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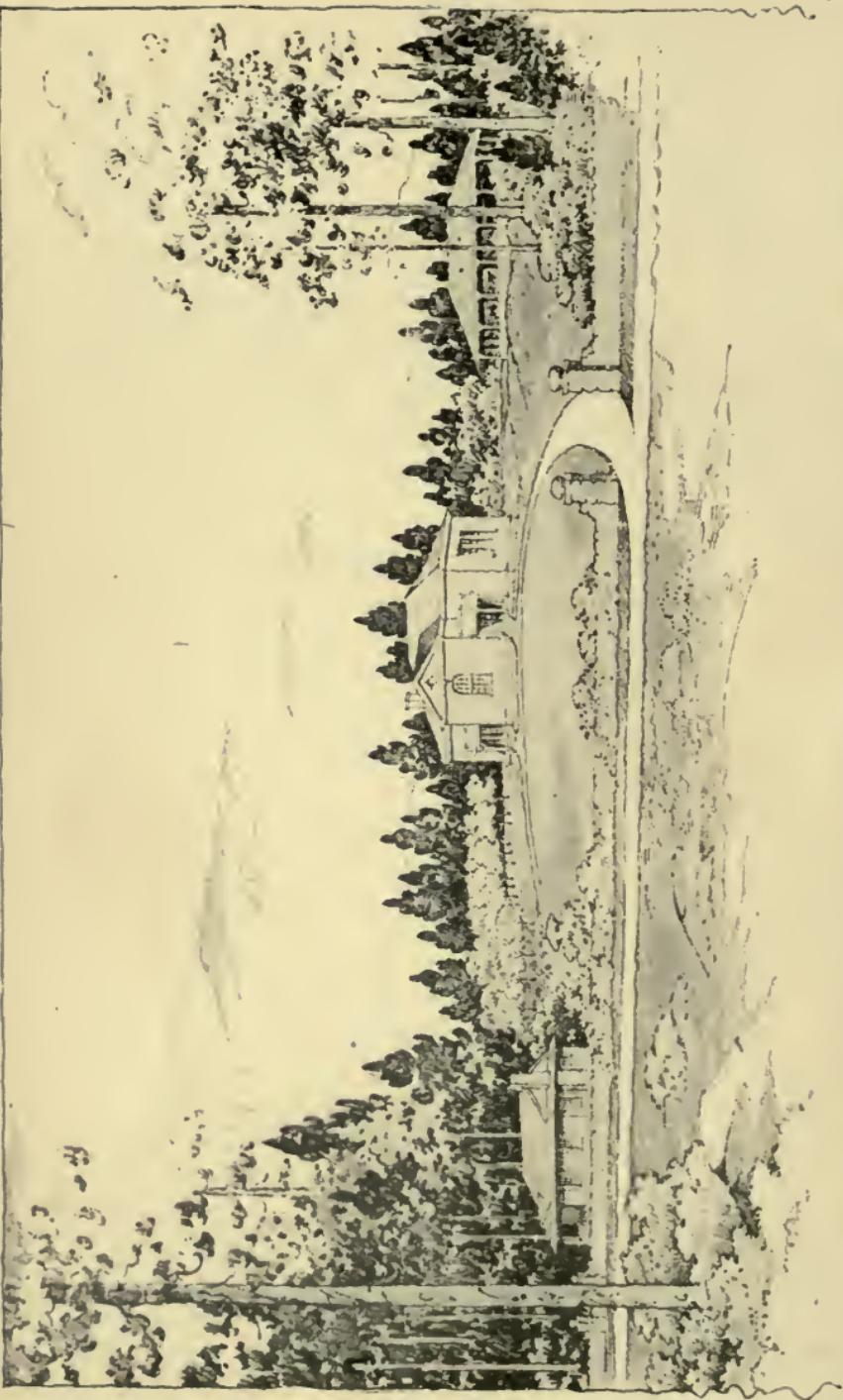
RIVERSIDE TEXTBOOKS
IN EDUCATION
EDITED BY ELLWOOD P. CUBBERLEY

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HARVARD UNIVERSITY





Teacher's Cottage

Orchard

Outdoor Gymnasium

A GOOD ONE-TEACHER RURAL-SCHOOL PLANT

(For plans for the schoolhouse see pages 58, 59)

A HANDBOOK FOR RURAL SCHOOL OFFICERS

Isah BY
N. D. SHOWALTER

PRESIDENT OF THE STATE NORMAL SCHOOL
CHENEY, WASHINGTON



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U • S • A

EDITOR'S INTRODUCTION

THE district form of school organization and control goes back to the beginnings of education at public expense in America, and, despite the many recent changes which have tended to evolve a larger unit for rural school administration, it still remains to-day the most commonly used form found in our American States. There are in the United States at present approximately 215,000 one-room rural schools under the district form of organization and control, and for these approximately 250,000 citizens are called upon to serve each year as school trustees. In addition, other trustees are required to direct the organization of the two-room and three-room and four-room village schools found in many places in our land. Though the smallest administrative unit under our political system to which any large powers are entrusted, the school trustees, or school directors as they are called in some of our States, nevertheless exercise very important functions under our laws. Each little school district has been created by law a body corporate and politic, and has the powers of a public corporation under the laws of the State. To the board of school trustees certain important legal powers have been given. These include the right to enter into contracts, to act in the name of the district, to sue and be sued, to purchase and hold title to property necessary for school purposes, and to employ teachers and supervise a school.

For the teacher in such a school much has been written, especially in recent years, and teachers' institutes have for long been provided with a view to instructing teachers better as to their work. For the school trustee little or nothing of

EDITOR'S INTRODUCTION

a helpful nature has so far appeared, and only in very recent years have trustees' institutes begun to be held with a view to instructing trustees as to the proper handling of their important duties. The need for some simple book that would serve to help trustees to understand their work has recently come to be felt, and the present *Handbook* is an attempt to minister to this new need. The author of the volume, a former county superintendent of schools, and for many years past president of a State normal school that has taken a prominent part in the movement in his State to improve rural school conditions, is familiar with the many efforts which have been attempted with a view to improving the rural school. The *Handbook* which he has prepared, and which is now offered to the public, ought to prove of large usefulness to school trustees and school directors in helping them to a more intelligent understanding of the important work which they have been called upon to perform.

ELLWOOD P. CUBBERLEY

AUTHOR'S PREFACE

THIS is intended as a handbook for rural school trustees, and has for its purpose the stimulation of these officers in their interest in education to the extent that they will put forth the greatest personal effort to accomplish the most possible for their respective districts. It is intended that all information given herein shall be authentic, and that all suggestions shall be based upon the best methods and practices now used in administering the common schools of our country. The volume is a result of personal investigation of plans and practices now in use in the best rural communities of the United States.

Our educational system has grown out of the rural unit organized during our early history. At its very beginning, it was vital to our stability as a free government, it has persisted to the present, and its improvement as a national institution is now of great public importance. Each rural community has in it the vital elements necessary to a great America, and the public school must become the coördinating organization necessary to fuse these elements into a living force. The better the school the more vitalized the community must be. The greater the development provided for each individual, the more important and the more powerful our Nation will surely become. May each school officer recognize the fact that he holds the keys to American progress, which can only become the sum total of the combined thinking of all of the people.

It is not intended that this volume should represent some original plan for school organization and administration, worked out wholly differently from that now found in our

AUTHOR'S PREFACE

best schools. On the other hand, it is purposely intended to point out the proven way to the best success through the means which have been tried in actual practice. The author has called upon many teachers and educators for suggestions, many of which have been freely used with the hope of making the contents of greatest practical value.

The author especially wishes to acknowledge the help which came directly from the members of his own faculty, who either offered suggestions which have been freely used or gave assistance in preparing one or more of the chapters. In this connection the following names should specifically be mentioned: F. E. Barr, George E. Craig, Alma A. Dobbs, Mary Ensfield, Josephine FitzGerald, George W. Frasier, Frances Johnston, Curtis Merriman, Bertha Most, and George H. Yost.

I also wish to make especial acknowledgment of the help received from Mr. Earl W. Morrison, a school architect with offices in Spokane, Washington, for his assistance in preparing the plans and drawings for most of the type-schools given in this volume.

N. D. SHOWALTER

CHENEY, WASHINGTON
January, 1920

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A FOREWORD

CREED FOR THE SCHOOL TRUSTEE OR THE SCHOOL DIRECTOR

I BELIEVE in the directors, the devoted men of to-day and yesterday; that whatever they sow the community will reap.

I BELIEVE the director should visit the school often, consult with the teacher, advise with the parents, and coöperate with any power that will advance the cause of education in his school.

I BELIEVE the teacher makes the school; that no minted coin is small enough to pay for the services of a poor one, and none too rich for the real teacher.

I BELIEVE in the hopes and ideals of the efficient teacher; in her sympathy and power for good; in her enthusiasm and good cheer that leads her on.

I BELIEVE in the innocence of childhood, in sunshine, in laughter, in the castles that fancy rears; in the purity of child life, in the removal of temptation; in the suppression of vice and crime.

I BELIEVE there is a problem for every day I live; that opportunity knocks at my door continually; that progress and good citizenship demand that I stay at my post of duty.

I BELIEVE that ignorance is a tax; that the unskilled represent lost opportunity; that lack of training and proper development represent waste.

I BELIEVE that our greatest problem is the proper training of our generation; that interest and dollar marks will not weigh in the balance with our ideals of worth and character; that our hopes and fears must still center around the fountains of love and laughter.

I BELIEVE in civic pride; in community life; and in the responsibility of the individual; in public opinion; in the open forum; in the rule of the people; and that their voice is the voice of God. Amen.

Author unknown

A HANDBOOK FOR RURAL SCHOOL OFFICERS

CHAPTER I

THE PUBLIC SCHOOL AS A NATIONAL ASSET

OUR Government recently made an inventory of all of its assets. Public school education was placed near the top of the list. While this is the first time that definite recognition has been given to public school education nationally, the people have given evidence of its worth by placing larger and larger responsibilities upon it with complete faith in its ability to respond. They have committed to it their children, knowing full well that it would stamp upon their young minds indelible impressions which would characterize them through life. Parents, too, have recognized the organized school as a means of securing a better understanding of the Nation's requirements. The Nation in turn has used the public school, because of its vast organization, to send propaganda broadcast to its millions of people. - The school has shown itself to be the open portal to the home life. It has already been proved to be the greatest influence in securing the coöperation of community life with that of the Nation's needs.

It was clearly recognized by the founders of our free Republic that the maintenance of such a government must depend upon intelligent citizenship. If the ruling power be inherent in the people, then an educated citizenship is necessary to progress. "Education" here is used in its broadest sense, meaning a clear comprehension of life's needs with an

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earnest desire to give this in full measure to all of the people. In order to attain this end, each one must be rounded out to his highest development. Each one must be prepared to assume his portion of responsibility. If mistakes are made, all must suffer the consequences alike. Of great importance, then, is the thinking of each individual citizen. Good judgment and careful reasoning are essential requisites of each person. A democratic form of government can rest safe only with a people thus endowed, and can progress only to the extent that this conception, and the understanding of its own general welfare, prevail.

If each person has civic responsibilities, there must be some means of determining just what these are. Each one must not only know the principles upon which our Government is based, but must be given the ability to help maintain those principles and to assist in carrying them to their highest development. This civic responsibility must be reinforced by a clearer conception of social relationship and of moral obligations. The word "government" represents an association of peoples, and the determining influences must carry out the idea of happiness and welfare for the entire group. Social intercourse of the right character means racial development of the highest order. Moral ideals form the basis for both civic and social improvement. Upon this rests the honor of the Nation. Conceptions of right and wrong, of truth and honesty, of honor and virtue, govern our actions and influence all of our decisions. In a democracy, then, there must be national conscience and national responsibility — all of which turns back to the people themselves, upon whom all responsibility falls and in whom all conscience exists.

In order to insure universal education of the right sort our public schools were inaugurated. Through this means personal development is guaranteed and the basis for independ-

ent government is maintained. Faith in public education as an enterprise is evidenced by the growing interest which the people have shown in it through the years, by the fact that greater financial aid has been given each year, and by the further fact that it has been extended to include all the different types of human development, offering opportunity for technical and research study as well as providing a recognized general training. The school has often been called "the birthright of the children," and it is not an uncommon thing for parents to make sacrifices in order that their children may have the full benefit of the school direction. The State has shown a determination to protect this right of the child by enacting compulsory educational laws. These laws vary in strictness in the different States, but usually require children to attend school until they shall have had at least a common school education and until they are sixteen years of age. Some States also require that all children be required to continue even after this age or attainment unless profitably employed. Through such laws the State aims to protect the children and at the same time to foster independent citizenship for all its people.

The public school was first organized to supplement the teachings of the home and the church. It was maintained during the winter months when the children could really be of little help to the parents. Children were required to work at an early age because of the difficulties surrounding pioneer life, and because little machinery, which in recent years has saved both time and labor, had come into use. The schools at first represented very elementary work, and the teaching in many cases was imperfect. However, this institution proved its adaptation to the ever-changing conditions and won for itself universal approval and the unqualified support of the people.

The few short months allotted the school at first have been

extended until now the "all-year school" is being advocated. Many city communities are now offering such advantages to their children, and the plan is sure to be generally adopted in time. As the three months' school grew into the six months' term, and the six months' term was extended to the nine and ten months' requirement, so also is the all-year school most certain to become an organized necessity in our final plan for educational work. This does not mean, of course, that each child must go during the entire year, but rather it offers the opportunity for continuous educational development, wherever that is possible, and also it offers a varied educational opportunity, suitable to different kinds of training and development, in addition to the civic, the social, and the moral training which has usually been recognized as a first requirement.

New subject-matter has been injected into the curricula from year to year, until school work now represents a workshop of the most practical character, in addition to the mental development which was once thought to be the only requirement. The three H's, representing the head, the hand, and the heart, have supplanted the old idea of the three R's which first formed the required elements. To discover a child's personal characteristics and to develop him so that he may become a useful member of society, is now considered as important as to direct his thinking and reasoning powers. Or, putting it in another way, we may say that the application of knowledge is now made a part of the school's work.

Education has its rootlets centered deep in the public school system, and depends in a large measure upon this institution to formulate the basic elements which develop into the larger, fuller, and more complete life needs and possibilities.

Since the whole child, mental, physical, and moral, must

go to school, it has been found necessary to make this institution responsible for the entire unity of his development. An individual must have a good physique in order to be a valuable member of society. Proper direction during childhood insures development of strength, and gives the right conception of health as well. One cannot be strong unless one's body is free from disease, and it is necessary to exercise proper care in this direction throughout one's life. All sense training must be done during childhood, and habits of the right sort should be formed during youth; hence this is the all-important season for instilling principles that will insure health and strength throughout the years. More and more are the schools coming to recognize the need of using the greatest care in directing this work, and each year additional responsibilities come in administering health education.

The time has passed when the teaching of a little physiology and hygiene sufficed, for this proved of little value because of its failure to make an impression which insured personal application. In the best schools hygiene is now taught by doing, and the lessons taught are immediately applied to the personal needs of the children. Results can be measured every day, and the children are forming habits during this impressionable period which will cling to them through life. This work is the more important when we recognize it as preventive teaching, since our best physicians consider this the fundamental basis of good health. This adds to the national value of the public school as an institution, and health education work will be emphasized and directed more carefully in all of the schools as its value becomes more fully known.

It may well be added that much corrective work is also being done in many of the schools. Teachers generally are being taught to detect physical weakness and to coöperate with parents in determining the best means of giving relief.

Through medical inspection many discoveries have been made which have aided not only in improving the health of the children, but also in furthering at the same time their mental development. The early years of the child's life seem to be the age of preparation, the time during which he shall fill his storehouse with abundant energy, the time during which he shall convert personal characteristics into potential forces. The Nation is wise, then, in concerning itself deeply in the development and general welfare of each child during the formative period of his life, because such direction insures a more useful member of society.

Last but not least of the responsibilities now assigned the school is that of moral training. Morality is really a growth, and marks the individual strongest who for a long period of time is exposed to the highest and best principles of life and living. The proper use of knowledge is really fundamental in education, because a mind well developed, but used for destructive purposes, becomes a greater menace to society than ignorance itself. It is important, therefore, to teach by example the highest moral principles and to place an environment about the school and about child-life in general which will be conducive to the best things. During the child's early years moral principles may be established through imitation. It is most important, therefore, to furnish him with the best, as types from which to copy.

The home life should establish the first standards, but these must be supplemented in the school, where often deeper impressions are made on a child than through any other medium. The entire atmosphere of the school, then, should be such as to make impressions of the right sort, and each community should place upon the school responsibilities which will insure moral teaching both by precept and by example. Any influence destructive to high ideals should be removed from the school premises, and should not be per-

mitted in any neighborhood, because nobility of character is one of the first elements to bring happiness and insure equality and fraternity among men.

How important it is for a nation to be able to call forth strong men when the principles of government need to be maintained! How valuable it is to have wise counselors among the people in times of stress! How necessary it is to have good organizers to formulate the massive strength into a combined force! How very necessary it is to have the scientist who peers deep into the mysteries of the unknown and discovers the laws which influence our progress! All of these, combined with the universal intelligent citizenship, represent every phase of human achievement, and with earnest, honest convictions in undertaking what is best for all mankind — such citizenship is the greatest asset that any nation can have. Inherent, then, in the people themselves do we find life's greatest possibilities. To bring this forth means "education" in its biggest and broadest sense.

With all these things, and many more not mentioned, giving evidence of the worth of public education, it is quite certain that greater educational subsidies will be provided in future years, and that the public school will be able to serve in a larger capacity the needs of a free people.

SUGGESTIVE QUESTIONS

1. What evidence have we that education really pays?
2. Is it proper to tax all property, including public utilities, for educational purposes?
3. Are our public schools improving as rapidly as the growth and development of our country demands?
4. What can you suggest as the most important improvement which could be made by the public school as it now exists?
5. To what extent should the school be held responsible for the moral training and for the physical and health education of the children?

CHAPTER II

GENERAL PLAN OF ORGANIZATION

The Nation and the States

THE National Government made no provision for education at the time our Federal Constitution was adopted. This was an intended omission, because it was strongly believed at that time that the schools should be directed and administered entirely by the States. In the President's Cabinet, therefore, as it was originally organized, and as it has been rearranged through the years, no Department of Education has been established. There has been a growing sentiment in favor of such a Department, and with the new recognition given to education nationally there is every reason why such a provision should be made. Now that the common school system has proved its worth, and has been recognized as a national enterprise, there is every reason why it should be fostered and harmonized in a way better to meet the needs of the National Government.

In the early part of the nineteenth century, when Ohio was admitted as a State (1802), there was a provision inserted into its Constitution which required that section number sixteen in each township be set aside as a subsidy for public school education. In accepting this Constitution the Congress of the United States established a precedent, which continued as a definite provision in each state constitution for almost fifty years. It should be stated that before the admission of Ohio several of the States made no provision for public education in their constitutions, while others made only slight mention as to the establishment of public education. Our national policy in education then really had its

beginning with the approval of the Constitution of the State of Ohio.

Nearly fifty years later, when California was admitted to the Union, there was a provision in its Constitution that two sections, sixteen and thirty-six, be set aside in that State as a land grant for the common schools. For forty years this precedent continued to be recognized in the case of each State applying for admission, with the exception of the State of West Virginia, admitted during the Civil War in 1863, whose Constitution made no provision for a public school land grant. Three States, namely: Utah, Arizona, and New Mexico, admitted since 1890, have provisions for four sections, two and thirty-two having been added to the old provision.

There were other types of subsidies provided for by some of the States, but these vary so much that each individual case cannot be cited. This additional provision, provided for in the Illinois Constitution, may serve as a type:

Five per cent of the net proceeds of the lands lying within the State of Illinois which shall be sold by Congress, from the first day of July, 1819, after deducting all expenses incident to the same, shall be reserved for the purposes following, namely: two fifths to be disbursed under the direction of Congress in making roads leading to the State; the residue to be appropriated, by the Legislature of the State, for the encouragement of learning, of which one sixth part shall be exclusively bestowed on a college or university.

That thirty-six sections, or one entire township, which shall be designated by the President of the United States, together with the one heretofore reserved for that purpose, shall be reserved for the use of a seminary of learning, and vested in the legislature of the State, to be appropriated solely to the use of such seminary by said legislature.

The older States, which constituted the Union before the admission of Ohio, soon began to sense the value of these

land subsidies, and adopted within their respective legislatures the following resolution:

Resolved that each of the United States have an equal right to participate in the benefit of the public lands as the common property of the Union; and that the States in whose favor Congress has not yet made appropriations of lands for the purpose of education, are entitled to such appropriations as will be in just proportion with those heretofore made in favor of the other States.

After much discussion by the National Congress, and after many different plans were proposed, this matter was finally dropped indefinitely until 1862, when Senator Morrill introduced a bill in Congress providing a land subsidy for the encouragement of agricultural teaching and scientific engineering training. With the approval of this bill a new precedent was established, following which came the establishment of the Land Grant colleges and institutions for the encouragement of agriculture and the industrial sciences. This led to the provision in the Constitution of the later-admitted States for large land grants for institutions of higher learning. Subsequently, too, the Hatch Fund (1887) and the Adams Fund (1890) were created by Congress, to encourage agricultural experimentation and teaching; the Smith-Lever Fund was provided (1914) to inaugurate extension work in agriculture and home economics; and the Smith-Hughes Fund (1917) for the encouragement of industrial training and agricultural work in institutions below the college grade.

The worth of education to the Government has become so apparent during the recent great World War that many important changes are sure to come in the near future. A great movement for the establishment of a Department of Education in the National Cabinet has been launched. Congress has in so many ways expressed its interest that it seems now only necessary to present it in proper form in

order to have the establishment of such a department approved. There is every indication, too, that a large sum of money, involving many millions, will soon be provided by Congress to be divided equitably among the States for the furthering of education to meet new specific demands. It is likely that a part of such fund will be set aside for types of education which will standardize basic requirements for citizenship, divided according to the needs of each of the States. It is certain, too, that a large portion will be provided for "Teachers' Training Courses," because therein lies the basis for educational advancement. If all teachers are thoroughly trained and are required to meet standards of efficiency and adaptation to school work, then and only then will such large revenues appropriated bring adequate returns in results obtained. Equitable subdivisions of such fund will care for the newer types of education which now seem necessary in meeting new ideals and providing for our ever-changing requirements.

In assuming larger financial responsibility, the Federal Government is certain to assume closer direction of our educational development, and through its coöperation greater harmony will be brought about between the different States. Of course the larger responsibility must continue to devolve upon the individual States, and therefore the main directing force of administration will remain there. Already the plan in each State is so well established, and the general policies for improvement so well in hand, that the plan of the National Government need be coördination and coöperation rather than direct administration.

State Educational Organization

The plan of school administration and the purpose of its organization have been quite similar for each of the States. This is because the newer States copy from the older ones.

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The popularity of the franchise system made it easy for the school to be directed by this plan. State, county, and district school officers have in accordance with this provision been chosen by popular vote of the people. Because of this the general plan of public school administration has been considered political. This is really not true in fact, though the state and county officers have usually been nominated and elected by political parties. District officers have generally been chosen by the electors of the district, but the school election in the several States has usually been set at a different time from the general election in order that political consideration might be eliminated from it. In recent years, too, state and county officers have, by common consent, been somewhat separated from political control, and efforts have been made to introduce efficiency into all school work even though subject to political control.

