. Candidates must submit a statement of the research proposed and method to be pursued. The appointee will be required to send monthly reports of progress made, and upon completion of the work present a thesis embodying results of the study.

Two scholars have already visited America under similar appointment by the City of London Vacation Course. Miss Mabel J. Wellock made a tour of the country in 1925 studying elementary education, and Mr. Arthur B. Neal is now investigating junior high schools and rural education.

To meet the demand for trained veterinarians in the Philippines and to protect livestock in the Islands from threatened epidemics, a scholarship of 35 pesos monthly as well as exemption from matriculation and laboratory fees is offered by the Philippine government to students in veterinary science.

· SCHOOL LIFE ·

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MAY, 1926

Are High Schools Entering the College Field?

OF MORE than 1,600 students who were graduated in 1925 from the senior high schools of the District of Columbia, 34 are continuing their studies in the schools from which they were graduated. These students can not hope to receive credit for such work if they apply for admission to a college, and it is evident that they remain in order to gain some knowledge or skill which they expect to be of immediate use to them. The school officials do not encourage postgraduate study. As one of them recently stated, "When we have graduated them we have done all we can for them; we can not keep them any longer."

This undoubtedly is indicative of the condition throughout the country. Colleges refuse credit for high-school work in excess of 15 or 16 units; high-school teachers can not spare the time that graduate students require; and many principals sturdily repel any suggestion of an attempt to do college work in high schools.

The result is seen in the figures reported in Bureau of Education Bulletin 1925, No. 40, Statistics of public high schools, 1923–24. Only 8,492 "postgraduate and special students" are reported in 14,827 high schools. Even if all these were postgraduate students, and clearly they are not, the proportion would be slightly more than one student to two schools. Postgraduate work in public high schools is, therefore, a negligible quantity.

Nevertheless, well-equipped high schools are not only capable of doing some college work, but they are actually doing it. At least they are doing much of the same work that the colleges are doing, which amounts to the same thing. The duplication of effort and the lack of coordination between the two classes of institutions is an old story. The extent of it was shown by Dr. Leonard V. Koos in his monumental work, "The Junior College." He found that 200 students actually repeated in college one-fifth of the work they had done in the high school, and that the loss of time which the duplication caused amounted to four-fifths of a high school year.

The effective remedy is not in unrecognized postgraduate high-school work, but in pursuing the logical development of public education by expanding the high schools into junior colleges in sufficient numbers to care for those who wish to attend them.

Doctor Zook's article in this number emphasizes the efficiency of the municipal junior college as a means of coordination, and he commends this normal development of city high schools. This course has been followed in about 60 places, and the tendency is steadily to increase the number.

The greatest hindrance to the increase may be illustrated by citing Washington again as a typical example. A bill was introduced in the Congress to establish a municipal junior college, but the board of education reported adversely upon it because the available funds are not sufficient, in justice to existing schools.

The arguments for the junior college are good, and it will undoubtedly come when the necessary money is to be had.

Another Cycle in Adult Education

ADULT EDUCATION has steadily grown in relative importance since the war, and it has become one of the major topics in educational discussion. The inception and the steps in the progress of the new movement are well known.

Adult education is not new in America. Like physical training and industrial education, it has progressed in cycles. The present movement is so far not more extensive than its predecessors, but it appears already to be of more substantial quality.

One of the most remarkable phenomena in American education was the prevalence of "lyceums," the first important movement for adult education, which marked the middle half of the nineteenth century. This movement originated in Massachusetts, but it spread rapidly over the country. In cities and villages of every section associations were organized which met regularly, indulged in debates, heard lectures, and enjoyed social intercourse. At one time no less than 12,000 communities were thus organized. Libraries and museums were commonly maintained by the lyceums, and many "lyceum bureaus" did a flourishing business in supplying lecturers. Such was the vogue of some of the popular speakers that a single address was delivered 2,000 times, it is said.

The Chautauqua movement of the last quarter of the century was another extensive effort for adult education, and it spread as the lyceums waned. An educational camp meeting in western New York was the beginning of this movement, and before many years had passed practically every State had at least one "annual assembly." The means by which Chautauqua attained its widest influence, however, was "Chautauqua Literary and Scientific Circle," branches of which were organized in thousands of communities. Reading courses were prescribed, and "seals" were granted by the parent Chautauqua for the completion of those courses. The groups of members met regularly for conference and discussion, usually under competent leadership. Lecturers were supplied to groups and assemblies by bureaus whose methods were similar to those of the lyceum bureaus.

With influence not so widespread but equally significant as recognition of the importance of adult education were the mechanics institutes which sprang up in many American cities, beginning with the second quarter of the nineteenth century. The most famous of these were Franklin Institute, of Philadelphia; Maryland Institute, of Baltimore; Ohio Mechanics Institute, of Cincinnati; General Society of Mechanics and Tradesmen, of New York; Spring Garden Institute, of Philadelphia; and Cooper Union, of New York. All of them declared their purpose to promote and disseminate literary and scientific knowledge. They offered technical instruction for apprentices, night schools for men and boys, and lecture courses; all maintained libraries. With the growth of public school systems many of the direct educational activities of institutions of this class were discontinued.

The lyceums, Chautauqua, and the mechanics' institutes were the outstanding manifestations in the past century of the desire which abides in Americans for intellectual growth throughout life. The same desire is manifested in this day in unparalleled patronage of summer schools, university extension classes, correspondence courses, evening courses, reading courses, and lecture courses in great variety. A very considerable proportion of the adult population thus employ a large part of the time not occupied by vocations essential to living. The part which the libraries of the country play in the movement is especially noteworthy.

"Adult education" in pedagogical terminology is ordinarily restricted to organized effort with a definite purpose and directed by an established educational agency. This limitation is convenient for those who administer the agencies for systematic study; it does not ignore the mental development that comes without purposeful effort, but it assumes that as a common possession of all Americans.

Our people are the greatest newspaper readers and the greatest travelers on earth.

No other nation can show such circulation of periodicals, such mileage of railroads, and such numbers of automobiles. No agencies other than those for formal instruction are so effective as these in mental growth. They take the individual out of his narrow environment and make of him a citizen of the world. Add the similar influence of the radio, the theater, including the movies, and of the countless societies and fraternities which claim in their membership nearly every normal American, and one is not far from the explanation of that alertness, self-confidence, and individual initiative which characterize our countrymen wherever they may be.

Second Campaign for Physically Fit Children

Encouraged by the results of the summer campaign of 1925 to send children to the first grade of school 100% free from remediable physical defects, the Department of the Interior, Bureau of Education, is promoting a second nation-wide summer campaign for the same purpose in cooperation with the National Congress of Parents and Teachers. This movement has the endorsement of the American Medical Association, the American Child Health Association, and of many other agencies working for the welfare of children. The Bureau of Education is calling upon State Superintendents of Public Instruction, and city and county superintendents of schools for their cooperation.

Five hundred parent-teacher associations in as many school districts have already applied for registration as participants in advance of the opening of the 1926 campaign.

Material for use in the campaign has been prepared with the cooperation and approval of the American Medical Association and other medical and educational authorities. This material includes a broadside prepared by the National Congress of Parents and Teachers, the honor roll for 1925, reports of how the campaign of 1925 was carried out in several States, further campaign requirements, a physical examination form, height-age-weight tables, report cards, etc. All of these helps were issued by the National Congress of Parents and Teachers and will be supplied free upon application by the Campaign Director, 5517 Germantown Avenue, Philadelphia, Pa.

The first health examination should be held during May; defects should be corrected during June, July, and August, and the second health examination should be held during September. This means that if parent-teacher associations are to take part, parents, teachers, school officials, doctors, and nurses must lose no time in obtaining the material and in registering for the campaign. May Day has been chosen as opening day for the campaign.

To Analyze and Interpret Curriculum Materials

The Commissioner of Education of the United States has formed a committee on materials of instruction. It is announced by the Bureau of Education, Department of the Interior, that the following persons have accepted appointment on this committee:

Miss Mary McSkimmon, president, National Education Association; Dr. W. B. Owen, president of the Chicago Normal College and past president of the National Education Association; Dr. Randall J. Condon, superintendent of schools of Cincinnati and president of the department of superintendence of the National Education Association; S. D. Shankland, executive secretary, department of superintendence; Hon. J. C. Wright, director, Federal Board for Vocational Education; Hon. A. B. Meredith, commissioner of education of Connecticut; Matthew Woll, American Federation of Labor; A. W. Whitney, National Safety Council; Dr. Charles H. Judd, director of the School of Education of the University of Chicago; Dr. C. R. Mann, director, American Council on Education; Dr. George A. Works, professor of rural education, Cornell University; Mrs. Susan M. Dorsey, superintendent of schools, Los Angeles, Calif.; and John J. Tigert, Commissioner of Education of the United States.

The purpose of this committee is to collect, analyze and interpret materials which may be used by those who are engaged in curriculum study and curriculum reorganization.

The first meeting of the committee will be held in Washington on May 7.

Indian School Service Requires More Teachers

Teachers of elementary grades and of junior and senior high schools are required by United States Indian school service. Beginning salaries are $1,200, $1,440, and $1,560, respectively. Principals at salaries from $1,500 to $2,400 may be appointed from the same examinations. Furnished quarters, heat, and light are allowed to appointees free of cost. Full information may be obtained from the United States Civil Service Commission, Washington, D. C.

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.

Biennial survey of education, 1920–1922. Statistics. (Bulletin, 1924, No. 14.) $1.

Statistics of land-grant colleges, 1923. W. J. Greenleaf. (Bulletin, 1925, No. 19.) 10 cents.

Statistics of land-grant colleges, 1924. W. J. Greenleaf. (Bulletin, 1925, No. 26.) 10 cents.

Statistics of teachers' colleges and normal schools. (Bulletin, 1925, No. 28.) 10 cents.

Education pays the State. M. A. Foster. (Bulletin, 1925, No. 33.) 5 cents.

Review of educational legislation, 1923 and 1924. W. R. Hood. (Bulletin, 1925, No. 35.) 5 cents.

Industrial education. M. M. Proffitt. (Bulletin, 1925, No. 37.) 5 cents.

Art education in the United States. R. B. Farnum. (Bulletin, 1925, No. 38.) 5 cents.

Statistics of public high schools. (Bulletin, 1925, No. 40.) 5 cents.

Statistics of State school systems, 1922–1924. (Bulletin, 1925, No. 42.) 10 cents.

Educational directory, 1926. (Bulletin, 1926, No. 1.) 20 cents.

Bibliography of secondary education research, 1920–1925. E. E. Windes and W. J. Greenleaf. (Bulletin, 1926, No. 2.) 15 cents.

Education in the Irish Free State. (Foreign Education Leaflet, No. 1.) 5 cents.

Policies and curricula of schools of education in State Universities. J. B. Edmonson and A. H. Webster. (Higher Education Circular, No. 30.) 5 cents.

Home economics instruction in certain higher institutions. Emeline S. Whitcomb. (Home Economics Circular, No. 20.) 5 cents.

Publications of the United States Bureau of Education of special interest to high school teachers.

Salaries of rural teachers and length of school term. Alex Summers. (Rural School Leaflet, No. 39.) 5 cents.

A rural curriculum: An outstanding need in rural schools. Fannie W. Dunn. (Rural School Leaflet, No. 40.) 5 cents.

Training of dental hygienists. J. F. Rogers. (School Health Studies, No. 9.) 5 cents.

Pupils Should Be in Contact With Manifestations of Art

Make that Contact Definite by Technical Exercises, and Obtain Reaction in Conscious Habit. Basis of Wilmington Art Course is Collection of Art Objects to be Taken into Schools. Historic Ornament is Emphasized

By ALBERT W. BARKER
Director of Art Education, Wilmington (Del.) Public Schools

ELEMENTARY ART in the public schools of Wilmington is planned to give pupils an art experience that will remain a memorable part of their schooling. To do this under ordinary school conditions with the time allotment of one hour a week has called for strict economy of effort.

Our chief aim is to bring the child into contact with superior works of fine and applied art, to make this contact definite by means of technical exercises, and to obtain a genuine reaction in conscious habit of choice and comparison. We are not teaching theory; we are not teaching a narrow and limited technical facility for vocational ends; we are not teaching art as a means of self-expression. We are trying to enlarge the child's experience among the better things and better standards of things. In enlarging and enriching his experience we are enlarging the scope and power of the child to the point where self-expression may follow; and it will then be worth expression. We believe in leading the child to experiences of beauty and worth in art before expecting him to produce a worthy art of its own.

Pictures and Sculpture not most Important

Therefore, the art work has not been planned as a kind of play, nor primarily as a means of self-expression, nor yet for the development of the comparatively rare gift of picture making. It is not even planned to give technical expertness except as a by-product. We want the pupils to draw and design beautiful things, but also we want them to see and know about more things and better things than they can make in a school course. We want them to come in contact with works which embody professional standards of design and workmanship. This refers partly to pictures and sculpture and other works of fine or unapplied art, but it refers much more to the many other manifestations of art which occupy a larger place in our lives than pictures do. Of necessity everyone buys and uses furniture and clothing, lives in a house and can have a garden, if it is only a window box. It takes art to make these better, and it takes art experience to recognize and enjoy the better things when made.

The technical part of the program is planned to cause the child to look intently; it is a modified form of such a course in a professional school; we do no poor work or foolish work with the idea that it is child-like. Our drawing is real drawing, our lettering is real lettering, our color is real color from the first grade up.

The physical instrument of a logical course of this sort must be a museum. This applies not only to the high-school course and those of the upper grades, but equally to those of earlier. At no age is the school child too young to profit by the associations and contacts of a great collection of beautiful things.

No existing museum exactly fits our needs.

City Museums are not Sufficient

No matter how small the city in which it stands, it is manifestly impossible for a museum to accommodate all the school children, even if a system of rotation could be devised and the problem of transportation satisfactorily and economically solved. At best, in the large cities (no others have such museums) the pupils visit the museum two or three times in the year and then in some haste check up the items of a prescribed schedule. Under existing conditions, nothing better seems possible.

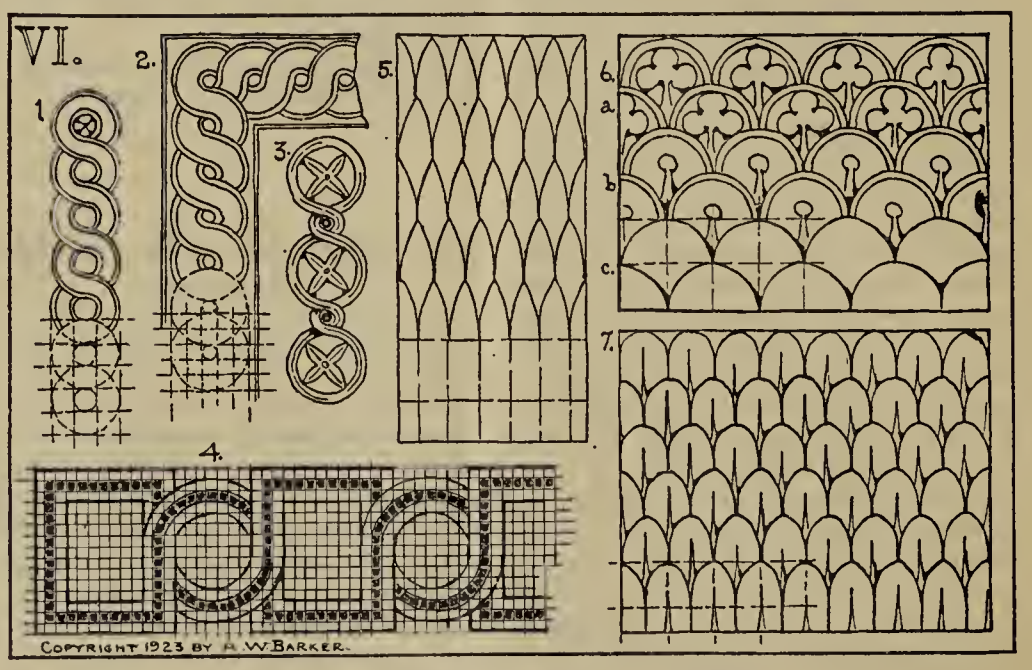
It is, however, possible that most of the advantages of the large museum can be carried into the schools themselves and can be made the basis of the whole course in art, and that at an expense within the reach of any modern school system. To bring the right kinds of works of fine and applied art before the child during every art lesson we have begun a new kind of museum in Wilmington and already have installed two units. When complete there will be a unit or "alcove" for each school not permanently installed, but passing to each school in turn for one semester in each.

Each of these groups of museum material will illustrate (1) a technique or type of product, for example, pottery, rugs, etc.; or (2) a period, for example, colonial American; or (3) a characteristic national art, for example, Japanese art.

Each of these groups of museum material will consist of (a) a few authentic and characteristic examples; (b) numerous photographs, color prints or casts of suitable size for classroom display; (c) numerous small cuts, photographs, etc., mounted on standard 4 by 6 inch catalogue cards, for desk use.

Brings Material Beyond Child's Usual Experience

Take, for example, a group to represent Japanese art: A good collection of modern pottery, one or two pieces of metal work, a dozen good prints, examples of lacquer, of textiles and papers, color prints from a book on Japan, examples of architecture, etc., from copies of the Geographic Magazine, Asia Magazine, and other periodicals and similar material, even from catalogues, particularly sales catalogues of collections, museum catalogues, etc. Plates illustrating costume, history or customs and technical processes would be included. Such a museum will bring before the pupils groups of material far beyond the usual experience of the average child.



Historic ornament motives are printed on cards

Two such units, one representing the art of Japan and the other modern table china, have already been assembled and installed. Several other units are planned and will be arranged as soon as practical conditions warrant. In the meantime the program of simple graded technical exercises which now has been in operation for several years is continued as hitherto. The museum material furnishes objects for drawing, supplies ornamental motives and types of design, and it affords the background and the elements for adaptations and recombinations in what is called original design. Predominant as is the place of art appreciation (as distinguished from art creation) in the lives of all but artists and designers, it would not serve our purpose to displace these elementary technical exercises and to do away with the opportunity for the pupil to handle color and draw for form and proportion. These are the only sure means to secure the attention of the class to the works that are before them. Without them the quality of appreciation would degenerate at once into passive acceptance, guesswork, boredom, and affectation.

Pencil and Water-Color Easiest Mediums

These technical exercises reflect the general purpose of the course. Throughout their work from the first grade to the eighth, the pupils work in pencil and water-color, the easiest mediums in which to study, and those of most general use.

The subjects and the order of their presentation are shown in the following table. They are the same in all grades below the high school. We should teach more subjects—modeling, for example—but we find the time allotment too short.

Lettering, and the composition of lettering, is one of our most valuable studies. As drawing, as design, and as an obviously useful form of art it appeals to all. At first the children learn the alphabet and to spell their own names in large capitals of the simplest skeleton form, using pencil and brush. By the time they enter the fifth grade they are using a modified Serlio alphabet with thick and thin elements, serifs, etc. This alphabet has been redrawn, a zinc plate made and printed on standard 4 by 6 inch cards. At no time is the crude block letter tolerated. The use of the ruler, except for guide lines, is taboo.

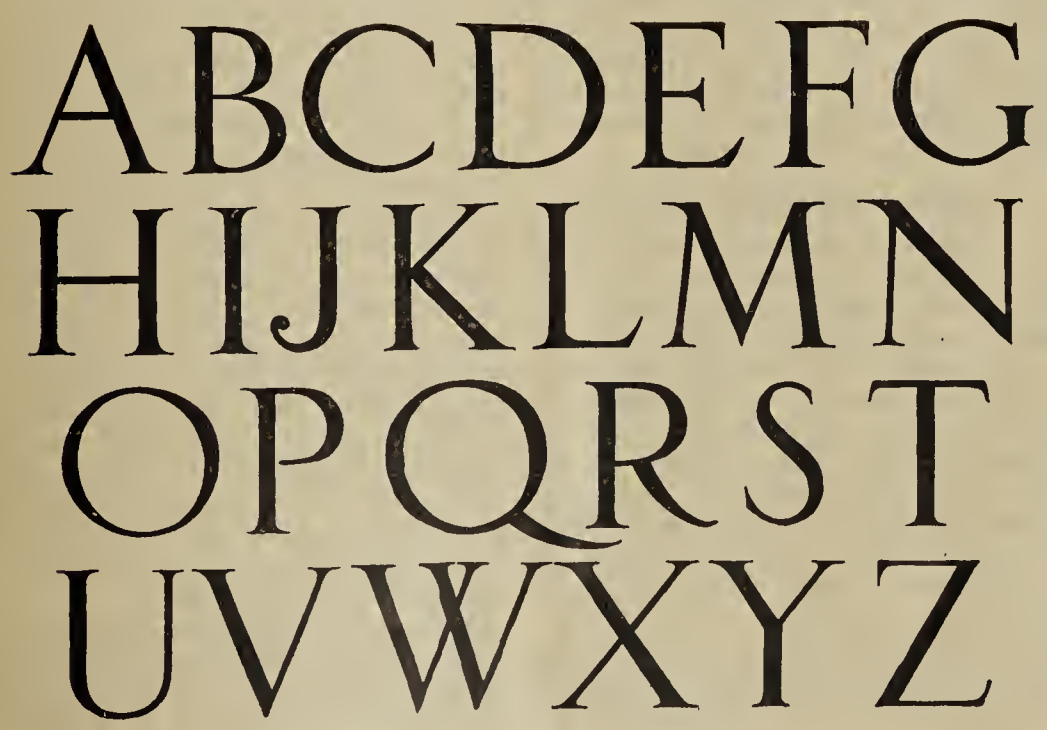
Order of Subjects—Second Term

Weeks	
1, 2, 3	Lettering.
4, 5, 6	Color exercises.
7, 8	Drawing of objects in pencil.
9, 10	Design elements.
11, 12, 13, 14	Design problem.
15, 16	Drawing of objects in pencil.
17	Memory drawing.
18, 19	Drawing in color (flowers or still life).