The growing interest in the public school as an institution closely allied to the people's personal interest has recently caused a strong sentiment to arise in favor of making their controlling interests completely non-political. Several States, through legislative enactment, have provided for non-political State Boards of Education, to which authority is given to control and manage public education throughout the State. A State Commissioner of Education is then chosen by such a board, to take the place of the elected State Superintendent of Public Instruction. The County-Unit plan, too, has been adopted in many States. This provides for the election of a County Board of Education, by the people of the whole county, and this Board in turn selects and appoints the chief county school officer, and provides for a reorganization of the school districts of the county into units better suited to meet the new educational needs. The States have not generally accepted this proposition, though it has been partially adopted in various modified forms by a

number of the States, and the tendency to believe in the general non-political principle is steadily growing.

A State Board of Education is usually provided by the several States as a unifying element and organized upon a basis somewhat different in character. In some States the members are wholly appointive. In others there are provisions for an *ex-officio* membership, which includes the state school administrative officer as *ex-officio* chairman, and the heads of state institutions as regular members. In addition to these there are often added appointive members, for the purpose of better representing the entire school system. These appointive members are usually chosen to represent the elementary and the high schools. In some States a lay board is chosen with administrative duties alone, while in a few States a combined board, representing lay members and members representing educational departments, are provided for.

In every case this board holds an important position and special powers are given to it. It serves as a unifying element to the whole system of education within the State. It is called upon to hold regular meetings during the year, at which time it sits as an educational council for the purpose of discussing and settling the larger educational problems involving state needs. Specific duties of this board are usually set forth in the school law in each of the individual States, and the general policies of the board may be found in the educational report of the State.

The executive officer for the State is usually known as Superintendent of Public Instruction, or State Commissioner of Education. The latter is the name applied by States using the appointive rather than the elective system. The former has always been an elective officer, chosen from among the citizenship of the State. In order to meet the new demands placed upon this institution of the people,

the executive officer must hold the confidence of the departments under his supervision, and be able to inspire them with high motives for the common good. He must be broad and liberal in his rulings, and just and fair in his decisions. This state officer should be a leader in educational thought, and should be able to organize the work of the State into coöperative units for general improvement. A definite policy should be worked out for vitalizing the work of the smaller units, and the least district of the State should feel the directing influences of the State's well-organized plan and motive. Since it is incumbent upon every citizen to see to it that the educational system should provide for the best opportunity in each community, the work must be started well by first providing an executive officer of large insight and executive capacity.

County Educational Organization

The county usually forms a secondary means for school administration within the State, and the County Superintendent of Schools, or County School Commissioner, becomes its administrative officer. This office is of great importance to school development because it represents a unit in size which more nearly responds to the powers of control of the people. Since it is agreed that true leadership is necessary to progress, it is very important that this office be filled by an individual possessing qualities of real merit. He must be able to think and to feel in the terms of the common people. He must win their confidence to the degree that they will follow his carefully laid plans. The county officer's work must be supervisory, as well as administrative. He must furnish inspiration for teachers and school officers, and must, in a general way, supervise the work of the schoolroom in the interest of the pupils. His counsel must be wise and his judgment sure in dealing with the many problems which

arise under his jurisdiction. To carry forth this work in a satisfactory manner requires a man or a woman thoroughly trained not only in teaching, but in modern educational ideas as well. In addition to this he or she must possess adaptability in character, honesty of purpose, and a desire to serve in the largest and best manner. The personal direction needed in this office requires leadership and personal vision, and the people of the county should require for this position one who has the highest qualifications.

District Educational Organization

In a majority of our States the county is broken up into smaller units, known as school districts. Each of these has specific boundary lines, and a plan of organization adaptable to community work. The local Board of Trustees here become the potent factor in making the school standards represent the wishes of the people of the district. The Board stands for the local community, the interests of its neighbors and friends, and the well-being of the children whom the members personally know. Each act of the Board may be seen by all those whose wishes it represents. It has been chosen to carry into effect the neighborhood's wishes in connection with the school's best development. It has been chosen to direct the spirit of the community in an educational way. Each member must be willing to carry whatever responsibilities are necessary for the common good of the school. Each one must be broad-minded and liberal, yet fearless in doing his duty. As a directing board it must be willing to listen to suggestions, and to bear such criticism as usually comes to those who accept public responsibility.

Each member of this Board of Trustees or Directors ought to support and usually does support the educational leaders

of the district. Each member should be chosen by the people with that thought in mind. It should be considered a position of trust, with duties attached to it which are of the greatest and gravest concern to the neighborhood's well-being and to the children's education. Required work should be done cheerfully, even though there be no tangible compensation provided. Heavy responsibilities which sometimes come to this board should be accepted without complaint. The best compensation after all is a personal knowledge of well-rendered service, because the greatest things come to mankind through personal sacrifices freely made for others. Life's duties accepted graciously always improve the individual, and officers who have been faithful through the years have made in spirit and in purpose a contribution to be commended.

Our best fathers and mothers are busy people, but never too busy to consider what is best for their children. The time quickly passes when the home holds the direction of the child. Almost as a baby from its mother's arms the child at six years of age enrolls in the public schools. The parents' interests are now divided between two institutions, for their child has come to be the subject of both. Early in the morning it must leave the parental household and spend the best part of its waking day with the children of the neighborhood in that common institution, the public school, which has so endeared itself to the hearts of all thoughtful parents. Each home has a deeper interest as it is personally represented in the school. So the most important responsibility of the community is to make the school a worthy educational center.

SUGGESTIVE QUESTIONS

1. Should the National Government assume a greater financial responsibility for public education? Why?
2. How has the Nation already shown its interest in our public schools?
3. Give some ways whereby the school system can assist the National Government directly.
4. Has it proved advantageous for the National Government to delegate the control of education to the individual States, allowing each State to shape its own laws and direct its own work as seemed best suited to its needs, or not? Why?
5. Have the States failed in any way to measure up to our national needs in carrying out their individual plans for education?

CHAPTER III

THE SCHOOL ELECTION AND CHOOSING SCHOOL OFFICERS

EVERY man and woman living in this country should have a very clear conception of civic responsibilities. They should be familiar with our governmental plan of organization, and should know the principles set forth in our National Constitution. To be a good citizen of any country requires accurate knowledge of citizenship requirements and a willingness to meet the responsibilities in full measure. One must be in accord with the foundation plan in order to ally himself unreservedly to these basic principles. True loyalty is more than an outward expression and can be properly voiced only by conscientious approval.

Representative government has been a long time coming to the civilized world, and even now many well-disposed people do not understand the meaning of "Freedom" in its largest sense. When we speak of a government "of the people, for the people, and by the people," we must not forget that there are now more than one hundred millions of us. We cannot all speak directly upon every question, but our representative plan enables us to speak through those whom we have chosen to represent our best interests. Neither must we forget that "the greatest good for the greatest number" must be recognized in the consideration of all final decisions. Certain rights may be held as inviolate, but in order to progress we must be ready to adjust ourselves to new conditions for general improvement.

The ballot is our personal right, and by it many important things of government, of state, and of community are de-

cided. Failure to exercise this right is a crime against democracy. Every good citizen looks upon the opportunity to vote as a great privilege, wherein an opportunity is given him to become a part of the decisive power of things pertaining to the needs and to the welfare of citizenship. If a nation is to be strong it must be decisive. If an individual is to be strong, he, too, must exercise that same quality. In deciding the great questions of the day the ballot has proved to be an effective means. Through this the people have made known their will, and the majority vote has usually been accepted without question. It therefore becomes a duty as well as a privilege to exercise this right intelligently.

We find it necessary to delegate many of our rights, however important they may be. In doing this we centralize responsibility, and secure better results than could otherwise be attained. The great cost of the general election now is prohibitive as a decisive power for all of our needs. So we use this as a means of selecting those whom we believe best suited to become our spokesmen, and we delegate to them certain of our rights. The question has many times arisen as to how many questions we ought to undertake to settle directly, and what things should be delegated to our personal representatives. No agreement has been reached in this matter, and probably there will always be a difference of opinion concerning this point. One thing we should always keep in mind in this connection, — that is to choose wisely whenever the question of choice devolves upon us. Then we shall be better able to hold our representatives responsible for wisdom and good judgment in all of their actions pertaining to the general welfare.

The Nation can be only the aggregate of what its citizens represent. Hence the smaller community units, which are more individualized, represent the strongest factors which go to make up the general federal unit. A strong energized

decisive community knows no such word as failure when applied to its progress and to its individual needs. It may have, and usually does have, a reputation which gives it an individual function of being recognized in a most definite manner. As individuals differ, so also do communities differ, and it is quite as important to choose well our place of living in a community of the highest type as it is to choose wisely our personal associates. Even more important than either of these is it that every individual should try to secure for the community in which he lives the very best civic conditions. To do this he must become a part of the community activities and intelligently study the needs in a conscientious broad-minded light. His interest should inspire action fraught with good judgment, and he should have a desire to do his whole duty in a most honorable way. He should bear in mind the rights of his neighbors, and should respect their honest opinions. In the last analysis he should be willing to abide by what the majority believes to be for the best.

No other question is more vital to the community's well-being than that having to do with the education of the children. When school problems must be determined by franchise this right should be more carefully exercised than ever. The school building is usually chosen for the meeting place and due notice is usually given pertaining to all questions under consideration. In many States school trustees are chosen at the annual school election, and the occasion ought to be important enough to cause every voter to do his duty on this special day. There are usually several other important questions to be settled. Additional finances, over and above that provided by the State and the county, may be required to maintain the school properly. The grounds or the buildings may need improvement. It is a good thing to inspect the school premises carefully, and to discuss

changes which the patrons of the district would like to make during the year. The financial report may well be posted on the blackboard, and full explanation given by the officer in charge.

A report of the year's work made by the Trustees should be read at the opening of the meeting. Nothing is more important to the community than to meet in a common cause and exchange ideas on matters pertaining to the general good. No qualified voter can afford to forego the right to take part in this important gathering, and every one should feel the importance of giving sufficient time to "council" and to the social importance of the meeting. The latter may be made a most beneficial feature of such a meeting, but the former is indispensable to the best progress.

The time of this meeting should be when leisure moments are most abundant. Due consideration should be given to season and to occupation of the people. Due notice must be given, with meeting place designated if other than the school building. Many States make detailed provisions for the meeting in the school law, all of which the district is required to observe and follow. It is an advantage always to set forth, in the public notice given, a clear concise memorandum of all transactions which the Board desire to have the voters consider. Supplementary explanation may be made on election day if everything is not clear, and never under any circumstances should vague propositions be voted upon.

The most discouraging thing about the school election is shown by the fact that generally it is not a well-attended meeting. Careful investigation of records of many of the States shows that not fifty per cent of the districts, especially of rural communities, have had more than barely enough voters present on school election day to form a quorum and complete the lawful organization. A closer inspection of

records from several States shows that only twenty-eight per cent of the qualified electors have actually voted on any and all of the measures proposed. Many specific instances are shown where not more than five per cent of the voting population have taken any part in the school election. A careful comparison gives evidence of the fact that questions of increased levy bring out the largest vote. Factional interests, too, have been the means of an increased vote, but in the majority of these cases the results have been detrimental to the community and to the school. Specific instances are found in the records which show that districts have not held a school election for two or more years, and have depended entirely upon the County Superintendent or other lawful authority to appoint these officers.

Another discouraging feature comes from the fact that in many school districts it is hard to find a man or woman who will willingly accept the position. Those having children to educate will take the office as a necessity during the time their children are in school. In other instances the one individual citizen who ought not to be chosen as school director, because of good and sufficient reasons, is the one who desires the office and who is elected because there is a dearth of candidates. These things all militate against our scheme of administration, and are bound to impress upon the minds of all good citizens the need for a more responsive plan. One of two things is quite certain; either the elective plan must elicit greater interest, or some more effective one must take its place.

The next few years will decide the matter, because already several States have become dissatisfied with results and legislative authorization has been given for a closer organization with centralized authority. Such a change is likely to be hastened, too, by the fact that education may soon be considered of greater worth as a national asset than it is as

an individual possession. If national ideals must be propagated and shaped within the public schools, then the Government must see to it that this institution is not handled in a haphazard fashion. This means no reflection on the well-disposed community, but rather does it point to the fact that too much may be expected of individual citizens who are already busy with their own affairs and who already are overloaded with other responsibilities. It shows, too, that the elective plan may not always prove to be truly representative.

Whatever plan is followed in making the choice it is equally certain that the executive officers of the school should be composed of men and women best qualified and best adapted to administer wisely in this capacity. Broad-minded people and often "broad-shouldered" people are the best to choose. It requires individuals who are willing to sacrifice, who will give of their time freely when occasions demand it, and who will consider it a privilege to serve, to make really good trustees. Such officers must be willing to listen to all individual differences and carefully consider them, but finally they must honestly and fearlessly make such adjustments as seem to be for the best general good of the school life. The idea is quite common that there are few people who have both the qualifications and the adaptation to do this work well. The remedy offered is that we shall have fewer trustees in our new plan of organization; that the man who does have adaptation shall serve in a larger capacity than is now possible in the smaller district organization. This work is important enough to require the most careful management and to demand responsible executive authority.

To make such an organization prove most fruitful may require better officers. Since time is an asset to the average man, he can give only a limited amount of this without pay.

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Better then is it to furnish some small remuneration, if by so doing efficiency be increased. Since the delegation of our powers has been essential in the administration of our affairs, there is every reason why those acting in an aggregate way in our individual stead should be paid some small return for their time and for their talent. If then through a lack of active interest the people fail to make strong their local district by means of the elective method, then they should join heartily in a plan which will guarantee a better scheme in caring for the important duties connected with this office and necessary to wholesome educational progress.

SUGGESTIVE QUESTIONS

1. Is the elective system a satisfactory plan for choosing school district administrative officers?
2. Does the present plan of local management give the very best educational returns for the money which the people are expending for public education? Why?
3. Why is it considered desirable to have three or more school officers rather than one for the management of the administrative affairs of a school district?
4. Is it an advantage to have a county trustees or directors meeting, where all district school officers can meet for counsel and for the discussion of public school affairs?

CHAPTER IV

WORK OF THE ORGANIZED SCHOOL BOARD

To make a good school officer it is necessary to know the general requirements of the school law as set forth in the State School Code, to know the rules and regulations of the State Board governing school board action, and to be familiar with the neighborhood's wishes affecting school work. Such officers are usually required to qualify by taking an oath of office and subscribing to regular lawful requirements. Their first official act should be to organize; or if they have no such lawful requirement, to organize in a manner to insure an effective working committee. All official acts should take place at a regular meeting or at a special meeting called for a specific purpose. In general practice business of any kind may come up at a regular meeting in addition to that provided for by items of the regular calendar; while at a special meeting only such items of business may be considered as are set forth in a "call notice." In calling for a special meeting several plans are practiced, the main essential being a clear understanding by all members. Usually such a meeting is called by the Chairman, or may be called at the request of a majority of the members. Some organizations provide that the Clerk shall call the meeting instead of the Chairman, but in either case definiteness should be followed in such notice, giving time and place as well as the calendar of business concerning which said members will be called upon to participate.

Probably one of the greatest mistakes that busy board members make is to give decisions individually when not in regular session. It may be some time before the regular

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meeting is to be held, and it may not be convenient to hold a special one for a single item of business. So personal approval in such a case is often given without due consideration, the one receiving the same going from one member to the other and probably quoting to his own advantage statements of some one member previously interviewed. By being approached in such a manner by the wily agent, or by the inconsistent teacher who requires an immediate answer, members of a board have been individually led into doing an act which they would not have done when in council together. Districts have been seriously involved many times in this way, though individual board members meant well in their assented action.

To avoid such mistakes a good working organization is of first importance. Members should agree to stand together for the very best service to the district. They should agree to transact no official business except at a meeting, where the majority of the members are present and voting. A complete record should be made of each item of business, and the minutes of the meeting should be approved only after everything pertaining to all of the regular transactions is clearly set forth. This approval should be made at the close of the meeting if possible, because in many districts regular meetings are not held often enough for the members to recall individually each item until the next regular meeting.

Following is a sample taken from the Clerk's Record Book which may serve as a guide to good practice:

School District Number 148

— County, Washington

March 30, 1916

In accordance with the provisions of law the old members of the Board of Trustees and the newly elected member met at the school-house Saturday afternoon at 2.00 o'clock on the above date for the

purpose of forming a regular working organization. Mr. Johnson, Chairman of the outgoing Board, administered the oath of office to Mr. Simms, the incoming elected member, who received the majority vote at the regular annual school election held on the afternoon of the first Saturday in March. After extending good wishes Mr. Johnson, who is the retiring member of the old Board, withdrew leaving the new members in executive session.

A motion was made by Mr. Simms that Mr. Redfield, the senior member of the Board, be chosen as Chairman for the year. It was seconded by Mr. Andrews, who put the question and declared Mr. Redfield duly elected. Mr. Simms then placed Mr. Andrews in nomination for School Clerk, explaining that he had examined the records of the past year and found them so satisfactorily kept that it would be a great advantage to continue the present Clerk for another year. The Chairman declared himself to be in hearty accord, and closed the matter by declaring Mr. Andrews the choice of the Board for this office.

The Chairman forthwith stated that the Board was duly organized and ready for the transaction of business. By common consent the Board agreed first to sit as a council deciding upon regular policies to be followed through the year. After an hour's consideration the Clerk was asked to set forth the complete itemized plan as it had been worked out in council.

The Working Basis:

Four regular meetings will be held during the year, the time of same being Saturday afternoon of the first Saturday of the months of April, July, October, and January. Special meetings may be called by the Chairman or at the request of the majority of the Board. In either case the "call notice" shall explain the reason for such meeting, and name items of business to be transacted. All regular meetings shall be held at the schoolhouse, and also all special meetings, unless otherwise stated in the "call notice."

No official business shall be transacted except at a meeting with a majority of the membership participating.

No member shall give his individual consent to a business transaction, or make any official agreement with any party or parties, except in Board session when a majority of the members are present. The Clerk of the Board shall be paid \$30.00 per year for his work in keeping the minutes and the regular official records. In addition to this he shall be paid \$3.00 per day for time spent in transacting other business for the Board.

In the choice of teachers the unanimous approval of the Board shall be required. Personal interviews will be expected of applicants whenever possible. Personal letters written by those qualified to judge will be used as means of investigation.

The "budget" plan will be followed in providing the necessary revenue and in passing upon items of expense.

For the consideration of improvements, for buildings, and for school premises, which involves an expense in addition to the annual revenue, the people of the district will be called in special meeting, at which time plans and details will be explained and the sentiment of the people thus secured.

The minutes of each meeting must clearly set forth the items of business transaction, and shall record the vote on each if not unanimously carried. Approval must be given to the minutes before each adjournment unless unanimously agreed to otherwise by the Board.

By unanimous consent the plan was adopted as a working basis for the year.

At 4.30 P.M. the minutes of the meeting were read by the Clerk and approved.

Adjournment without motion.

WILLIAM ANDREWS
Clerk
JOHN REDFIELD
Chairman

All meetings of the Board should be so conducted that due consideration may be given for each item of business. Some things are of such great importance that it is well to call a special meeting for the purpose of considering a single proposition. An example of this I would cite the employment of teachers, and the making of the yearly budget. The former requires the most careful consideration, while the latter requires accuracy in detail of all of the items of expense necessary to provide for school maintenance on a good basis. It is of great advantage to have teachers apply in person, as this gives the Board a much better opportunity to talk over plans with them and to go into details concern-

ing qualifications and general requirements. No teacher should ever be employed upon recommendations written "To WHOM IT MAY CONCERN," and sometimes carried about for a number of years, without dates attached and without any positive statements concerning important qualifications which a teacher must possess, and many times without any personal knowledge on the part of the writer pertaining to such qualifications. Written information, to be of value, must be personal in character. It must be received in official confidence and used only in connection with the merits of the case in question. Since the teacher becomes the personal directing element of the school, it becomes very necessary to use the greatest care in making this choice. Time is required for such work, and a meeting set aside for the purpose is of great advantage. The budget becomes the working finance for the year, hence no item of expense can be overlooked at the time final approval is given. Each item, too, must be accurately estimated in order to prevent later embarrassment. If one item is placed too high it is likely to handicap the whole scheme. If too low it may prevent the best development of necessary work. The value, then, of the budget plan as a working basis depends upon its accuracy and well-balanced division of funds. It ought to insure wiser expenditure and serve as a guarantee that the general outlay will be kept within financial limitations.

It is of advantage for the Board to appoint one member as purchasing agent, and to require the voucher plan to be followed in this connection. This centers responsibility and enables the teachers to know where to go to make request for school supplies. It proves economy in time in keeping accounts, because the purchasing agent can present his vouchers to be audited in accordance with the plan agreed upon. It is of advantage to have the Clerk act as purchasing agent since he has charge of all other records and his

purchases may be more easily kept in harmony with the budget adopted, and the transactions made a part of the official records. The Auditing Committee of the Board should be composed of members not including the purchasing agent. During the time of year when the school is in session supplies are more frequently purchased, and it is well to have a monthly auditing if this is possible in order that all bills may be met promptly. This may be done in the evening at one of the homes if such a plan is first agreed upon.

A policy should be formulated concerning the use of the schoolhouse for social and religious purposes. In many of the States the School Code provides for this in a general way, but even then a local policy is necessary in order to make the schoolhouse serve as a social-center meeting place for the neighborhood. In order to stimulate interest, the Board of Trustees should appoint a committee, the chairman of which may be one of its members, to encourage and direct the social activities of the community. Special entertainments should be arranged for by and with the coöperation of the school, and special lectures should be procured whenever possible in order to provide a varied program. At least two kinds of evening programs should be included in the annual plan. One should be of the entertaining type and of such a character as to interest both adults and children. The other should be instructive and educational in character, but should represent only practical live themes of personal interest to all the people. Other forms of entertainment, varied according to the tastes of the people, should be provided, such as a good musical, a home-talent play, a dramatic reading, a moving-picture program, or a well prepared debate. In each case, the entertainment provided should be stimulating in character and represent worthy ideals. No sentimental or morally questionable entertain-

ment should ever be permitted. In connection with all of these evening gatherings, an opportunity should be given for an exchange of greetings and for social intercourse.

If there is no church building near at hand the school-house should be used as a place of worship on Sunday. Such a meeting need not be denominational, but it should offer an opportunity for spiritual fellowship. The Sunday-School organization and the church service are necessary organizations for the development of man's spiritual nature, which is one of the three recognized elements in the complete, well-balanced human being.¹ By using the school building for this purpose neighborhood economy is conserved. Under all circumstances, however, the school property should be carefully cared for, and the buildings respected and kept in a cleanly condition. At the close of the school year all buildings should be carefully inspected and apparatus thoroughly examined, in order to determine what improvements should be made during the vacation period. This inspection can be made to advantage during the last week of school, when the teacher is present to give suggestions and assist the officers of the Board by pointing out any necessary changes or repairs needed.

Sufficient time should be given for a careful examination of the heating and ventilating apparatus, and notations should be made concerning numerous small items, such as condition of blackboard, window shades, interior decoration, tinting and painting, etc. Special attention should be given to coat rooms, drinking fountains, doormats, and foot scrapers.