In color the work begins with the identification of color, the comparison and classification of tints and mixtures (textile samples, etc.) as to redness, yellowness, etc., and with elementary brush exercises. It leads in the upper grades to exercises in proposing new schemes for existing patterns (cretonnes, etc.) The aim is to train the child to satisfy his own increasingly refined color sense by exercising his faculty on problems of obvious meaning and applicability.

Theory of color or of design is held good only so far as it makes the child more definitely conscious of these elements in the work of art that is before him. Theory may do this by aiding in classification or by supplying the nomenclature. On the other hand any theory that is proposed with the aim of enabling the pupil to produce satisfactory patterns or proportions or pleasing color by rule and not by developing his own sense of color or design is educationally vicious, however true it may be as a theory. Our interest lies in the child and its life experience, not in the result on paper.

The remaining subjects are treated exactly as they are treated in the best professional schools, due allowance being made for the extreme simplicity of subject and handling called for by the immaturity of the pupils.



Lettering and the composition of lettering is a valuable study

Cards of Historic Ornament Motives

In this, our course does not differ greatly from some of the serious methods in use elsewhere. One further detail alone is perhaps worth mention. Until the museum plan can be extended to all the schools in the system (and this can not well be done except where there is a special art room and a special art teacher) we have found it useful to have small plates of historic ornament motives printed on cards of the standard 4 by 6 inch size. On these cards there is no attempt to classify the motives according to style; the historic interest should come later; easy motives of various styles are on the cards for the earlier grades, harder ones on those for the older pupils. In the lower grades squared paper is used and color schemes are derived from textile samples and color prints. No two pupils need study the same patterns; a few units of each of various motives are drawn by each pupil; color schemes are exceedingly varied and the work of any class shows work of greatest variety and freshness of treatment. All these ornamental motives have a long history of development and abundant present use, and the child who has become familiar with them and adapted some of them to his own purposes will have tangible proof that rhythm and harmony, essential indeed, are not the whole essential of good ornament.

When a child has been led through such a course as is here outlined he has been made conscious of the availability of works of superior design and workmanship, and has learned that a museum need not mean a collection of rare and exotic works representing other epochs and other civilizations, but in his own experience it has meant a collection of high grade products gathered from the open markets of the world. He is then prepared to bring into his own home or into his own business these better things, and as a business man to think of quality production as one of the high aims of human industry.

Czechoslovakia maintained in December, 1924, 1,416 infant schools, 1,047 kindergartens, 366 nursery schools, and 58 crêches. These schools were attended by 89,282 children.—*Emanuel V. Lippert.*

Teachers and Principals are Factors in Educational Research

Speculation Based Upon Unproved Data Not Sufficient Basis for Educational Reforms. Means of Finding Facts and Measuring Results Essential to True Progress. Research Conducted in Classroom Promises Large Returns

ARTHUR J. JONES
Professor of Secondary Education, University of Pennsylvania

ONE of the most persistent criticisms of education as a profession is that it is based largely on speculative philosophy; it is a matter of opinion, of trial and error, of subjective judgment, where one man's opinion is as good as another's. Consequently, the business man, the parent, or the man on the street often feels that his opinion on the schools is as good as that of anyone else. The teacher, the principal, and the superintendent are often looked upon as theorists, with little, if any, understanding of life as it really is.

This stage in the development of education is rapidly passing. The fact that it is passing is due largely to the widespread interest in research into educational problems of all kinds. Research aims to discover truth; it is not satisfied with a priori reasoning, nor subjective judgments, nor mere speculation based upon insecure and unproved data. Educators everywhere are looking for facts, for truths upon which to base educational reforms. They want to know whether the new method actually brings better results, not what some people think about it. They want to find whether the sixty-minute supervised study period actually improves the quality and quantity of the pupils' achievement as compared with the old forty-five minute recitation period.

Must Have Means of Knowing Results

True progress can come only when we devise ways and means of finding facts and measuring results. This is especially true of education because it is so complex and the results are so often delayed. We have for so long merely "carried on" and followed in the footsteps of those who have gone before that we have been too content to take it for granted that the objectives we set up are actually accomplished when in reality we are completely in the dark and have no means of knowing what the results are.

This attitude of mind that relies upon tradition and authority, combined with the complexity of the problem, has served to delay the scientific search for truth in education. Although we have not progressed very far into the field of real scientific research in education at least two things have been accomplished: (1) The importance of the discovery of truth has been demonstrated; and (2) methods of finding the truth have been partially developed.

Research Formerly Confined to Laboratory

Up to the present time educational research, in common with other forms of truth finding, has been confined largely to the laboratory, to places where data could be assembled, dissected, and analyzed apart from the schoolroom, and certain conclusions reached that were sent back to the schoolroom for use. In the psychological laboratory various experiments have been made to find what method of memorizing is the most effective. The results showed that the method of memorizing a selection as a whole was much more effective than the old one of learning it in parts.

The expert comes to the school and obtains certain facts about attendance, costs, methods of instruction, teachers, etc. He takes these to his workroom, his laboratory, analyzes them and makes his recommendations for improvements. This will always remain a very important part of the machinery of research in education. Certain problems can best be investigated in a place apart, where conditions can be absolutely controlled. Every school system should have such an agency. The rapid development of Bureaus of Educational Research in our large cities shows that the importance of this agency is now recognized.

Certain Investigations Impossible in Laboratory

But helpful and indispensable as this is, by its very isolation it can not carry on certain types of investigation nor reach valid conclusions regarding schoolroom practices. Of necessity these laboratory experiments are performed on selected groups, often of adults, and use material unlike that employed in the classroom in which the particular element under investigation is to be found. Data taken from the school by the expert are analyzed out of relation to conditions of the actual classroom.

Much research can be carried on only in the classroom where the process of education is actually taking place, where the conditions are normal, and the agencies concerned are functioning naturally. In many ways it is this kind of research that promises the largest returns. For example, which of these two methods is more effective in reducing tardiness, keeping those who are tardy in after school or making the first period in the morning very attractive? Are the results in actual achievement greater when some time is given to teaching pupils how to study than when they are thrown on their own resources? Do pupils gain appreciably more from five periods a week than from four if the same content and methods are used and other things are equal?

Must Assume Share of Responsibility

The teacher and the principal, then, become very important factors in educational research. In the near future, they must assume their proper share of this responsibility.

There are many obstacles in the way of research on the part of the teacher and the principal. One of these is lack of time and energy for the work. The teaching load carried by teachers is often so great as to preclude any possibility of time for research. Principals and boards of education are still too often obsessed by the traditional factory point of view. The teaching load is stated in terms of the number of recitations held per day or per week. "Vacant periods" are so much lost time—so far as the school is concerned. The principal is often so loaded up with petty duties that could be performed as well and often better by a secretary, that he has no time for finding the truth about the school.

Teachers do not Know the Technique

Probably the greatest deterrent to research in the school is the fact that principals and teachers do not know how to do it. Many teachers are eager to try out some plan, to investigate some phase of school work, but they do not know how to begin—they have no conception of the difficulties involved, nor of the conditions that must be established in order to make sure that the data are accurate and the conclusions valid. Many otherwise splendid investigations made by teachers and principals are made valueless because conditions essential to research are disregarded. Unfortunately, these often find their way into reputable educational journals and teachers are often confused or led astray by conclusions or recommendations based upon them.

These in brief are some considerations which prompted the National Committee on Research in Secondary Education to undertake the preparation of a bulletin

Publication sponsored by the National Committee on Research in Secondary Education.

outlining methods of research and making practical suggestions for procedure to high school principals and teachers. A preliminary draft of this bulletin prepared by a committee under the chairmanship of the writer has been completed and is in process of revision with a view to publication as a bulletin of the United States Burcau of Education. The committee hopes that this bulletin will be of real service not only to high school teachers and principals but to educational research in all its phases.

How One Delaware County is Teaching Thrift

We believe that one of the chief purposes of education is to teach good habits, and we think that thrift is a desirable habit which the schools should foster.

In November, 1925, we sent a questionnaire to every bank in Sussex County asking the following questions: (1) What is the smallest sum that you will accept for an initial deposit? (2) What is the smallest sum that you will accept as a deposit after an account has been opened? (3) Do you have small banks which you loan to children? (4) Do you have any thrift advertising material? (5) Can you, if requested, furnish thrift speakers for the schools?

With this questionnaire we sent a brief letter explaining our plan to encourage school children to save money. A similar letter was sent to each teacher.

After the answers were received from the banks we tabulated them and sent a circular letter to every teacher in the county telling her to what extent the banks in her vicinity would cooperate with us in our thrift education. We suggested to the teacher that she put the names of children opening bank accounts on the bulletin board. Teachers were told that we would ask for reports from time to time on the progress they were making in our thrift campaign. It was also suggested that teachers would volunteer to bring children's savings to the village banks when they came to town if it was inconvenient for the children to come.

We have just received a report from a one-room rural school which is 7 miles from the nearest railroad station. In October this school had an enrollment of 17, scattered through the 8 grades. The enrollment is now 21.

The children have $700 in the savings account bank in the town 7 miles away. Their parents are farmers of moderate means, and the children earned nearly all the money. We think this is a good record for a small rural school.—*Albert Early, Rural Supervisor, Georgetown, Del.*

Evening Institutes for the Diffusion of Culture

Curriculum Embraces Ancient and Modern Literature, Languages, Art, Philosophy, Economics. Each Institute under a Full-Time Head. Classes Meet in Secondary Schools. Students Must be More than 18 Years Old

By a LONDON CORRESPONDENT

"LITERARY INSTITUTES" under the direction of the Education Officer of the London County Council have become an agency for the diffusion of culture whose worth is beyond estimate.

There are 12 literary institutes now in London, the largest being the City Literary Institute with nearly 2,000 students. Each is under a full-time head. These institutes, which began in 1919, are concerned with the spread of cultural knowledge—"the humanities"—as distinct from the vocational knowledge taught in technical schools. The curriculum is largely decided by the wishes of the student; it embraces almost all branches of ancient and modern literature, elocution, the drama, modern languages, the appreciation of art, architecture and music, history, philosophy, aesthetics, artistic hobbies, and the social, political, and economic sciences. The institutes are attended by more than 7,000 men and women, grouped in about 350 courses of study. Library schemes have been inaugurated and books are obtained in single volumes or sets from the County Hall, the borough libraries, and from the Central Library for Students. The institutes have their headquarters as a rule in local secondary schools; the tuition fee for the year is 6 shillings for the first subject and 3 shillings for each additional subject. No one under 18 years of age is admitted.

"It is impossible" say the writers of a booklet recently issued by the education officer, "to estimate the social influences which the institutes are already exerting. But it is clear that with the spread of adult education profound changes will be wrought in the structure of individual, family, municipal, and national life. That these will be in the direction of greater social happiness can not be questioned."

"The institutes have grown to their present size," it is said, "by the quiet influence which each student exercises on his or her circle of friends. Husbands bring their wives; sons and daughters sometimes persuade their parents to enroll. Every student becomes inevitably a missionary of popular culture."

New York Schools Restoring Denuded Forests

Reforestation is becoming a popular school project in New York State. Two thousand trees have been planted each year for the past three years by pupils of the Cold Brook School, and the work will be continued this year. A good beginning has been made upon the school forest of Watson, Lewis County, which will ultimately cover 98 acres; trees are planted at the rate of 10,000 a year. Pupils of the Spencerport High School are planning to reforest 2½ acres of a 12-acre tract. A school forest has been started by the agricultural department of Walton High School. A plot of 5⅓ acres was purchased last year on Pine Hill, covered a century ago with a virgin white-pine forest. About a third of the plot has already been set out, and the remainder will be reforested during the next two or three years in order to train students in practical forestry.

This work is promoted by the State Conservation Commission, which supplies young forest trees free for planting on publicly owned land and at a nominal price to individuals. The Arbor Day number of Bulletin to the Schools, issued by the University of the State of New York, was largely devoted to descriptions of such efforts.

New Equalization Laws in Two States

Legislation to promote equality of educational opportunity in every part of the State has been enacted recently in Georgia and in Tennessee. Georgia will provide a fund to supplement county school funds in counties not able to support adequate schools by a five-mill local, or county, tax. This is in addition to the regular State school appropriation which is apportioned on school enrollment to the several counties of the State.

Fifty-three counties in Tennessee levied as much as 50 cents on the hundred dollars for elementary schools in order to share in the State equalization fund, so that their school term may be 8 months. Seventy-three counties out of the 95 will have the advantage of an eight-month school term.

Home Economics in the High-School Health Program

Rich Opportunities to Teachers of Home Economics in Developing Fine Type of Homemakers. Special Emphasis in Correlation with Four Departments. Personal Example of Teacher a Potent Influence

By CAROL M. DAVIS
Teacher of Home Economics, Highland Park (Mich.) High School

EVERY GIRL in the Highland Park High School is reached through the home economics department. The course is required in the seventh, ninth, and eleventh grades, and health instruction is given in all of them.

As a background for the health instruction, the normal girl is held as the model. Usually the normal girls in the class are lined up, and the best example of health in every respect is chosen by the pupils. The proper mental attitude must be incorporated in the minds of the underweight and overweight girls so that the positive view of health may be upheld. A note of caution is sometimes necessary in order that the girl may understand the scientific reasons for making the effort to be healthy and well. Another precaution in mental attitude is to assure these girls that they are not stigmatized or labeled as different from the other girls, but that the school is doing everything possible to help every girl to be the finest example of health.

In the home economics department there are weight scales which are moved each week to each of the three kitchens, so that each kitchen has the scales for at least one week—the same week every month. Each girl is given a card which is filled by her and returned to the teacher, who keeps them on file in her desk. The card has a place for name, date, height, actual weight, normal weight, difference, loss and gain, and remarks. On the back of the card each girl makes an entry of the minimum healthy weight for herself. For example, if her normal weight should be 120 pounds, 10 per cent would be 12 pounds; 12 pounds subtracted from 120 pounds leaves 108 pounds. The girl, then, could weigh from 108 pounds to 120 pounds and still be within the range of health.

Some physicians use a 7 per cent standard; but, of course, good judgment must be exercised by the nurse or physician. If a girl has three or four pounds difference in weight, then she sees that she is still of normal weight. Harm may be wrought by over-emphasizing weight as a standard, for health should be the standard; but through the weighing an interest in health is awakened first, just as through the mechanical process of cooking an interest in other things is aroused. The use of the weight card by the girl herself is just another means of awakening her interest.

A Workable Chart is Available

When the day of weighing comes the period can be spent in discussions on health. Miss De Planter, of the Philadelphia Child Health Society, has prepared an interesting and workable chart

Senior girls practice child care in the nursery school

applicable to girls in the ninth, tenth, eleventh, and twelfth grades. It shows the various phases which include good nutrition and health.

With this incentive, then, the individual cases become separate problems and the home economics teacher can be of real personal service not only in watching over the physical growth of these girls at a very critical period in their lives but in instilling in them an inspiration to make real efforts for gain in weight, correct eating habits, or in the maintenance of already perfect health.

There are four departments with which the home economics department in Highland Park make special emphasis in correlation:

Record made of Underweight Pupils

First, the nurses department.—The names of the girls who are 10 per cent or more underweight or any girls who the teacher thinks need attention for poor physique, poor posture, defective vision, etc., are given to the nurse. Previously, at the beginning of the semester, all seventh-grade children are weighed and measured by the nurses. Those who are 10 per cent or more underweight are recommended for our "nutrition room." Those who need care and can not be accommodated in the nutrition room are asked to report to the nutrition teacher once a month for advice.

Second, the nutrition room.—This room is ideally located on the third floor with an eastern and southern exposure. Those two sides are entirely of glass windows which can be adjusted for all sorts of weather or to allow the sun to come in directly upon the children. In this room are enough cots to accommodate more than 100 children in a day. No classes are held here. Girls and boys of all ages, from seventh grade up through junior college, as well as teachers, may rest here twice a day—mid-morning and mid-afternoon. A light lunch of milk and crackers precedes the rest period. They have the lunch in a room adjoining, which is lighted by a skylight and the windows from the physical-training department.

Light lunch precedes the rest period

In order to get time in the schedule for these two periods, physical-training class is dropped but credit given. If the girl has home economics class at the time she should go to "nutrition" she is excused from one of those periods—home economics has two 45-minute periods. The girl does lose something in practical work, but she is actually putting into practice health habits which are lasting and probably more important than what she is missing. The other members of the class feel, too, that the department considers the practice of these habits very important.

Credit is given in home economics with an additional grade in "nutrition." This is put on the report cards with other subjects. The mark in nutrition indicates how much effort has been made to rest well and to learn to like the foods which are desirable. The noon meal is supervised by the lunch-room director, who is trained in home economics. She gives a menu at a special price of 25 cents, and this allows for 2 or 3 choices. Foods which promote growth and tend toward bone and tooth development are emphasized by the lunch-room director and in home economics classes. Sometimes the nutrition teacher (an elementary classroom teacher formerly) has been able to interest some of them to take cod-liver oil regularly at home.

Parents' Consent Necessary to Entrance

Those in the nutrition room are weighed regularly once a month and cards with the plotted curves are kept by the nutrition teacher. The students enter only with the consent of their parents. A printed letter is sent to the parents to be signed if consent is given. Under this plan, the students go to the regular classes with their classmates and are able to keep up the same standard of work without the stigma of ostracism.

Very seldom is anyone with physical defects allowed to attend. The heart cases, of course, are recommended and occasionally a student is accepted with some defect if he promises to have it corrected within a short time—at vacation time perhaps—and in the meantime can keep up his work. Often, some one just recovering from an illness is recommended and is able to renew his health much more quickly than otherwise. The gains have been most gratifying; only one or two last semester failed to gain.

Windows of the rest room may be adjusted for any weather

If the nutrition room is completely filled, or if a girl's schedule has already been arranged so that she can not go to nutrition room at the proper hours, the home-economics teacher can aid greatly in suggesting a rest period at home after school together with a proper lunch and regular sleeping hours. Many girls have gained up to normal weight in this way without entering nutrition room. One girl already much underweight had a 45-minute lunch period. It was not a long enough time for her to be able to eat and relax after the meal. So the home-economics teacher excused her from one period of class work which came at noon, providing she would rest afterwards. She gained 5 pounds the first month.

Teacher Calls Attention to Defects

Another example of two girls in the seventh grade who had physical defects might be cited. One girl had badly infected tonsils, and the other, deviated septum. Both stayed in class during the spring semester with no apparent interest in having these defects removed. The home-economics teacher patiently urged, until finally in the summer the girl who had diseased tonsils had them removed and gained 19 pounds, coming up to normal weight by fall, in spite of the increase in height which also increased her normal weight. The second girl had the operation on her nose in the following September and has gained up to normal weight, improving remarkably in speech as well as in general physical appearance. This interest was created by the home-economics teacher. Sometimes a girl goes personally to the nutrition teacher and makes all the arrangements without suggestion from anyone.

Benefit from Sight-Conservation Room

Third, sight-conservation room.—This is a study room for students with defective vision. The evident results are shown in—

(1) Fewer absences.—One girl was absent 23 days 1 semester, an average of 1 or 2 days each week. One eye was totally blind and great strain was upon the other, even with glasses. The next semester, after attending the room, she was out six days altogether, and part of that period was due to a cold rather than from headaches or any other illness that might arise from eyestrain.

(2) Improved general health.—One of these students is in a home-economics class and is excused from one period to go to "nutrition" and then attends the sight-conservation room. The relief from headaches and eye strain, together with treatments given by an eye specialist, as well as the aid given by the nutrition room, have all tended to improve her general health and behavior. She has gained weight and is a much happier child as she reflects the interest shown her by the various departments.

(3) Improved scholarship.—A marked improvement in grades was shown by a girl who has been getting for a year very low grades; she jumped in one month to the highest grade in all subjects.

Three methods of studying are used in this room: (1) Typewriting, which relieves eyestrain by the use of a big chart. Touch system is taught, so that each student does not look continually at the printing. (2) Copying lessons in large type. (3) Reading lessons to the students.

Nursery School in a Separate Building

Fourth, the nursery school.—The nursery school is a separate residence near the school and conducted by Miss Alice Wallin, a home economics teacher, who is also supervisor of elementary home economics and is assisted by two teachers from the Merrill-Palmer School, in Detroit.

The senior girls are given a course in child care through observation of children of preschool age. The seniors spend a whole day twice a month in the nursery school so that the entire day's program can be studied.

The ninth grade girls make observation visits at one time during the semester work when diets of children are studied. A group of four or five girls visit for one period during the day to see at least one activity. Another group visits at another period. Some are excused from home economics class to do this and others go during their vacant periods. At the next lesson a discussion in home economics class follows, at which time the reports of the visits are given. All the activities of the little children and the reactions of the girls are brought together. They comment upon the regularity of meals, the food value of the meals, the play activities, exercise, fresh air, rest, mental attitudes, etc.

Constant Association Promotes Health Habits

By observing the practice of health habits by little children, the older girls see the necessity of those same habits to themselves and the importance of starting at an early age. They are reminded, also, of little brothers and sisters at home, who perhaps could be aided greatly by suggestions on their part.

Many other departments in the school can assist in the health program, and in many other health problems of girls a home economics teacher can assist because of her own close association with them—such as home conditions, unhappy family relationships, too many outside activities, too many home duties, regulation of home programs as to meals, rest, play, work, etc.

But best of all, by far the most lasting impression to be made is the actual practice of health habits by the teacher herself. Only by her own example and sincere interest in making herself a model of perfect health can she expect to inspire those in her charge to achieve the health ideal.

One can readily see the rich opportunities which challenge any home economics department to be of very great service in attempting to fulfill the aims and purposes of a desirable and workable health program in order that she may do her part in training the finest type of homemakers who will be of best possible service to the family and to the community.

Gifts to Eleven Universities Exceed Million Dollars Each

Benefactions amounting to $81,722,887 were made to universities and colleges in the United States during the year 1923–24, according to figures compiled by the Interior Department, Bureau of Education. This amount includes only gifts and bequests, and does not include grants made by municipalities, States, or the Government.

Donations to the amount of $100,000 or more were reported by 147 universities, colleges, and professional schools. The largest amount, $7,780,745, was received by Harvard University. Northwestern University and Yale University each received more than $5,000,000. Gifts to the University of Chicago and Western Reserve University exceeded $2,000,000 each. Johns Hopkins University, the University of California, Leland Stanford Junior University, Columbia University, Cornell University, and Carnegie Institute of Technology were recipients of more than a million dollars each during 1923–24. Benefactions of slightly less than a million dollars were reported by the University of Pittsburg, Vassar College, Hamilton College, and Princeton University.

Among colleges exclusively for women which reported gifts exceeding $100,000 during this period, Vassar leads with $961,373, followed by Wellesley, Smith, Radcliffe, Agnes Scott in Georgia, and Salem College in North Carolina.

Of the 879 teachers, principals, and supervisors of Dayton (Ohio) public schools, 764 received credit last year for extension work, summer courses, or educational travel. Twenty-seven visited foreign countries. Dayton was represented during the year in 63 different educational institutions.

School Libraries Should Provide for Mental Growth Throughout School Life

Books are the Teaching Tools of Most Worth. No School is Properly Equipped Which is Without Library Facilities. Character of Books Should Correspond with Advancement of Pupils

By ADELINE B. ZACHERT
Director of School Libraries for Pennsylvania

EDUCATION of to-day is primarily concerned with preparing boys and girls to take their places as worthy citizens in the community. It is therefore necessary to teach them how to think for themselves. We no longer tell them what to think by memorizing textbooks. We advise them to procure information from many sources, books, periodicals, etc. to compare them, reach conclusions, and report their findings and opinions to their teachers and classmates. This method of instruction requires many teaching tools of which books and other printed matter are the most used.

To be quickly available to pupils and teachers, books, periodicals, pamphlets, bulletins, clippings, etc., must be classified, catalogued, arranged on shelves, and provided with a system of records. Such a collection, properly organized, in charge of a competent librarian, becomes the book laboratory of the school.

Characteristics of Approved School Library

To serve its purpose adequately the school library should measure up to the standards stated in the following definition: "The high-school library is a carefully selected collection of books, periodicals, pamphlets, clippings, and illustrative material, chosen to meet the needs of the average high-school student, organized according to modern library methods by a trained librarian who can devote her entire time to the school library and is thoroughly interested in boys and girls. This library has a spacious and attractive reading room; it is maintained by adequate annual appropriations, and it is used by every department in the modern high school for information, as a means of awakening or stimulating interest in a subject, and for all that such a room may do by suggestion and inspiration. It is the headquarters for many reading clubs conducted by teachers and librarians working in cooperation; it is used for classes trained by the librarian in the use of the library reference books and tools; it becomes the social center of the school."

No junior high school is properly equipped to meet the needs of boys and girls during three vital school years, which is not provided with adequate library facilities. Foremost authorities on junior high school administration agree that the school library should be the most attractive, the most beautifully appointed, the most home-like and the least school-like room in the building. Its needs in equipment of furniture, books, periodicals, supplementary instructional aids, and decoration should take precedence over the needs of every other activity in school administration. No other activity of the school, not even the gymnasium, auditorium, shops, fine arts, or even the attractive social activities should be permitted to wield the influence which the junior high school library should exert.

In size and location of the library room, in its furnishing and equipment, the library in the junior high school should be as large, convenient and attractive as that of the senior high school. The book selection, however, and the library service should be expecially suited to the needs of junior high school pupils. There should be many books which appeal especially to early adolescent children. The librarian should be chosen for her ability to deal understandingly and sympathetically with children of this difficult but exceedingly interesting age.

Teach Children to Utilize Printed Page

Fully 75 per cent of all the pupils in our elementary schools do not reach the high school. They begin to leave school upon completion of the sixth, seventh, and eighth grades. They must depend for their future self-education upon the impetus received during their years in the elementary school. If, during that time, they have learned how to turn to the printed page for information, recreation, and inspiration, then they have acquired the means of continuing their education throughout life. It is therefore important that pupils in the grades have ready access to the book treasures which are their rightful heritage. There are books that belong to childhood—myths, fairy tales, folk lore, and legends. These the childhood of the race evolved, and these the children of to-day should have and enjoy. To give the right book to the right child at right time becomes the responsibility of the elementary school. This can best be accomplished through the school library.

Progressive schools are now providing library rooms for pupils in the grades. Under the supervision of a competent teacher-librarian, pupils are taught how to supplement their studies by the use of books other than texts. They are given an opportunity to read and enjoy carefully selected children's books. In schools where library rooms have not yet been established, the use of classroom libraries is recommended. These are collections of 30 or 40 books suited to the needs of pupils in the first six grades. The books are issued for home reading during the weekly library hour, at which time pupils give informal reports of library books they have read during the preceding week.

The slogan adopted for Pennsylvania, "A library in every school of the Commonwealth," applies with especial force to the one-teacher rural schools everywhere. The good teacher refers her pupils to information found in books which supplement the meager texts. A poor teacher may compensate for her deficiencies by directing pupils to the knowledge stored in books. Both the good and the poor teacher need more and better books for improved teaching.

Precious Minutes Profitably Used in Reading

In an ungraded school where eight subjects are taught to eight grades by one teacher, there must of necessity be times when precious minutes may profitably be used by pupils in the reading of books from the school library. If the books are available, easy of access, and if pupils are encouraged to utilize spare moments by reading library books, much profit and pleasure may be derived.

There should be enough books to supply adequately all the pupils—picture books and easy books for the little ones, and travel, biography, legend, hero stories, and romance for the older pupils. The collection should be large enough to furnish each pupil with a continuous means of mental growth and development during his school life.

Lists of carefully chosen library books to suit the needs of various types of schools are issued by the Department of Public Instruction of Pennsylvania and may be had upon request. Suggestions for the purchase of library books are offered and directions for organizing books into a workable school library are given.

Library books are a good investment. They bring large dividends. They arouse new interests, open new visions, enlarge the horizon, stimulate imagination, and foster ambition. They may become a deciding factor in the choice of a vocation, and in the ethical and moral guidance of boys and girls. They are necessary tools in the school room. Rightly chosen and properly used, they help to make better citizens of boys and girls. Organized for quick and ready reference they multiply the efficiency of every teacher. That is why we have adopted for Pennsylvania the slogan, "A library for every school in the Commonwealth.'

New Books in Education

By JOHN D. WOLCOTT
Librarian Bureau of Education

BUCKINGHAM, BURDETTE ROSS. Research for teachers. New York, Chicago [etc.] Silver, Burdett and company (1926] vi, 380 p. tables, diagrs. 12°.

"What statistics does the teacher need?" is a question which is answered in this volume. The modern teacher should have at his command the results of the period of educational research which entered upon its present stage about the year 1910. Current school activities are largely concerned with numerical data. The teacher needs the ability to understand the terminology of educational reporting, the ability to record the facts of his experience according to this terminology and the ability to work up the data into usable form. Directions accordingly are here given for handling statistics and record forms, for filing and indexing, and for child accounting. The book also presents in a practical form for teachers the nature and use of intelligence tests, subject-matter tests, and new-type examinations, also methods of grouping and classifying pupils. Other subjects discussed are the process of learning, the educational meaning of error and failure, and reaching the individual. Finally, the author shows how even the classroom teacher may cooperate in educational research.

COUNTS, GEORGE S. The senior high-school curriculum. Chicago, Ill., The University of Chicago [1926]. xii, 160 p. tables. 8°. (Supplementary educational monographs, published in conjunction with the School Review and the Elementary School Journal, no. 29, February, 1926.)

The American public high school at present is in a state of transition, and its curriculum also is in flux. The greatly enlarged number and altered character of the high-school student body has done away with the old selective concept of secondary education, and its curriculum must now be determined by the requirements of social life rather than by preparation for college. The major object of the investigation reported in the present monograph was to discover the extent to which the senior high-school curriculum is being adjusted to the altered purposes of secondary education. Fifteen widely distributed cities, representing progressive tendencies in secondary education, were included in the study. The general plan of curriculum organization and the particular class subjects are both taken up. The study concludes with a discussion of trends and philosophy and with an evaluation of the present high-school program. The author finds that the present curriculum, though in a state of change and appreciably different from the curriculum of a few generations ago, rests primarily on a traditional rather than a scientific basis. He also says that the scientific reconstruction of the secondary school program of studies in the light of a sound social and educational philosophy has not yet even been attempted. Another fundamental need is more professional training for the high-school teachers.

EDGERTON, ALANSON H. Vocational guidance and counseling, including reports on preparation of school counselors. New York, The Macmillan company, 1926. xvii, 213 p. tables, diagrs. 8°. (Experimental education series, ed. by M. V. O'Shea.)

After pointing out the need for vocational guidance and counseling in junior and senior high schools and continuation schools, this book presents the results of an extensive investigation among representative schools throughout the United States concerning present practices relating to ways and means of ascertaining for what vocations pupils are best suited, and what the opportunities are in the communities in which they seek employment. The author also discusses various outstanding tendencies in guidance and counseling, both educational and vocational, and makes suggestions for the improvement of methods of advising pupils regarding preparation for and the choice of a vocation. A full bibliography is appended to the volume.

GARRETT, HENRY E. Statistics in psychology and education. New York, London [etc.], Longmans, Green and company, 1926. xiii, 317 p. tables, diagrs. 8°.

Students of psychology, education, and the social sciences find under present conditions a knowledge of statistical method very useful. This book aims to present the subject in a simple and concise form understandable to those who have no previous knowledge of statistical method.

HORN, JOHN LOUIS. The American public school; an introduction to the field of tax-supported education in the United States. New York and London, The Century company [1926]. xx, 404 p. diagrs. 8°. (The Century education series.)

Material for an introductory course in the study of American education is provided in this volume, suitable either for students preparing for teaching or for other students as a part of their general training for intelligent citizenship. It is also designed for reading by citizens in general who are interested in our public schools. The author presents the origins, fundamental principles, and organization of the American public school in such a way as to show its close relationship to democracy. According to Dr. Charles E. Chadsey, in the editor's introduction, the author "in this volume has not hesitated to express fully his criticism of certain well-established principles in our educational organization and to encourage a type of State control far more radical than that ordinarily accepted by educational administrators." The book details fully the relations of public education to the Government—local, State, and National.

HOWERTH, IRA WOODS. The theory of education; the philosophy of education as derived from the process of organic, psychic, and social evolution. New York, The Century company [1926]. xv, 413 p. 8°. (The Century education series.)

A new contribution to the literature on the philosophy of education is presented in this volume. Its central thought is that, as all institutional education is but the control and direction of the education that nature gives, so all the principles and practices of institutional education should be derived from a study of nature. Education is merely a method through which the natural processes of organic, psychic, and social evolution may be more effectively controlled or directed. A study of nature, then, particularly of what is here called natural education, is of fundamental importance in the study of the science and art of education. The mastery of at least the general theory of evolution is a necessary preparation for the most profitable study of any of the great variety of courses now offered in education. The doctrine of evolution is the foundation of a scientific pedagogy. The book is intended for students of education preparing for teaching.

KLAPPER, PAUL. The teaching of history, with chapters on the teaching of civics; a manual of method for elementary and junior high schools. New York, London, D. Appleton and company [1926] xx, 347 p. illus., tables, diagrs. 12°.

The conviction that the social sciences are destined to play an ever increasingly significant rôle in contemporary life is the impulse which has produced this book, in which is presented a carefully planned and detailed study of the important problems that arise in teaching history, civics, and current social events in the elementary grades as well as in the junior high school. The author seeks to evolve a system of teaching the social environment that will contribute significantly towards the development of civic-mindedness in young people. The study covers the meanings of history and its disciplinary values, the course in history and civics, and methods of teaching, including an analysis of modes of testing pupils in these subjects. An annotated bibliography of reference works for the teacher of history and civics concludes the volume.

KOOS, LEONARD V. Trends in American secondary education. The Inglis lecture, 1925. Cambridge, Harvard University press, 1926. 3 p. l., 56 p. diagr. 12°.

The lecture comprised in this volume was given on the foundation established in the graduate school of education, Harvard University, to honor the memory of Professor Alexander Inglis, 1879–1924, who devoted his professional career to the study of the problems of secondary education. Noting the profound changes now taking place in American secondary education, the lecturer proceeds to interpret the significance of these changes and their mutual relationships. The current trends in this field which are reviewed in the monograph are the popularization of the secondary school, expansion and functional differentiation of the training program, individualization of instruction, improvement of teaching method, development of allied activities, educational and vocational guidance, and the downward and upward extension of the period of secondary education. These trends have a unity among themselves, and are in harmony with the modern view that the aims of secondary training are social-civic responsibility, recreational and esthetic participation, and physical and occupational efficiency. This enlarged conception of the secondary school promises for the future an institution infinitely better adapted than was the older high school to serve our society.

RUSSELL, CHARLES. Classroom tests; a handbook on the construction and uses of nonstandard tests for the classroom teacher. Boston, New York [etc.] Ginn and company [1926] v, 346 p. tables, diagrs., forms. 12°.

In surveying the various forms of tests of pupils' school work, the writer finds that the traditional school examination is based so largely on the subjective judgment of the examiner, and is usually so narrow in test range, that it is difficult to get reliable results. Standard tests, on the other hand, are somewhat difficult to score and to interpret, besides being relatively high in cost. Teacher's classroom tests, or nonstandard tests, which are described in this manual, are readily devised and used, and retain many of the advantages of the standard tests, as well as some of the better qualities of the traditional school examinations. For these reasons they should be used to supplement the standard tests, though not to replace them.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

GOOD TEACHING INVOLVES SOUND SCHOLARSHIP AND ABILITY TO INSPIRE ENTHUSIASM

MANY factors are involved in the idea of good teaching, such as selection and arrangement of subject matter, organization, and cooperation of the staff engaged in the work; but in the last analysis the whole success or failure of the work turns on the skill of the individual teacher. In fact, the problem of good teaching is primarily a question of the teacher himself. * * *

Excellence in the college teacher involves first of all thorough mastery of the subject and scholarship of the soundest type. Anything less is almost sure to breed a suspicion of superficiality and a lack of confidence on the part of the student, which precludes the possibility of good results. For the purposes of the teacher, however, scholarship is not necessarily to be measured by productive research, for many a man of fine scholarly attainments may lack the opportunity to be productive. The teacher to be good must be able to make a dull subject fascinating, must inflame the imagination of the student, inspire his enthusiasm, arouse his initiative. Lacking this ability, all his scholarship is vain; the great scholar who makes a fascinating subject dull is out of place in the college classroom, especially the freshman classroom.—*Percy T. Walden*.

TWO YEARS CAN BE SQUEEZED OUT OF PRESENT PROCEDURE

FOR half a century and more the leaders of American education have been disturbed that the American boy lags consistently a year or two behind his British and Continental cousin in his educational progress, and particularly that at the end of it he so often presents a distinctly inferior intellectual result. All kinds of devices have been resorted to in the effort to correct this situation, but it inheres in the whole educational system from top to bottom, and is not to be cured by any remedies applied merely at one point. The trouble is compounded of many factors—too little acquaintance with really hard work, too long vacations devoid of study and possibly too many of them, poorly organized programs of study, with imperfect coordination of one stage with the next, and so on. Fortunately, the problem is being seriously attacked by not a few schools, as well as by many of the colleges, and it may already be said to have been demonstrated that two years at least can be squeezed out of the present procedure and still leave a normal youth of nineteen better trained and more genuinely educated than is his brother to-day at twenty-one.

—*James Rowland Angell.*

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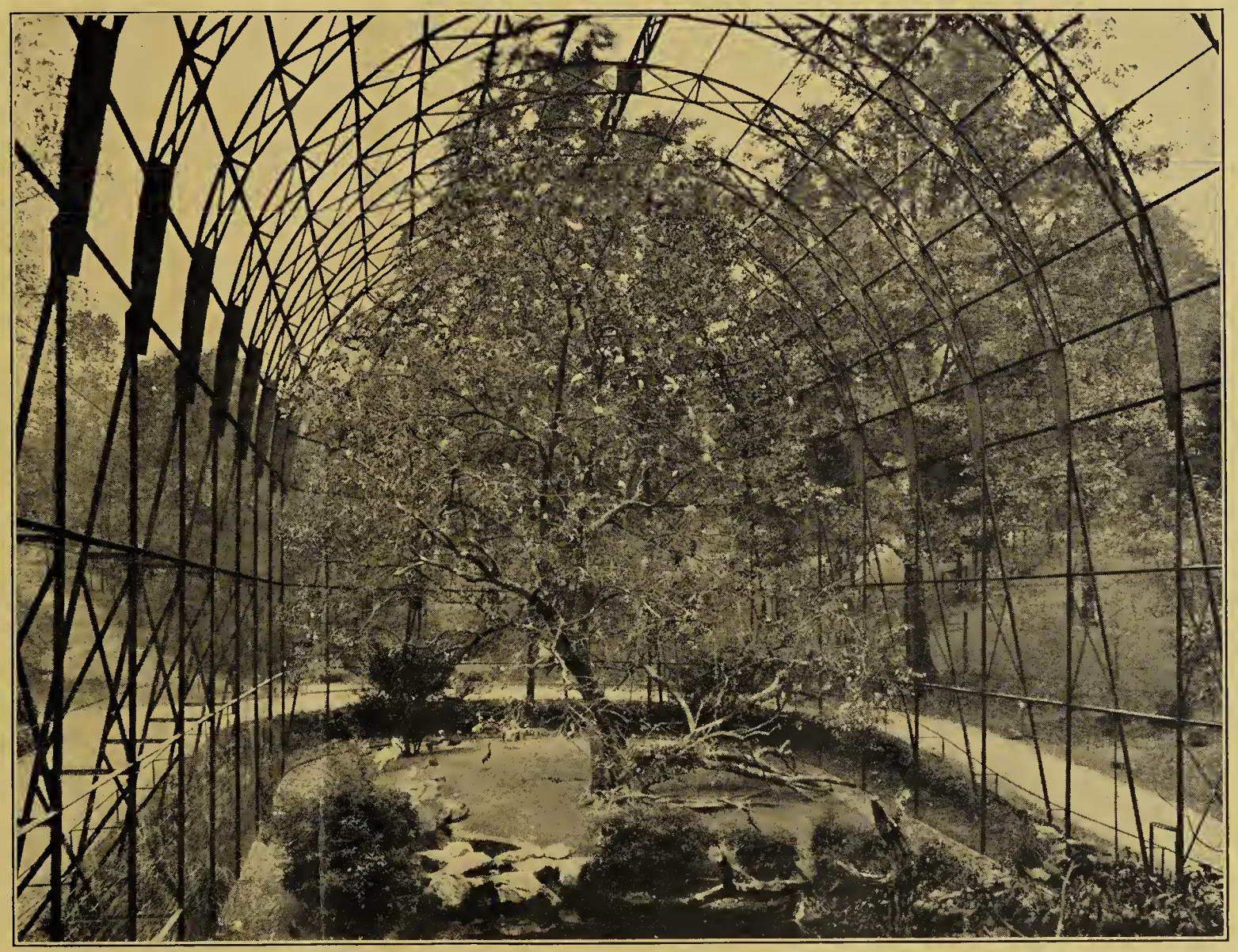

PHOTOGRAPH SUPPLIED BY NATIONAL ZOOLOGICAL PARK

LESSONS IN HYGIENE MAY BE TAUGHT AT THE ZOO

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GOVERNMENT PRINTING OFFICE

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IN COMMEMORATION of the one hundred and fiftieth anniversary of the adoption of the Declaration of Independence, the Bureau of Education will issue in a few days a pamphlet containing the DECLARATION OF INDEPENDENCE, a brief summary of the historical events preceding and resulting in its creation, and short biographical sketches of a few of the principal characters involved in the struggle for independence. This will be done in obedience to an Act of Congress approved May 28, 1926, which was proposed and advocated by Hon. O. J. Kvale, Member of Congress from Minnesota. The Act contemplates wide distribution of the pamphlet, but to the time of this writing the appropriation necessary for a large edition has not been made. Undoubtedly, however, it will be available by purchase at a nominal price, probably 5 cents per copy or $1.00 per hundred, from the Superintendent of Documents, Government Printing Office, Washington, D. C.

The Bureau of Education has already issued the Declaration of Independence in facsimile, printed on excellent paper, 29 inches by 34 inches. This is sold by the Superintendent of Documents at 15 cents per copy.

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SCHOOL LIFE

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University Extension Teaching Advantageous to Residence Instructors

Afternoon and Evening Classes for Adults, Conducted by University Instructors, Have Grown Consistently and Rapidly. Factors Limiting Effectiveness of Extension Instruction Include Heterogeneous Classes, Lack of Study Habit, and Absence of Teaching Materials. Per Contra, Reactions of Mature Minds Are Stimulating to Instructors. Contact with World of Action Beneficial to Men Accustomed to Atmosphere of Reflection

By GEORGE B. ZEHMER
Director of Extension, University of Virginia

MORE than 150,000 adults in the United States are taking regular college or university courses while they remain at home and pursue their work. These university courses are offered to nonresident students through the organization of extension classes, which correspond in practically every particular with courses given in residence, but they meet in the afternoon or evening at the university or in communities away from the university center.