If outhouses are used, careful attention should be given to their sanitary consideration, and an examination frequently made of the vault. The shield, which is necessary to wholesome conditions, should be kept in the best repair and well painted. When a fence is used about the grounds this,

too, should be kept well painted in an attractive manner. It should be provided with a good gate or stile at the place of entrance. Condition of school ground, apparatus, flower-beds, and property walks should be noted. A detailed report of this investigation should be made by the Clerk and entered as a part of the records, together with official actions taken therewith.

It is well to have the Board make another inspection visit just before the opening of the school for the fall term. Whatever improvements have been authorized may at this time be approved and audited. A complete renovation and cleaning of all buildings should be made by the janitor, if one is provided. If not provided, other means should be arranged for this work before the school is called into session. By so doing it is possible to give the teacher a more wholesome reception at the beginning, which is always advantageous to good school organization.

During the school months the officers of the district should visit the school and encourage the fathers and mothers to do likewise. If time is an element, they may choose some stormy day and take with them their lunches. This will afford an opportunity to join the children in lessons and in the activities arranged for. It will offer an opportunity for a longer visit, which will allow a more complete investigation of the entire day's working plan. School officers as well as patrons could perhaps gain some new ideas concerning school work if they would sit in the class and join in the regular recitations. They should of course keep well in mind the fact that methods of instruction have materially changed in the time that has elapsed since they were children in school. They may be able to judge wisely concerning the merits of the plans used by the teacher only in so far as they are able to see results and catch the spirit of interest that pervades class work. If good judgment is used in the

summary of the day's events such a meeting will prove most valuable to school progress. If suggestions are to be made to the teacher this should always be done in private. Such suggestions should always be constructive in character in order to be fruitful. School officers should make any complaints directly to the teacher, and should never permit themselves to gossip about the school or criticize in a destructive way. Patrons, too, should be encouraged to follow this example in all of their dealings with the school, and by so doing efficiency will be increased and coöperation strengthened in making the school meet its highest obligations.

School spirit of the right sort is advantageous in the promotion of better things, and it is quite worth while that the patrons encourage their children in that spirit of youth which grows into an organized influence for the execution of highest efforts. Leadership is a desirable characteristic, and it is well to encourage wholesome means of personal development both in school and out. To do this best, wise guidance is necessary. Original thinking must be encouraged and personal freedom given in measure suited to the child's temperament and age development. Responsibility wisely placed offers the best incentive for personal improvement. This applies to children in the same measure that it affects adult life. These things should always be taken into consideration in the organization of the school, and in providing whatever means seems necessary for its complete functioning with life's highest and best needs.

SUGGESTIVE QUESTIONS

1. What advantage is there in transacting all business at a regular or special meeting of the Board of Trustees?
2. What is the prime difference between a regular and a special meeting?
3. What official acts of the Board of Trustees should require unanimous approval?

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4. Is it an advantage to make all official acts unanimous, when such acts have been finally decided by a majority vote?
5. Should school buildings be considered community property, and as such be used for community activities, in accordance with rules and regulations made by the Board of Trustees?
6. How can we best secure good inspection of school property?
7. In what ways can we best interest the patrons of the school in making the school proper the social center for all community activities?

CHAPTER V

RESOURCES AND FINANCES

EACH of the States has provided by law its own individual plan for financing school work. There are, however, some general basic principles for securing school revenue which have been generally adopted by many of the States. In illustration of this may be cited the fully demonstrated fact that large units of territory prove more satisfactory to school financing than do small ones. In our early development education was looked upon as a family obligation. A little later the organized district was made to assume this obligation by a local tax levy for school maintenance. Soon it was discovered that, since district valuation varied so greatly, this plan did not equitably meet the financial requirements. A district with one half the valuation was often required to maintain a school for a larger number of children, and thus meet a very much larger financial obligation than another and wealthier district lying immediately adjacent to it. The remedy for such discrepancies demanded a larger unit for taxation for educational purposes and an equitable distribution of such taxes. The county or the State was then made the unit.

Since the State has been recognized as the unit of school organization through the adopted constitution, and since the National Government has further recognized this principle of the large unit by providing subsidies to the different States for educational encouragement, the real responsibility, therefore, has been placed upon the State to see that all revenues for general maintenance be distributed equitably. Equitable distribution in this case does not mean giving

every school district an equal amount, but it does mean giving the children of the different districts equal educational advantages in as far as this is possible. The State by this means assumes a larger responsibility for the school, and gives evidence that it believes in the necessity of developing all of its citizens to the highest degree, and of making all of them useful, self-supporting, and happy. The family and the local district are thus relieved of responsibilities they are unable to assume, and education is really made the business of the State.

The complete justice of this system is clearly seen when we remember that the wealth within a State is never evenly distributed, and that local taxation gives some communities an abundance of funds while the revenue of others is too small to provide the necessities. Railroad lines extending across the State draw support from long distances on either side; but local taxation gives an advantage only to the districts through which these lines pass. Yet there is every reason why such taxable wealth should assist equally all of its patrons. The same law applies to telephone and telegraph lines, and to all other public service corporations. When all of the wealth of the entire State is held equitably responsible for providing revenue for education, it becomes comparatively easy to secure the necessary amount. The State can know no distinction in the rights and privileges of its citizens, and it is therefore obligated to allow no difference to exist in their care and protection.

In some of the States the county has been made the unit for revenue purposes, or there may be a combination of county and state responsibility. Of course, the county unit is much more preferable than the local unit, and may provide for proper distribution within its limits. In many of the Middle West and far Western States the counties are large enough to make the county plan reasonably satisfac-

tory; but even in these cases it can be shown to be inequitable because some counties of a single State may be well developed, and possess great wealth; while other counties are still new, undeveloped, and possess little means of revenue. The pioneer is opening the way for a richer civilization; the isolated family in the new community is extending the border line for the State's greater development; and the children of both the settled and the pioneer community must be given their heritage by the State. Within its territory yet unorganized, and within its counties not fully self-supporting the duty of the State is, clearly, to hold out the helping hand and guarantee the necessary protection. It is evident, therefore, that a unit of territory even as large as the county will not properly suffice to meet all conditions.

Local district taxation still exists in a very large number of the States having a larger unit plan, to the extent that supplementary revenue is raised in this manner. In some instances this system has been retained at the request of the people, who have not made sufficient investigation to understand its handicap. Such requests, too, have come largely from wealthy communities which have all the necessary means of self-support. It does have the advantage of allowing the progressive community to tax itself to provide additional facilities over and above that which the State and the county may provide; but its value ends there.

It may be said without hesitation that the trend is toward the larger units. States not having adopted this means are investigating the effect it has had upon those using it, while some are trying it in modified form and hope to extend it as soon as greater efficiency is shown by its use.

The Federal Government has discovered that many of the States are unable to offer the best educational advantages. It has found through investigation that per capita wealth in one State may be less than twenty-five per cent of that in

another. It is evident, too, that the wealth in some of the States never can be increased sufficiently to become equal to that of others. Some States are provided with good school buildings, with modern school furniture and apparatus, have high educational standards, and have made provisions for efficient well-trained teachers. Other States find it impossible to provide for more than five or six months of school, and even that under the direction of teachers who have not had the advantages of special training. To obviate these inequalities existing within the several States, the National Government has been urged to appropriate a large sum of money to further equalize common school advantages. Such a sum should total many millions of dollars because adequate returns would be forthcoming only from a large expenditure. It ought to be divided in a manner to stimulate different phases of elementary educational development. It surely will be divided in a way to insure for all of the States advantages more nearly equal. Education has fully demonstrated its great worth to the country during the recent World War, and this is a good time for our National Congress to provide the means for making it a greater national asset. National interest has often been expressed in a positive way, and public sentiment is ready to give such a measure general approval.

The general custom of all of the States has been to require the local community to provide buildings, building sites, and the initial equipment. Bonding has been one of the necessary means used by the district to secure immediate funds, but the expense incident to bonding makes the method expensive. The School Code usually sets forth the plan of procedure in brief form, and any additional information can usually be procured from the County School Superintendent. Universally a two-thirds vote is required to legalize a bond issue. The notice calling for such an election

must clearly set forth the purposes for which the money is to be used, and the full amount to be approved by the voters. It should set forth the plan of payment, the time bonds are to run, the options required, and the lawful rate of interest permitted. This notice should be made in triplicate and posted in public places, one copy being posted at or on the school premises. Beside this the local paper should be used for announcements, and all possible means should be employed to bring the matter to the attention of all the people. It is also a good plan to call a mass meeting for the purpose of discussion and explanation. This insures a clearer understanding of the needs for such a bond issue, and creates a greater interest in this neighborhood movement. While the school directors may arbitrarily call a bond election at any time, it is far better for them to take the people into their confidence and thus crystallize public sentiment in favor of a worthy and necessary expenditure. Failure to do this often causes inaction, and may through lack of intelligent understanding create strife and factional feeling.

Bonds should never run for more than twenty years, because a longer time shifts the responsibility of payment to the next generation. Neither is a longer period good economics nor good finance, because interest, even at a low rate, soon amounts to a sum as great as the original issue. No bonds should be accepted without an optional clause permitting payment of any reasonable portion after three years. It is sometimes an advantage to make this optional clause read "after one year," but most districts will find it impossible to meet all of the necessary financial adjustments before three years have elapsed. Moreover, if a district levy is made, it takes a year before collection is realized; so all estimates depending upon a tax must be based on collection a year hence.

In order to finance well, the School Board must be familiar

with all of the different sources of income and means for securing revenue. It must be able to estimate accurately the amount due from each source provided by law. It should be able to estimate the local levy necessary to supplement that which is otherwise provided, so that all financial demands may be met promptly by the district. One of the best means of determining financial needs is to follow the budget plan. The following will serve as a suggestion to any district needing a good working budget:

ANNUAL BUDGET OF SCHOOL DISTRICT NUMBER TWENTY-EIGHT, GRANVILLE COUNTY, WASHINGTON, FOR THE SCHOOL YEAR BEGINNING JULY FIRST, 1917, AND ENDING JUNE THIRTIETH, 1918

For instruction (Payment of teachers).....	\$1,800.00
Janitor hire.....	180.00
School supplies.....	270.00
Needed apparatus.....	50.00
Textbooks (Teacher's estimate).....	228.00
Fuel (By contract).....	260.00
New furniture (Request of teacher).....	32.00
Clerk's allowance (Payment for services).....	40.00
Traveling expenses (Attending directors' meeting).....	20.00
Incidentals.....	<u>120.00</u>
Total.....	\$3,000.00

Resources

Estimate State apportionment.....	\$1,320.00
Estimate County apportionment.....	1,256.00
Amount to be raised by local taxation.....	424.00
Valuation of district.....	212,000.00

Necessary levy — two mills.

This plan may be altered or changed to suit the needs of any district. If there be bonded indebtedness, it will be necessary to provide the amount needed to pay the interest and to set aside a sinking fund. Necessary painting or calcimining can be listed under "Upkeep of Buildings." By so doing the Board can easily keep within the allowance, and at the same time provide for all expenditures in a businesslike way.

Such an organized plan may be submitted to the people for their approval, or for their suggestions. Or it may be well to post a copy in the schoolhouse for the inspection of patrons who would like to know just how the money is to be used; for it is an advantage to have the patrons of the district become familiar with the financial plan which the School Board has adopted for the year. It is also a decided advantage to keep the organization on a cash basis, because the taxpayers of the community will appreciate a business management which will insure wise expenditure. The amounts indicated in each case do not necessarily mean that every dollar should be spent for that purpose. Rather they place a limit upon the amount that can be spent for a specific purpose. Should a surplus exist in any one or all of the listed items, it may well be carried over into the next year's plan and taken into consideration in making the new budget. It is well, however, to make the estimate so close that a large amount will not be carried over, because close, accurate estimates mean good financing.

In paying all bills the voucher plan should be followed, and a carbon copy taken of the complete itemized statement, with the Board's approval and the necessary signature attached. For this purpose a blank-book form may be procured, having in it two colors of paper, one for the carbon copy to be retained, the other to be sent to the treasurer, who is to draw the warrant in payment. If the colored sheets of paper be arranged in the book alternately, it will add much to convenience, and the retained carbon copy will insure an accurate detailed accounting of expenditures. From these carbon copies it is easy to make a complete balance sheet of finances and thus to determine just what amount remains in the aggregate, and also the amount remaining to the credit of each subdivision.

Well-kept records are not only desirable, but essential to

the retention of the people's confidence. Every business officer, furthermore, is entitled to have all of his official acts approved when they are recorded in a manner to be understood. Public records should likewise always be subjected to examination and inspection by the people whom the school officers serve. This is doubly important when those records have to do with finances.

SUGGESTIVE QUESTIONS

1. What are the fundamental principles forming the basis of good financing?
2. How can such a system be administered to the satisfaction of the general public?
3. Is there any special advantage in examining the levies enumerated on the back of your tax receipt to find out how much you are spending for educational purposes?
4. Would it be right, and would it be advantageous for parents of children to provide all the finances necessary for their education?
5. What percentage of value does it add to real estate to have a high-grade public school near at hand?

CHAPTER VI

THE SCHOOL SITE

THE School Code of each State usually sets forth a plan for all of the most important official acts of a Board of School Trustees. One of the first matters to be attended to in organizing a new school district is the selection of the school site. In most States the law requires the school site to be chosen by the people. In some instances a two-thirds majority is required for such a choice, while in other cases the majority vote is necessary in locating for the first time all school property. Almost without exception the States require a two-thirds majority vote to change a site which has been selected by the people, and on which buildings have been erected at public expense. There are a number of important points to be considered when selecting a school site, and of equal importance is it to make school premises, already located, attractive and sanitary.

If a site is to be chosen for a new district, it is always well to lay out the boundary carefully and to indicate the roadways and the streams, if there be any. The first is important for determining traveling facilities and distances, the second for determining safe bridge-crossings during high-water seasons. With these things accurately placed upon a map, it ought not to be difficult to determine upon advantageous places for schoolhouse location. All other things being equal, it is best to have a schoolhouse situated near the center of the district, but it is always necessary to place it near the most important highways. This location should never be chosen with any other object in mind than that of the children's best interests. It should be remembered that

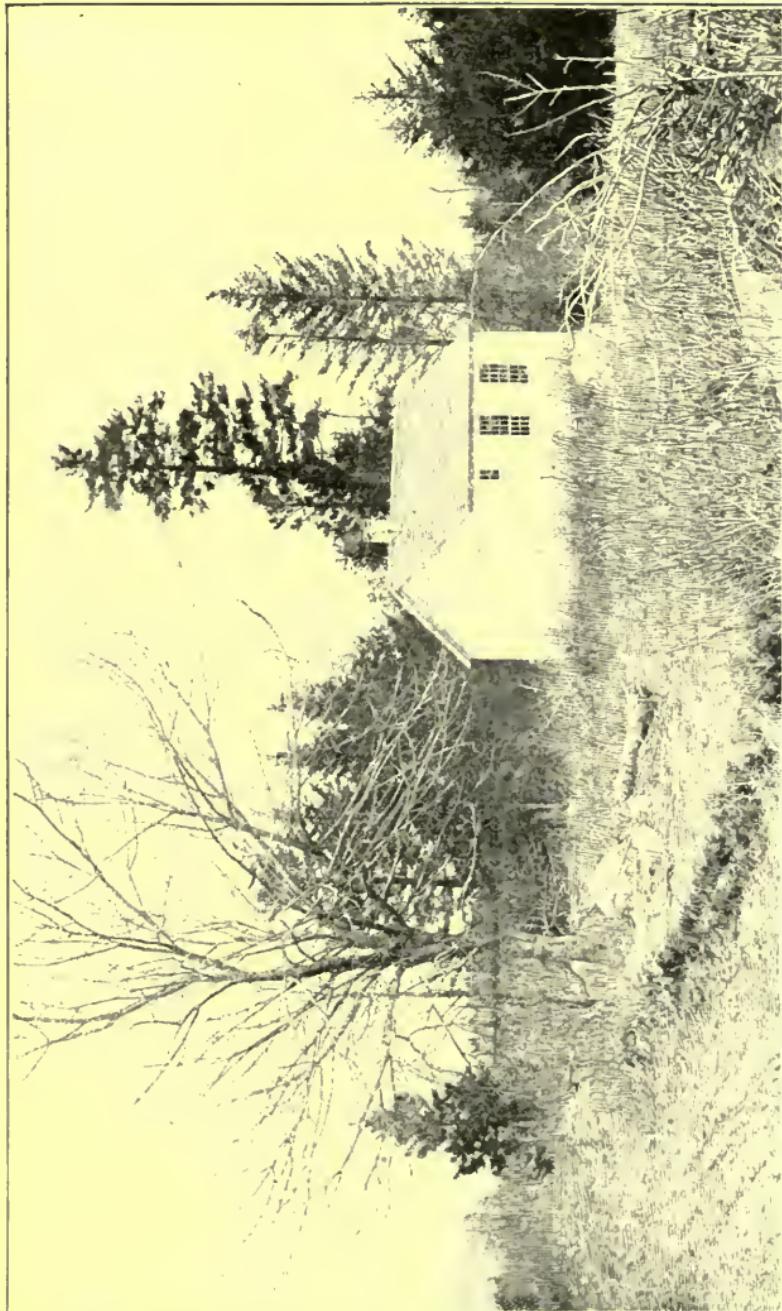
each child of the district must travel to and from the building each day during the school season, and it should be placed where equitable advantages may be offered to all the families concerned, in so far as this is possible. No personal contention should ever be considered.

So important is it to have good sanitary conditions surrounding school buildings that this item must be made one of first importance. Good health is necessary to mental progress as well as to the general comfort of the individual. So this ought to be taken into consideration when buildings are located. If possible a spot should be chosen somewhat elevated where drainage will be good, and where no seepage can contaminate the premises. Sunshine is indispensable, both because of its cleansing qualities and the cheer it gives. But a barren windy hill should be avoided just as carefully as a location within a deep shady glen or upon a low flat valley. Local climatic conditions should always be taken into consideration because this may entirely alter the situation.

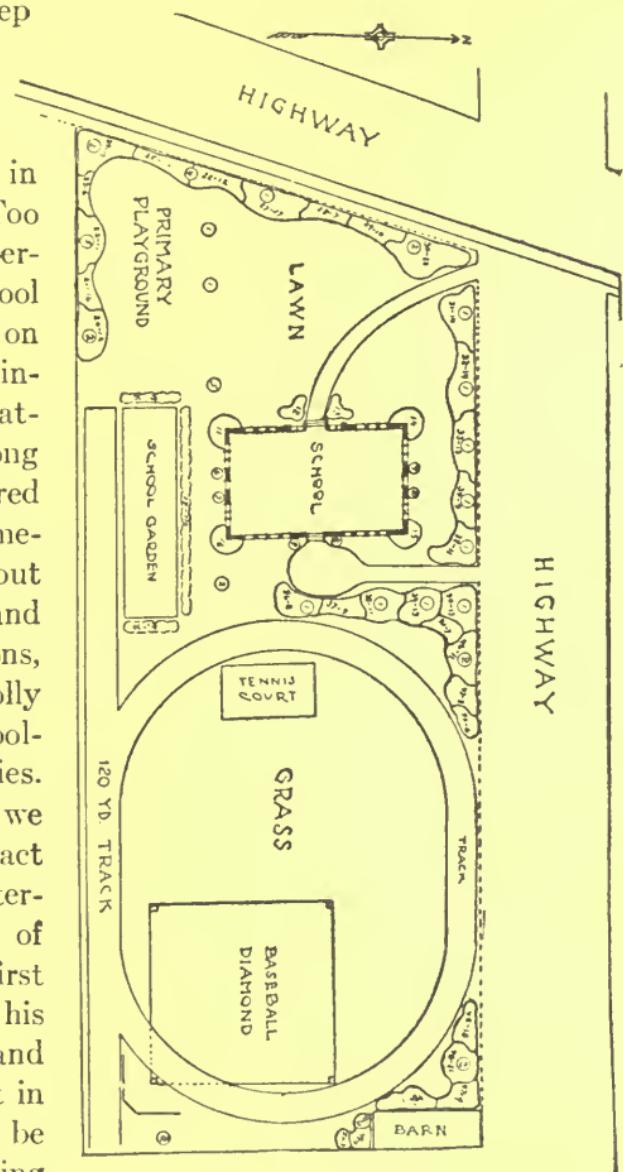
Too many times do we find school buildings located upon a rocky ledge or upon a barren spot which has been donated to the district because of its worthlessness. Such a location is sure to become an expensive asset to the district even if it costs nothing in the beginning. It should be said, however, that such sites have usually been accepted only when the financial condition made anything else impossible. Under these circumstances such a choice may be permissible. But even then in the end it is likely to prove a great disadvantage if not a business liability. When once a site has been chosen, buildings erected, and general improvements made, it is a difficult matter to make a change because of the added expense. This alone is sufficient cause to urge the necessity of making a wise choice in the beginning and thus have the matter settled for all time.

(From *O'Brien Johnson's The Country School*. D. Appleton & Co., publishers.)

A COMMON TYPE OF SCHOOLHOUSE SITE



In order to make attractive school grounds, it is necessary to have deep rich soil where flowers, shrubs, and trees may be propagated in abundance. Too long have we permitted our school homes to stand on a bleak spot, uninviting and unattractive. Too long have we considered education as something growing out of textbooks and school recitations, and existing wholly within the schoolroom activities. Too long have we ignored the fact that personal interest on the part of the child is of first importance in his development, and that his interest in the school can be increased by adding attractiveness without to the homelike influences within.



A BETTER TYPE OF SCHOOL SITE

This site was laid out for the trustees by an expert from the State Agricultural College, and the numbers refer to a planting plan prepared for the trustees.

The size of the school site should depend upon the number of rooms represented by the school and the number of children who attend. In rural communities the average-sized district represents from one to two acres. Such an acreage is almost too small when considered in connection with modern educational facilities. School gardening and agricultural experimentation also need proper space and soil. The vital needs of country life ought not to be neglected, as they must of necessity be when the school site is small in size and rocky or sterile in kind. A plat of sufficient size is necessary, too, to good wholesome school activities, since all children should be encouraged to participate in play and in the physical games during the recess periods. This is necessary to good school discipline and to mental concentration during the working hours. Ball, of the various kinds, is a wholesome sport but requires considerable space in order to prevent avoidable mishaps. This field should be placed on one side of the building, where the flying ball will not strike the unsuspecting child who is otherwise engaged. The allotted space should be large enough to prevent the flying ball from going across into the neighbor's grainfield or meadow. This has often been the cause of unwholesome contention. Young children choose different kinds of sport, and so the entire school grounds should be laid off in a manner to give the very largest possible advantages for physical development. The proper placing of buildings adds very much to convenience and to the attractiveness of the grounds, and should be carefully regarded in the plan. There should be a place for trees and shrubs and for flower-beds too, and the children should be taught to respect them properly and to assist in their propagation. All these should be chosen to suit climatic conditions, not forgetting that native shrubs are just as attractive as the nursery-propagated types and often prove more hardy.

In many school grounds wild grass and pea vines are the only living plants, and these grow only during the most favorable part of springtime. The whole scene outside the building gives an impression of desolation. There is nothing without to inspire the children with a desire to hold in reverence this spot where so many hours of their youth have been spent. The school can mean to them only a daily routine of classwork and study, to which may be added such individual interest as the teacher is able to create through her plan of organization. Under such circumstances the child of the country may live very far from mother Nature's richest treasures because of somebody's failure to make the school premises attractive. He may as well live in a tenement in the great city and play on the top of the building, so far as his school life proves an advantage in giving him an impression of Nature herself. City school environments of the tenement type are deprecated for their cramped and unwholesome influence, and there is every reason why such conditions should not be permitted under any circumstances in the great, wide, open country.