Such extension-class work was first offered in this country about 1890. Although the early attempts were small and unpretentious and were undertaken with a great deal of caution, the method has proved popular and has grown rapidly. The growth has been consistent as well as rapid, and extension-class work can no longer be considered in the experimental stage. Nearly every State university, and many of the universities under church or private control, are engaged in this phase of educational work.

Increasing Demand for Extension Teaching

Practice in the selection of extension instructors varies. Some universities have adopted the policy of depending largely or entirely upon instructors who do not teach in residence, that is, upon special extension instructors, to render this service. Nearly all of the universities offering courses in outside centers, are, however, depending partly or wholly upon their resident instructors for extension work. There is an increasing demand upon universities for an expansion of extension-teaching programs, and a correspondingly increasing demand upon university instructors for their services in the distant centers. The very pertinent question is then raised, Is it to the advantage of the resident instructor to give a part of his time to this type of teaching?

Four principal factors handicap the instructor in making extension-class work as effective as work in residence: (1) The heterogeneous nature of the extension-class group, (2) the nonstudy habit of extension students, (3) the lack of adequate library facilities or of other necessary materials and equipment, and (4) the less desirable physical environment in which the extension-class work often has to be conducted. We shall discuss each of the four factors.

Variations in Age and Ability

1. The extension classes are more heterogeneous groups than classes in residence because of greater variations in age, training, ability, and interest, and because of the wider range of activities that make up the life of the extension students. In respect to age it is not unusual to find in an extension class a student of 18 years of age studying beside a student of 40 or 50 years. The differences are sometimes greater and sometimes not so marked. Universities, on the other hand, and especially the undergraduate departments of universities, are largely populated with young men and women coming directly from high schools who vary in age from 17 to 24 years; whereas extension classes from the very beginning have been offered primarily for adult men and women who vary in age from 20 to 40, 50, or even 60 years.

Variation in training and ability is also greater among extension-class students. University entrance requirements, together with regulations adopted by universities for the elimination of inferior students or students who do not apply themselves, help to standardize the conditions in both training and ability upon which a student may be admitted to the university. There will be, and perhaps should always be, variations in ability and in training among the students in any class, but the conditions upon which students are admitted to extension classes must, for many years at least, be less rigid in these respects than those governing the admission of students to classes in residence. Otherwise one of the chief purposes for which extension-class work is given can not be attained, for it is the function of extension classes to serve the needs of ambitious men and women of whatever age or training who desire the advantages of university work, but who can not attend the university. The only requisite is ability to pursue the course profitably.

Diverse Interests are Represented

Again, the interests of the members of extension classes are more varied than are those of students in residence. Within the university students who are primarily interested in the study of liberal arts or in the study of law or business or engineering are assigned to classes on the basis of their minor as well as of their major interests. Such classification of extension students is often impossible. It is not unusual to find within the university a class in English composition composed entirely of students whose major interests are in the school of commerce—or even

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in a specialized phase of work in this school; whereas an extension class in English composition in most instances is composed of students whose interests are diverse and who represent numerous professions and occupations. There are certain exceptions to this rule, as, for example, where the bankers of a city are taking an extension course in a specialized phase of banking. Another example of this exception would be found in professional courses for teachers. In general, however, the interests of extension students are far more varied.

Social Environments Differ Greatly

Finally, the resident students in respect to their mode of living—their social environment, the conditions under which they live, the time allowed for study and outside interests—have very much in common. In the most essential respects they live and work under the same conditions. The conditions under which extension students work, live, and study vary a great deal.

2. The nonstudy habit presents a second problem to the teacher of extension students. Many extension students do not know how to study, or they have the erroneous idea that in this new type of lecture they are to be entertained, as a patron of the theater is entertained by the actor. Very often the extension student has been out of school for several years, and if he has ever had the study habit in the sense in which the term is used in university circles he has lost it. In other cases the student has not advanced very far in school and has not developed a method of study which enables him to grasp quickly and adequately the material presented to him.

Sometimes Considered a Form of Amusement

Some extension students consider the lectures a form of diversion, a "special" interest, something incidental in their daily or weekly routine; and it is often difficult to rouse them from their lethargy. Others appear to think that they have done such a commendable thing in registering for the course and attending the lectures that they should not be expected thereafter to put forth any special effort. There are therefore very apparent reasons for the criticism that some extension students have not formed or do not practice or establish study habits.

Extension students furthermore miss something because they are not living in the university atmosphere, which above everything else should embrace a spirit that is conducive to study. The resident student is one of many who, let us hope, are primarily interested in the accumulation and assimilation of knowledge. The extension student, on the other hand, is often not under the influence of factors conducive to interest in study and may have to contend with a number of conflicting or distracting influences.

3 and 4. The extension instructor and the students are often hindered because of the lack of adequate library facilities and other helpful materials and equipment. Under such conditions it is hard to make extension courses either so interesting or so profitable as those given in residence. Furthermore, it is practically impossible to offer in extension some courses that are given in residence. This is especially true of many of the courses in science, which require extensive laboratory equipment. Similarly in some cases the physical environment in which the instructor has to conduct the extension class is very unfavorable as compared with conditions at the university. Finally, the inconvenience of getting to and from the extension-class centers may create a physical and nervous strain on the instructor which will affect both his extension work and his regular class work at the university.

Contacts Furnish Stimulating Influences

From these conditions that militate against the effectiveness of extension-class work we pass to conditions no less real which make a certain amount of extension teaching beneficial to the instructor as well as to the classes because of the many stimulating influences that it furnishes him, and for the broader point of view that it may give him.

Resident students are required to attend classes regularly. With extension students, except for those working for university credit, attendance is optional. The extension students apparently feel that they are under neither legal nor moral obligation to attend classes regularly unless the work is so conducted as to be interesting and unless they can be led to see its value. Furthermore, they often have the choice of attending a banquet, a theater party, or some other social activity. The instructor becomes conscious that he is competing with other interests with which he does not have to compete in his work in residence. This competition between the instructor and outside interests may produce wholesome results in better teaching.

Will Attend Regularly if Interested

Men weigh values pretty sanely, and when they enroll for a series of lectures upon a subject in which they are interested they generally attend classes regularly if they are convinced that the instructor knows his subject, and if he presents the subject matter in an interesting and forceful manner.

A concrete example may serve to illustrate this point more clearly: Recently an instructor who had completed his first course in extension came to the office immediately after he had delivered the last lecture in the series. After discussing the progress of the work he confessed very frankly that although 36 students registered for the course and attended regularly the first two or three lectures the attendance had gradually fallen off until by the end of the course only 2 or 3 students were present. The instructor raised the question of the effectiveness of his teaching in residence, and whether his resident students were attending his lectures merely because they were required to do so when once they had registered for his course. He concluded by saying that he had gained some very valuable criticism of his own teaching and asked to be assigned to another extension class.

Attractive Presentation Compatible With Scholarship

University instructors too frequently have the erroneous idea that in order to make a lecture scholarly it must be presented in a formal, dry, and somewhat uninteresting manner. A lecture which is vigorous, forceful, and interesting is often said to be sugar-coated. This point of view is contrary to accepted principles of psychology. Notwithstanding what has been said about extension students, their nonstudy habits, and their desire to be entertained in the extension courses, we are convinced that extension students have a right to demand unity and sequence of thought in each lecture and throughout the series and a reasonable degree of vigor in the presentation of the subject matter.

Resident students are often as much concerned about the credit which the course will give toward a degree as they are about the value which may be derived from the course itself; the degree becomes the real goal. Approximately half the extension students never apply for university credit; they register for the courses which supply to them a very immediate and practical need. University credit is to the majority of them a matter of secondary importance. To illustrate: A course in elementary banking was given a year ago in a near-by city. Thirty-five students enrolled, all of whom were connected with local banks. The course was given as a regular university credit course, and 26 of the 35 who registered took the final examination and were given passing grades by the instructor. Apparently they met, or could meet, all the other requirements necessary for university credit. But so far not one of the number has applied for degree credit on the course.

Instructor Meets New Point of View

Finally, and perhaps of most importance, the extension instructor is brought

in touch with a point of view that comes from outside the university community.

The questions asked by extension students are generally of a most practical nature. Their criticisms are usually more valuable and suggestive than the criticisms which come from resident students. The questions and criticisms of the latter are based largely upon hypothetical cases; those of extension students come from practical experience.

Tendency to Become too Academic

University instructors may, and often do, get into the proverbial rut. One factor which helps to produce this condition is the regularity with which the teacher is required to meet his classes. It is almost impossible for him to get away from his own community, for, in addition to the localizing effect of teaching in the university, study and research activities also center in the university library and laboratories. Unlike the average successful business man, the teacher's professional activities do not ordinarily necessitate nor permit extensive travel. Once or twice a year he may attend a sectional or national convention, but even here he is still to a very large extent in the academic atmosphere, and he hardly gets an outside point of view.

This lack of opportunity for social intercourse with men living away from the university and with those in other professions produces a situation that is narrowing in its influence and one that tends to limit the scope of the instructor's mental vision. Extension teaching is one important activity which makes it possible for the university instructor, without departing from his chosen field, to bridge the chasm which too often lies between the university community and the outer world. Extension teaching brings the instructor into a situation where he faces not hypothetical cases but existing conditions.

Balance Favors Some Outside Work

To summarize, the conditions that militate against the effectiveness of extension-class work, are: First, great variations in the age, training, ability, and interest of students who ordinarily enroll in extension classes; second, the absence of the university influence in the interest of study and things intellectual; third, the difficulty in developing in extension students the practice of systematic study; and, fourth, the inadequate physical facilities and conditions so essential to effective instruction. These factors are negative in their bearing on the question and present only one side of the case.

Affirmative conditions that merit careful consideration are: First, the opportunity to teach students of more mature minds whose reactions in class and toward the matter of attendance and interest enable the instructor to secure valuable criticisms of the subject matter in his course and of the effectiveness of his methods of presentation; second, the opportunity to work with students whose interests, questions, criticisms, and discussions come from a field of practical experience; and, third, the opportunity for the instructor to establish social contacts outside the university community with representatives of other professions, as well as of his own.

The factors in favor of teaching extension classes by residence instructors outweigh those against this work. In many instances the objections to this method of instruction may be almost, or entirely, eliminated. On the other hand, the instructor who teaches only in residence has not the opportunity to secure the benefits which teaching in extension alone can give.

Peculiar Experience Offered is Vital

The proportion of the instructor's time that should be given to teaching in extension is of great importance. Under ordinary conditions perhaps the younger instructors should do the larger part of extension teaching because they are better able in most instances to take the trips to the extension centers, and also because the peculiar experience offered is vital from the very beginning. Other factors that should help determine the amount of extension teaching to be undertaken by the instructor are the number of hours of residence teaching, the facilities for getting to and from the extension centers, and finally the disposition of the instructor himself.

It should be borne in mind that while the instructor is engaging in an activity which offers just compensation per se, he is at the same time employed in a phase of educational work that is furthering the interests of his profession and is of value to the university as well as to the State. Extension teaching is an important part of the general program for carrying the university to the people; and it offers opportunities to many ambitious and intelligent men and women who otherwise would not have the advantage of university work in any form.

A library on wheels, an automobile fitted up with shelves and supplied with carefully selected books, is operated by the public library department of the Vermont State department of education for the benefit of isolated rural communities. Anyone may borrow books provided they are returned within three months to headquarters at Montpelier. The book wagon was the gift of the Vermont Federation of Women's Clubs.

Attendance in Higher Institutions Increasing Heavily

Registration in 913 colleges, universities, and professional schools of the United States increased nearly six times as rapidly as population in the 34 years from 1890 to 1924. From 121,942 in 1890 the number of students in these institutions mounted to 664,266 in 1924, a growth of 445 per cent, as shown by statistics compiled by the Interior Department, Bureau of Education, published in Bulletin, 1925, No. 45. During the same period, enrollment in secondary schools increased 951 per cent, about 12 times as rapidly as general population, which increased 78 per cent during this time.

Corresponding increase appears in teaching personnel. The number of professors and teachers in colleges, universities, and professional schools of the country, exclusive of instructors engaged in preparatory departments, jumped during this time from 10,762 to 51,907.

The largest collegiate enrollment in any one State during the year 1923–24 was in New York, where 60,623 men and 28,370 women, a student army of 88,993, were attending colleges, universities, and professional schools. Illinois stands next with a total of 60,462, then Pennsylvania, Ohio, Massachusetts, and California. Five other States had each a collegiate enrollment of 20,000 during the year, and 10 other States and the District of Columbia had more than 10,000 students each.

High-School Pupils Review Fundamental Subjects

Possession of a thorough knowledge of the fundamentals is demanded of all pupils before graduation from Trenton (N. J.) Senior High School. A pamphlet, "Minimum Essentials in Spelling," has been issued, and tests covering the 3,000 words in common use must be passed 100 per cent. The writing of each pupil submitted in the course of regular work is carefully scrutinized by teachers, and also examined from time to time by the principal, and any carelessness must be corrected. Another pamphlet, "Minimum Essentials in Arithmetic," has been issued. This contains examples, worked out, of all fundamental processes from addition to formulas for calculation of areas and cubic contents, problems in interest, taxes, banking, and averages. Instructors use this as a basis for review, and pupils must answer correctly 18 of the 20 examples given in each of two tests. After-school classes are arranged for additional drill of pupils who lack required abilities.

High-School Buildings Must be Planned For Definite Needs

Phenomenal Increase in Demand for Secondary Instruction and Greater Costs Make Careful Planning Doubly Necessary. Many Old Ideas Have Been Abandoned. Home Desk for Exclusive Use of Each Pupil no Longer Provided. Unduly Large Classrooms Are not Favored. Elasticity the Feature of Modern Buildings. Three Examples of Approved Construction

By JESSE B. DAVIS
Professor of Secondary Education, School of Education, Boston University

EFFICIENT PLANNING of a modern junior or senior high-school building is a complex problem. The whole field of secondary education is undergoing such rapid reorganization that it is a very difficult matter to crystallize the best procedure at any given moment in order that a building may be built to satisfy in every particular the educational demands.

New aims and objectives are broadening and enriching the curriculum. A new classroom procedure is taking the place of the traditional "hearing of lessons." Every room is becoming a laboratory or place for study and work. These transformations are calling for different types of rooms and equipment. These practices are far from standardization. What the future will demand can not be determined with accuracy. Nevertheless, buildings must be constructed for the use of future school generations as well as for the present. To build satisfactorily, therefore, the problem must be approached with an understanding of the progress of modern edueation and an appreciation of the trend of modern secondary-school administration.

Publication sponsored by National Committee on Research in Secondary Education.

With the phenomenal increase in the demand for seeondary-school training, the extending and enforcing of compulsory school laws, the delay of building during the period of the war, and with the greatly increased cost of building, we are forced now, as never before, to plan as economically as possible. Crowded schoolhouses are everywhere. Every municipality is constantly facing a building problem. If we are to build wisely then, we must plan our procedure as scientifically as we know how.

The first step in planning a new building is to make a survey of the building conditions as they exist in the community, the most urgent needs for immediate relief, the growth of population and the increase of school enrollment, the strategic location of future school buildings, and from these studies to work out a definite program of action.

At the same time a thorough survey of the school administration should be made. Our high schools have never been economically organized or administered. By tradition we have short half-day sessions, thereby using the plant only about two-thirds of the time available. We continue to offer subjeets and provide classes for five or six pupils when the teacher's time is needed by many pupils in the more essential subjeets. We insist upon providing home-room desks for each pupil so that he may keep his books in the traditional sort of receptacle, in spite of the fact that when all the pupils are seated at these home desks half the building is vaeant.

We have been very extravagant in the spaces allotted to corridors, laboratories, and classrooms. The fact that each room is vaeant one or two periods out of each day has not worried us. All of these features of high-school administration show that we have never given serious thought to the development of a more effieient and a more economic organization of the school itself. Before any eon-

Thomas Snell Weaver High School, Hartford, Conn. Frank Irving Cooper Corporation, Architects

structive building program can be planned therefore, the future educational policy must be determined.

When it comes to planning either a junior or a senior high school, or a combination of the two, there are certain vital policies which must be settled in advance. The first and most important step is to settle upon the curriculum policy. The expression "housing the program of studies" is very appropriate. Too often it happens that a building committee, working ignorantly and independently, will present a building to the community. It then becomes the unfortunate and difficult task of the administrators to organize the school and adapt the educational possibilities to fit the building. The only satisfactory method is to work out in advance the future program of studies, the schedule of class periods, the estimated enrollment of the school when used to capacity, and the organization of the school as it would be administered when completed and ready for use. It is also advisable to lay out the special rooms and their equipment for economy of spacing before the architect is asked to put this material together and to plan the building as an administrative unit.

School Men Must Examine Plans

After the architect's preliminary floor plans are sketched the principal of the school, if he has made a scientific study of the problem, or an expert consultant, must study the arrangment of rooms, visualizing the actual uses to which each will be adapted, imaging the pupils as they pass to classes, avoiding congestions, providing safety, and assuring efficiency of adminstration.

One very important feature of a modern building is its adaptability to changing conditions in educational procedure. High-school buildings erected 15 to 20 years ago are not only unsuited to modern ideas in administration, but it is almost impossible to alter them. Classrooms were planned much too large. They seated from 40 to 60 pupils at "home desks" and necessitated the placing of pupils in rear seats for study while a recitation was conducted in the front of the room. This evil practice might be done away with if these large rooms could be divided. This, however, is usually impossible. The room is so wide that when a partition is placed through the center the windows will be at the narrow end of each room, and bad lighting and poor ventilation result. Neither can old partitions between rooms be changed, as they are apt to be supporting walls.

The modern building is elastic. This means that it is so planned that it may be changed to meet the progressive demands of the future. Cross partitions are not supporting walls. The heating and ventilating is so planned that the length of the rooms may be changed at any time without the loss of these essential factors.

Must Consider Possibility of Enlargement

Unless a building is planned to house a maximum number of pupils in the beginning it should be designed in such a manner that it can be added to without the cost of remodeling the original plant, and at the same time, without destroying the efficiency of the administration of the school.

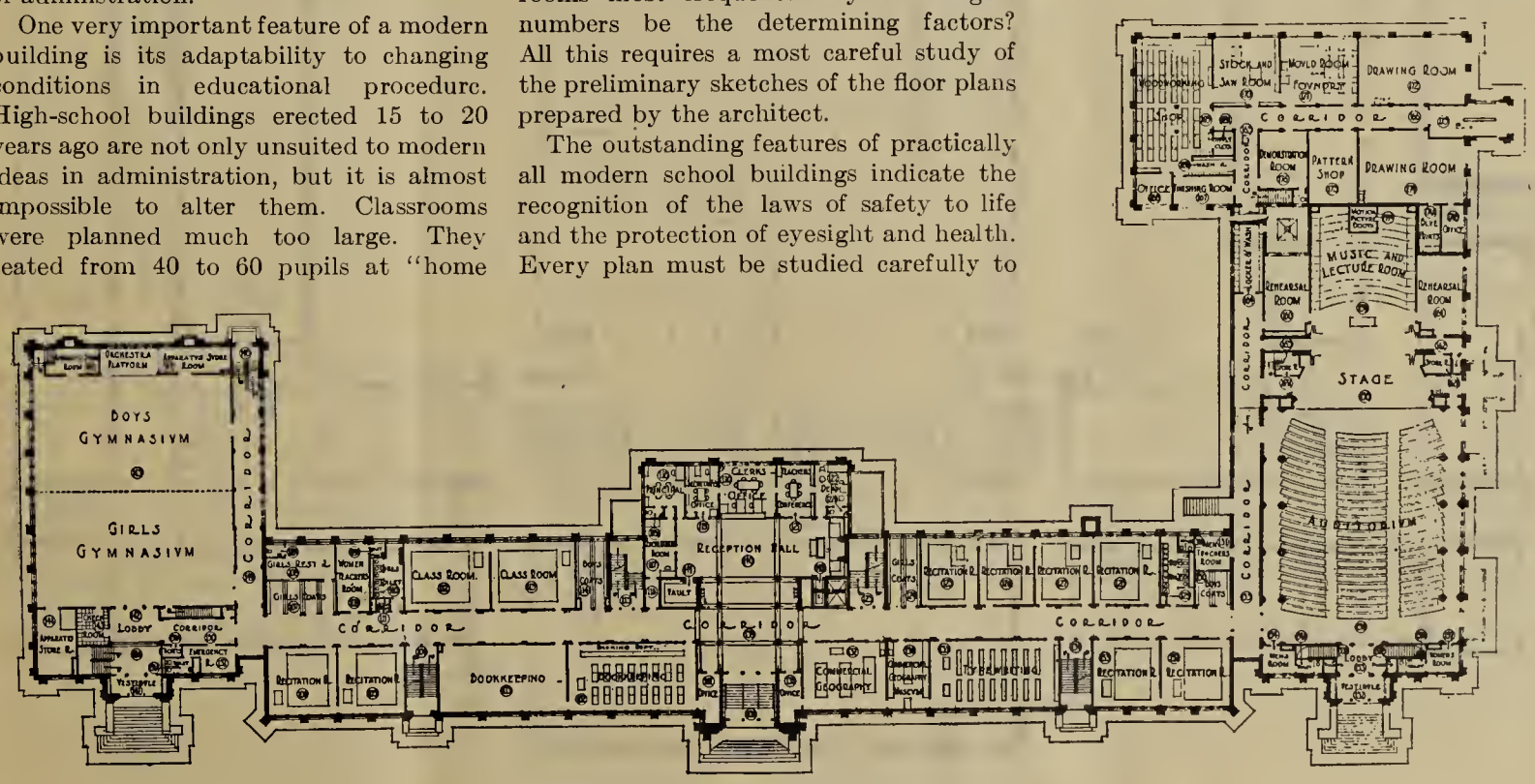
The location of each special room must be determined with great care. Shall this be determined by the convenience of the architect in fitting it into his peculiar design? Shall the convenience of the teachers of certain subjects or departments fix the location? Or shall the convenience of the pupils in the passing of classes, in climbing stairs, in the congestion of traffic, and in the accessibility of rooms most frequented by the largest numbers be the determining factors? All this requires a most careful study of the preliminary sketches of the floor plans prepared by the architect.