If the school plant is already located, and in most instances this will be the case, it then becomes necessary to make the very best of the situation as it exists. If there is trouble from seepage, drainage should be one of the first problems cared for. If the school building is located in a thicket, remove a sufficient number of the trees from the south and east of the building to permit sunshine to fall upon it, and shine into it unhampered. If the location is on a windy hill, plant trees in a manner to form a windbreak, thus protecting the buildings from the rude blasts. If the soil is not fertile, enrich it in the most practical way at your disposal. If too small, increase it by purchasing sufficient land adjoining. Such may usually be secured by common agreement, but the law provides for condemnation proceedings in case an

owner refuses to sell at a reasonable price the amount of land necessary to meet school needs. Remember finally that every obstacle can be overcome, and must be overcome by school officers who desire to meet their obligation.

Many States have regular "Arbor Days," and this is a good time for the people of the neighborhood to gather and plant shrubs and trees on the school premises. Other local improvements can be made at the same time which will add to the general attractiveness and create a deeper interest in the school. The children should always be called upon to assist in such work, for in no other way can they be made to feel the same personal interest in it. A child will never destroy a tree planted by his own hand. He will always foster the flowers that have grown from the seed which he brought from home. He will always take an interest in the flower-beds built during his leisure moments. He will always respect herbs which the school organization has chosen and propagated. Therefore, in connection with all school improvement a sense of ownership as well as a sense of personal pride should be instilled in the children of the community.

When the State purchases school property, it is always dedicated to the children of the community whom the law recognizes in practice, though the title of trust must be held in the name of the district or the State. In dedicating this to the children there are certain guarantees which go with it. Such guarantees offer privileges for educational advancement which all good citizens are called upon to respect. The local Board is called upon to administer the will of the State, and to this extent becomes the guardian of all the neighborhood's children of school age and must protect their educational birthright.

A scenic panorama beyond the school grounds has not been urged because outlying landscape is almost always beautiful. Nothing should be more attractive than fields of

growing grain, orchards laden with fruit, and pasturelands dotted with farm animals. Nature usually endows any spot in the open country with sufficient beauty to make an impressive scene. So this need not be taken into serious consideration in choosing a location, though there is no harm in keeping it in mind. It is always an advantage to have children draw inspiration from their own surroundings, but in a large measure this must come through the ability of the parents to recognize such things first, and through the interest the teacher may take in making this an effective part of the educational plan of the school.

SUGGESTIVE QUESTIONS

1. What are the principal points to be taken into consideration when a new school site is to be chosen?
2. What size should a school site be in order to provide sufficient playgrounds and school garden, so that there will be no encroachment upon the property surrounding the school buildings?
3. What educational advantages can come from attractive school grounds laid off in a manner to meet the needs of all the school activities?
4. Are the excuses which are usually advanced for placing a schoolhouse on a bleak, barren hill, or in some other unattractive spot, legitimate?

CHAPTER VII

THE SCHOOL PLANT

SEVERAL buildings are required to meet the needs of a modern school plant. All of them need not be built at the same time, but it is advantageous to decide upon the general scheme of location in order to insure harmony and symmetry of plan and arrangement. For this work it is well to secure the services of a landscape gardener, if possible, since the cost for such service will not be great and the attractiveness of well-planned school premises will insure greater community pride. In the plan, shrubbery, trees, flower-beds, lawn, and plats for playground and for school gardening should be considered, as well as the harmonious location of the buildings. The kind of trees and shrubs desired should be decided upon at this time, because valuable time can be lost and much discouragement come from a mistake in the first planting. Herein lies the value of employing a good landscape gardener who is not only an artist, but who is also familiar with the hardy plant life and can recommend that which is best adapted to the particular locality. If there is to be a well on the grounds, it should be so placed in the plat of buildings as to be most serviceable. Walks should be indicated for the entire plat, beginning with the entrance at the front. The aim should be to make the tract both useful and attractive, and, when all arrangements are agreed upon, the Board of Trustees should have a meeting and officially approve such arrangements. A blue-print can then be made, filed as part of the school records, and used again when additional improvements are made. This method of procedure provides a complete system, so that improve-

ment may be made gradually if that is necessary. The plan given in the illustration in the preceding chapter shows how one Board of Trustees solved this problem.

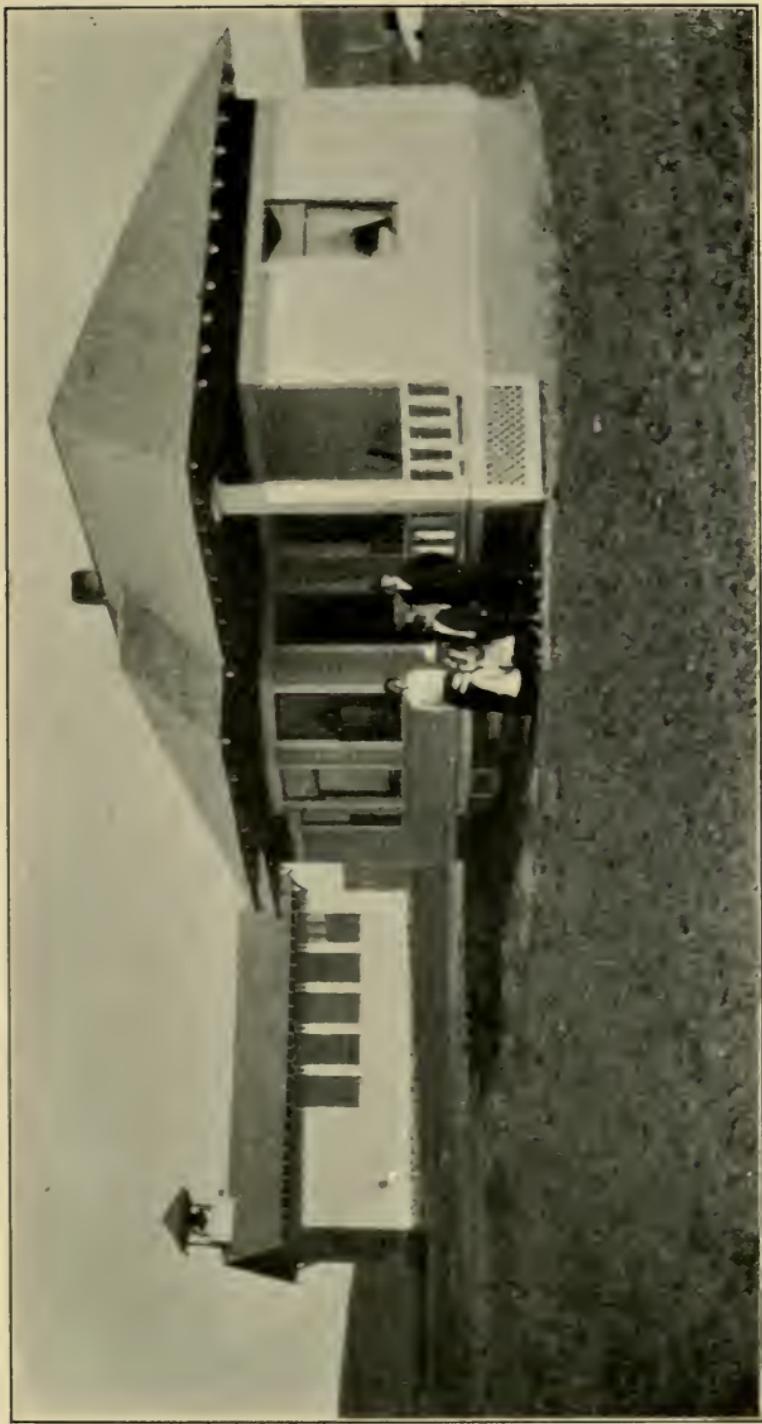
If it is impossible to secure the services of a landscape gardener, it is well to write to some one of the educational institutions of the State with a request for help. A State normal school, or the State College of Agriculture, often can send printed matter and give valuable help. Every institution may not have a special department of landscape architecture, but it will have some allied department which can give assistance. Or, if the assistance cannot be given directly, the department will be glad to direct you to some other institution or to some other means of getting the needed help. Trees and shrubbery may often be secured from the State Agricultural College; for such an institution must propagate many kinds of growing plants in connection with its "Experiment Station," and the hardy species can often be had for the asking. If, however, the Experiment Station cannot furnish you what you want, it will at least recommend shrubs and plants adapted to your climatic conditions.

One building was formerly conceived to be all that was necessary for the school. This was built into one large recitation hall with coat rooms at the front for the children's wraps and lunch baskets; while added to this the small out-houses at the rear formed the sum total of all that was believed necessary. School premises of this kind are still found in many rural communities, but the people are fast recognizing additional needs and providing a more modern school plant. The "teacherage," or school cottage, has been found of great advantage in securing good teachers; for family life cannot be dispensed with even in the teaching profession. The school cottage is often necessary to guarantee permanency and make teaching a stable profession, but,

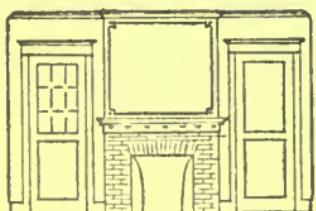
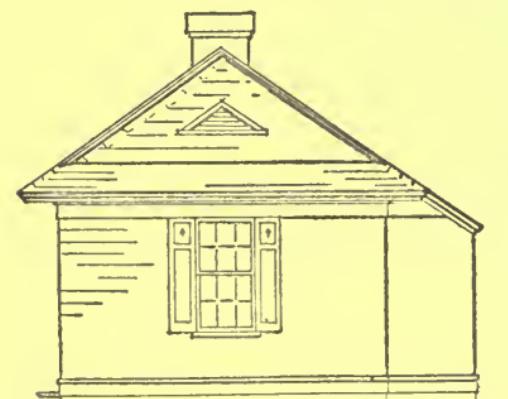
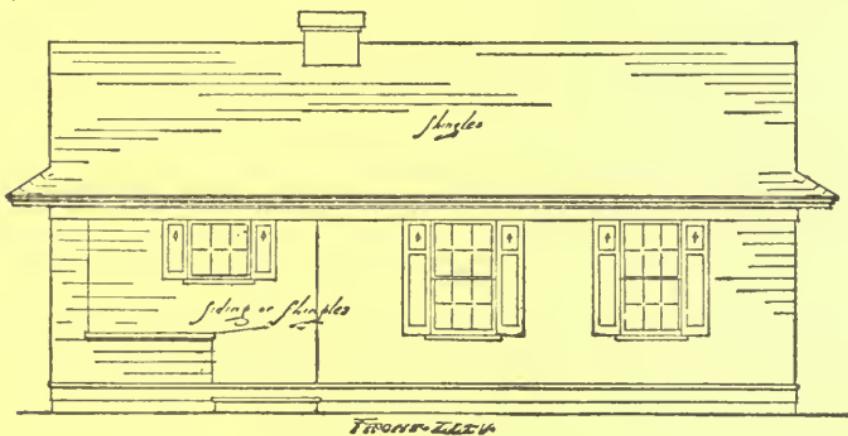
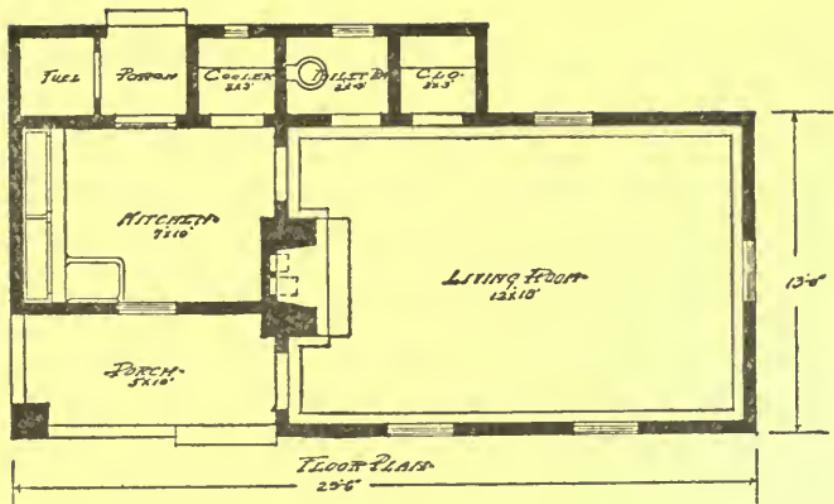
even in those places where no such provision is yet made, the old-time plan of "boarding round" has passed, and the newer custom of finding a suitable boarding-place has superseded it. Yet in many districts this plan, too, has proved unsatisfactory; for the teacher often becomes discouraged when no opportunity is offered for study or for school preparation, and because of this she is unable to do her best work. She moves about from district to district hoping to find better conditions. Her years of service are thus limited because such a plan of living is not in harmony with good service. To remedy these conditions the teacher's cottage has been provided, and it has proved a very effective means of professionalizing the teacher's work.

The great value to the proposed plan can at once be seen. If districts generally would provide for good living facilities on the school ground, well-trained teachers could be more easily procured and would be willing to remain in the district for a much longer time. No district wants the inexperienced teacher; yet with our present plan at least thirty per cent of the teachers employed must enter the profession as new teachers each year. To provide such a building, then, is not simply an added expense to the district; it is a profitable investment yielding returns far in excess of the initial cost.

Such a cottage need not be expensive. Sometimes, in consolidating schools, an old one-room school building can be used and rebuilt to form a good teachers' cottage. The cottage, though, should be attractively built, and should be of good modern construction. The illustrations here reproduced represent types of such "teacherage" buildings. One drawing shows a two-room building, with such conveniences as ought to be provided in a cottage of that size. The living-room here must also be used as a bedroom, using a couch bed. This plan is sufficiently complete to furnish any



A SMALL "TEACHERAGE" AND A ONE-ROOM RURAL SCHOOL
This makes a teacher comfortable, and enables a district to secure and retain better teachers



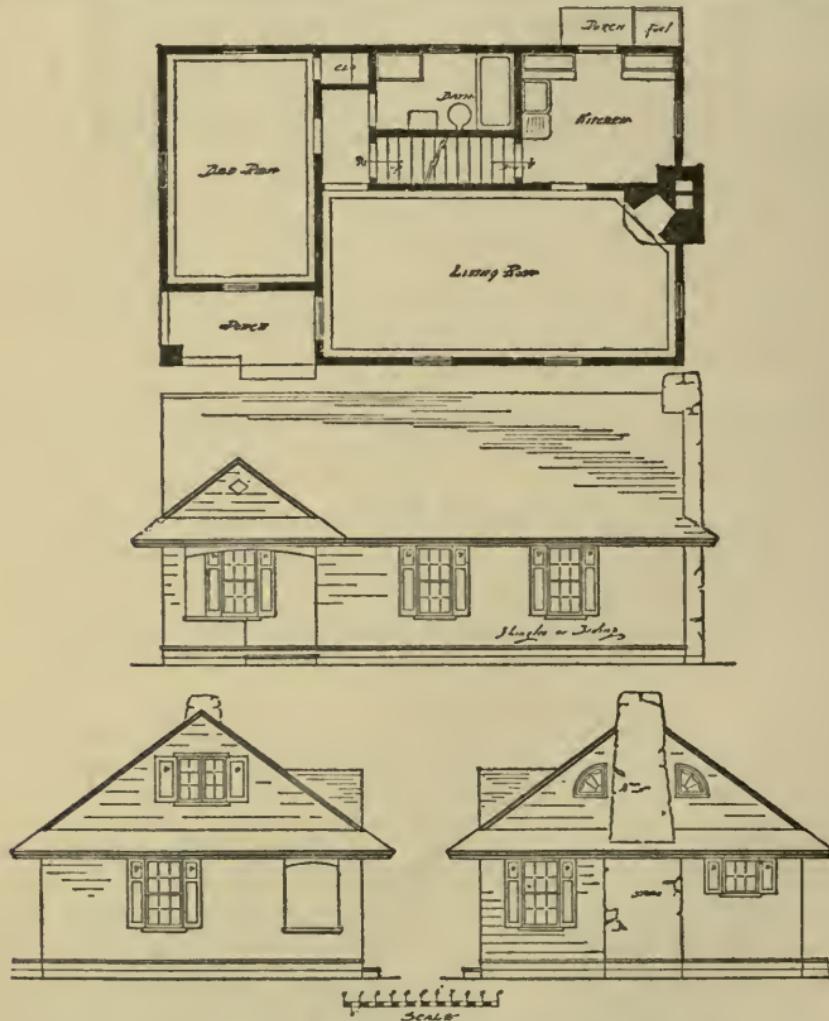
END ELEV.

LIVING RM. FIRE PLACE

A Two-Room Teachers' Cottage

good mechanic the necessary details from which to construct the building. The same also is true of the other drawings.

Another plan given is for a cottage of four or five rooms, in accordance with the interior arrangement plan. These three drawings are offered as suggestive, but may be used for actual construction purposes should the Trustees elect to use

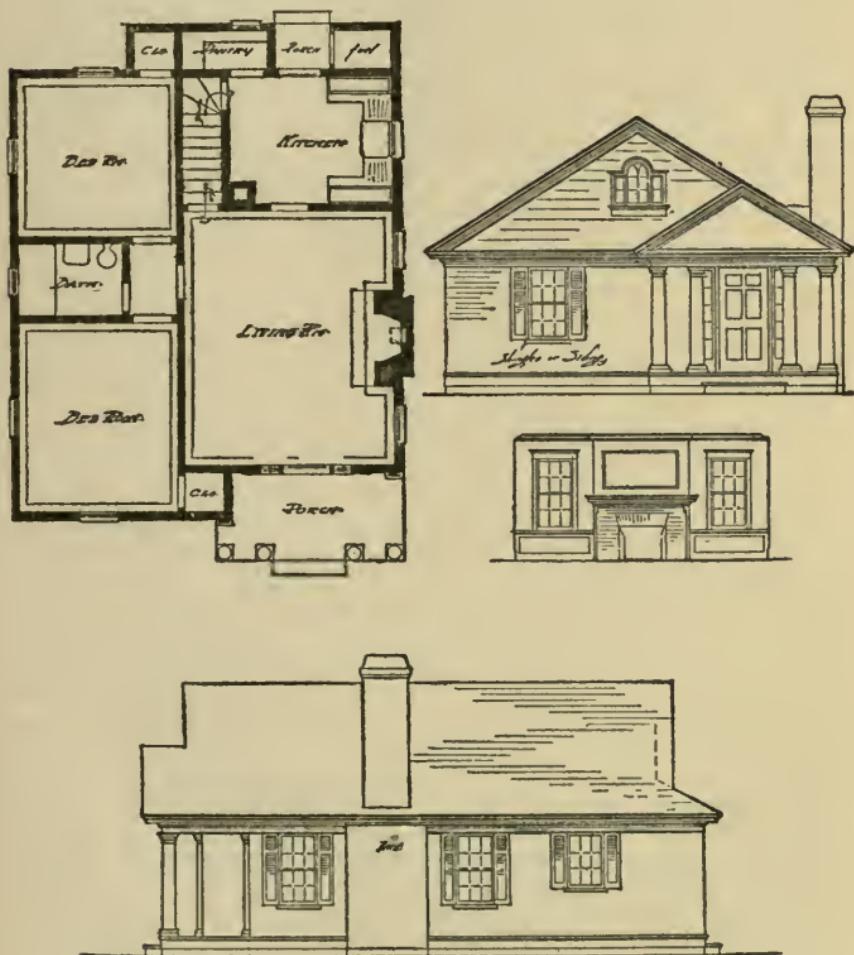


A THREE- OR FIVE-ROOM TEACHERS' COTTAGE

The floor plan shows a three-room building, but two additional bedrooms can be added to the second floor. A furnace could also be placed in the basement.

them. Other plans may be secured from the local architect, but it is well to have something definite to follow in making improvements of this character.

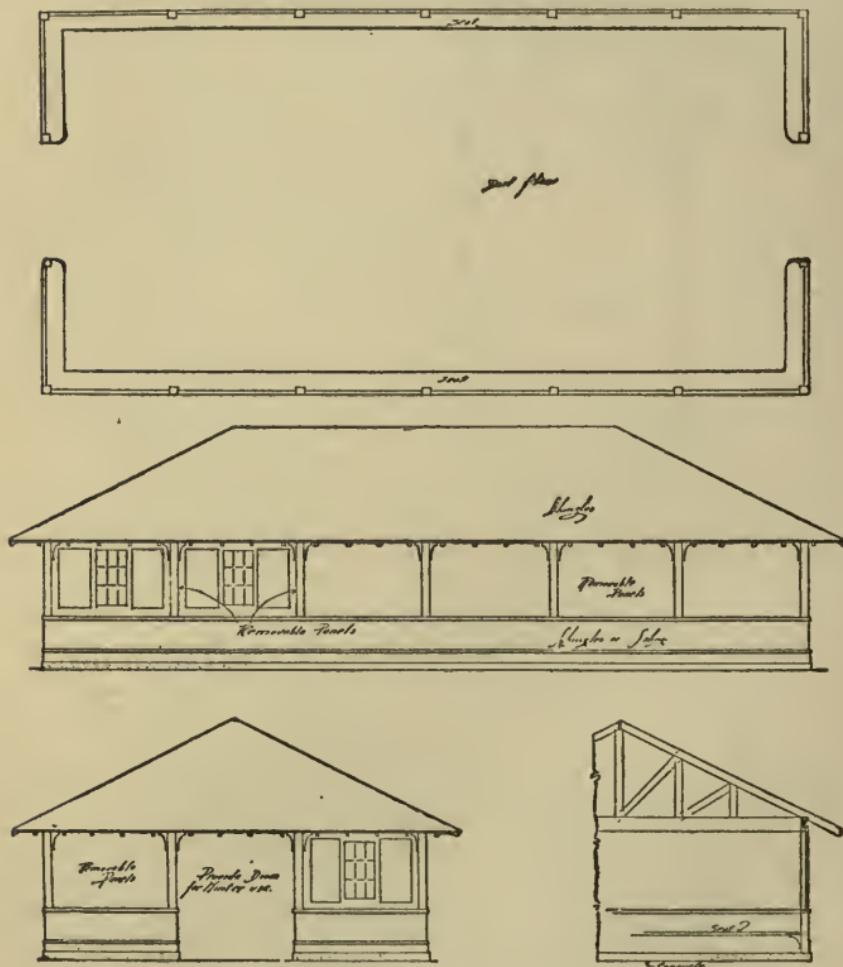
Climatic conditions vary greatly throughout the country, and the basic need of one community will not suit the necessity of every other. There is, however, great need in most



A FOUR- OR FIVE-ROOM TEACHERS' COTTAGE

The floor plan shows four rooms, but an additional room may be placed in the attic

of our schools for a school gymnasium. Children must have physical activity; and this ought to be of such a character that personal development will come through it. At certain seasons outdoor sports ought to be encouraged; but there are rainy days, stormy days, and cold days when the children need protection from the weather during their hours of play. The schoolhouse lacking a special gymnasium room cannot



A SIMPLE OUTDOOR GYMNASIUM

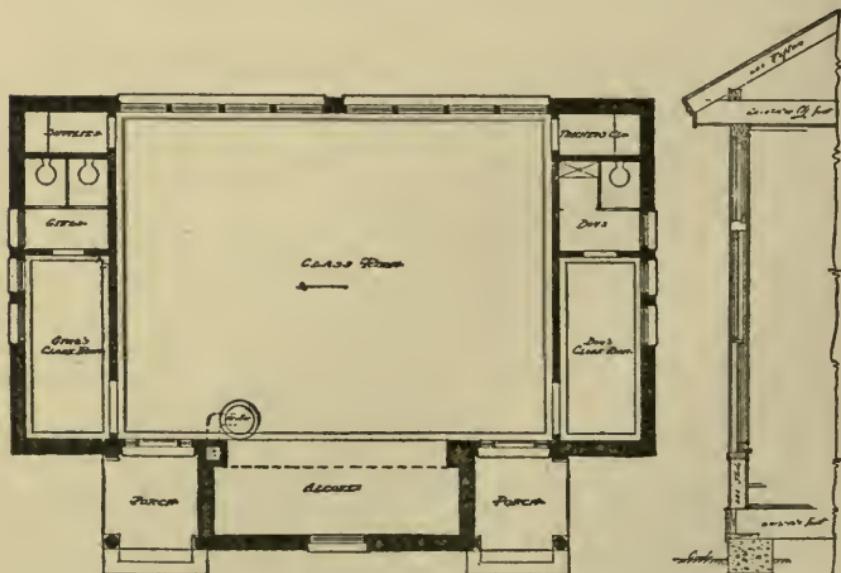
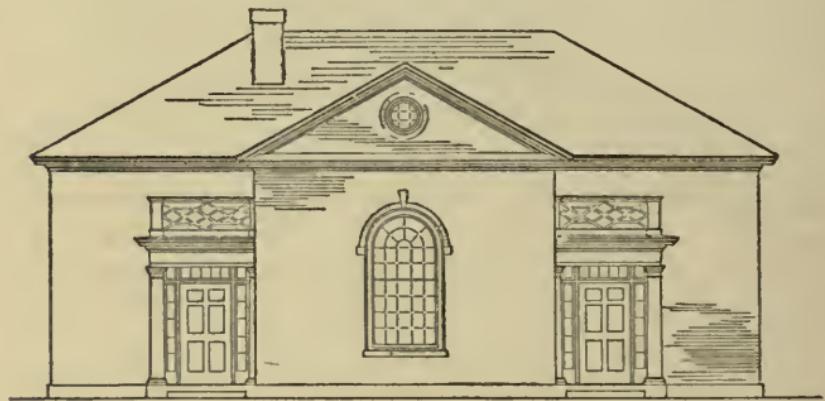
See the school plan facing the title-page.

properly be used for this, and, where no other provision is made, little or no exercise is taken at such times. The Nation, moreover, is fast recognizing the need of proper health training and supervised physical development, and the school seems to be the only place where this can be adequately done. For either of these purposes — healthy play and corrective exercise — the gymnasium is necessary.