The outstanding features of practically all modern school buildings indicate the recognition of the laws of safety to life and the protection of eyesight and health. Every plan must be studied carefully to carry out these provisions. Practically every building erected to-day in accordance with law is fireproof or fire-resisting. The law also insists upon the correct number and location of stairways and exists as essential to safety. Almost without exception modern buildings are well lighted. The best method of securing ventilation is still a matter of controversy. All are agreed, however, that a certain amount of pure air is necessary to health and to the best results in school work. Well-lighted rooms with the right exposure are essential. This feature often presents a difficult problem in the proper orientation of the building itself, as well as in the location of certain special rooms such as art rooms, laboratories, shops, etc.

Many Splendid Examples of Architecture

High-school buildings are the pride of American communities. Large sums of money have been voted freely by the people to give their children every advantage of modern secondary education. As a result our country has many notable examples of school architecture. Architects have combined the esthetic with the practical in a satisfactory manner. The modern high school shows the uses of the interior through the artistic exterior. Our most able school architects have achieved what may be called an esthetic fitness in school design.

Three buildings have been selected to illustrate some of these principles of modern schoolhouse planning. These high schools have been built recently in Denver, Detroit, and Hartford, Conn. This wide geographical selection will illustrate not only different types of buildings but also different systems of high-



First-floor plan, Weaver High School, Hartford, Conn.

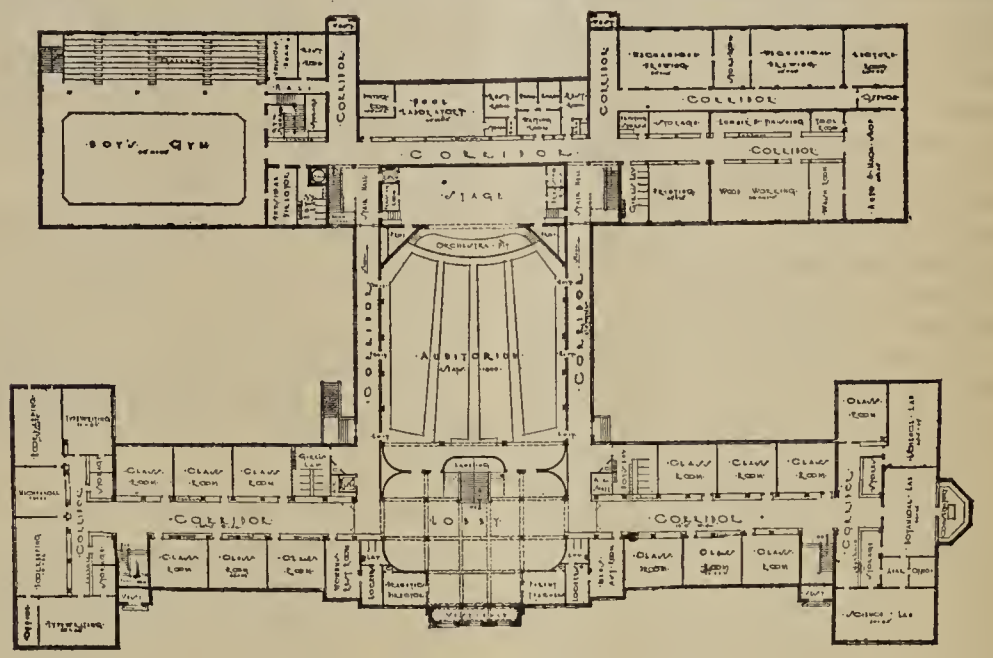
school administration. At the same time they will also illustrate many of the essentials of efficient planning. Space limitations will not permit the printing of all floor plans for each of the buildings, but a comparative study of the first-floor plans will give a fairly clear idea of the principles involved.

The East Denver High School is an "open" type of building, sometimes called the letter H plan. The auditorium forms the central and connecting feature of the building. The arrangement of rooms may be described as departmentalized. At the extreme right of the front wing are the science laboratories, at the extreme left the business department, with small standard classrooms on each side of the main corridor of the front section. At the left of the rear section is the health department and to the right the practical-arts laboratories, drawing rooms, and shops. To appreciate the compactness of the plan one should study the building as a whole.

Fine Example of Practical Planning

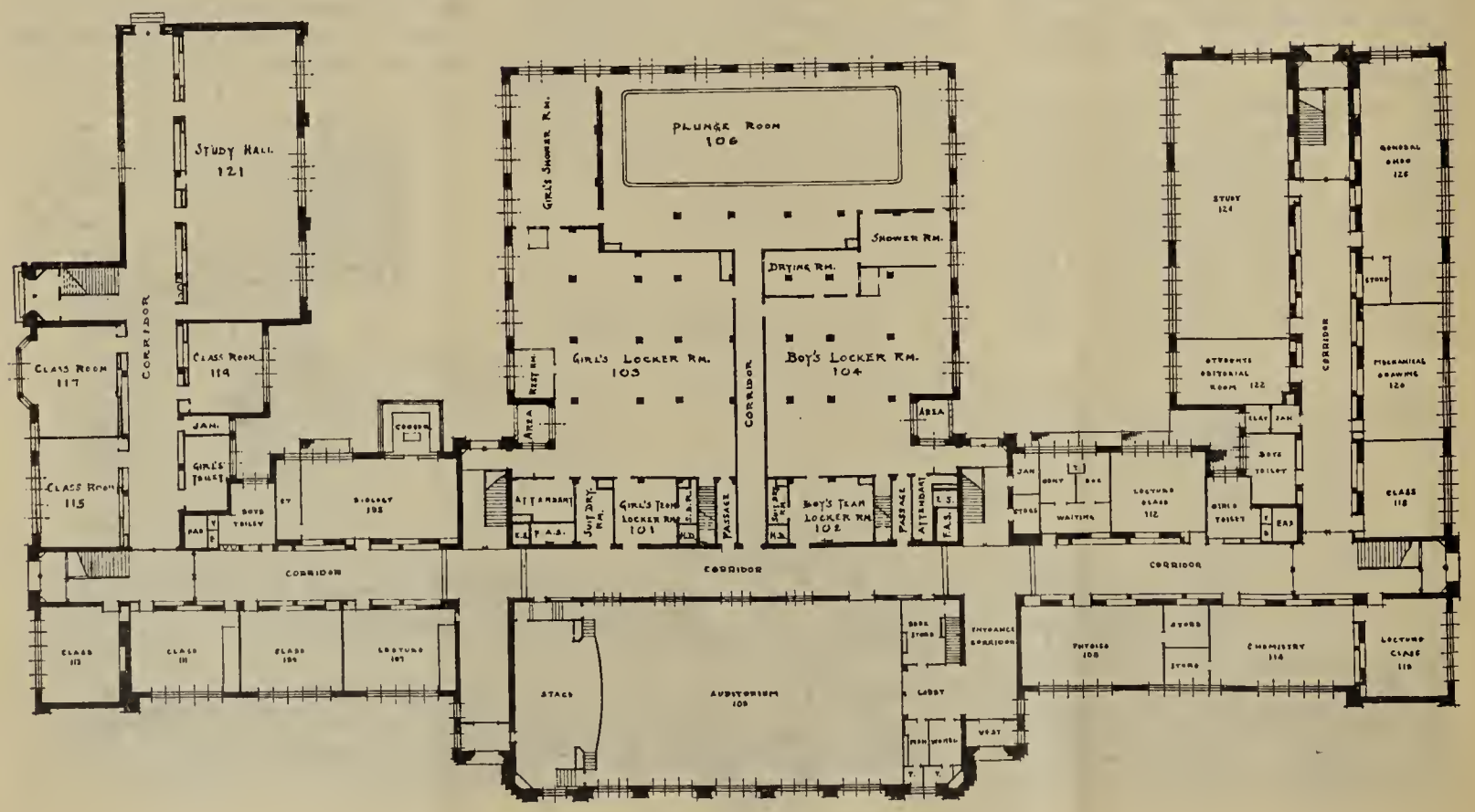
The distinctive feature of the Denver plan is that there are no study halls and no large rooms permitting "rear-seat study." This school illustrates the modern development of the 60-minute period with directed study in the classroom with the subject teacher. All instruction rooms are "home rooms." The capacity of the building is the total capacity of all the rooms used for class instruction. This is a fine example of efficient school organization applied to the building problem.

The Roosevelt Senior High School of Detroit is also an "open" type building known as the letter E plan. The general outline is characteristic of the Detroit plan for both junior and senior high schools. The unique feature is the location of the auditorium as the central portion at the front of the building. This auditorium is not planned to seat the entire school at one time, but is designed more definitely for constant instruction purposes and pupil activities. At the center to the rear of the main corridor is the large gymnasium and accessories.



EAST DENVER HIGH SCHOOL
FIRST FLOOR PLAN

This plan is not departmentalized. Special rooms are located according to the convenience of the pupils as they are grouped in the Detroit system of organization. At the rear of each wing is a large study hall or home room for a group of pupils under the charge of a "grade principal." These pupils are organized as "houses" for social purposes, and from some points of view the plan has many advantages. It should be noticed, however, that each of these study halls can easily be divided into three-unit classrooms should the scheme of administration



First-floor plan, Roosevelt Senior High School, Detroit, Mich.

be changed. All cross partitions are non-supporting. Ample provision is made for stairways and exits. Attention is called to the unique way of bringing light to the inside corner rooms usually available only for storage or coat rooms without outside lighting. In this connection it should be noticed that pupil lockers are provided in the walls of the corridors.

The Thomas Snell Weaver High School of Hartford represents a third type of building known as the letter I plan, except that in this instance it approaches the E type. This plan places the auditorium at one end of the building and the gymnasium at the other. The administrative suite occupies a strategic position opposite the main entrance at the center. Classrooms are of two sizes, one seating 25 pupils, the other 35 pupils. Study halls are provided on the second floor closely articulating with the library. The manual-arts section for boys is segregated at the rear of the auditorium. Other special rooms and departments are located for convenience of the pupils and the administration of the building. The combination of music lecture room, with a raised bank of seats, and the stage of the auditorium is a unique feature. The stage is separated from this room by two folding partitions forming a passageway between when closed. The banks of seats may be moved forward to the stage when desired for choruses, graduating exercises, etc. This building though on a different plan of organization also illustrates the principles of modern planning.

These three plans of very different types are all efficient from the point of view of housing a comprehensive program of studies. Each one has been planned to carry out a different scheme of school organization, and yet they are all economical and efficient. They provide well for safety and health. Alterations or extensions can be made easily and without unnecessary cost or waste. Such results can be obtained only by following a procedure that calls for systematic study, together with the expert knowledge and experience of some one specializing in the field of scientific schoolhouse planning.

Demand Salaries Equal to Track Watchmen

Teachers in Finland are conducting an active campaign for improvement in the salary schedules which apply to them. They demand that they be placed upon the same level as that of certain other State employees, namely, train conductors, railway telegraph operators, track foremen, station watchmen, and track watchmen.—*Alfred J. Pearson, United States Minister, Helsingfors.*

My Conduct on Streets and Highways

By DOROTHY JEAN UTLEY
College Elementary School, Bemidji, Minn.

ONE of our large newspapers publishes this couplet daily:

Learn a traffic rule a day,
And keep the coroner away.

I should like to amend this verse to read:

Learn a traffic rule a day,
Practice it in work and play,
And keep the coroner away.

For the great number of accidents which occur annually are not caused by lack of knowledge of traffic laws so much as by failure of children and adults to practice the rules that they already know.

The slogan "Safety First" has become so common that people are beginning to use it lightly. It is by no means a matter for joking, particularly for children, since statistics show that they constitute the greater per cent of victims of automobile accidents.

A national conference is now in session in Washington attempting to devise a scheme to lessen the toll of traffic accidents, but a national conference can do nothing without the cooperation of every individual in the country. I pledge my bit for Safety First.

I live on a State highway 3 miles from the city and walk into town to school every day. Consequently the matter of my conduct on both streets and highways is a matter for me to consider seriously. My first thought is for my personal safety. My second thought is of the example I set for others, for no person is so small or so inconspicuous that he has not some influence on someone else.

The oldest safety slogan is the best for me: "Stop ! Look! Listen!" Before stepping from the curb or into a roadway I will stop and observe the vehicles approaching from each direction and from around corners.

In our little city we have neither a traffic policeman nor a semaphore to tell us when to "stop" or "go." I will be my own semaphore and judge by the appearance of the traflc when to stop or go.

I will neither "thread" the traffic nor "jay walk" in the busy streets. If I should be caught in the traffic, I will not dodge back and forth but will stand still until the cars pass.

Streets are provided primarily for vehicles, sidewalks for pedestrians. While walking I will not intrude on the rights of vehicles.

I will not play on the streets or highways nor allow my small brothers and sisters to do so.

I will not step from behind a parked car or bus.

I will not allow my umbrella to obstruct my view and will be especially careful on rainy or snowy days when the drivers can not see clearly.

I can not do better than emulate the little animal for which our State is named:

When the cunning little gopher leaves his home down in the ground,
He stands erect, he sniffs the air, he also looks around;
For instinct makes him careful of the dangers every where;
So the little gopher takes no risk; his caution I will share.

This essay won first prize, a trip to Washington and a gold watch, in a contest for elementary-school pupils conducted by the Highway Education Board. More than 400,000 essays were entered. The writer is 14 years old and is in the 8th grade. She lives 3 miles from school and walks both ways every school day. Her first trip on a railway train was made last year.

Promote World Friendship by Pupil Correspondence

Correspondence between school children of America and those of other countries is promoted by several agencies, the most active of them being, perhaps, the Junior Red Cross. Organizations for like purposes have been formed in other countries, and some of them have established relations on their own account with teachers in the United States. One of these is the International Fraternity Association of Osaka, Japan. K. Ikehara is the executive secretary. The American correspondent of this organization is Miss Minet B. Moore, 16 Fulton Street, Newark, N. J. The purpose of the organization is "to advance the cause of world friendship by means of international exchange of letters, news, and tokens particular to their respective countries, especially among the younger generations of nations."

For training directors and teachers of physical education, four-year professional major courses leading to a bachelor's degree are offered in 92 State universities, colleges, teachers' colleges, and private institutions in the United States, as shown by a study made in the Bureau of Education, Department of the Interior, of 700 catalogues of higher institutions. Three-year special courses for teachers of physical education are offered in 22 teachers' colleges, normal schools, and private institutions.

Self-Supporting Students in Colleges and Universities

"Save Enough for First Semester, and Go to College" is Advice of Men Who Have Tried It. Devices Employed by Those who Pay for Education by Daily Labor. No Humiliation for Those who Work

By WALTER J. GREENLEAF
Associate Specialist in Land-Grant College Statistics, Bureau of Education

A STUDENT employment bureau is maintained by nearly every American college. These bureaus assist students to find suitable work which is sufficiently remunerative to enable them to pay part or all expenses while pursuing regular college work. Self-supporting students praise the work done by the employment offices, and although the more original students would find work independently the large majority are not fitted for any particular line of work and it is neeessary for them to rely more or less on thc odd jobs that come through the employment offices.

Semester Desirable for Orientation

Most of the colleges advise the freshmen to arrive at the institution prepared to pay at least the first semester's expenses. This allows the new student to get acquainted with the college environment and have his time free at first "to get his stride." After that the way is easier; he may receive a scholarship; student loans are available; but he has become acclimated to his surroundings and he is no longer a stranger in a strange plaee.

Naturally the older students, those who have been on the ground longer, receive the best jobs, leaving the others which usually require manual labor to the new students who, by force of necessity, take what they can find. Campus jobs are the most desirable for the student if there is not too great a sacrifice in the compensation, but the town always offers a variety of jobs for those who want work.

Some Colleges on Self-Help Plan

Colleges in cities offer many more opportunities than those in the small college towns, but the expenses of board, room, and living in general are higher along with wages. A few institutions like Berea College and Maryville College advertise as definitely "self-help colleges," that is, practically all of the students earn their way by manual labor of one form or another. In some colleges as high as 80 or even 90 per eent of the students work for part or all of their expenses. A limited number of colleges and military schools offer no opportunity whatever for the self-supporting student. In 122 representative colleges and universities of the United States 60,000 students, representing 55 per cent of the men and 22 per cent of the women, are working their way through eollege.

Some educators attack this self-help procedure, arguing that the first purpose of the college is to stimulate study, and that self-help detracts both from study and from extra-curricular activities, but the fact remains that a very large pereentage of all American students are self-supporting either wholly or in part.

President Coleman, of Reed College, says: "Some of the best students who come to us very largely earned their way through high school and continue to earn their way through college. A large number of the young men and women with us are employed daily about the campus and buildings or at gainful occupations in the city. Whilc the burden of entire support seems in these days too heavy for a student to earry with fairness to himself, there can be no question that some responsibility for his own support steadies the student and gives him an incentive to make the best use of his time."

Some Advise Full-Time Work

This is the point of view of many of the college presidents, while others hold the opinion of President Clark, of the University of Nevada, who says in regard to self support: "In these days of high wages for full-time jobs, it is better for all students to earn and save on full-time jobs than to attempt to finance themselves in large part by earning on the side during college days."

The attitude of one college toward self-help may be quite different from another; conditions vary with the size of the town, the section of the country, whether east or west, north or south; and what is fitting and advisable in one institution may be wholly out of place in another.

Recently self-supporting students from all over the country have written to the Bureau of Education telling of their self-help activities. These student letters are straightforward, businesslike communications, giving in detail the jobs, hours required, and pay received. Bits of philosophy appear here and there, and in general show a wholesome outlook for working students in American eolleges.

The big items on the eollege expense account are board, tuition, room, and clothes. Smaller items include books, fees, and spending money. Board is the largest item. Many new students find that waiting on table either in the eollege commons, fraternities, or boarding houses eliminates this expense, and at the same time provides a sure method of obtaining plenty of food at a minimum amount of effort. All students are free from classes at meal time, and three and a half hours a day is the usual time required to serve meals. Many opportunities of this sort are offered students.

One student waiter writes: "My work averages from two and a half to three hours a day. As pay I get my meals, which are valued at $260 a year. When there is a banquet, I work overtime at 40 cents an hour."

Washing Machine Educates This Boy

Another student, at Columbia, Mo., writes: "Six university men dry dishes which are washed by an electric washing machine, and get their meals by working about three hours a day."

A girl who works in the dining room at Alabama College writes: "The serving of tables requires but little more than an hour at each meal, and the person doing the work receives 60 cents per day."

A Nebraska man writes: "I worked at the university cafeteria two to six hours per day. That organization is maintained by the State and is mainly for students. The wage is 31 cents per hour."

A Bowdoin man says: "One year was taken up as steward and treasurer of a fraternity house, remuneration for which is board and a little extra."

Many times a new student takes a job of waiting on tables as a sure means of eating until he finds something more to his liking, or more profitable.

Employs Others to Do the Work

A western boy writes: "I came to college in the fall of 1924, green and right out of high school. I was given a job waiting on tables in the girls' dorm., which paid my board; but this was not enough for me to go to school on, so in my odd hours I tried to find something to make money. I hit on a plan of making the other boys work for me, so I had 2,000 bills printed which read 'Announcing the establishment of the —— Agency—Let US do that odd job'. After delivering these to the doors of the better residential district of the town I got results immediately. I tried to take care of all the work, but finally had to hire one of the other boys and paid him more than he was receiving. Finally ,I had 7 boys working for me and I made from $15 to $25 per week and cleared over $600 the first year. At

present I have 11 boys working for me and jobs booked for a week ahead. Window washing is our long suit. We have four main business buildings in town to wash windows for every six weeks. Each one of these jobs clears nearly $75. I pay my helpers by the hour, while I charge by the window. I usually put about five hours a day on this work, and the remainder on my studies. I have more of a bank account now than before I started college, and have paid my own way entirely for the last two years and expect to for the next two."

Room rent is earned in a variety of ways. On the campus students do janitor work, clean halls, act as proctors, and give other service in return for room rent. Off the campus they take care of furnaces, shovel snow, care for gardens, mow lawns, and do all manner of odd jobs about the household in return for room rent. The charge for rooms in some colleges is as low as $5 per month, but in the larger cities $15 per month is a low figure.

Light Duties for Room Rent

A Georgia senior says: "This year I am acting as proctor in one of the university dormitories for payment of room rent, which amounts to $5 per month. My duties are merely the work of keeping a report of the occupants of the dormitory and keeping order in the hall."

In return for room and board college girls in the North often work in families doing housework, cooking, serving, sewing, or other duties, which require four hours a day. The places are obtained through the student employment bureau and are investigated before any student is sent. Four hours a day is the time stipulated, and a family is not expected to require more than this of any one student. If the employment office learns that more time is exacted, no other student is sent to the family, for it is felt that college work can not be satisfactorily undertaken when a student is doing housework more than four hours a day.

A Radcliffe girl writes: "I have been a self-help student for two years, paying for my board and room by kitchen work. Four hours a day is the usual time exacted, and the work on most days does not exceed that. Aside from cooking I have directed dramatics in a girls' camp for a summer, have designed and constructed two stage settings, have modeled little figures of Indians for an archæological museum, and have done some commercial art work. I have paid all of my expenses except tuition, for which I borrowed for one year and received scholarships for the others."