The opposite drawing shows a very desirable and at the same time a very simple plan for a separate gymnasium building, with removable sides, which make it usable for either pleasant or stormy weather. The construction is simple, and will prove inexpensive in countries where native woods may be used for the framework. The size of the building will depend upon the number of children to be accommodated, and upon whether it is to be used by the people of the community for evening activities in addition to serving the school need. The local teacher will be able to give the needed dimensions for basket-ball courts, for indoor baseball, for handball, or for any of the other interior activities. Simple apparatus may be provided at small cost, such as the horizontal bar, chest developers, stall bars, tumbling mats, etc. If, moreover, the school becomes the real social center of the district, this building will add greatly to the social advantages and so serve an important community need.

The building plans and exteriors inserted here represent simple and inexpensive rural school buildings of the modern type. The architecture is plain, but it is also attractive. One, two, and three-room buildings are represented, and the plans are meant to be so specific that they may be used for construction purposes, should this be desirable. They are, however, intended primarily to offer suggestions concerning modern types and modern arrangement of such buildings. The three-room building presents a plan which will meet our

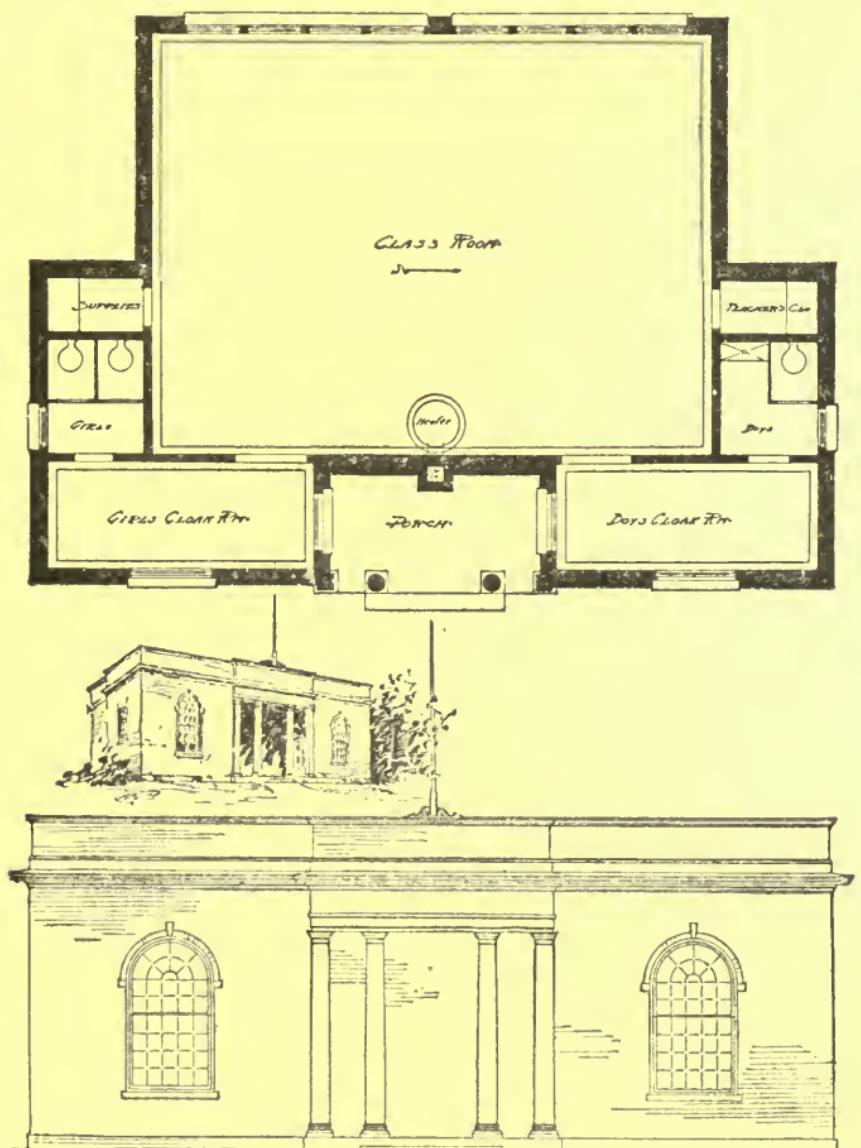
new needs in developing manual arts and domestic science in the small school. The domestic science kitchen may be used as a hot-lunch room, and in this way become a service department as well. The manual arts room should be equipped in a manner to accommodate whatever local re-



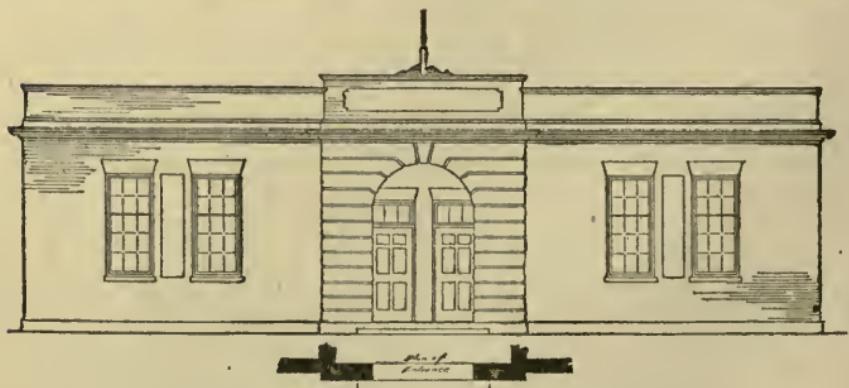
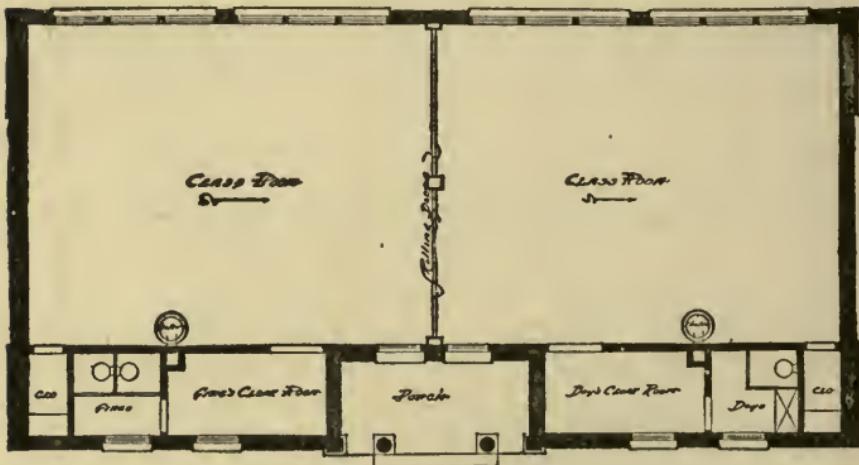
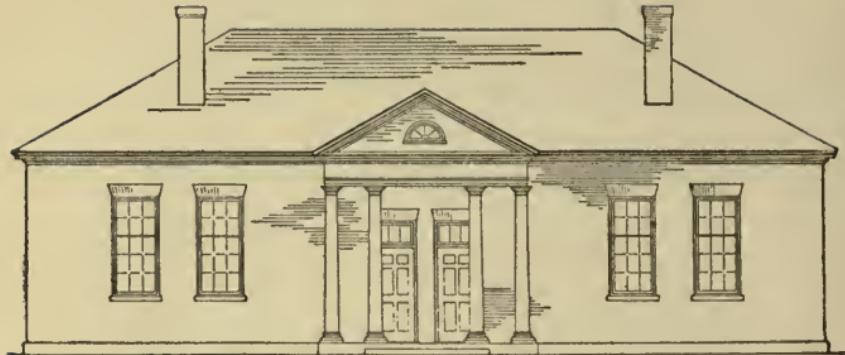
A SIMPLE AND SATISFACTORY ONE-ROOM RURAL-SCHOOL BUILDING

This is the school building shown in the plate facing the title-page. Another arrangement of the exterior and interior of such a building is shown on page 59.

quirement there is for manual arts development. It may also serve as a department where apparatus may be constructed to meet any school need. If the doors between be

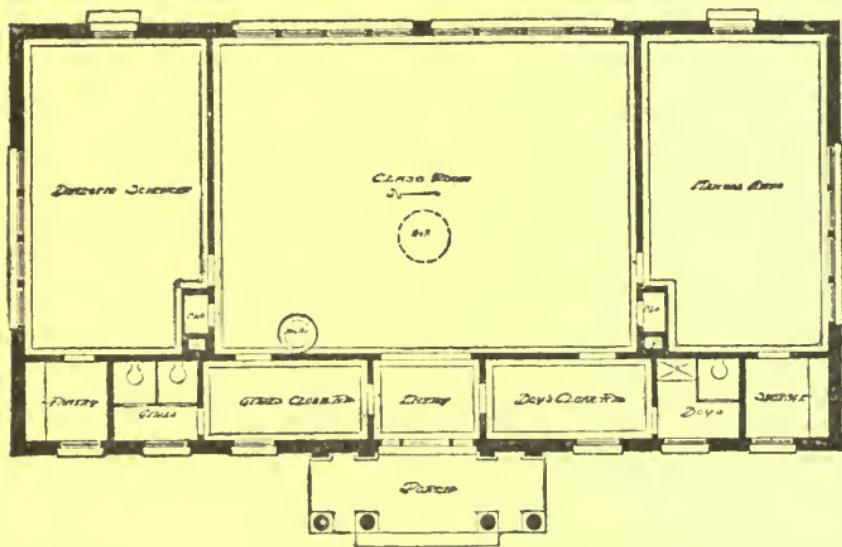


ANOTHER TYPE OF ONE-ROOM RURAL-SCHOOL BUILDING



A SIMPLE TWO-ROOM RURAL-SCHOOL BUILDING

Two types of exterior shown for the same floor plan.



A VERY DESIRABLE TYPE OF RURAL-SCHOOL BUILDING

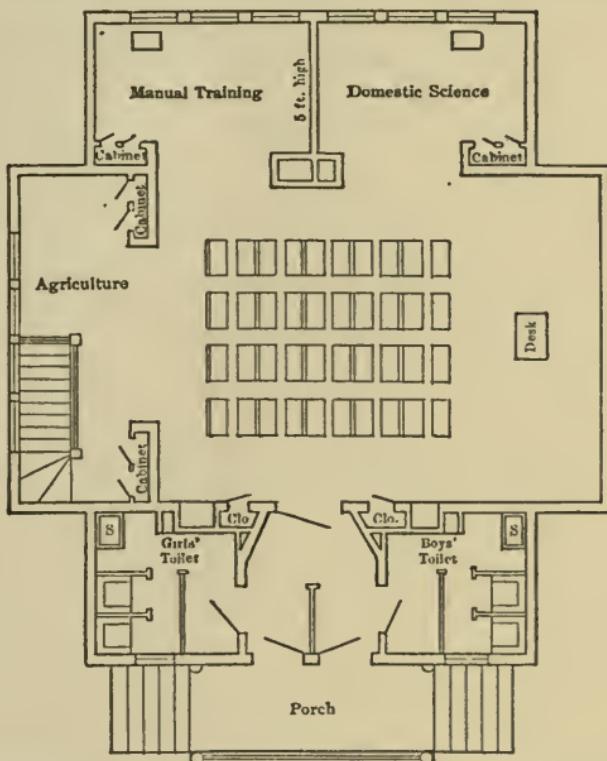
Two types of exterior shown. This kind of a building allows proper provision to be made for instruction in science and the practical arts. The interior of the main classroom is shown in the drawing on page 65.

provided with panel glass, the side rooms will still be under the supervision of the teacher who may be engaged in some work in the central classroom. This plan is especially commended to progressive neighborhoods having but one teacher and still desiring to have some of its practical problems worked out within the school. It should be noted that this same principle can be combined with any other plans, if it is desired to make such a feature of the school. Considering the new demands now being made upon even the smaller schools, these new features may most advantageously be incorporated in the school plant.

Another very desirable type of rural school building is that erected recently at Mayville, North Dakota, a floor plan of which is given on the following page. The roof lines would be those of a one-room building, but the interior also provides small speial rooms for work in manual training, domestic science, and agriculture — very desirable additions to a rural school building — as well as the larger school classroom.

The size of the school building depends entirely upon the number of children to be accommodated. According to the calculated standard a room for thirty children should have floor dimensions twenty-four by thirty-two feet, it being better to have a room somewhat oversized than to have it too small, because of the necessity for good air, since the building soon becomes "stuffy" if the air is not changed sufficiently often. The ceiling should be fully thirteen feet high in order to get proper height for windows, but a greater height wastes heat, since the rooms being heated from the top the warmest portion is toward the ceiling. Light rays fall at an angle of forty-five degrees, so direct rays will fall across a room twice as wide as the windows are high. Low windows and wide rooms cause a reflection and refraction of light rays very harmful to the eyes and should, therefore, be avoided for classrooms.

At the front of the building there should be a broad "entrance way" with large doors to prevent crowding when the children pass in and out of the room. Two coat rooms of sufficient size should be provided near the entrance door,—



THE MODEL RURAL-SCHOOL BUILDING AT MAYVILLE, NORTH DAKOTA

The especial feature here is the main floor arrangement, rooms being provided for special work in agriculture, domestic science, and manual training. The basement, to which the stairs lead, is used for furnace, playroom, and water storage for the school. In such a school building the best of a modern rural-school curriculum can be taught.

(From Wooster's *Teaching in Rural Schools*, p. 42)

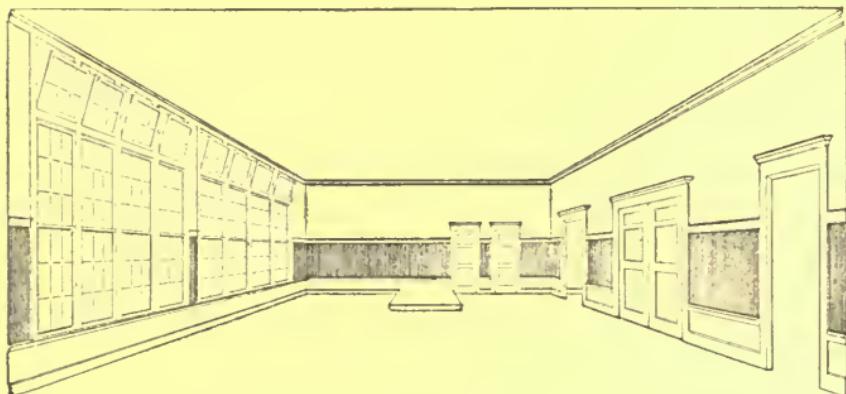
one for the girls and one for the boys. Such an arrangement has proved best because boys are more inclined to crowd and are somewhat rougher than girls. It also offers more privileges in adjusting clothing, which is always an advantage in creating a good moral atmosphere and environment.

These coat rooms should be large enough to insure an easy passageway, and should be provided with all of the equipment necessary to make the children orderly in their habits. Their position, however, must be such that these rooms can be supervised easily by the teacher during the time of intermission. They should be heated well and especially well ventilated, in order that the wet wraps will dry during the stormy weather, and that the odors thus arising shall not contaminate the schoolroom proper. The teacher ought to have a private place for such of her own personal belongings as she may bring to the school; and a closet for school supplies should be included in the plan, possibly in combination with the teacher's cloak room.

Various minor details of the entrance may here be considered. Every building should have a covered porch or veranda at the front in order to make possible better house-keeping conditions; for foot-scrappers and doormats are essential if the interior is to be kept cleanly and sanitary, and without a porch this condition is difficult to maintain. All doors should be large and swing outward, and should have a well-adjusted spring at the top to prevent slamming and a foot-latch at the bottom to hold them open at any angle desired. Several States have even passed laws requiring all schoolroom doors to swing outward, as a safety measure in case of fire. The plan does not prove disadvantageous when the outside doorway opens onto a veranda.

In order to provide the best light the windows should have as little space between them as possible. The light should come from one side of the room, the left, and should represent an area two fifths the size of the floor space of the room to be lighted. It is better to use sash containing a number of small panes because the added strength lowers the possibility of accidental breakage, which is larger in the school than in the home because of the large number of children assembled at the same time.

If the windows are to be used at any time for ventilation they should be hung on weights for easy operation. To prevent direct currents, window boards five inches wide should be provided for the bottom sash. Better than that for ven-



AN INTERIOR VIEW OF A CLASSROOM

The doors here are arranged for the classroom in the last building shown. The windows apply to any of the buildings.

tilating purposes is the plan of having at the rear some small windows, near the ceiling and hung on transom rods. The rods should be arranged to move the top of the windows inward, so that the current of air will be deflected upward to the ceiling as it enters the room. This scheme will prevent the current falling directly into the room upon the heads of the children who are at work in their seats. It should be understood in this connection that with proper ventilating apparatus installed it ought not to be necessary to use ventilating windows except during the spring and summer months when no fire is lighted.

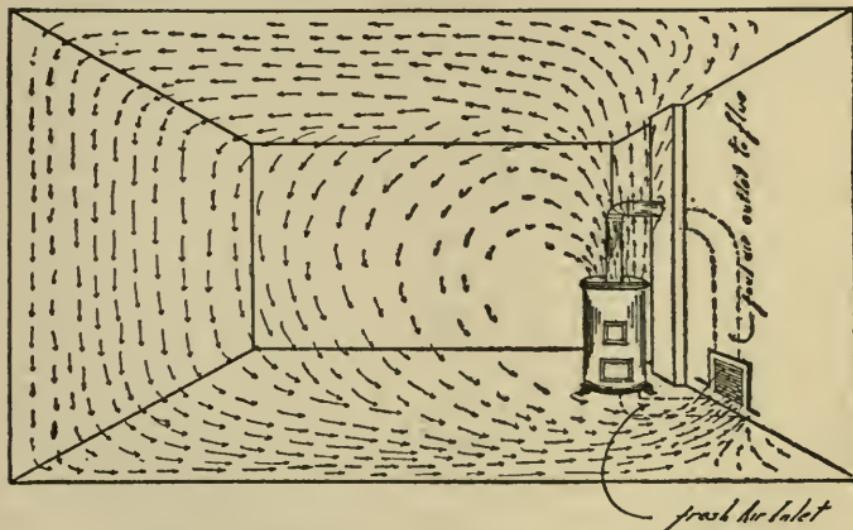
School buildings should be enduring from the standpoint of structure, and ought to be adaptable from the standpoint of use. They should represent not only good construction, but also modern construction. They must provide favor-

able conditions for both teaching and learning as well as for protecting the children from the weather. They must provide an environment that is wholesome and make possible an atmosphere that is pleasing. To this end both the interior and the exterior should be kept well painted and in first-class repair at all times. This pays economically, but it pays doubly from the standpoint of its effect upon the life of the children. As the family takes greater pride in good wholesome home conditions, so also do the children have a deeper interest in the school when it presents an attractive, wholesome appearance.

The color scheme for the interior should be chosen with great care because it greatly affects the proper diffusion of light. Bright colors of every kind should be avoided. Subdued colors should always be used because of the soothing effect they have upon the children's nerves. The scheme should represent harmony, should give an artistic appearance, and at the same time should, as suggested above, aid in the lighting effect. Cream tinting is usually accepted as the very best coloring for the ceiling. For the walls soft gray, light brown, and buffs have received highest approval from those who have given the matter a thorough test. All woodwork should have a flat finish to prevent reflection of light, and polished surfaces of every kind should be avoided. The entire setting of the room, including furniture and pictures, should produce an impression of harmony, simplicity, and tranquillity.

There is a close relationship between the physical condition of the child and his mental activities. If proper temperature is given to his body, his mind responds more readily. If proper light is given to his eyes, his mind may be concentrated more completely for a greater period of time. If the interior air in which he must live be vitalized properly by the pure oxidized elements from without,

his nervous system will withstand the greater shock of the intensified mind concentration. From this we deduce the fact that light, heat, and ventilation play a very important part in schoolhouse construction. It is quite easy to heat a building to any given temperature, but to hold this temperature steady and at the same time give proper circulation and good ventilation is a more difficult task. To secure this ventilation, there must be a steady stream of fresh air coming into the room, and an equal-sized outgoing current of foul air. Experts believe that breathed air becomes laden with carbon dioxide which is slightly heavier than the air itself, and which, therefore, gravitates toward the floor.



HEATING AND VENTILATING PLAN FOR A SMALL SCHOOL

This shows how the fresh air coming in under the stove is heated as it ascends inside the surrounding jacket, is then distributed to all parts of the room, and passes out at the floor inlet and ascends the heated chimney outlet flue.