Girls are not the only students who do housework for a college education. Many boys do the same kind of work, perhaps not by choice but because nothing else offers. They act as caretakers with such general duties as tending furnace, driving the family car, making gardens, and even cleaning house.

A Syracuse man writes: "I help in the kitchen, tend the furnace, generally care for the house, drive the family car, tend the lawns and flowers, and perform other duties within reason. I am required to work four hours each day for my board and room, and receive 35 cents an hour for overtime. I usually earn from $2 to $5 on overtime."

One Dartmouth student reports that he earns part of his expenses by house cleaning. "We are paid 40 cents an hour, so it takes a good full afternoon to get our $2 a day six days a week."

Tuition in the colleges and universities ranges from $75 to $300 per year, according to the type of college or university. State universities keep the tuition expense at a minimum, and many institutions make no charge for residents of the State. Tuition rates in the private institutions are slightly higher. In general the rates have advanced since the World War and are still increasing. Numerous scholarships, loan funds, and other funds are offered to deserving students as a means of partially or wholly paying their tuition. At Bowdoin College the tuition is $200 a year; here a fund of $25,000 is available in scholarships annually, which averages $100 for each applicant, and often more. Other colleges have liberal methods by which tuition is remitted by scholarships, awards and loans.

Borrows Money on Personal Credit

A Drexel student writes: "I had no trouble to find money with no more guarantee than my own word. I will graduate with a debt of about $500; $250 of which was loaned to me by the Harmon Foundation."

Clothes represent a considerable item by the end of the four-year college course, but a student may be well dressed at small expense by representing a clothing house or haberdashery company. For instance, one prominent mail-order house sells men's made-to-measure clothing through agents only. The agent receives in cash from the customer 15 per cent of the purchase price; this is his commission. The factory makes up the suit and mails it collect by parcel post to the customer, satisfaction guaranteed. The matter of selling clothing to college students is not difficult, and after the first sale the rest is comparatively easy. Many companies have different methods of commission and compensation, but a sale of six suits usually means one for the agent without cost. Likewise, silk socks, ties, and other haberdashery are sold in quantities to college students.

Other personal expenses can be made by all kinds of odd jobs if the student really wants to work. Originality always draws attention and patronage; therefore it pays to think up the unusual and commercialize on its immediate popularity, for it is human nature to discard a fad when it becomes common. Among the college fads that come and go students have made considerable amounts on such articles as class watch fobs, class belts, grotesque dolls, shoe strings in class colors, posters, college pennants and skins, plaster statuary, hatbands, and a host of other novelties. One man cleared $100 selling football buttons. One girl created a certain room decoration which became popular and paid her well while the demand lasted.

Selling on Commission is Not Favored

House-to-house canvassing is profitable with the right commodity, and although this field is always open and many calls are sent to the employment offices students as a rule dislike the idea of selling on a commission. However, meeting the public in this way builds self-assurance and self-reliance and enables one to get a glimpse of human nature that does not appear in a textbook. The list of articles sold is endless, but students report profitable returns from books, calling cards, clothing, collegiate jewelry, fraternity jewelry, gymnasium outfits, high-school jewelry, laundry, magazines, mail orders, rentals, shoes, aluminum, and other seasonable and useful articles.

Room-to-room canvassing in the college dormitories is often forbidden, and properly so. Agencies may be established, however, on the campus, and they benefit the whole college by keeping prices down. Yale has a number of these agencies, such as "The Student Suit Pressing Company," "Student Laundry Association," "Flower Agency," "Freshman Picture Agency," "Commons News Stand," "Student Newspaper Bureau," "Student Transfer Agency," "Student Travel Bureau," "Student Typewriting Bureau," "Student Wood Agency," "Yale Blotter," "Eli Book," "Yale Calendar," "Programs," and others. Student enterprises are desirable because they are on the campus and give the agent opportunity to become acquainted with a large number of the student body.

Altogether, supporting one's self while going to college is a matter of business and not sentiment. A student's social standing is affected very little one way or the other. At least the competition is keen. For the student who really wants a college education and is unable to finance it, but will work hard at whatever comes along, the general advice of many self-supporting students is, *Save up money for the first semester, and go to college.*

· SCHOOL LIFE ·

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

Editor - - - - - - JAMES C. BOYKIN

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JUNE, 1926

Education of the Revolutionary Leaders

AMERICANS never tire of extolling the remarkable qualities of mind and character that were manifested by the leaders of the Revolution. Patriotism, courage, tenacity, alertness, statesmanship, sound judgment, and literary ability they possessed in a degree not commonly given to mankind in any age or nation. The conditions of education and of life that developed so many men of such strength is a profitable study.

Education in those days was not widely diffused; the leaders were in general from the select, if not the aristocratic class. A large proportion of them were college graduates. Their training was usually of the classical type. They were, with few exceptions, deeply religious, and constant students of that fine textbook of English composition—the King James Bible. They were men of the open, in contact with Nature's forces by their direct or indirect interest in the soil or the sea or both. They were trained to affairs of state by participation in local government and by perennial public controversies with the British Government and its representatives. In their homes they habitually entertained other men of their kind, and they were in turn entertained in homes like theirs; their private conversation and particularly their private correspondence were marked by thoughtful discussions of public questions.

It is easy to describe the education of the 56 immortals who signed the Declaration of Independence, because of the excellent series of biographies compiled by one John Sanderson, of Philadelphia, and published in nine volumes between 1820 and 1827, inclusive. Many of the principals were alive at the time of the preparation of the biographies, and those who had passed away were represented by their children or friends, who supplied information to the compiler. Thomas Jefferson, for example, furnished the material for the biography of George Wythe, who had been his friend, mentor, and teacher of law. Sanderson's Lives is a work of great value, though it is not often quoted and it seems but little known in this day.

Twenty-three of the 56 signers were college-bred men, nearly all of them graduates. Harvard was represented by 8; William and Mary by 3; Yale, 3; Cambridge (England), 3; Princeton, 2; "Philadelphia," 2; Edinburgh, 1; Jesuit College at Rheims, 1. Sixteen others received "excellent" or "classical" education, 1 of them at Westminster School, London. Two obtained all their formal instruction from tutors; and 16, including Franklin, Wythe, Roger Sherman, and Robert Morris, had but little schooling. The education of 2, John Hart and Cæsar Rodney, is not mentioned in their biographies.

About three-fourths of the whole number, therefore, were well-trained men, and most of the others had effectively pursued their studies independently or with little assistance.

Other peoples have passed through times of political oppression without developing so many examples of intellectual superiority and practical achievement. The period of stress brought out the qualities of sturdy self-reliance which our Revolutionary fathers showed; but only by the combination of those qualities with classical study, contact with nature, habits of reflection, and the attrition of cultivated minds could such exalted instruments as the Declaration of Independence and the Constitution of the United States have been produced.

The Woman Principal a Fixture in American Schools

SHADE of Canute, the British association of schoolmasters havere solved to give financial aid to their members who decline to serve under women principals! Perhaps they can afford the cost. Assuredly they can if the number of men in subordinate teacherships in elementary schools is no greater there than in America.

The public schools of the United States would be in a sad plight if women were not permitted to serve as principals. The best source, and under present conditions practically the only source, from which principals may be drawn is the brimming reservoir of grade teachers. And the men in it are a negligible quantity.

Well-trained women, experienced women, strong women are ready to step into any principalship that may be open. Shall they be passed by to appoint a man merely because he is a man? Hardly!

The only justification for appointing any individual, man or woman, to be principal of an important school is that of superior qualification. And how can men acquire such qualification except by service in the ranks? A few men begin as principals of small schools and achieve success there, and a few competent men teachers in high schools are willing to direct elementary schools. From such as these it is possible to find a limited number of elementary principals; but between the capable and experienced woman and the untried young man it is usually not difficult to choose. The woman principal in this country is a fixture. There is none to displace her.

Nevertheless, salaries are now at such a point as to be attractive to an increasing number of men. Certainly the places at the top are sufficiently remunerative to make it worth the while of any man to devote his life to teaching. Some superintendents receive more than the Chief Justice of the United States, and many of them receive more than Members of the Congress.

Statistics of 1924 show a perceptible increase in the proportion of men teachers. More men are enrolling in the teachers colleges and in the graduate schools of education. These indications are good. Perhaps we may yet see a proper balance of the sexes in the schools; but we must go a long way before we reach it.

Happy Omen in Nine Agricultural Graduates

NINE students were recently graduated from the agricultural school of Laguna Verde, Chile, receiving diplomas as "agricultural experts." In reporting this fact to the Secretary of State, William M. Collier, the American ambassador, says:

"This may be a happy indication that an increasing number of Chileans are abandoning the time-honored custom of studying law to the exclusion of mining, engineering, agriculture, etc. The Catholic university has long had an agricultural school, and in the Quinta Normal, in Santiago, there are advanced courses for agronomic engineers."

What to do with the surplus lawyers and doctors has long been a serious question in Latin-American countries. No new students of law are permitted to register in Bolivia, and when the students now registered complete their courses the law faculties will go out of existence. Even more drastic was the action taken by the Government of Ecuador. All the universities in that country, four in number, were summarily closed during the past year in order to shut off the flood of doctors of law and of medicine.

It is significant that the graduation of nine men from a course in agriculture in a country of about 4,000,000 inhabitants should be considered a cause of special gratification.

Convention of National Congress of Parents and Teachers

Membership of Organization is Approaching a Million. Fathers are Appearing as Members and Delegates. Organization Extending Its Influence to the Lonely Ranches of the West, and Breaking Down Barriers Between City Dwellers

By LAURA UNDERHILL KOHN
Manager Publicity Bureau, National Congress of Parents and Teachers

MORE than 800 delegates from all parts of this country and from Cuba represented the parent-teacher force in the United States (which now numbers more than 970,000 members) at the annual convention of the National Congress of Parents and Teachers held at Atlanta, Ga., May 3 to 8. Mrs. A. H. Reeve was unanimously reelected president. Boards of education in at least six States sent members to the convention. The appearance of many men delegates introduced a new element in the convention—the father. Leaders' institutes and classes conducted by the national executive and field secretaries of the organization for delegates and others, during the first day, presented opportunities for the development of local leadership.

In addressing the meeting the president stated that the organization is extending its influence to the homes of Indians on reservations and of Mexicans on the Rio Grande, binding together in a common interest men and women on lonely ranches and breaking down barriers between dwellers in crowded cities. We have learned, she said, the lesson of working together, and nothing should hinder our making this the greatest supporter of educational agencies. The National Congress of Parents and Teachers she characterized as a 12-months-a-year organization which has justified its reputation of being a friend to education. Its great purpose is "selling" education to the American people, she declared; the home must assume its function as the first school of religion, and cooperation must be established between the home and church; the organization of training schools for teachers must be stimulated, and in every community a week-day or Sunday school of spiritual education on modern pedagogic lines should be conducted.

Americanization a Big Undertaking

It was pointed out by the chairman of the American citizenship committee that the parent-teacher association coordinates its work with the activities of other organizations, since Americanization is too large an undertaking for any one organization. The parent-teacher organization in a State in which Italian citizens predominate organized groups of women who established friendship with the families of the newcomers and assisted the mothers by teaching them money values, marketing, and other things necessary for a stranger to know.

Thirty State organizations are working for the eradication of illiteracy, according to the report of the chairman of the illiteracy committee. She reported the establishment of 56 night schools throughout the rural districts in Georgia with an enrollment of more than 1,000 men and women. A master mechanic who could not read or write six years ago gave a brief talk in which he testified to the value of the illiteracy-eradication work of the association.

Folk Dancing is Rhythmic Play

Miss Elizabeth Burchenal, chairman of the American Folk Dance Society of New York, gave an interpretation of folk dancing as playing games to music. Real folk dancing, she said, is happy, unsophisticated social dancing of peasants which has sprung naturally from the hearts of the people in response to the human need for play and relaxation.

According to Dr. Frankwood E. Williams, of the National Committee for Mental Hygiene, parents and teachers can do more to prevent nervous and mental diseases and delinquency than the medical profession through the adjustment of their own emotions. He pointed out the effect upon children of maladjustment of emotions of parents and teachers.

In discussing the "teen age" Dr. Caroline Hedger declared that the only way to get ahead of it is to understand its stresses, dangers, and standards, and to conserve it through mutual effort of those around the child.

Miss Mary McSkimmon, president of the National Education Association, in her address on "Pulling together always" said that the big money problems of the school will be solved when the fathers become interested and take an active part in parent-teacher work.

During this convention a national colored parent-teacher association was formed in Atlanta, to which colored delegates were sent from several States. The officers of the National Congress of Parents and Teachers assisted in the organization of parent-teacher associations in this new national group.

The convention reaffirmed its indorsement of Federal legislation for a Department of Education and of national movements for child welfare and the home. It opposed the Wadsworth-Garrett amendment with respect to amending the Constitution, now before Congress; pledged the promotion of the observance of a national teachers' day on which honor should be given to teachers; urged state-wide recognition of the new department of spiritual education; asked that the members inform themselves about recently arrived immigrants and take kindly interest in their adjustment; recommended that the assumption of the rights and responsibilities of citizenship for both native and foreign born be attended by impressive ceremonies; asked Secretary Herbert Hoover to recognize the status of women in the home by using "home makers" and the "home" in the next census roll, instead of the less dignified terms now in use; favored safety education, thrift, better motion pictures; opposed the rodeo, or round-up, salacious literature, etc.

Salaries of Some Superintendents of City Schools

	1926	1913
New York, N. Y	$20,000	$10,000
Chicago, Ill	15,000	10,000
Detroit, Mich	15,000	8,000
Tulsa, Okla	13,800	(1)
Boston, Mass	12,000	10,000
Philadelphia, Pa	12,000	9,000
Pittsburgh, Pa	12,000	9,000
Cleveland, Ohio	12,000	6,000
St. Louis, Mo	11,000	8,000
Oakland, Calif	11,000	4,000
Bayonne, N. J	11,000	5,000
Buffalo, N. Y	11,000	7,500
Jersey City, N. J	10,500	6,500
Cincinnati, Ohio	10,000	10,000
Los Angeles, Calif	10,000	6,000
San Francisco, Calif	10,000	4,000
Denver, Colo	10,000	6,000
Baltimore, Md	10,000	5,000
Bridgeport, Conn	10,000	4,100
Gary, Ind	10,000	6,000
Des Moines, Iowa	10,000	4,000
Minneapolis, Minn	10,000	5,500
Omaha, Nebr	10,000	5,400
Atlantic City, N. J	10,000	(1)
Newark, N. J	10,000	7,000
Trenton, N. J	10,000	3,600
Rochester, N. Y	10,000	5,000
Dayton, Ohio	10,000	5,000
Youngstown, Ohio	10,000	4,000
Memphis, Tenn	10,000	3,600
Houston, Tex	10,000	4,000
Milwaukee, Wis	10,000	6,000

[1] No data.

—Bertha Y. Hebb.

Free service in the placement of teachers rendered by the Wyoming State Department of Education during the year, if paid for at commercial rates, would cost the teachers nearly $4,000.

Lessons in Hygiene With Illustrations from Wild Life

Animals in Their Natural State Instinctively Observe Nature's Laws. In Captivity Their Regimen is Carefully Watched. Essentials for Health in Human Beings Are Same as for Wild Animals

By JAMES F. ROGERS, M. D.
Chief Division of Physical Education and School Hygiene, Bureau of Education

A VISIT to the zoological garden, the advent of a circus with its menagerie, or observation of wild life in the neighborhood of a rural school can be utilized perennially in classes in general science for pupils of different ages as material for health teaching. The following suggestions may be found helpful:

We like to see the wild animals partly because of their peculiarities of shape, size, appearance, and behavior, but perhaps more because of their beauty, cleanliness, grace, strength, agility—because of their health and vigor. We should not be much interested in them if they showed signs of disease, if their coats were soiled, if their teeth were dirty or decayed, if they were inactive, weak, or sickly.

A point can be made of what the animals might think about their visitors and what they might say if they could "talk us over." What would they think of our stooping postures, our sallow complexions, our use of powder and paint, our lack of cleanliness or of neatness of appearance?

The animals have all gone to school and learned how to be healthy. Mother Nature is their teacher and she is a strict disciplinarian. They long ago discovered the laws of health which in the wild state they seldom disregard, but which man either does not know or breaks without thought of the penalty he must pay. Many of these laws he is laboriously learning over again through long and tedious studies and experiments.

Neglect of Health is Expensive

Cost of sickness.—Wild animals in captivity are given the best of care because they are expensive and because visitors do not care to see sick animals. The value of a human life should be compared and the cost of sickness, not only in doctor's bills but in loss of time for work and play.

Food and feeding.—The subjects of food and feeding can be introduced by calling attention to the signs posted in every well-conducted zoo, "Don't feed the animals!"

The pupils can be asked why they think this sign is posted, since it would save money for the zoo or menagerie if the public were permitted to feed the animals. The importance and the why of regular times of feeding, of proper amounts and of proper kinds of food, should be emphasized, and that feeding by visitors is opposed to all three of these principles of healthy feeding.

The lesson of why we eat at all can be repeated in this connection. The fact that there are regular hours for feeding (twice a day for some animals, as monkeys and bears, and once only for others, as the lion and leopard) will be noted. There is no "piecing" and no spoiling of appetites for the next meal, if the zoo officials can help it.

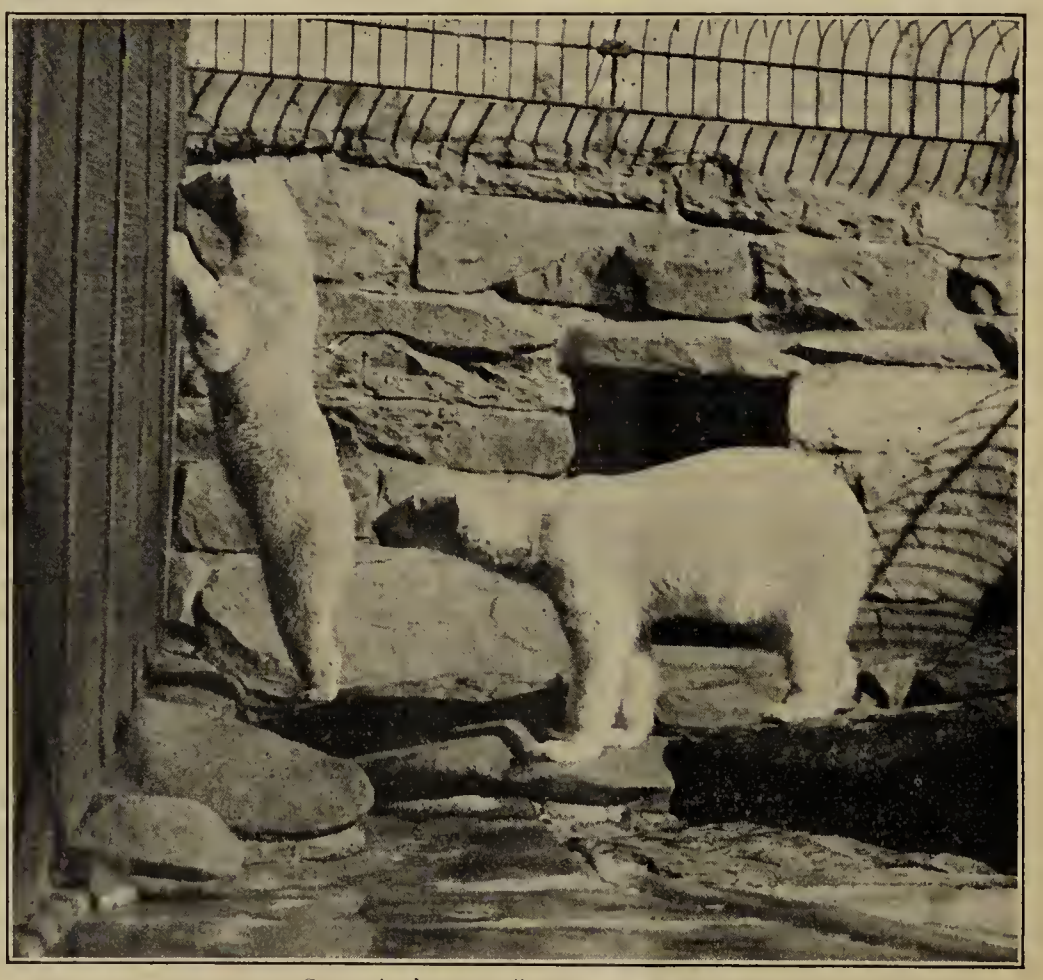
The kinds of food which visitors find the animals are most fond of (candy and cakes) are those which man also likes inordinately. These things are unnatural foods for animals and also, in a way, for us. The wild beast rarely found a comb of honey when the bees could not defend it, and our own ancestors seldom had a taste of concentrated sugar save when some sugar cane or a bee hive was discovered. There were no such things as candy and cakes until the use of fire was discovered and the extraction of sugar was begun.

Sugar and candy and cakes are good food in their place, but man is still tempted by their taste to overindulgence. A reasonable amount, taken with meals (but after we have had sufficient of the foods nature intended for growth and repair) is useful, and even animals may be none the worse for such feeding. Children should profit by the experience and knowledge of those who have studied what is best for them; just as the zoo animals are best off by having their candy or cakes given them by keepers in small amount at appropriate times instead of by visitors, who "want to see them eat," at all hours.

Irregular Eating Causes Illness

That inappropriate and excessive foods are injurious to the zoo animals is evidenced by the fact that in the Philadelphia Zoological Gardens, where careful records are kept of all sickness, it was found that when they were less strict about feeding by visitors "the mortality in the five days following a big Sunday or holiday attendance was definitely higher than for similar periods at other times, and higher than for the usual monthly average."

The director of another large zoo says, "In regard to the feeding of our animals by the general public we feel much as a wise mother does when her young children are fed sweets and other unsuitable foods between meals by kindly disposed visitors to her home. We used to have a great many digestive disorders among



Cave animals are usually good housekeepers

The illustrations for this article are from photographs courteously furnished by the National Zoological Park, Washington, D. C.

the animals as a result of overfeeding by visitors, but by vigorously prohibiting the public from giving numerous tidbits and by regulating each animal's food supply according to its needs, these troubles are now held in check."

Right food in right amount.—It is important that the animals of the zoo and that children should not be fed candy and cakes between meals, but it is even more important that they should be fed the right food at the right time.

The food must be appropriate to the powers of digestion of an animal. It must contain all the materials needed for growth, repair, and for furnishing energy; it must be suitable in amount to the activity of the animal and given at such intervals as will allow time for digestion between meals.

Many valuable animals have been lost because they were improperly fed and more children have been lost from the same cause. In the Philadelphia Zoo some costly antelopes perished because, through a mistake, they were given too much of soft vegetables and not enough hay.

Improper Diet Causes Disease

Many children suffer from a disease, rickets, in which one symptom or result is deformity of the bones such as bowlegs or knock-knees, because the daily food does not contain all the materials for making good bones. In the Philadelphia Zoo a similar disease developed in monkeys. The monkeys were fed liberally on bread, potatoes, rice, raw peanuts, corn, onions, bananas, and apples. On investigation by the zoo physicians it was found that this diet contained too small an amount of protein and fat but about eleven times too much starch. The amount of phosphorus and other mineral substances especially needed for bone building was too scanty. By reducing the amount of starchy food and by adding fresh whole milk and leafy vegetables the diet was corrected and the disease disappeared.

Not only is the frequency of rickets in children evidence that our food or feeding is often wrong but the commonness of decay of the teeth shows us that there is probably something faulty with the food or feeding of nearly all of us at some time in our tooth-making or later existence. Carious teeth in wild animals are very unusual. Among the apes, which are nearly related to us, it is practically unknown. Recent experiments have shown that decay of the teeth is probably due in large measure to the lack of good tooth-making materials, especially substances to be had from such food as whole milk, butter, and eggs.

Wild animals are expert at resting

The best foods for each kind of animal are carefully selected by the zoo directors, and the animals are fed just so much as they need. If they do not eat promptly all that is given them at one meal they are given less the next. They are not persuaded to eat if they are not hungry by offering them tempting dainties, which are not a part of their natural and needed diet.

Light.—Light is necessary for the health of zoo animals as also of children. Birds confined in dark and gloomy houses lose their bright colors, but these are regained when the cage is made sunny and cheerful. Children in sunless tenements are especially prone to rickets, and exposure to sunlight helps in their cure. We do not know how light helps the body in its use of foods but such is the case.

Take Enough Exercise for Health

Exercise.—The zoo animals that naturally use their muscles a great deal for obtaining food, such as the lion, tiger, sea lion, and other flesh eaters, take a considerable amount of exercise. They will be found pacing about in their cages for hours; and monkeys are fond of playing together or of using gymnastic apparatus. Such animals as the elephant, hippopotamus, or elk, which do not usually have to seek far for abundance of food and use their muscular energies more for escape from flesh eaters, do not exercise so much, though they take enough to keep themselves in health.

Rest and sleep.—All the animals are adepts at resting and when not disturbed by mischievous cage mates will stretch out and sleep, even in the presence of their human visitors. For the animals relaxa-

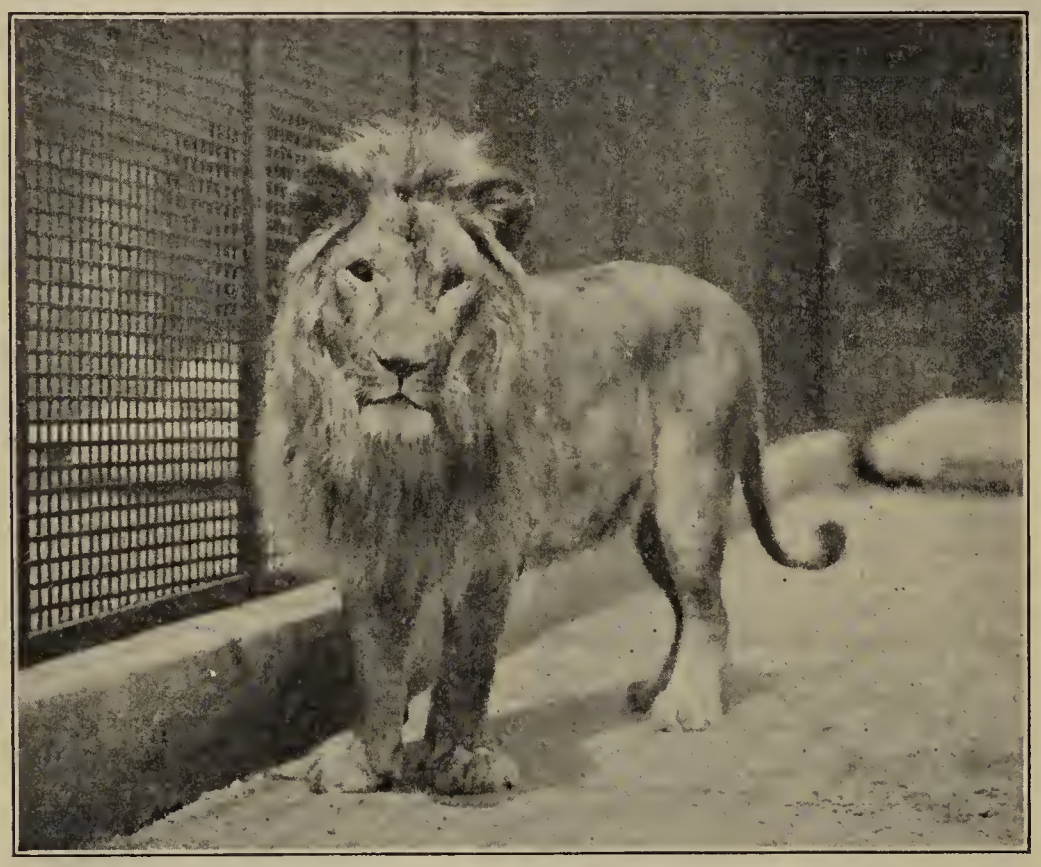
Even the hippopotamus takes daily exercise

tion and sleep are evidently as important as food and feeding.

Cleanliness.—We like to see clean animals and the wild animals set us a good example when they are given a chance. We can learn from them in this respect. The cats, big and little, spend much of their time sleeking their coats and even the wild hog is fond of his bath.

Moving Easier than House Cleaning

Most wild animals are not good housekeepers and need help in this direction, but in the wild they are constantly changing their residence so that house cleaning is unnecessary. Cave-dwelling animals are said to keep their houses in a sanitary condition.



Animals must be free from fear and worry

Cheerfulness and kindliness.—The zoo keepers tell us that wild animals are, like humans, very fond of companionship of their own or other kind. A lone lion has been known to be fond of a puppy as cage mate. They suffer from fear, from homesickness, from being teased by human visitors, or by bullying cage mates. Even in a sensitive domestic horse a cross word will quicken the heart beat, and Doctor Corson-White has found that the red corpuscles of a cat are increased by over 2,000,000 per cubic centimeter by the barking of a dog. The brain cells of a rabbit have been damaged by similar treatment.

Unruly Associates Cause Lowered Vitality

In the zoo a surly animal who is a trouble maker in a group "increases the mortality among his fellows not only by quarreling and fighting but by depriving others of food and rest and thereby reducing their resistance to infection."

Infectious diseases.—Attention can be called to the fact that in the zoo the large and valuable apes, chimpanzees, gorillas, etc., have, beside their barred cages, a protecting glass partition separating them from their visitors. This is for the purpose of preventing the discharges from the human nose and mouth from reaching them when we cough or sneeze or laugh or talk in their presence. Wild animals in the wild seldom have communicable diseases of the respiratory organs, such as colds, influenza, tuberculosis, but those which are nearest related to man are very subject to tuberculosis when infectious material from man reaches them. It has been found that cold air is not bad for apes, and they are allowed to go in and out of doors in all kinds of weather, but they are too valuable to risk infection from their visitors.

The relative value of man and ape can be again emphasized and the importance of protecting our fellows from colds, and other infectious diseases which are spread by mouth spray.

Man, After All, is an Animal

The general lessons of public health, of due consideration of the welfare of others, can be mentioned.

Essentials for health.—It can be pointed out that the essentials for health are the same for humans as for animals: Right food and feeding, pure air, sunlight, rest, warmth, cleanliness, agreeable company, freedom from fear and worry, and protection from infection.

Young People From Farms Enter Normal Schools

Approximately half of the population of the United States is rural. What per cent of the public-school teachers come from rural communities? Parents engaged in agriculture furnished 65 per cent of all the students in the five Missouri teachers colleges, according to a study made a decade ago—they were then called "normal schools." More recent surveys showed that 40 per cent of the students in the Louisiana State Normal College and 33 per cent of those in the four Michigan normal schools came from farms. The average was 20 per cent from farms for a number of normal schools and teachers colleges in the States of Colorado, California, Massachusetts, Pennsylvania, and Connecticut. These figures do not include the somewhat larger per cent of students who come from towns and villages. These data indicate that rural sections are loyally sending their proportion of recruits to teacher-preparing institutions.

How many of the graduates of the above institutions enter schools in farming communities? A study by Dr. C. E. Benson, of New York University, showed that in 1920 but 6 per cent of the graduates in 17 representative normal schools entered rural schools. In Maryland, however, 57 per cent of the 305 graduates from the State Normal School at Towson in 1924–25 entered one and two teacher rural schools.

A report of the Carnegie Foundation for the Advancement of Teaching states, "Rural school teaching actually demands a higher grade of teaching efficiency than any other branch of public-school service." A trained teacher in every rural school will be found (1) when young people see the opportunities for them in the rural field and (2) when legislators make it worth while for trained teachers to render their services where they are most needed.—*William McKinley Robinson.*

Fund for Educational Research at Johns Hopkins

Establishment of the "Edward Franklin Buchner Research Fund in Education" is planned in connection with the celebration of the Fiftieth Anniversary of the Founding of Johns Hopkins University. It is proposed to create this fund amounting to $50,000 by contributions from alumni and students of the institution and their friends. The income will be used to expand the research work of the department of education, including necessary financial assistance to students engaged in educational investigations.

Extinction of the American Schoolmaster is Threatened

Ratio of Men Has Fallen from 43 Per Cent to 17 Per Cent in 50 Years. Men not Better Teachers Merely Because They Are Men, but Both Sexes Are Needed. Tendency to Relegate Many Parental Functions to the School Can be Met Only by Having Men and Women in the Faculty

By GEORGE E. DAVIS

Principal Walnut Hills High School, Cincinnati; President Ohio Schoolmaster's Club

IN OPPOSITION to the experience and practice of every system of education in the civilized world the public schools of the United States have in 75 years suffered an amazing alteration in the proportion of men teachers in the teaching force. At the beginning of that period the men in our schools outnumbered the women; 20 years ago there were fewer men teaching than in 1860 and four times as many women as men.

In 1880, 43 per cent of the public-school teachers of the United States were men; in 1890, 35 per cent; in 1900, 30 per cent; in 1910, 21 per cent; in 1924, 17 per cent. In Cincinnati there are only 27 men teachers left in the elementary schools, and the ratio for the city is approximately 1 man to 6 women. What is likely to be the situation in the near future can be inferred from the consideration of other facts.

This Class Supplied No Men Teachers

In the teachers' colleges and normal schools of our State, the source of our prospective teachers, men constitute a rapidly diminishing proportion. A startling illustration of this ominous trend is to be found in the College of Education of our own local university, an institution supported by municipal funds on the grounds that it is preparing teachers mainly for our city schools. In the school year 1924–25 of a class of 65 prospective teachers, only 5 were men. Of these 5 men, 4 dropped out before the end of the year, and the remaining 1 completed the course only to abandon his original purpose and accept a more lucrative position with a large business concern, so that not a man is now available for the city schools. We are reminded of the cynical comment made by an English observer of our public schools, "The American male teacher will soon be as extinct as the bison."

If in Cincinnati we wish male teachers in our schools, we must perforce go elsewhere and enter into sharp competition with other school systems and with the commercial world, which also has discovered that college men are desirable. In this competition we have, on the whole, been playing a losing battle.

It should not be thought that the secondary schools alone are suffering a depletion of their man power; many higher institutions of learning are finding it difficult to retain their best-qualified professors.

"Our college and university faculties are deserted by their first-class members at a rate which calls for drastic reform," writes Dr. Frank Bohn in the October number of The Forum. "A few million dollars more means more buildings, more students, and more teachers, not better teaching by teachers who are paid sufficient salaries and allowed time for study and leisure. The sum of $1,435,500,000 has been given by exactly 19 persons during 10 brief years, and The Times calculates that all the gifts for higher education and scientific research during the decade amount to $2,500,000,000. Verily the mountain hath labored and brought forth a mouse."

This attention to the material needs of education to the exclusion of the higher cultural interests has not characterized the colleges alone; all over the country imposing plants have been provided and the people have complacently looked on with the feeling that they had builded wisely and well, never giving a thought to the most vital concern of all, the teaching staff.

Are Teachers Equal to Buildings?

Recently a Norwegian from Christiania was sent to this country by his Government to study the schools. When I asked him what he thought of the fine new high schools of our city, he said, "I can only wonder if the people are as concerned to secure the highest and best in teaching as they are in buildings and equipment."

The people had to be educated to understand the value to the community of beautiful public buildings. The fact that educational leaders have been successful in securing public approbation of the civic gain of stately beauty in fine school edifices would seem to indicate that if serious attempt is made to focus the public attention upon the paramount need of provision for an adequate instructional staff in our schools, the people will appreciate the justice and wisdom of taking steps to increase teaching efficiency to the maximum—the heart, vital force, and basis of all education.

It may be well to raise the question whether we are taking too much for granted in assuming that men teachers are an indispensable factor in education. If a consideration of this question leads us to an affirmative conclusion, then it is obvious that the Nation is confronted by a gigantic problem which cries out for immediate solution.

No Question of Quality Involved

We are not undervaluing the essential service of women teachers nor are we contending that the service rendered by either men or women is of a higher quality or more valuable the one than the other.

The considerations which lead to the opinion that the loss of men to the profession is to be deplored are numerous, and an examination of some of them will follow.

The two most important factors in training for the duties and responsibilities of adult life are the home and the school. In the very nature of things the man and the woman in the home share alike in the training of the youth; the women taking the largest share of responsibility in the earlier years and the man's influence becoming more and more important, especially with boys, as they enter the adolescent period. This type of cooperation is the ideal. To the fact that many fathers allow business and pleasure to cause them to neglect their parental responsibility is due in large measure the moral shortcomings, the failures, and the warped ambitions of youth.

"It is a particularly good thing," says Dr. Woods Hutchinson, "for a child to have two parents, one of each kind; a child has just as much right to and need

Publication fostered by the National Committee on Research in Secondary Education.

of his father's companionship and help and influence as his mother's."

Recent years have witnessed an increasing tendency on the part of the home to relegate to the public school many of the parental functions just mentioned, notwithstanding the fact that the schools, as an inevitable result of the rapidly decreasing male influence, find themselves less and less able to discharge the dual obligations which have been placed upon them.

Education More Than Imparting Knowledge

If the school is to assume the supervision and training of the young during a large part of the working day, it must preserve a strong influence through the employment of the highest type of men and women in its corps. This conclusion is based in part on the fact that education is not merely a process of imparting the contents of books, but that there are innumerable subtle influences, fully as significant, resulting from the contacts with teachers of high manly and womanly qualities which mold one's judgments, standards, and character.

Our contention, then, is that to lose the male influence in the school contacts is a loss to the growing boys and girls no less serious than to lose the father's influence in the home.

Again we must bear in mind that society is duo-sexual; that the youth is preparing to think and act and have his being in this duo-sexual society, and that the training of the home and of the school are merely complements of one another in the process of adapting the youth to society. It follows, therefore, that youth needs the training imparted by both sexes, for both are needed to make the transfer of the heritage of the race full and complete.

"The essential elements in human institutions in the social order must correspond to the condition of life generally," says Dr. Charles A. Ellwood in his searching volume on Sociology and Modern Social Problems; "to attempt to reorganize human society or to reconstruct institutions regardless of the biological conditions of life * * * is to meet certain failure."

Coeducation Implies Both Sexes in Teachers

A similar line of argument establishes the principle of coeducation of the sexes, and in general we are committed in the United States to this principle in the public schools, which by bringing boys and girls together simulate the conditions that prevail in the broader society of life. Coeducation in the best and fullest sense does not exist when both sexes are educated by one sex, and only a one-sided development can result from a system in which a disproportionate influence is exerted by either sex.

Mrs. Annie G. Porritt, a keen observer of American life and institutions, 15 years ago argued strongly against the rising tide of feminization in schools of the United States and its possible effects politically. She reasoned that the great English public schools (of which Eton and Harrow are types) have not a tinge of feminization, and attributed the long line of great statesmen to the male influence, an influence which, she declares, also was largely responsible for the fact that young men in England have, as Dr. Arnold of Rugby once said, "The desire of taking an active share in the great work of government, as the highest earthly desire of the ripened mind." She contrasted conditions in our country, where we take little pains to make politics a desirable career, and concludes that this is due mainly to the fact that in their most impressionable years the young are left to feminine influences in the schools, and that fathers in the United States have abdicated almost all parental authority, leaving mothers to rule the home and to train the boys, as well as the girls, and to be the chief source of moral ideals and aspirations of the younger generation.

Women Successful with Young Children

It can, we believe, be admitted without argument that women are fitted by nature to handle young children of both sexes with more understanding, patience, and general effectiveness than men because possessed of an influence due to her natural mother instinct, an influence which, as we have noted, is predominant in the home in the earlier years. But we maintain that a critical study of early, middle, and later adolescence will show that the situation is greatly altered during this critical period. These years may be described as a period of the new birth, of the dawning of self-consciousness—the time when the child first truly begins to know himself—the period fruitful in higher aspirations, when a new world begins to unfold itself and new ideals to take root in the soul.

It is the period when reason begins to assert itself and impulses are changed into habits, and habits become fixed in the form of character; when plastic childhood is molded into the character of manhood and womanhood and the teacher's influence is potent in its impress. In this impressionable period of adolescence it is supremely important that the youthful clay should be molded only by master potters. The need of the highest type of men in the training of boys at this period is imperative.

Boys Need Contact with Men

"Boys need more men instructors in every line" pleads Frank H. Cheley in a recent book, A Dad's Real Job; "the vast majority of boys are raised by their mothers, go to school to women clear up to the time they go to college and even their religious education is given largely by women. * * * I am not critical of women, but they have never been boys or men, and boys need more intimate contacts with men. When a boy becomes an adolescent, he needs a man's hand, if he is to develop most satisfactorily physically, mentally, and spiritually. Boys will follow men—they love a leader, a masculine achieving leader, and when they do not find such, they revolt. Too often the boy must find his hero on the sport page or in a story book or the movie screen when the hero ought to be a really, truly flesh-and-blood man. Boys are largely what they are because of their associations and the example that is set before them day after day. They are natural-born imitators."

Teaching Not a Manufacturing Process

Dr. G. Stanley Hall, perhaps the greatest authority on adolescence, stressed the need of men in the adolescent period, and The Pedagogical Seminary edited under his direction contains discussions of the question. The following statement is taken from one of those articles:

"The process of teaching is not comparable with, for instance, the process of making hats. My test of a hat is entirely unrelated to the question of who made it. If I am shown two hats, exactly alike, I choose either regardless of whether it was made by a man or a woman; by seven men and five women, or by a boy operating a complicated machine. My test of my boy's education is different—I do care whether my son has been subject to the influence of a womanly woman or of a manly man. Personally I would like my son to come under the influence of both the manly personality and of the womanly personality. I do not want him to miss either.

Best Education by Both Sexes

"Possibly I am wrong in this theory; possibly it makes no difference whether he gets his Latin and his algebra from men only, or from women only, so long as he is made to study these lessons. I persist in believing, however, that the best education I can give him is to have him meet teachers of both sexes, and I share this belief with practically every educator the country over."

The article goes on to emphasize the fact that men differ from women not only in methods of instruction and discipline, but also in the point of view from which the subjects taught are regarded, and it deduces from this another argument for an increased representation of men in the teaching profession. The author considers numerous other aspects of the subject, adducing strong pyschological reasons for the conclusion that girls, as well

as boys, suffer from the absence of men in our schools.

It is obvious therefore that the tendency toward the feminization of the teaching ranks in the United States is at variance with the findings of those best qualified to voice an opinion. Not only are we proceeding in this feminizing process heedless of the wise counsel of recognized authorities but we are also defying the accumulated educational experience and practice of all other civilized countries.

More Men in European Schools

It was recently brought out in School and Society that in Australia, France, Belgium, Holland, Germany, Austria, Czechoslovakia, Sweden, Norway, Denmark, Poland, Finland, and Switzerland it had seemed so necessary to maintain men in teaching that a family allowance system has been introduced in the public service, national and municipal.

We are convinced then that men constitute an indispensable element in the education of the younger generation, and that consequently the rapid disappearance of men from our schools is of such serious concern to the welfare of the country as to demand immediate action to prevent further withdrawal from the profession by those best fitted for the service.

If the function of education is to preserve and to improve what is best in our complex national life and civilization, it need not be pointed out that the situation toward which we are drifting is fraught with consequences hazardous to the public welfare.