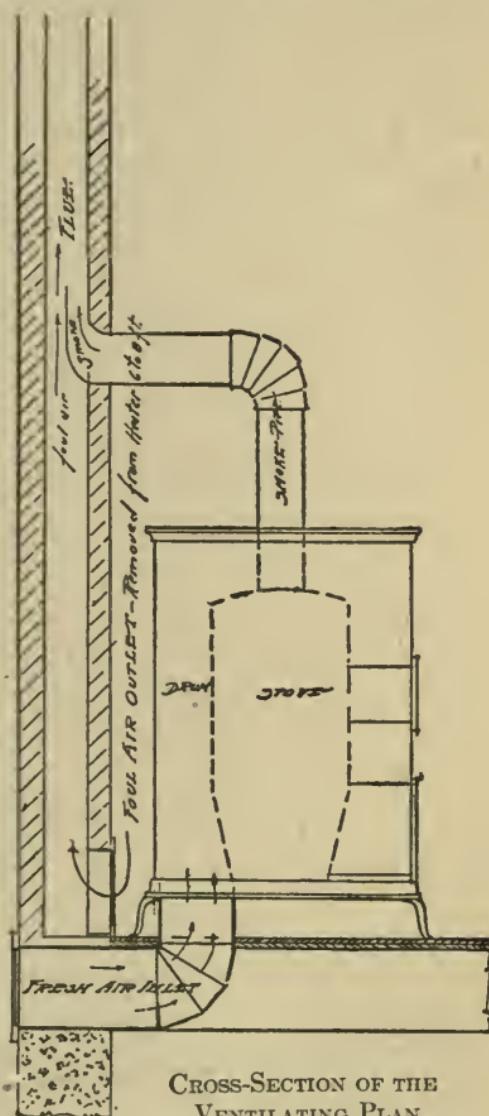
Thus to make a ventilating system effective, it becomes necessary to remove the foul air from the lower strata of the room. To do this best a vent is necessary. But even then some force will be required to set the air in motion. The

Plenum Fan has not been found practical for small buildings; so the heat-driven force has been generally employed. It is scientifically known that heated air is the cause of all great aerial commotions, such as winds and great air currents. On a smaller scale heated air within a room causes circulatory movements which, if properly regulated, will distribute and equalize the temperature throughout the interior. To do this it is necessary to bring the cold current of air from outside directly in contact with the heated air which, by means of the upward circulatory force, will set all of the air within the room in motion. If the outgoing vent opening at the floor line be so arranged that it comes in close contact with the heated flue, it will provide the necessary force to remove the foul air as rapidly as the intake provides fresh air. A double flue with a thin partition will furnish sufficient heat to insure good ventilation. Or a large flue may be built so that a galvanized iron tube may be inserted within it, and brought down to the stovepipe connection. The smoke passing out of the metal pipe within the chimney space will furnish the heat force necessary to good ventilation.

It will prove advantageous to place the heating apparatus in the warmest portion of the room. This is probably contrary to ordinary practice, but scientific investigation proves that it is best. The walls of a room are three or more degrees colder than the atmosphere within, while the window portion has been found to be several degrees colder than the interior atmosphere. Evidence of this can be clearly recognized by placing your hands or cheek against the window-pane during cold periods, when the temperature is perfectly comfortable within the building. Since heated air moves first upward, then toward the coldest portion of the room, which is the window space, the best circulatory movements are obtained by placing the heater in the warmest spot.

This not only causes equal distribution of heat, but insures a warm floor as well as a warm ceiling.

In order to heat air coming in through the fresh-air intake, it becomes necessary to bring it into the room underneath the heating apparatus which must be surrounded by a jacket in order properly to start the circulation. The incoming air being cold, its upward movement is arrested until it is properly heated and sent forth by force of air expansion. A careful study of the adjoining drawing will show how the heating apparatus should be installed. The intake should be the same size as the outgoing vent and should be large enough to insure a complete change of air within the room every fifteen or twenty minutes. A damper placed in the fresh-air pipe will regulate the draft during windy days. It is best, also, to arrange the pipe outside of the



CROSS-SECTION OF THE VENTILATING PLAN

This shows the details of the plan illustrated on page 67.

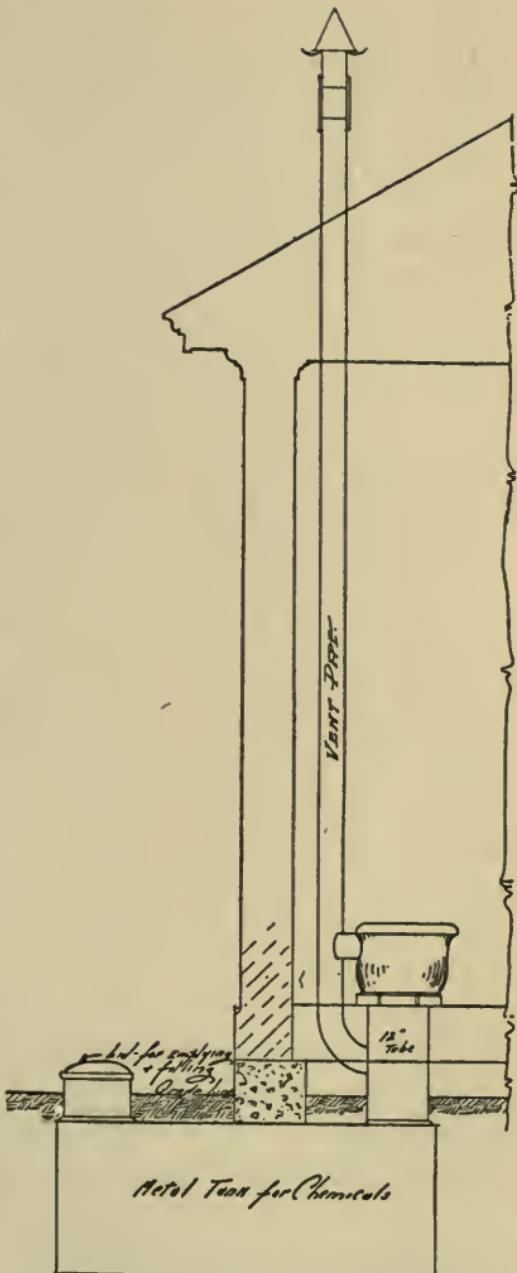
building in a manner to take the air some distance above the ground, thus preventing dust from being sucked into the building through the vent-pipe and taking air from strata purer than are found near the ground.

If a basement can be provided for the building, without too much expense, a small furnace may be used instead of the heating apparatus described. This, too, insures greater cleanliness within the room and conserves the floor space which would be occupied by the heating system. Modern hot-air furnaces give excellent service and are entirely safe when rightly installed. The room may be quickly heated by this means, and only occasional firing is required to keep an even temperature. This plan gives, furthermore, a more certain means of ventilation than does the heater within the room. It will cost somewhat more to install; but, if the basement space be used for fuel, it may save an outside building. An estimate of comparative cost will always be gladly furnished by the local furnace dealer or hardware man. There are in addition a number of patent systems which have given satisfactory results when rightly installed. Before purchasing any one of these, however, it is best to secure the approval of the county superintendent, who is usually required by law to investigate such matters and to give the benefit of his knowledge freely to school officers.

The use of outside toilets should, if possible, be avoided because they are difficult to keep sanitary. The immoral and unsightly conditions caused by their use need not be pointed out specifically, since it brings to mind a picture that is anything but pleasant. Such conditions should never be permitted because of the lasting impressions they make upon the children's minds. Habits formed in childhood cannot be easily eradicated, and such conditions should not be allowed to exist as they have in the past. If no other means can be provided such buildings become a necessity,

but in that event the vault should be deep, and well walled and vented. A shield with clinging vines covering it should be provided and the building should be kept in first-class condition at all times. The interior must be kept well painted, and no markings of any kind permitted. It ought to be cleansed frequently with water and soap, and plenty of slackened lime applied to the vault. One of the best means of keeping such buildings clean is to appoint "monitors" from each of the sexes, and give them not only the instruction but the authority needed for good management. The teacher must, however, always be held responsible for good supervision in this connection.

During recent years



PLAN FOR A TOILET WHERE RUNNING WATER IS NOT AVAILABLE

certain chemical processes have been discovered which make possible interior toilets, even when water pressure is not to be had. Such a system may be installed, as shown in the illustration, and the toilet room located in a compartment next to the children's coat rooms indicated in several of the building plans. The process for the combination of chemicals requires a water-tight receptacle of the proper size, which must either be made of metal or of concrete. It is necessary to place this tank so that a man-hole will extend above the ground, outside of the building wall, to be used in removing the contents and providing the means for cleaning when this is necessary. The chemical contents usually need removing twice each year, depending upon the extent to which the vault is used and the size of the tank. Before installing such a system the Trustees should get advice from their county superintendent, or from some one authorized by him.

It is very advantageous to have a water-pressure system, and in these days of mechanical skill even a small rural community may have this advantage. A small plant is not very expensive and can be installed in the basement, since it occupies but small space. The entire apparatus needed consists of a force pump for the well, a small gasoline engine, a pressure tank, and an air pump. It can be set up by any good plumber, and can safely be operated without mechanical skill. There are several companies that make a business of installing such plants at a reasonable cost, — one of the best known among them being the Kewance. Here again good advice should be sought before undertaking to purchase such a plant. With the installation of a water-pressure system, several other improvements are made possible. Drinking fountains and lavatories may be installed in the cloak rooms by increasing the size of the compartments. Flush water-closets may be used by providing sewer drain-

age. The water may be piped to the other buildings on the premises. A concrete swimming-tank may also be built in connection with the gynnasium, or perhaps outside. In either case, however, good drainage is necessary, and the system must be carefully guarded to keep it sanitary. If the tank is built outside, the sun's rays will provide sufficient heat during the warm weather; while if it is installed inside, an artificial means of heating must be provided.

Water on the premises serves, moreover, as a fire protection, and offers an opportunity for irrigation purposes. The lawn, flowers, and shrubs need water during some seasons of the year, and by its use desirable plants may be propagated to advantage. Work necessary in this connection will gladly be done by the children under the wise guidance of the teacher, and the school plant will offer added opportunities for the application of knowledge.

A complete school plant as described will mean a considerable outlay of expense, but it will at the same time represent an institution worthy of community pride. It will offer a center for social activities and a place for community worship. It may be used for grange meetings or for other farm gatherings. It will make possible the night school for adults, which is coming to be one of the best means of individual development resulting in community inspiration. It should be remembered, too, that every child of the community must enter the school at the age of six years and spend the larger portion of his "waking day" in this institution for at least eight years. Impressions gained during this time will be greatly influenced by the school home and its surroundings. The child's life will be shaped as well as his faculties sharpened during the days, weeks, and months which he spends there. Then as the home should be made beautiful for the purpose of influencing the family aright, so the school should be made a place which will be loved and

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revered in after years by the children, grown to manhood and womanhood, who have become useful citizens of a commonwealth.

SUGGESTIVE QUESTIONS

1. Is your school plant a place where you would enjoy spending six hours each day?
2. How can the interest of children be secured to the extent that they will feel a personal responsibility for the care of the community buildings?
3. To what do you attribute the lack of interest in rural school property which is so in evidence almost everywhere?
4. Do you believe that your children are physically comfortable during the six hours they spend in the schoolroom, considering things as they now exist?
5. Is your community progressive enough to desire the very best for their children, if the whole matter should be talked over in a fair and frank way?

CHAPTER VIII

FURNITURE AND APPARATUS

THE school should represent a homelike atmosphere, or it should come as near to this as is possible when the necessity for organization is considered. Perhaps it might be more definite to say that it should represent as many of the homelike comforts as possible, so that the atmosphere of the one will not be entirely foreign to the other. In order to do this it may be necessary to add to school furnishings and to change somewhat the accustomed plan. It is a little difficult to break away from well-established customs, but the progressive district will always readily respond to new things when the same can be shown to be advantageous.

In the old-time school little furniture was provided. The benches were crude and often without any back rest. Pupils large and small sat on seats of equal height, the smaller ones being compelled to dangle their feet because they could not reach the floor. The discomfort of this is not fully realized until one tries it as an experiment; but when the serious effect is once known, no school officer or teacher will permit such a condition to exist. The interior of the early schoolroom presented bare walls. The small blackboard at the front was made by mixing in the paint charcoal and pumice. The shiny surface reflected the cross-light that came into the room from both sides. The stove in the center of the room was a great inconvenience, and caused those near it to suffer from heat while those in the farthest corners were handicapped by being too cold.

For some years the school premises continued to represent an improvised place where the children were expected

to meet for learning. The compelling force was anything but interest or personal pride. The common expression was, "sending the children to school." It was not expected that the child's own personal desires should "induce him to go," nor that he should find in the plan of organization personal attraction or comfort. As the school has developed through the years these very things have been counted of first importance. It is intended now that school shall be maintained in a manner to attract the interest of the children; to cause a desire "to go" to school without "being sent"; to provide a "school home" atmosphere in order that the transition from one to the other will not be too great. Good living conditions are necessary because the child spends a large portion of his time in his foster home, the school. He no longer goes there to learn to read and write and cipher, but goes to be taught in terms of life's needs.

School furnishings are herewith included under two heads: First, that which is essential to comfort and necessary to good work; second, that which is desirable and advantageous to school activities. At the top of the first list we may place good window blinds. The best material for durability is duck or canvas cloth. Light brown or drab colors are preferable. Venetian blinds hung on hinges and fitted with adjustment rods give great satisfaction. These are much more expensive than duck blinds, and because of this cannot be recommended for general use. Some rays of light should pass through even when the curtain is drawn, and duck material permits the softer rays to enter the room, causing no glare. All window blinds should be adjustable, in order to secure the best lighting effect. On dark days they may be lowered from the top, so that the largest amount of light rays will enter the room. During bright weather, adjustment may be made to shut out a certain portion of the light. It should always be remembered that the high light is the

best light, because the rays fall at an angle of forty-five degrees and can extend into the room only twice as far as the tops of the windows are from the floor line. Refracted or reflected light rays are very harmful to the eyes; therefore special consideration should be given to the lighting proposition, and every means necessary to prevent eye injury provided.

While it is essential to include blackboards in the general building scheme, they are usually listed under school furnishings. Real slate makes the best boards, and the durability of this composition makes it cheapest in the end. The size needed depends upon the enrollment of the school, but it is an advantage to have all of the wall space at the front, and on the side opposite the windows, used for this purpose. If patent composition board is used it will be necessary to recoat it with liquid slating each year. A width of three and one half to four feet admits of the best adjustment for children of all sizes. It should therefore be placed low down on the wall space, so as to meet the need of the primary children as well as those of the upper grammar grades.

Pupils' desks should represent comfort as well as utility. Different sizes should be selected for the mixed school, but it is an advantage to have some adjustable seats in each room, provided of course that the adjustment is used intelligently. I mention this particularly because adjustable seats are often provided for schoolrooms, but the adjustment remains stationary year after year, resulting in no advantage. In some schoolrooms adjustments are so poorly made that bad effects are at once apparent. One side of the desk may be lower than the other, or the height of the seat and the top of the desk may be out of proportion. The seat portion ought to be lowered so that the child may place his feet properly on the floor, and the desk should then be adjusted to give the right height for general use. The spacing on the

floor should be arranged to give the best bodily comfort. The child should not be compelled to strain his back muscles leaning forward in using the desk, thus forcing the organs of his body out of their natural position. The best patent seat becomes very rigid when fastened to the floor and cannot be expected to give real bodily comfort. Because of this it is a great advantage to provide some easy armchairs and rocking-chairs for each room. These may be used alternately by the children during study periods, and will provide a means of change and rest. They may be placed in the room so that their use will cause no disorder, yet add much to the wholesome comfort of the school.

There should be a roomy desk and an easy swivel-chair provided for the teacher. The chair may not be used much in school time, but it will provide ease and comfort for the teacher during intermission periods. The desk should be large, so that everyday material may be stored away in an orderly manner and brought out for use when needed. A bookcase of sufficient size is necessary to the proper care of the school library. It should have closed compartments fitted with doors adjusted for easy access. A large wall clock is an aid in regulating the daily duties, and prevents many unnecessary questions.

Two essential things found in all modern well-equipped buildings are a furnace and a bubble fountain. If there be no furnace, each room should be provided with a modern heating and ventilating plant. There are a number of patent systems that have given satisfaction when properly installed. The main point at issue will be to select a tested plant and then see that it is so arranged and installed that it will insure good service. A fountain or some other sanitary means of providing drinking water is necessary to the health of the children. They ought to be given every encouragement to drink often and abundantly. Water used

should be tested occasionally; this can best be done by sending a sample to the State Chemist or the State Agricultural College for analysis.

Various articles may be mentioned as "desirable furniture." An organ or piano may be considered first because this encourages music in the school. The piano is now really more appropriate than the organ because it is so commonly found in the home. There are always some children among the group who have musical talent, and an instrument of this kind can be made very practical. It can be used to advantage for evening entertainments and for district gatherings. In this way it renders a large service to the entire community. The victrola is extensively used for music appreciation, and with well-selected records it may be made an educational asset as well as a means for wholesome entertainment. Well-selected pictures hung properly in the schoolroom add to its attractiveness and provide a nucleus for art study. Special consideration is given to this in another chapter.

It is not unusual for a child to become ill in school. The very young child often becomes drowsy during the long afternoon because of habits formed at home. Under such circumstances a couch is very usable. A well-selected leather type is best suited to the schoolroom. It ought to be provided with a pillow and a blanket, and be placed in the room in such a way as to add a homelike atmosphere. Scrim curtains at the windows will serve to subdue the light, and at the same time add to the attractiveness within. Nothing is more cheery than the open fireplace, and in communities where wood is plentiful, or where natural gas is abundant, it really becomes an inexpensive luxury. It is an advantage in ventilating the room, and contributes generally to the betterment of health by removing the carbon dioxide from the floor line. A reading-table placed before the open

fireplace, to be used by pupils during leisure moments, provides another item of home atmosphere.

Many schools now provide complete furnishings for a kitchenette to be used for preparing a hot lunch for the noon meal. When the school has a domestic science department this is unnecessary, because one department can serve for both. Such an equipment is an advantage during community social gatherings when an evening lunch is served. Its special value is pointed out in the chapter dealing with this problem. Other furnishings may be found desirable which have not been listed, but the object sought has been to suggest some material which will help to make a "school home" of the kind desired by some of our most progressive districts. In the new order of things it may be made an essential part of our educational plan, and the new schoolroom may take on the appearance of a well-arranged living-room adapted to a larger group of children.

School apparatus may be listed under the same two headings; namely, the essential and the desirable. The first group should be selected with the greatest care because its use will increase classroom efficiency. A good supply of blackboard erasers with a good device for keeping them clean will prove most helpful. Free textbooks are commonly provided by the district, and when properly handled in the school are both economical and advantageous. Every means should be used to keep them clean and in good condition. Book-covers and book-markers will be an aid in this. A systematic accounting should be kept of all adopted texts, and the teacher should be made custodian when the school is in session. Good maps make history and geography more real, and every schoolroom should be provided with a full cabinet set, which has been approved for accuracy. A good quality of material should be selected, for constant use in the schoolroom necessitates considerable wear and tear. Mounting

the rolls in a cabinet keeps them free from dust and preserves the coloring. A globe shows all geographical locations more accurately and more scientifically than maps, and may also be used to illustrate the earth's movements. The most expensive types are not necessary, but clear type and good coloring are essential to good results. A small call bell will be needed, provided the building is not equipped with the larger type. Window sticks, blackboard pointers, and the like can be made in the manual training shop, and thus serve as an incentive to make the shop-work problems include all schoolroom necessities.

In the "desirable list" we must include a well-equipped home-economics kitchen, and a manual training shop with adequate tools for good service. The cook-stove will be the most expensive part of the home-economics equipment. Utensils needed should be chosen after consulting the teacher or other well-informed authority. State educational departments will always give assistance by recommending materials which are standard and necessary. The amount of equipment will depend upon the size of the classes. A standard sewing-machine can be used to advantage, and with this a good cabinet and a cutting-table are necessary. The entire cost of equipping such a department for both sewing and cookery need not be very large, and equipment will prove very helpful in carrying into effect the new plan of redirected education. In the workshop for boys, the tools should be of good quality and well sorted. The quantity, however, need not be large for the average rural school. Tool-cases should be built so that every tool can be kept in place when not in use. It is necessary to have an adequate number of work benches and a simple tool-grinder. In selecting the equipment, guidance may be had from the teacher or from one of the state institutions where such a department is maintained.

Some simple apparatus for making tests in agriculture may be procured at small cost, and will serve to make this subject more interesting. All experiments may be performed in the manual training room, where a small cabinet may be placed for preserving materials and for keeping the apparatus in order. A small amount of scientific apparatus will be needed for the purpose of testing some of the laws of physics and for making some discoveries in biology. Since the world in which we live is a great scientific laboratory, some means, even in the elementary school, should be provided for the study of science.

Playground apparatus may be made to serve a good purpose if placed advantageously on the school grounds and its use supervised by the teacher. Swings, teeter-boards, and curved slides are best adapted to the smaller children. The larger ones enjoy the giant stride, the merry-go-round, and jumping standards. All of this material is easily made and is inexpensive. As an illustration, the giant stride may be made by placing a large-sized wagon wheel upon a pole which has been firmly set in the ground and extends ten feet in the air. Four chains should be fastened to the wheel, at equal distances, and allowed to hang down to within five feet of the ground. A looped cotton rope provided at the end with a snap completes the apparatus. The loop end should extend down to within two feet of the ground. When not assigned for use this rope attachment should be unsnapped and kept in the care of the teacher. A merry-go-round represents an even more simple construction. Two pieces of two by four dimension material may be spiked together, in the form of a cross, and placed on top of a post thirty inches tall which has been firmly set in the ground. An inch iron pin at the top of the post should extend through a hole made in the center of the cross sweeps. Durability and strength will be added by placing a metal plate above

and below the sweeps for the iron pin to pass through. Other devices mentioned are of simple construction and may be made by any schoolboy who has a mechanical turn of mind. Patterns and directions for making of playground apparatus may be had from most state institutions. The pupils of the school may be organized into groups and allowed to choose their own censors and direct their own games. In so far as they are able to do this satisfactorily they develop independence, individuality, and leadership,—all of which are very important characteristics.

Some one has said that "cleanliness is next to godliness," and this applies to good housekeeping in the schoolroom the same as in the home. To do this well it is necessary to have good cleaning material and disinfectants. Some States regulate this through the State Board of Health, but when no such provision is made the School Board should see to it that proper attention is given to the matter. There are a number of materials used to prevent dust, but each one requires care and judgment in its use. A bristle brush with long flexible bristles makes a better sweeper than the ordinary broom. It is best adapted for working under and about the desks, and makes a very practical tool. A disinfectant should be used at least twice during the year at times when the school has been adjourned for vacation. Materials used should have the approval of the county health officer, or other reliable authority. During a time when contagious diseases are prevalent, the disinfectant should be used frequently. If there is no local health officer, the county physician will always give directions as to how to use preventives and how best to preserve good health conditions.

Soap and water are always necessary after play, and so some adequate arrangement should be made for cleansing the hands and face. If a pressure water-system has been installed it is easy to provide lavatory equipment. If this has

not been done, some other means for washing will be necessary. The overflow water saved from the drinking tank may well be utilized for this purpose. A metal-lined trough equipped with drainage will serve as a good place in which to set wash basins. If there is a well on the school premises a similar outside arrangement may be made for use during pleasant weather.

As a last word School Boards are urged to purchase all of their material from local reliable firms, and to look askance upon the ordinary agent who simply has something to sell. Standard lists of school supplies are often approved by the County Superintendent of Schools, and may be had for the asking. It is always well to seek the advice and the counsel of this office when materials are needed, for by so doing many mistakes may be avoided. Feel free also to call upon your State School Superintendent also for assistance and advice, for every public school in the State is under the general supervision of that office and is therefore entitled to request its help whenever needed.

SUGGESTIVE QUESTIONS

1. What permanent loss can come to your children because of poor equipment in the schoolroom?
2. What do you consider essential to form good working equipment, and to provide a wholesome environment?
3. How can a community be made so attractive to young people that they are entirely satisfied with their social surroundings?
4. Do you consider community pride advantageous in creating community leadership?
5. Does your school have a reputation which is definitely known and recognized outside of your own district?

CHAPTER IX

SCHOOLROOM DECORATIONS

THE present age has developed more of a general æsthetic taste than has been developed throughout past time. We may not have produced as many great artists, but a keen sense of appreciation is found among all our people. Art in our schools, art in our homes, and the beautiful and the lovely everywhere in nature have made silent impressions upon the individual lives of our citizens, with the result that they are now applying great artistic truths in all the works of their own creation. Never has the world known such opportunities for the study of art and for the appreciation of the really artistic as are presented to us just now. Our buildings everywhere are coming to be designed by skilled architects, and the structures become real works of art. The plans represent carefully worked-out proportions, having a complete symmetrical arrangement. The interiors are well planned, representing harmony in the proper proportions throughout. Furniture is chosen not only with reference to ease and comfort, but also with such good taste that the whole setting presents a harmonious effect. These things were first noticed in the cities, but we now find many rural communities as much given to æsthetic enjoyment as the urban populations. The new type of the rural school home is very striking, and, when representing an artistic atmosphere, it stands as a real demonstration of neighborhood ideals.

All of this has gradually come out of the repeated observation that the normal child is able to reach a broader, higher development and to become a better and happier individual

amid beautiful home surroundings. It follows that children who have the opportunity to come into such an environment during the greater part of the day will develop that natural poise, careful judgment, and self-confidence that are necessary to their educational advancement, and become fitted as men and women proper to represent a strong nation and a great people. The school, as well as the home, must recognize this as a great necessity, and so make these individual truths a living reality through school and home decoration.

It has been said that small village and country places have not made rapid progress in this particular direction because such progress entails an expenditure not always available. But this can no longer be urged as a handicap, for much has been done and is being done with just the available materials at hand, when directed by one interested in artistic development. In the school there is one great need,—the enthusiastic influence of the teacher to bring out the spontaneous interest and assistance of the children. The law of order is universal and impelling. This is the first step into the realm of beauty and harmony. Every good teacher insists upon neatness and order in the arrangement of school materials, and thus early begins development of a permanent aesthetic taste.

If it becomes necessary to begin the work without funds, the teacher must open her eyes and take an inventory of the possibilities. She has all nature to draw from, and what a splendid opportunity is presented through it to teach the child simple effective decorations in color, representing suitable harmony and arrangement! It is quite important in the beginning to teach the difference between decorations for special occasions, and those that may remain in the schoolroom permanently. Decorations in profusion arouse the emotions, and cause a greater or less excitement in the minds

of the children. To continue this excitement, though pleasant at first, will ultimately lead to distraction and confusion, and has at last a tendency to pall on the mind. Because of this, such a plan must be used only for special occasions. Our everyday decorative plan should therefore be much more simple than that used for special-day occasions, and the room should present a cheery, happy appearance, having an atmosphere of quietude and a soothing effect upon the children.

One large bunch of autumn foliage sprays, cut different lengths, arranged loosely so that they fall into natural positions and set against a plain background, so that the light from the side may play over it and bring out the warm glow of color and gradation of tint, makes infinitely better impressions than bunches scattered here and there throughout the room. The former setting admits of a change in plan and arrangement that will bring new delight and pleasure to those in the room, and hence may be recommended as entirely fitting. Plants placed between the children and the light appear only in silhouette, and hence fail to awaken the proper artistic appreciation. It is well, therefore, to study the background and its effect upon the decoration, to the same degree that you study the materials to be used in your foreground. A screen makes a very good background, and is often used in our large rooms to assist in the general effect. A waste-paper basket makes a very good holder in which foliage will keep for a month or two; and it may be noticed that the colors will seem gradually to blend into the harmony of the room. It should be remembered that the greatest beauty can be brought out only through proper arrangement.

In all schoolroom decorations the teacher and the pupil should work together. They should select and reject their materials until their color scheme and harmony are perfect,

and should study the setting until the best decorative impressions are produced. Children are easily interested, and the work becomes realistic to them when they have a part in the plan of arrangement. This affords a means of development which is not found in the same degree in any other school motive. The influence is greater because the children have acquired their knowledge by working out the plan and the interest is correspondingly keener because of the part which they have had in it.

Blackboard decoration should be limited. These boards are provided primarily for use during daily lessons and are very necessary to the promotion of good work. They should, however, be kept properly, and all materials placed thereon which are to be left for any time should represent care and neatness. Monthly calendars may be made by using toned wrapping paper, or building paper, with the assistance of colored crayons, and are really more artistic and more effective than those drawn upon the blackboard. Other necessary helps may be made in a similar way, all of which should represent a simple yet artistic design. Much of the crêpe paper is too gaudy and too distracting in color and composition for the proper artistic effect in a good schoolroom. If a border is to be used it should represent subdued colors with proper tone effect. Borders of any kind arranged above the blackboards interfere with pictures hung on the wall. Both should not be used, because it is improper to hang pictures over a border, and to place them above it makes them entirely too high for proper effect.

Posters, programs, notices, and like materials may be made by the children, and, whenever worthy, should be placed upon the wall space or in the corner of the room in such a manner as to give a wholesome effect. A well-planned, correctly lettered program should be provided for every schoolroom, and should be placed in such a manner as not to

interfere in any way with the pictures or with the real decorations of the room. It may be placed at the rear of the room, because it is not meant for special decorative purposes, and ought not to divert the minds of the children during their regular study hours. All work honored in this way should represent the very best efforts of the children, thereby making it creditable to the school as well. All of this work should be trimmed before it is mounted, and should be arranged to make a pleasing exhibit.

If the schoolroom is large enough, a library and small reading-room may be set apart in one corner. A good book-case should be provided, and the children should be encouraged to make the necessary book-ends and blotter pads. The necessary space may be set off by curtains of neat design, which have been stenciled by the pupils under the direction of the teacher. This will give a splendid opportunity to teach border, neatness, proportion, color, harmony, and good taste. A home-made rug will add very much to the attractiveness of the setting, and the children will find it all a very pleasing enjoyment and a means of educational advancement.

If a district is able to provide some funds for decorative purposes, good pictures, artistic vases, and well-chosen pottery should be provided. It is very much better to choose one good picture, well framed, than to choose a number of the poorer type. We must keep in mind the fact that the children must enjoy the picture through the story it represents, rather than through the picture itself. Pictures, then, should be chosen which are not too difficult to understand, and which represent an intimate sympathy with child-life rather than those which represent well-known paintings. We can now secure reproductions of almost all the masterpieces in art at very reasonable prices. And because of this, the greatest care should be exercised in choos-

ing a picture which will appeal to the children. Whenever any picture is chosen for the schoolroom, the teacher should at once procure the brief story of its life setting, and should familiarize the children with this so that they may understand the motive of the great artist who produced it. Large pictures are very much better for wall decorations than small ones, because the lines are very much more distinct and may be easily recognized at a distance.

There are many pictures which are equally good for schoolroom decoration, but it is well, before choosing, to become familiar with the subject, through some such authority as Mrs. L. L. Wilson's *Stories on Masterpieces in Art*, before making a final selection. Schreyer is an artist that children easily understand in subject-matter, and his works are splendid in composition, with excellent settings arranged in light and dark colors. Lerolle's *Shepherd Scenes* are excellent, and the children love the stories connected with them. Schreyer's *Arab Scouts* represents a typical Arabian scene. The cavalcade, in gay Arabian dress, the splendid action of the horses, appeal to the imagination of the child and stir his appreciation for picturesqueness, for splendidness, and for the adventurous and spectacular. The Arabian chief on his horse is the center of interest, both as to the subject-matter and to composition. The splendid spirited animal, with his light, high step, and his beautiful, shining, dappled coat, stands out in bold relief against a dark background. The other figures add to the energy and action of the whole composition, though they are less prominent in tone as they appear only in the distance. The robed Arab at the left balances the mass of light made by the great horse of the chief. Notice the horizontal division of space — about one third sky and two thirds ground — which adds material interest to the composition by allowing more light, thereby giving more character to the scenery which appears in the back-

ground. Add to this little picture study the motives which caused the artists to give expression in this form, and we have in our picture real personality expressed in art. The picture given may not be one most desirable for the school, but the plan is offered simply as a type-study to be considered in connection with any picture chosen.

Before any picture is placed the wall space should be studied with reference to size and proper lighting effect, then suit the picture to the wall space in such a way that it will not look overcrowded nor lost in the vastness of its surroundings. Whenever possible, pictures should be hung at about the eye level, because this gives to us the proper vision. If they are placed above the blackboard, the bottom should be at least four inches above the moulding and they should be tilted sufficiently to be viewed at right angles from the center of the room. Suspend all pictures from the moulding by means of two hooks, using a wire on each side, thus avoiding improper alignment.

If the teacher is uncertain about the setting she should try it out from different angles, placing the picture in different parts of the room to gain the necessary information. Both teacher and pupils will gain much information from studying pictures on the walls of different art galleries or in art windows of the city, and such a plan ought to be encouraged as a means of knowing at first hand the symmetry and the harmony which are found in art.

Do not spoil a good picture by poor framing. The width of the frame, the color and design, should all harmonize with the work of art. Generally speaking, no mat, but greater width of frame is to be desired. Prints in sepia as well as the ordinary carbons should be framed in the plainer woods, while colored prints adapt themselves better to a gilt-finished frame with a decorated moulding. These prints, however, represent a harmonious design when they are framed with

mouldings having a color tone harmonizing with the tones in the picture or repeating them. It is always well to have framing done by an artist who understands this work in all of its phases.

Since the earliest time vases have been used for decorative purposes, and when well chosen and artistically placed they still hold an interesting place in this particular field. In this creative work man has always put into constructive form the ideals of his mind, and the beauty in it lies in its symmetry, its harmony in coloring, and in its shape. It may be said that this particular kind of art appeals less to children than that of picture study and design. The same may be said of pottery, though it is used in a plainer way to represent the creative genius. It would be well perhaps to provide only a small amount of each for the ordinary schoolroom, but both can be used to an advantage in many practical ways, and ought to have a place because of this special quality.

What has been said of beautifying the schoolroom applies also to the beautifying of the homes of the neighborhood; greater artistic taste tends also to establish a more aesthetic ideal, and altogether has a wonderful influence over the ethical nature. The beautiful and the good go hand in hand, though specific cases have been cited to the contrary. It is admitted without question that there are exceptions to all rules, but time has given us ample proof that goodness and greatness in man are linked closely with the beautiful portrayed in his life.

SUGGESTIVE QUESTIONS

1. What are some of the best means of making the child love his home, love his school, love his country?
2. Can we teach about the good and the beautiful to an advantage unless our surroundings portray these characteristics?

3. France lays great stress in its public schools on color and design — What effect has this had on the textile fabrics produced by that country?
4. Is it possible that color effects in the home and in the school may have some effect upon the dispositions of those who see them daily?
5. Why does a beautiful landscape painting appear more attractive to the average individual than the real landscape itself as it is endowed by nature's coloring?

CHAPTER X

SELECTING THE TEACHER

THE most important element necessary to school success is the teacher. She represents the human dynamo that converts the energy of the school into a working power. Her personality becomes the pervading element which silently shapes the plastic minds of those who look to her each day for direction. Truly has it been said, "As the teacher is, so is the school." As she thinks, as she acts, as she works — so will the school follow in her footsteps. Especially is this true in the elementary school, because children are more susceptible to influences and stronger in their power of imitation than are older people.

The teacher's work in the schoolroom not only directs the lives of the children, but it becomes a strong factor in shaping the destiny of the Nation, because as the children think, act, and feel, so also must these things react in the men and women a little older grown. The importance of this period, then, cannot be overestimated. The school as a destiny-making machine-shop must not be underrated, and the teacher as a pattern-maker becomes the master mechanic. No business firm would choose a novice to direct its technical work and become responsible for a high-grade product. The same applies to the school with greater significance, because human lives represent the product being shaped and fashioned by this educational factory. It has been urged, and rightly, that education is never-ending; that it draws from every conceivable source which affects life directly or indirectly; but, after all, the manner in which these things affect the individual depends upon his attitude of mind,

which attitude is fashioned during his early years. If credit is to be given to the school for its part in shaping our civilization, it must be held responsible for a high grade of workmanship. To do this the trained teacher becomes a necessity.

There is an old adage that "teachers are born and not made"; but modern investigation has established the fact that without the process of making, the teacher must remain in the unskilled class. She may be born with adaptation for such work, but with no quickening process her adaptable characteristics may remain latent potentialities which have not been converted into usable power. We cannot deny the fact that a small number have attained success without having had the advantages of a professional school. Such prove the exception rather than the rule, and, had the advantage of special training been given them, a greater measure of success would surely have resulted. But should this ancient belief be true, the number of public-school teachers now required make it an unsafe practice to follow. Five hundred thousand are required to direct the work in the elementary schools, and this number is being materially increased each year. Such a body of skilled workers can be had only by providing a proper means for technical preparation.

This was clearly conceived a number of years ago when the Normal School was organized as a special educational agency for training teachers in the art of schoolroom management by using the practice school to establish well-defined principles of teaching. The worth of these institutions is best evidenced by the fact that they have been multiplied in number by most of the States, and that they have been given larger and larger support each year. Moreover, although the number of teachers prepared in these schools has increased many fold, the demand continues to be greater

than the supply. The importance of this work has been so fully established that some four hundred colleges and universities have organized departments of education to supplement the work done by the normal schools and by teachers' colleges.

Speaking recently before a large audience, Commissioner P. P. Claxton, of the National Bureau of Education, made the following statement:

The work of the Normal School for professionally trained teachers is so important, so valuable, so necessary, that we should establish a sufficient number of State Normal Schools to provide every rural school with a professionally trained teacher, even if we have to take the necessary money to do this from the state common school fund. In the end this would give a better policy of business economy than our present short-sighted policy, which is expensive and which sorely neglects our rural school in the matter of properly trained teachers. This is evident by the fact that there are over one hundred and fifty thousand juvenile teachers teaching in the rural schools of our country at this time, with less than high school education and with no professional training.

In commending our rural school improvement, Dr. J. L. McBrien, of the National Bureau of Education, said:

The only way to have good rural schools is to have better rural teachers. The only way to have better teachers is to require all who aspire to teach to make due preparation.

Colonel Parker, who has been recognized as a great "teacher of teachers," expressed his feelings in the matter as follows:

What priceless legacy can we leave to the millions yet to be than to make it possible for our spiritual descendants to be so educated and so trained that they will, under God, effectually work out the destiny of this mighty continent, and through it the destiny of all humanity.

Because of the new demands made upon the school, several of the States have recently taken advanced steps by passing laws requiring all teachers to have some professional

training. Usually provisions are made to increase the requirement gradually, so that in time a high standard of efficiency will be reached. Very few normal schools have reached the limit of their capacity, and many more teachers could be handled each year by the institutions already established. The great need, therefore, is a general recognition of the important position which the school holds, made manifest through a demand by the people that only specially qualified and highly skilled teachers be given charge of this important work.

School directors have a right to look to the normal schools of their State to train teachers in a manner to satisfy all reasonable expectations. They have a right to depend upon these institutions to furnish an honest estimate of the ability and the personal characteristics of the teacher who makes application for a position. They have a right to expect a reasonable measure of success from this specially prepared teacher, provided of course that she is given the support of the Board and the coöperation of the patrons of the district.

There are certain personal qualities which the teacher ought to possess, among which should be mentioned a perfect and healthy body, a pleasing voice, and a happy disposition. She should be painstaking and orderly in her habits; honest and truthful, patient and tactful. Her character must be above reproach. She must possess a love for children. The teacher becomes a strong personal factor in the child's education, and the lessons are individualized through her influence. If she is strong and forceful in character, the lessons will take on the spirit of her individuality. If she is courteous in manner, the school is sure to take on an atmosphere of courtesy. These qualities in the teacher beget interest in the hardest task, and add a charm to the facts on the printed page. They create greater desire for knowledge and inspire the pupils to greater effort.

The man of Galilee was addressed by the secretary of the Jewish Sanhedrin as the "Great Teacher." The "Book" emphasized His work as a Teacher, rather than as a Preacher. We find many references such as the following: "And He taught the multitude"; "He entered the synagogue on the Sabbath Day and taught the people"; "And He taught his disciples, saying, —" Through His work we have exemplified the great desire to administer to others; we discern the persistent effort which He exercised in presenting His lessons of truth, and we feel the joy of the unrequited love which He bore for all mankind. His teachings suggested pedagogical principles which are worthy of emulation by the teacher of to-day. The work which He wrought as a teacher two thousand years ago stands as an everlasting monument to the training of mind and heart, for every individual of the present time has been directly or indirectly influenced by the lessons He taught. His work is not offered by way of comparison, but rather as a means of inspiration for the improvement of this work which we have in charge. There is, however, a relationship between the two, because the achievement in each instance involves a larger and a more complete life.

If the teacher possesses vision, she will bring to the entire school a greater appreciation of their own community. She will instill in the minds of her pupils a high regard for those who have made wise provisions for school advantages. She will imbue them with a greater love for their country, and give them a better understanding and a greater appreciation of government. She will impress them with a high regard for good and noble citizenship. She will point out to them the value of friendship, and the joy that may come through human association. These things may be made incidental to regular assigned lessons, but they can never be accidental when the good teacher is in charge.

The dress and taste of the teacher has not been mentioned, but it cannot be altogether overlooked. Neatness and cleanliness adds to personality as well as to attractiveness. The teacher's taste should be wholesome and should never represent the extreme. She should keep in the foreground the old adage, "Example is greater than precept." Her social customs ought to be worthy of imitation. A goodly address, an obliging manner, and a courteous attitude, all add to her charm at school as well as at a social gathering. Words of advice given by such a teacher will be strikingly more forceful than those of one who simply says, "Don't do as I do, but do as I tell you to do." No child should ever be compelled to say of his teacher under his breath, "How can I hear what you say, when what you are is ringing in my ears?"

Every experienced School Board member knows how necessary it is to investigate thoroughly the merit of a teacher before giving her employment. She should never be selected for personal qualities alone, nor should she be chosen because of the legal papers she holds. The School Board must see to it that she possesses both the qualities and the qualifications most to be desired. But little dependence can be placed on letters of recommendation which an applicant carries around. Often the teacher with the largest number of letters is the one not to be employed. Certainly a candidate carrying such letters as the following ought not to be given serious consideration:

WALKERVILLE SCHOOL DISTRICT
HUDSON COUNTY

To whom it may concern:

This is to say that the bearer, Mary Alpaugh, taught in our district last year for a term of six months. She possesses a good education, has taught in a number of places, is a young woman of high Christian character, has an attractive personal manner, and

tries hard to please. The trustees of this district wish her success in any work she may in the future undertake. For the Board,

JOHN BOARDMAN, *Clerk.*

A teacher carrying such a recommendation might have been dismissed for incompetency as a teacher; and everything said in the letter still be true. The letter tells nothing that a school board wants to know. A safe plan to follow is to consult with the County Superintendent, and to secure personal letters, written directly to the Board, from those who know of the applicant's training and success and are qualified to judge of her worth and who are willing to give an honest judgment of the applicant's adaptation and ability. When in need of a teacher it is an advantage to write to the President or Appointment Secretary of one of the state normal schools, and ask them to recommend instructors who possess such qualifications as are needed in any given school. All such schools make it their business to answer such requests. It is the duty of every School Board to employ every available means to secure a desirable teacher before applying to a teachers' agency for candidates. The skilled teacher should never be compelled to seek employment through a bureau of this kind, because it does not afford the best means of furnishing first-hand information to those charged with the selecting of a teacher. When there is a complete standardization of teachers and a better organization for the administration of our educational plan, relying upon teachers' agencies will be unnecessary. But till then it may have to be resorted to when an emergency arises.

On receiving visits from teachers desiring a position School Board members should be careful not to make individual promises. No member should promise a teacher to vote for her. The place to decide such matters is in School Board

meeting, and after all of the evidence has been examined and the different applicants discussed and their papers and credentials compared.

All of the individual qualities which have been mentioned as desirable in teachers are not likely to be found in one single individual; it will therefore be necessary to exercise good judgment in determining just how fully the standard may be reached. In this connection, too, school officers must recognize the necessity of paying a larger salary to the highly skilled teacher. The education of such a teacher has been more costly than that of those less highly trained, and a longer time has been spent in securing it; consequently, in fairness to her, these things must be taken into account. Everywhere in the industrial field this principle is recognized, and the wage scale of the skilled mechanic is increased proportionally to his ability. This has not been practiced in our schools, largely because school officers have not been able to measure in advance the worth of the teacher they employ. This they must be able to do in the future, else some other official means will be employed by the public to insure less frequent mistakes. The salary paid must govern school officers in the quality of service which they have a right to expect; on the other hand, the teacher's ability to serve must govern her in the compensation which she has a right to demand. A fixed salary basis, therefore, does not allow the necessary flexibility, and cannot be followed to advantage, because the amount paid to a good teacher sets the standard for the one who is employed later, but who is less efficient, and vice versa.

When a teacher has been selected by the school, every effort should be made to produce conditions in the district which will increase her chances for succeeding. If no "teachorage" exists she should be provided with the best possible boarding place, given a good quiet room with means for

heating it, and she should receive the strongest coöperation in her plan of work. Without this, success is minimized; with it, a large measure of success is assured. It should be remembered that no individual ever succeeds alone; and this is doubly true of the teacher who is called upon to satisfy all families of the neighborhood whose children she teaches each day. Every commendation of the home results in better work in the school. Every appreciation of approval makes easier the daily tasks. Every agency within the district can become a positive force for increasing the school efficiency; and the value of all this turns back to those who have helped to create it. The responsibilities, then, of school officers and of patrons do not cease when the teacher has been employed; but, if the choicer has been a wise one, it will be easier to ally the influence of the neighborhood in helping to make the school the pride of the community.

SUGGESTIVE QUESTIONS

1. What are the special points of advantage which may be gained from a personal interview with a teacher who is an applicant for your school?
2. In investigating a teacher for her real worth and adaptation, do you believe ordinary recommendations reliable? — Would you get more reliable information by asking for personal letters from those who are qualified to judge of the teacher's work at first hand?
3. What special characteristics in teachers are most important when school trustees are weighing the worth of candidates to be selected? — Would it not be well for trustees to make a list of a number of qualities which they would expect in a teacher suited to direct a school properly?
4. What plan has your community for working with the school in the interest of better school advantages for your children?
5. To what extent will it add to a teacher's value if she has a good boarding place, with pleasant surroundings?
6. Should teachers be paid according to their personal worth and the service they are able to render to the community, or should they be paid in accordance with a set salary schedule? — How can this be made to apply to teachers who have already served the community well for a school year? How to new teachers?