To enter into the question of the causes for the men's abandonment of the teaching profession would lead us aside from our present purpose; but it is certain that men, especially those with families, can not linger long in nor feel an attraction for a profession in which they must eke out a living in other fields of effort in order to indulge in the luxury of sharing in the education of the young.

Need Spirit of a Christian Gentleman

We can not afford to lose the high spirit of service and the high ideals of education which impelled Dr. Thomas Arnold to say in reference to his work at Rugby, "There is no post in England which I would exchange for this"; and it will be a sorry day for the country's future when we lose the desire to attract to the teaching ranks men not as mere sojourners, but for life, of the type which Arnold described when he wrote to a prospective teacher: "The qualifications which I deem essential, to the due performance of a master's duties here, may in brief be expressed as the spirit of a Christian and a gentleman—that a man should enter upon his business as a substantive and most important duty; that he should devote himself to it as the especial branch of the ministerial calling which he has chosen to follow—that belonging to a great public institution, and standing in a public and conspicuous situation, he should study things 'lovely and of good report'; that is, that he should be public-spirited, liberal, entering heartily into the interest and honor, and general respectability and distinction of the society which he has joined; and that he should have sufficient vigor of mind and thirst for knowledge to persist in adding to his own stores without neglecting the full improvement of those whom he is teaching. I think our masterships here offer a noble field of duty, and I would not bestow them on anyone who I thought would undertake them without entering into the spirit of our system heart and hand."

Proposed Pan Pacific Conference on Education, Reclamation, and Recreation

To Foster Interchange of Educational Ideas, and to Develop Common Standards. Discuss Methods of Administering National Parks to Obtain Best Returns in Education and Recreation

PLANS are in preparation for a pan-Pacific conference on education, reclamation, and recreation to be held in Honolulu, Hawaiian Islands, in the spring of 1927. At the request of Secretary of the Interior Work resolutions have already been introduced in the United States Senate and House of Representatives authorizing such an international conference. An appropriation of $25,000 to cover the expenses of the sessions has been approved by the President and the Bureau of the Budget, and is now before Congress.

The purpose of the conference is to assemble Government representatives of Pacific Ocean nations for the discussion of problems dealing with public schools, farm-land development under Government aid, public lands, and national parks with bureau officials having similar administrative functions in the Interior Department. Should the proposed conference be authorized, it is planned to extend invitations for delegates to attend representing Australia, New Zealand, Japan, China, and Canada.

"Great benefits should be derived," said Secretary Work in discussing the proposed international meeting, "from an exchange of views and study in the promotion of education, land settlement, and travel from this conference. Honolulu is the crossroads of a rapidly developing Pacific area. Hawaii is the laboratory of the education and assimilation of Pacific peoples. Hawaii has developed intensive agricultural areas under private enterprise and Government aid. It has one of the most famous national parks in the world.

"There is no doubt that this conference will provide an excellent medium for the propagation of knowledge between the United States and the Pacific countries. It will make clear to our Pacific neighbors that the United States is interested in cooperating with them in the advancement of peaceful arts and pursuits. It will afford a wider field of service for the technical activities of the Interior Department and will be highly beneficial to the Territory of Hawaii."

Bureau officials of the Interior Department are now engaged in outlining tentative agenda that will emphasize the subjects of first importance to be discussed. Included under the topics of education will be ways of bringing about wider and more rapid exchange of educational thought and practice; establishment and preservation of national standards of child life; development of the common school, vocational education, and similar subjects. Under the farm-land development and subjects will be discussed such questions as the social and colonizing aspects of reclamation, relation of the marketing agencies to the successful settlement of public lands, methods for extending public credit to homestead-development enterprises, and other problems. The recreational topics to be included in the agenda will include the best methods of obtaining the fullest use of national parks for recreational and educational purposes, conservation of animal and plant life, their administration and management, and other matters connected with park operation.

Museum Collection to Aid Study of Fabrics

An extensive and growing "textile library" has been established at Metropolitan College of the University of Southern California, Los Angeles, for use in connection with courses in clothing and textiles. The "library" comprises such staples as cotton, linen, silk, and wool materials, with full description and uses for which they are adapted. The purpose is to provide knowledge required by clerks and buyers in department stores, as well as by housewives and general purchasers in the selection of textile fabrics.

Child Care and Child Training in the Home-Economics Curriculum

Biggest Problem Facing Home-Economics Teachers is to Professionalize the Profession of Parenthood. Denver Course of Study Woven Round the Proper Conception of Child Care and Training

By MRS. KATE W. KINYON
Director of Home Economics, Denver Public Schools

BECAUSE of the sentimental and emotional attitude surrounding home life it has been very difficult, almost impossible to professionalize our relations to our children. It is a lamentable fact that parents of the past in far too many cases have felt that with the divine right of parenthood has come automatically the necessary knowledge and ability to care for and train their children. Parents have felt that any attempt to give information and help in child care was an intrusion upon private and personal rights. The theory of "natural instincts" has been all powerful. John Dewey once said that parenthood was the last profession to be standardized and professionalized.

This group of girls are discussing the meaning of heredity

Preschool Period is Neglected

Our attempts at child care in the past have been largely courses in child feeding and physical care. With the coming of the kindergarten into the public-school system has come the realization of the psychological aspects of child care and training. The tiny baby has always been lord of all he surveyed and has received increasing attention. The child of school age has also received his proportionate share of care and study. There is still that "no man's land" of the preschool child, two to six, which is perhaps the most neglected period of child life to-day.

In developing the home-economics course of study in Denver the home-economics curriculum committee therefore tried to keep on middle ground and weave through the whole curriculum in junior and senior high school a well-rounded conception of child care and training. The investigation into the activities of junior and senior high-school girls showed that 29 per cent of the 5,106 girls answering the questionnaire had some responsibility in caring for younger children in their families. In the study made of what parents thought should be included in the home-economics course of study 78 per cent asked for child care. There is therefore no doubt as to the necessity for the inclusion of child-care materials in the home-economics curriculum.

The problem of child feeding and clothing for children from the tiniest baby up has been cared for in the food and clothing courses throughout junior and senior high school. In three different courses the problem of child care and training has been emphasized commensurate with the age and development of the girl.

The "home-problems" course required of all "eight B" girls has a unit known as "help with younger children." In this unit personal cleanliness, health habits, recreation, and entertainment for children of preschool age is developed. In developing this material it is very necessary that the teacher ascertain from her groups in each class the nature of their responsibilities for younger children in the home. The content of this unit of the course must help the girls right now to do their work of this nature at home more intelligently. There is no lack of interest on the part of girls or parents in this unit of the course. Parents ask to visit the class. The whole group were highly enthusiastic when told about the course in "home making and child care" offered in the senior high school.

Infant Care is Emphasized

In senior high school the unit in child care is much more comprehensive. The meaning of heredity and environment is considered. There are units on the diet and care of mother and child before and after birth, growth and development of the baby, food and clothing for the baby, and sources of reliable information concerning these topics.

The unit of this course in which the girls seem to show the most interest is the one on character building and behavior in childhood. They initiate very effective posters and notebook materials,

Preparing food for a hypothetical family of five

and bring in from many sources very helpful concrete materials as contributions to class work. The basis of much of the class discussion arises out of child-behavior problems existing in the homes of the girls or in the homes of neighbors and friends.

The course known as "applied economics" is offered for senior high-school boys. In this course is a unit on child training. It is taken up in connection with a father's responsibility to the home. Here again it is the character development and conduct of the child which is of great interest to the boys. The physical care and development of the baby seems to hold second place in the boys' interests.

These efforts in child care and training are but the approach to the portals of the biggest problem facing home-economics educators to-day—that of professionalizing the profession of parenthood.

Honors for Italian Scientists and Literati

"The Italian Royal Academy" was recently instituted by a royal decree law. Its purpose is "to promote and coordinate the Italian intellectual movement in the field of sciences, of letters, and of arts, to conserve their purely national character according to the genius and traditions of the race, and to favor its expansion and influence beyond the borders of the State."

The academicians, whose number is limited to 60, will be appointed for life by royal decree on the proposal of the head of the Government in collaboration with the minister of public instruction, and authorized by the council of ministers. Academicians will possess honors, titles, prerogatives, and rank equal to the grand officials of the State. They will enjoy a fixed annual income of 36,000 lire with certain other allowances. They will wear at public ceremonies a uniform prescribed by royal decree.

Failed Students Succeed in Vocational Work

To give a second chance to failing students, a county-wide probationary-promotion experiment was inaugurated last year in Coshocton County, Ohio. Boys of the eighth grade who failed were allowed to take the Smith-Hughes course and enroll for high-school work, electing any vocational department in which they showed interest or ability. All who entered under the special arrangement completed the ninth-grade vocational work. The arrangement has been continued this year and so far is meeting with success.

Favorable Report on Phipps Bill to Extend Duties of Bureau of Education

Increases Appropriations by $250,000 to Cover Cost of Investigations. Provides for Cooperation with State School Authorities and Other Agencies. Creates Federal Council for Coordinating Educational Work of Government

A BILL to provide for the better definition and extension of the purpose and duties of the Bureau of Education of the Department of the Interior, introduced in the Senate of the United States by Senator Phipps, March 11, 1926, was reported by the Committee on Education and Labor on May 8, with the recommendation that the bill do pass.

This bill authorizes the bureau to make studies and investigations in the field of education an to report thereon. For such purposes the Commissioner of Education is authorized to cooperate with State school authorities who may so desire and with other educational agencies which may volunteer.

Provision is made for an Assistant Commissioner of Education, a chief clerk, and necessary chiefs of divisions. Investigators especially qualified in educational, scientific, professional, and technical matters needed for the proper performance of the duties required of the bureau may be appointed, subject to the appropriations made by the Congress.

The appropriation of $250,000 is authorized for carrying out the provisions of the act, in addition to appropriations made in pursuance of the estimates for the bureau under the National Budget system.

A Federal Council on Education is created, consisting of representatives from each executive department. Its duties shall be to formulate and recommend educational policies among the executive departments and to devise means of improving the educational work of the Government.

To enable the Commissioner of Education to maintain close relations with other educational agencies, he is authorized to appoint a National Council of Education representing the various public and private educational interests of the country. This council shall meet once a year and hold special meetings at the call of the commissioner. Members shall serve without compensation but shall receive the necessary expenses of travel in attending meetings.

The conclusions of the committee upon the bill are thus summarized in its report: "Your committee believes that the bill (S. 3533) provides for a wider and more beneficial service on the part of the Federal Government to the educational interests of the country, and through them to the entire public, while at the same time it eliminates objectionable or controversial features of former bills and completely avoids the charges of Federal interference or control of education, bureaucracy, and standardization, which have prevented the passage of previous measures intended to be in aid of education."

Persistence of Attendance in Ohio High Schools

About 50 per cent of all high-school pupils in Ohio public schools go on to graduation, according to a study of persistence of high-school students in Ohio based on an examination of the individual records of 2,388 pupils, made by C. O. Lehman of Ohio State University. Final evaluations were based on records of 2,109 pupils who had spent their entire secondary-school period in the same high school.

Persistence of boys and girls was found to be about the same, the actual figures for boys being 51 per cent, and for girls 50.1 per cent. Desire for a high-school diploma is shown by the fact that, though Ohio law permits a pupil to leave school at 18, and working permits may be obtained under certain conditions at 16 years of age, of 860 graduates whose birth dates could be obtained, 53.9 were at least eighteen and a half years old.

Among other things brought out by the study was the fact that 70.5 per cent of all pupils who failed in two or more subjects during the first year in high school had dropped out by the end of the second year; and that of the entire 1,044 pupils eliminated during the high-school period, 75 per cent were over age.

Motor Club Aids in Accident Prevention

An attractive poster in two colors, featuring accident prevention as affecting children, is placed each month in classrooms of public schools and many parochial schools in the territory covered by the Chicago Motor Club. This includes not only the city of Chicago but 31 counties in Illinois and 7 in Indiana, and 15,000 posters are required each month for the service. In addition, the club supplies data for a safety talk given each Friday by Chicago teachers on order of the superintendent.

New Books in Education

By JOHN D. WOLCOTT
Librarian, Bureau of Education

DAVIS, SHELDON EMMOR. Self-improvement; a study of criticism for teachers. New York, The Macmillan company, 1926. xv, 280 p. diagrs. 12°.

The teacher as an active, creative critic of educational processes is set forth in this volume. Self-improvement is interpreted as expert service through mechanical fitness, appreciation of ends, and a willingness to evaluate objectively what our most cherished plans are really accomplishing. The author hopes that the critical viewpoint as developed in this book may help its readers to improved ways of doing "little things" and an adequate comprehension of what teaching means in its widest significance.

GIST, ARTHUR S. Elementary school supervision. New York, Chicago [etc.] Charles Scribner's sons [1926]. xi, 308 p. illus., tables. 12°.

The elementary-school principalship has recently developed from a disciplinary, clerical, and managerial status to a position entrusted with assisting in the shaping and directing of educational policies and programs. The author conceives the function of the principal as that of director of education in the individual school, coordinating the abilities and activities of pupils and teachers so as to accomplish the best possible educational results. This manual aims to aid busy superintendents and principals in their daily work, and also to serve as a textbook for use in colleges of education. The general principles of the technic and art of supervision are stated, and methods of supervision in the special subjects of the curriculum are presented for each topic. A progressive technic in teaching is shown to depend upon professional interest. The book also gives directions for rating teaching efficiency, for the marking of pupils, and for the principal's self-analysis.

MUELLER, A. D. Progressive trends in rural education; an interpretative discussion of some of the best tendencies in rural education. New York and London, The Century co. [1926]. xxxii, 363 p. tables, diagrs. 8°. (The Century education series.)

The rural-school problem, as handled in this volume, is one of providing instruction, as adequate in both the elementary and high-school subjects, for rural children as that now provided for urban children. Public inertia is said to be the chief obstacle in rural education, but social control is slowly but surely changing this characteristic from rest or slow advance into accelerating progress. Each chapter in this book may be considered as a separate aspect of the rural school problem, or at least as a factor in the ultimate solution of that problem.

RANDALL, JOHN HERMAN. The making of the modern mind; a survey of the intellectual background of the present age. Boston, New York [etc.] Houghton Mifflin company [1926]. x, 653 p. 8°.

When we analyze the modern world of ideas, we find it to be a strangely composite structure, embodying historic and traditional beliefs along with the newest discoveries and conjectures. Professor Randall, of Columbia University, traces in this book the development of thought from the earliest periods of western civilization to the present, seeking by means of a sympathetic introduction into the spirit of the past to make modern views of life more intelligible to his readers. For those who would understand, appreciate, and judge the science, the religion, the art, the moral ideals of to-day, the author finds it imperative to know those great achievements in the past of mankind that have produced our modern spiritual environment.

RUSSELL, BERTRAND. Education and the good life. New York, Boni & Liveright, 1926. 319 p. 8°.

After a general discussion of the aims of education, and of modern educational theory, Mr. Russell in this volume outlines concretely a proposed reformed system of character training and intellectual education extending from the nursery school to the university. He believes that by his system young people may be educated so as to be freed from the repressions and illusions inherent in prevailing agencies of education. In the course of his discussion, this English critic makes the following noteworthy observation: "The American public schools achieve successfully a task never before attempted on a large scale; the task of transforming a heterogeneous selection of mankind into a homogeneous nation. This is done so ably, and is on the whole such a beneficent work, that on the balance great praise is due to those who accomplish it." (P. 55.)

SCOTT, JONATHAN FRENCH. The menace of nationalism in education. London, George Allen & Unwin ltd. [1926]. 223 p. 12°.

Assuming the fundamental causes of war to be psychological, the author proceeds to analyze the frequent effects of public education in imparting to school pupils an exaggerated sense of nationalism and a feeling of fear and resentment toward other nations. Doctor Scott, formerly a professor of history in the University of Rochester, devoted several months' travel and research in France, Germany, and England to the preparation of this study, which is based principally on the examination of textbooks in the collections of the Musée pédagogique of Paris, the Deutsche Bücherei of Leipzig, and the London County Council. The investigation reveals the dominance of a narrow spirit of nationalism in the history and geography textbooks used in the schools of Great Britain, France, and Germany. The attitudes also of these textbooks toward particular countries are brought out respectively as follows: Of French textbooks toward England and Germany; of British textbooks toward France, Germany, and the United States; and of German textbooks toward the ex-Kaiser and his adversaries in the World War. Volume 1 of another notable study in this field entitled "Enquête sur les livres scolaires d'après guerre," issued at Paris in 1925, by the Carnegie Endowment for International Peace, also deserves attention.

SMITH, THEODORE CLARKE. The life and letters of James Abram Garfield. New Haven, Yale university press, 1925. 2 v. fronts. (ports.). 8°.

Because of General Garfield's active participation in educational affairs, this new authoritative biography has a particular appeal to educators. It was prepared by the professor of American history at Williams College, who enjoyed access to the large collection of letters and papers left by the general, and was also aided by members of the Garfield family. The story of General Garfield's education and of his early career as teacher and college president is given. The biography also includes a full account of Garfield's activities in Congress in connection with the establishment of the United States Bureau of Education, and the history of Garfield's definition of a university as "a student on one end of a log and Mark Hopkins on the other."

TERMAN, LEWIS M. *and others.* Genetic studies of genius. Vol. I. Mental and physical traits of a thousand gifted children. [Stanford University, Calif.] Stanford University press, 1925. xv, 648 p. tables, diagrs., forms. 8°.

The purpose of the present investigation was to determine in what respects the typical gifted child differs from the typical child of merely normal mentality. In preparation for the study, data regarding about 1,000 gifted children were collected in the larger cities of California by the survey staff in cooperation with parents and school officials. For the purpose of this study, "superior intellectuality" was assumed to be ability to make a high score on certain standard intelligence tests. The results of the investigation are summed up in a final chapter on conclusions and problems. Among the facts here noted, it is brought out that the particular gifted group studied contains a significant though not overwhelming preponderance of boys. These gifted California children came in general from good occupational and social classes, and ranked high in physical and moral tests. They were not at all deficient in play interests.

WALSH, MATTHEW J. Teaching as a profession; its ethical standards. New York, Henry Holt and company [1926]. ix, 387 p. tables. 12°.

Can the occupation of teaching as at present constituted be justly classed as a profession? The author of this book finds that from the historical point of view secular teaching never has been treated as a profession. While many individual teachers may be rightly entitled to professional standing, the great mass of teachers do not now occupy and never have occupied this position. It is, however, possible to make teaching a profession and teaching would be improved by raising it to this standard. This can be accomplished only by the teachers themselves, who must gain a vision of the significance of their calling and help to bring about the necessary changes. The author accordingly points out definite phases of the teacher's work along which professional standards must be reached and ethical principles established, in the movement toward making a profession of teaching. He discusses the general principles underlying the construction of codes of ethics for occupations and professions, and on the basis of these principles proposes a tentative code of ethics for educators.

WILDS, ELMER HARRISON. Extra-curricular activities. New York, The Century co. [1926]. xii, 273 p. tables, diagrs. 8°. (The Century education series.)

The writer aims to present in these pages a minimum of theory and a maximum of practical suggestions. The sociological and psychological theory upon which a sound extra-curricular program must rest is set forth, and the attention of teachers and administrators using the book is directed to the aims and values of these activities and their interrelations with the work of the regular curriculum. The bulk of the volume is devoted to the presentation and criticism of detailed procedure in the organization, supervision, and financing of these so-called "outside" activities of the school and college.

WASHINGTON : GOVERNMENT PRINTING OFFICE : 1926

REWARD OF LIBERAL EDUCATION IS SPIRITUAL ENRICHMENT

LIBERAL education has, as we are all aware, the greatest value as a factor in character growth. While technical education makes for efficiency, a liberal education leads the youth to think for himself. Whereas the reward of technical education is material gain, that of a liberal education is spiritual enrichment. Technical education may, and should, make his work more interesting. A liberal education should make life more interesting. It should wean him from pure objectivism, than which there is probably no greater danger in our western civilization. It should open his eyes to the reality of subjective values. It should stimulate what may vaguely be described as a cosmic sense, which covers the consciousness of participation in an infinite plan and the desire to have a stake in the future.

Thus, in so far as we conceive the good citizen to be primarily a man of character and secondarily an efficient producer, we must recognize that the scope of a liberal education is in reality much wider than that of a technical education; and while it is true that no class of the community has a monopoly of character values. we may well concern ourselves with a redistribution of these values throughout our body politic. It may be that such an enterprise would ultimately promote social welfare more effectively than a redistribution of wealth. But character values are an affair of ideals, and ideals can not be inculcated either in a classroom or out of it. They can only be transmitted by a process of infection. And so the problem of making a good citizen out of an average school boy resolves itself in the main into the old problem of how one generation can infect the next generation with progressive and dynamic ideals.

—DR. CRICHTON MILLER.

EDUCATION CAN NOT BE IMPOSED AGAINST WILL OF INDIVIDUAL

SINCE the aim of education is to train for life in its fullest sense, the school must be intimately concerned with the occupations and careers of pupils. The long controversy whether education should be liberal or vocational, general or specific, is surely based upon a fallacy. To not a few a liberal education still connotes, quite mistakenly, the study of letters and the wearing of a black coat, while vocational education is conceived as an insidious means of excluding the bulk of the community from privileges enjoyed by a more fortunate minority. This conclusion arises through a misunderstanding in regard to the nature of education. Education is, first and last, a thing of the spirit, concerned with the autonomous development of personality, of character, mind, and will. It is a spiritual growth which is never completed—the condition of the spirit developing as the individual develops. From its very nature it can not be imposed from without against the will of the individual. The school curriculum is therefore but a means of helping pupils according to their capabilities to realize themselves, and to develop a living culture which will show itself in willing and useful service to the community of which they form a part. Only that has educational value which has meaning to the pupil and assists in the development of his personality.

—E. SALTER DAVIES.