CHAPTER XI

SPECIAL OFFICIAL DUTIES

THE School Trustees usually accept the work of this office as a matter of duty. They do it because they are interested in education, and are willing to do their part in advancing the community welfare. To serve well involves an encroachment upon their time which may involve a considerable personal loss. In order to obviate this to the largest possible degree it is necessary to have the very best organization and the best plan for dispatching business, use the minimum amount of time, and yet secure the maximum amount of efficiency. Strictly business principles should therefore be the guiding influences in all official acts, and a working basis should be agreed upon as a guide for each member.

In order to be certain that no lawful requirements be overlooked, it is well to work out a school calendar based upon the official board duties set forth in the School Code. It should take every item in turn as it is specified, and with the calendar date in regular order. To illustrate this the following suggestion is made:

YEARLY SCHOOL CALENDAR

1919

- | | |
|-------|------------------------------------------------------------------------------------------------|
| July | 1. Opening of School Year. |
| July | 10. Regular Quarterly Meeting of the Board. |
| July | 15. Clerk's Report to County Superintendent. |
| July | 17. Letting contract for improvement of school premises. Bids open. |
| July | 20. Contract for yearly supply of fuel. Bids open. |
| Aug. | 1. Approved budget presented to County Auditor. |
| Aug. | 20. Transportation contracts for the year. Bids open. Contract for janitor service. Bids open. |
| Sept. | 13. Inspection of school premises for opening of school. |

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- Sept. 15. Opening of school.
- Sept. 26. Visiting Day for first month.
- Oct. 10. Monthly Meeting for drawing teacher's warrant, paying monthly bills and janitor service.
- Oct. 31. Visiting Day for second month.
- Nov. 7. Monthly Meeting for drawing teacher's warrant, paying monthly bills and janitor service.
- Nov. 27. Thanksgiving Holiday.
- Dec. 5. Monthly Meeting for drawing teacher's salary, paying monthly bills and janitor service.
- Dec. 24. Holiday Vacation begins Wednesday evening.

1920.

- Jan. 5. Holiday Session closes Monday morning.
- Jan. 16. Monthly Meeting for paying teacher's salary, monthly bills, and janitor service.
- Feb. 7. County Trustees Meeting called by County Superintendent.
- Feb. 12. Special School Program — Lincoln's Birthday.
- Feb. 13. Special Visiting Day.
- Feb. 13. Monthly Meeting for paying teacher's salary, monthly bills, and janitor service.
- Feb. 14. Valentine Program, 8.00 P.M.
- Feb. 22. Patriotic Program, Washington's Birthday.
- Feb. 24. Posting School Election Notices.
- March 6. School Election.
- March 12. Monthly Meeting, drawing teacher's warrant, paying monthly bills, and janitor service.
- March 26. Easter Program, Friday afternoon.
- April 3. Special Meeting for making of Annual School Budget.
- April 9. Regular Monthly Meeting for drawing teacher's warrant, paying monthly bills, janitor service.
- May 1. Taking School Census.
- May 7. Monthly Meeting for drawing teacher's warrant, paying monthly bills, janitor service.
- May 15. Special meeting for approval of Clerk's School Census Report. Saturday evening.
- May 28. School Closing Exercise — Friday morning 10.00 A.M. Community Day Dinner at Schoolhouse — Noon. Public Meeting for drawing teacher's warrant, paying all unpaid bills, janitor service. — 1.00 o'clock. Picnic — 2.00 o'clock. Inspection of building and premises — 4.00 o'clock.
- June 1. Report of special tax to County Superintendent and County Auditor.
- June 30. Close of School Year.

The above calendar can be varied to suit the requirements of any State, any county, or any school district. Of course, the definite lawful dates would not change from year to year, but the calendar could be made flexible in arranging for special programs and for special patriotic duties. Such a calendar will be found most valuable in preventing the Board from overlooking any important duties, because each member may have a copy of it for his own personal use. It is important that reports be made at the proper time and in accordance with the law. Full instructions can always be had from the County Superintendent if it is not clearly specified in the School Code. All bills should be audited and paid promptly. This necessitates the regular monthly meeting of the Board, though this can be done at evening time and quickly disposed of if there is a definite understanding and a regular plan for the discharge of all business.

It is always a good policy in spending public money in any large amount to provide means for use of bids and contracts. In many States this is required by law, but even when this is not required it offers a safeguard to officers and provides greatest assurance for the wise expenditure of public money. This should apply to buildings, improvements, annual supply of fuel, books and apparatus, and any other expenditure of money amounting to fifty dollars or more.

At the time when the Board of Trustees complete their regular organization, they should proceed at once to make rules and regulations governing their official acts having to do with the use of the schoolhouse for other purposes than the regular school work. They should provide for a definite plan of admitting children from other school districts, and the general transportation of pupils when this is necessary. They should agree upon a plan for making the necessary legal notices required by law. If there is a plan whereby the local district must share with the other districts in main-

taining a high school, definite plans should be worked out and agreed upon both in finances and in government. All reports required by law should be made out by the Clerk and officially examined and approved by all the Trustees at an authorized meeting. All state, county, and district funds should be kept in regular order, and should be paid out in accordance with law. The books should be audited at regular intervals by the entire Board of Trustees.

It is important that the Trustees meet with the teacher at the opening of school, and give her assurance of their co-operation and the unanimous support of the Board of Trustees. At this time definite directions should be given to the teacher concerning supplies and material, and how she should proceed in case of need to procure the necessities for additional school materials and service. She should be given charge of the janitor work, and assured that the Board of Trustees approve of cleanliness and the very best sanitary conditions in the interest of good health. A monthly meeting should be announced to be held at the close of each month for the purpose of auditing promptly all bills and drawing warrants for monthly salaries. It should be remembered that the teacher may have made her financial plans with the understanding that her monthly warrant will be drawn regularly, and that it would be very disconcerting as well as disappointing to her if the Board should fail in this. No debt, however small, should be overlooked in the auditing of the monthly accounts. It will be found much easier as well as much more satisfactory to be prompt with all payments, and the district that does this will soon gain a reputation for its businesslike methods. It is important for every district to keep on a good financial basis, and to be able to pay cash for all of its current expenses. There is a limit of indebtedness provided by the laws of most States, and this must be adhered to in providing for extensive improve-

ments which would necessitate bond issue or special current indebtedness.

The Constitution of the United States and the Constitution of the several States provide that the right of petition shall not be abridged. This is a means which the people have of expressing their wishes and desires, and is necessary in a democratic form of government. School Trustees should, therefore, be willing to give consideration to any petition, presented to them by the patrons of the district or by the pupils of the school, setting forth their recommendations or requests.

All States make special provisions for the care of defective youth, and it usually falls upon the school district officers to see to it that the provisions of law are made effective. If there are any unfortunate children of this character in the district it is important that the matter be taken up by the County Superintendent, in order that some provision be made for their proper care and education through the means which the State has provided. The names of such children should appear on the Clerk's annual report, with proper notations and explanations, as provided for in the School Code. There are special forms furnished to the districts for the making of all reports, and any Clerk can secure a supply by writing to the County Superintendent if these are not found in the regular supply envelopes which are usually sent out at the opening of the school year.

The lawful contract should be made and signed in triplicate on the day of the opening of the school, if it has not been arranged before, and one copy retained by each of the contracting parties and the third forwarded to the County Superintendent of Schools. It is important that the teacher keep the daily register properly, because upon the accuracy of this depends the amount of school revenue which comes to the district in many States. The Directors must see that

this is properly kept, and that the teacher makes all reports required by law to the County Superintendent of Schools. These reports must be accurate, and often must be approved by the Board of Trustees before they can be accepted by the county officer. It is important to see that the teacher's certificate is registered in the county, because the same must be valid or the district jeopardizes its revenues.

Specimen copies of all the forms used in connection with school work is usually found at the back of the School Code. These are usually numbered in accordance with the number forms on the regular sheet, and can be ordered from the County Superintendent when needed. Many of these forms are used only occasionally, and may not be found in the supply envelope which the County Superintendent usually sends to the Clerk at the opening of the school year. Each Trustee should be supplied with a School Code and should be familiar with its requirements. In most States these are furnished without cost to School Trustees, and may be had through the County Superintendent's Office.

SUGGESTIVE QUESTIONS

1. What plan of auditing is best adapted to your district which may serve to protect the school officers and the district's interests?
2. What advantage is there in providing a working basis for the general government of all official acts?
3. What weakness may be found in the constitutional provision giving the people the right to petition?
4. What personal qualities and characteristics should one have to qualify him for the office of School Trustee?
5. How can a school calendar be made to serve as a labor-saving device for school officers?

CHAPTER XII

THE DAILY PROGRAM

THE daily program is as essential to a good school as a schedule of trains is to a railway system. Each must be carefully organized and run according to the schedule. Many adaptations to circumstances are necessary, and changes must be made. The daily program is a means to an end. Its purpose is to systematize the work of each school day in such a way as to bring about the best results, and enable the teacher and pupils to do the most work with the least expenditure of energy in the time given. It is not a virtue to make a pupil work hard when the same result may be obtained by an easy method. This is an age in which expediency and speed are necessary. Pupils should do their work thoroughly, but as quickly as possible. The shortest solution of an arithmetic problem is the best way.

It has been almost a custom for rural teachers to follow the daily program used by their predecessors the year before. This is a questionable method to follow, for two reasons: First, the teacher finds that she can run the school by that program and never tries to make a better one. Second, the program may be wholly unsuited to the groups of children in the school. The personnel of the school may have changed entirely. The removal of a single family, especially if it be one in which there are a large number of children of school age, modifies the needs and conditions of the school. New subjects may be introduced, such as agriculture, domestic science, domestic art, and manual training. An evaluation and comparison of the different subjects in the course of study will result in giving less time to some than

was formerly given, and more time to others whose importance is newly recognized. It does not require so much time to teach arithmetic since it is no longer practical to teach partial payments, and, of several methods of computing interest, the shortest approved method is sufficient.

A successful daily program can be made out only by the teacher who is working with the children at the time the program is to be used. She may get suggestions from her predecessors, or from books, but all this she must modify to fit her pupils' needs. If she is not capable of doing this, she is not to be entrusted with the shaping of the lives in her charge. There follows in this chapter a list of factors which should be considered in making out a daily program. They will vary in importance in different schools according to needs and conditions.

The pupil's personal interest is the most important factor in any school, but it is often wholly neglected. There should be careful study of the individual pupil by the teacher. She should learn his personal needs by studying him as he is in other environments than the school; especially should she acquaint herself with his home life. What are his ambitions? What are the prospects of help from the parents to develop his aptitudes? What ideals are set up for him to follow? These are questions which every teacher should try to answer in order to give the greatest service to each pupil in her school. The writer once experienced the greatest difficulty with a pupil, who, though apparently normal in other respects, failed to articulate the easiest words. The home was visited and the mother found to have a hare-lip. Knowing this, the teacher not only had greater sympathy for the pupil, but made special arrangements to help him. Another pupil, considered dull because he had read in the same grade for two years, was doing wonderful things in a mechanical way outside of school. The work offered to him

at school had failed to interest him. If some construction work had been provided which would have required the application of principles and content of other subjects, he would have become interested in those subjects. A motive for studying any subject may be found if we know the pupil's immediate interest.

We may best classify a pupil after learning all we can about his heredity, environment, and natural interests. He should then work in the grade which will help him most according to his individual needs. It will be a class in which he finds work to interest him, work which he may do with a normal expenditure of energy and without repeating what he has failed to do before. If a child is a poor reader, it will not improve his reading to read again the books he has already read, or heard other classes read. He should have new, but not more advanced subject-matter. The simplest way to avoid repetition is to supply supplementary readers. Every rural school should have supplementary books, especially in reading, geography, and history, and these should always be good, interesting books.

Classification by grades is too often an arbitrary or diplomatic move on the part of the departing teacher. Hoping to leave a good impression, she promotes all the pupils in the school. This is a most discouraging state of affairs for the new teacher to face. It is much better for her, after finding out by fair tests that a boy cannot do the work of the grade to which he has been passed, to talk the matter over with his parents. She should not say very much about grades, but give the boy work he can do and be interested in. The real proof of the pupil's work is his ability to do it.

In schools which are maintained for approximately nine months, the length of the year will not enter to any extent as a factor into the problem of the daily program. In schools of seven months or less, some subjects will have to be omitted

altogether or the length of the recitation reduced to an absurd minimum. School ordinarily opens at nine o'clock and closes at four, with fifteen minutes out in the morning and afternoon, and one hour for the noon intermission. This leaves five and one half hours for school work. Pupils in the first three grades should spend not more than three and one half hours in actual work. A large portion of this time should be given to hand-work and such other school activities as do not necessitate the pupil's sitting in his seat — for example, the dramatization of stories. This is of special importance in rural schools when the younger children may not recite often, nor more than for a few minutes. And, because proper seats are not provided for them, it should be allowed them to go home earlier than four o'clock, and to have longer recess periods than fifteen minutes. When, because of distance, bad roads, or other reasons, the younger children have to wait for the dismissal of elder brothers and sisters they should play out of doors, or use building-blocks on the floor in a corner where they will not disturb the other pupils, or lay out farms on the sand table, or illustrate the reading lesson by drawing pictures on the blackboard. This time should be spent in free, spontaneous play, in which the children may give expression to their own ideas.

The number of pupils in every district will vary with the work at certain seasons, with illness, and with the removal of families. The daily program should be immediately adjusted accordingly.

No teacher should plan so many classes a day that it would be impossible to have them recite. The program as decided upon should be carried out. The recess period should occur at the proper time, no classes should be omitted, and school should close promptly.

The hardest work may be done during the morning, and the most difficult subjects should be placed on the morning

program. It is not possible to do this for each grade, but it may be accomplished for the school as a whole by having the younger pupils, who can make little preparation for their lessons, recite immediately after the session opens. The older pupils, who are physically able to spend more time in the preparation of their lessons, should recite the latter part of the first and the third sessions of the day. Those subjects which require less application and more drill should come at the close of the second and the fourth sessions. Older pupils learn to arrange, in part, their own study hours. A word of caution is necessary, because pupils who have a long time in which to prepare their lessons often get into sluggish and slovenly habits of study. Teachers are unwittingly the cause of this when they assign lessons without proper motivation and direction.

The relative importance of the subjects of the course of study should be considered, and time allotted to teaching these subjects should be according to their importance. For example, more time should be spent in teaching reading than spelling, and the upper grades should spend a larger percentage of their time on arithmetic than the primary grades.

It is difficult to state the exact number of recitations which a teacher should have on her program. She may literally hear thirty classes, but she cannot possibly conduct that many recitations. When a program has twenty recitations the average length of each is sixteen minutes. If the number is increased to twenty-five, the average length of each is reduced to thirteen minutes. Some subjects, such as history and geography in the upper grades, take a much longer period than either thirteen or sixteen minutes if they are to be taught at all as they should be. Some classes in spelling can recite in five minutes. The need of longer periods than the average is much greater than the need of more classes which may recite in shorter periods. One of the

DAILY PROGRAM FOR RURAL SCHOOLS

Time RECITATION	Grade I (4)	Grade II (4)	Grade III (5)	Grade IV (6)	Grade V (3)	Grade VI (2)	Grade VII (4)	Grade VIII (1)
9.00								
9.15 1st & 2d NUMBERS 9.25 3d NUMBERS 9.35 *4th NUMBERS 9.45 *5th ARITH. 10.00 *6th ARITH. 10.10 *7th & 8th ARITHMETIC	NUMBERS Stringing " " " Sand table Excused " "	NUMBERS Weaving " " " Excused	Prepare Numb. Finish Numb. Use pt. qt. & gal. measures Excused " "	Prepare Numb. NUMBERS Numb. from book ARITHMETIC " " " Devices at Bd. for drill	Prepare Arith. " " " " " " " " " Arith. from Bk. ARITHMETIC " " "	Prep. Arith. " " " " " " " " " " " " Arith. from Bk. ARITHMETIC " " "	Prep. Arith. " " " " " " " " " " " " " " " " " "	Prep. Arithmetic " " " " " " " " " " " " " " " " " "
10.30 RECESS		RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
10.45 1st READING 10.55 2d READING 11.05 3d READING	READING Build Sentences out of hecto- graphed words from Read. Excused	READING Build words out of printed letters from Read. Excused " "	Prepare Read. READING Build words out of printed letters from Read. Excused " "	Prepare Read. READING Build words out of printed letters from Read. Excused " "	Prepare Read. READING Build words out of printed letters from Read. Excused " "	Prepare Read. READING Build words out of printed letters from Read. Excused " "	Prep. Rd.or His. READING Build words out of printed letters from Read. Excused " "	Prep. History " " " " " " " " " " " "
11.15 4th READING								
11.25 **5th READING 11.40 **7th & 8th Histr. & READ.								

* Alternate with Agriculture in the spring and have 7th & 8th join the class.
 ** One 6th grader worked with 5th and one worked with 7th in reading.

DAILY PROGRAM FOR RURAL SCHOOLS (*continued*)

Time RECITATION	Grade 1 (4)		Grade II (4)		Grade III (5)		Grade IV (6)		Grade V (3)		Grade VI (2)		Grade VII (4)		Grade VIII (1)	
	12.00	NOON	12.00	NOON	12.00	NOON	12.00	NOON	12.00	NOON	12.00	NOON	12.00	NOON	12.00	NOON
1.00 ***1st READ.	READING Illus. Reading by freadhand drawing	Use Sup. Readers Use Sup. Read. READING Illus. Reading at READING Said table	Use Sup. Readers Use Sup. Read. READING Illus. Reading at READING Said table	Study types of people for Geog.	Prep. Lang. " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	Prep. Grammar " " "	
1.10 ***2d READ.																
1.20 ***3d READ.																
1.30 4th ORAL																
LANGUAGE OR GEOGRAPHY																
1.45 5th & 6th	Look at Picture	" "	" "	" "	Seat work from Reading	Prep. Geog.										
LANGUAGE Books at Library																
2.00 1st 2d & 3d	LANGUAGE	LANGUAGE	LANGUAGE	LANGUAGE	Prep. Spelling	LANG. or Phys.										
1. LANGUAGE																
2.15 7th & 8th	Excused	Excused	Excused	Excused	Prep. Spell.	" "	" "	" "	" "	" "	" "	" "	" "	" "	" "	" "
GRAM. or Hyg.																
2.30 RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS	RECESS
2.45 3d & 4th	Go home or play SPELL. together in room or outside.	Go home or play SPELL. together in room or outside.	Go home or play SPELL. Go home outside or in- side	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.	Prep. Geog.
3.00 5th & 6th	GEOGRAPHY	GEOGRAPHY	GEOGRAPHY	GEOGRAPHY	Prep. Spelling Individual work SPELLING											
3.15 7th & 8th	Geog.	Geog.	Geog.	Geog.												
3.35 Civics																
3.45 5th, 6th, 7th & 8th SPELLING																
4.00 DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL	DISMISSAL

*** Sometimes combined for Dramatization.

Number after the grade indicates the number in each grade.
Words printed in capitals indicate the recitations.

NOTE: Sufficient variation should be made to keep an interest in the work. It is important to have something new occasionally to give when the pupils are not expecting it.

greatest problems the rural teacher has, then, is to reduce the number of classes so as to have all the pupils recite in all the subjects they are required to take, and at the same time have the recitation period of sufficient length to teach the subject well.

A copy of a daily program which was worked out in a Michigan one-room rural school accompanies this chapter. There were twenty-six pupils in eight grades. There were twenty-five recitations, which varied in length from ten to twenty minutes. In schools of fewer pupils the number should be less. This may be accomplished in several ways:

First, classes may be combined. In the school for which this program was made, there were two pupils in the sixth grade, one further advanced and capable of doing harder work than the other. The added incentive of reading with the seventh and the eighth grade, together with his own ability in reading, enabled him to read with those grades with profit. The other pupil gladly read with the fifth grade, who were having new and interesting material within their power to read. Doing away with the sixth grade reading class lengthened the time of each of the other classes. Similar combination of classes, except arithmetic, may be made in most other cases. It is seldom profitable for a pupil to remain in a class by himself. The enthusiasm of numbers is often overlooked in rural schools. Whenever it is possible to teach coöperation by practice it should be done. Spelling classes may be always combined. The spelling and phonic work may be combined in the first three grades.

Second, the number of recitations may be reduced by alternating subjects or different grades in the same subject. Classes in grammar and physiology in the same grade may recite on alternate days; or Monday, Wednesday, and Friday may be given to grammar, and Tuesday and Thursday to physiology. Fifth and sixth grade geography may recite

on alternate days with seventh and eighth in the same subject. Instead of having both classes recite every day for a fifteen minute period, each recites for thirty minutes every other day.

Lessons in agriculture should occasionally be substituted for reading and grammar, for they furnish a splendid subject for oral discussion. Friday afternoon, from the last recess period to the closing of school, may be given to instruction of domestic art, domestic science, and manual training; additional help may be given as needed at the noon intermission. Domestic science may be taught in connection with serving the hot noon lunch, the instruction being given at the time suggested above. Instruction in hand work for the primary grade should be given at the arithmetic period. Music and drawing and nature study should be taught at the time of the morning exercises. Story-telling, reading aloud, current events, discussion of problems of interest to all the school should also form a part of the morning exercise.

The teacher should direct and prepare for such seat work as may be educational. This is also a very important part of the daily program, as every successful rural teacher knows.

As stated at the beginning of this chapter, the daily program is a very essential feature in the rural schools. It is not easy to work out a program. The discussion given here may not be all used by any one teacher, but it is hoped it will prove suggestive.

SUGGESTIVE QUESTIONS

1. What advantage is it to pupils in school if the teacher arranges a very definite program of classes for each day's session, and then posts this in a conspicuous place where all may consult it?
2. Is it an advantage or a disadvantage to a child to place him in a class which is in advance of his ability? Can you suggest any plan for

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- classifying pupils in school so scientifically that each will be given the greatest opportunity for study and advancement?
3. Would it be fair to criticize a school without first having investigated its work personally, thus having first-hand knowledge of the plans and methods followed?
 4. Do trustees and patrons ever or often ask the teacher to explain the new ways of doing things in school, either personally or in an open forum meeting?
 5. In judging school organization and classroom instruction, enumerate all of the points which ought to be considered in a well-directed plan.

CHAPTER XIII

THE HOME AND THE SCHOOL IN COÖPERATION

THE home and the school must work in closest coöperation in order that the largest and best development be secured during the preparatory years of the child's life. Home making is fundamental in the prime necessities which govern our progress. The principle which rules the home must eventually be the governing influence which rules our Nation. The school is the most important supplement to the home because it assumes the responsibility of the child's well-being for a considerable portion of the time during the formative period of his life. It must share with the home all the responsibilities of good home making, and must assume complete parental control and guidance of all the child's activities during the time school is in session. These two institutions, therefore, which are largely responsible for the shaping of the child's life and for making him ready for the duties of citizenship, should work together in closest unison.

In order that the transition be not too great between the parental home and the school home it is necessary to provide as many as possible of the comforts of the one for the other. The environment of each one too should be similar, in that pleasure as well as comfort should be fundamental in the general plan. It is the desire of all parents that their children remember their home with delight, and it is equally desirable that the school be so organized that it will make lasting impressions for good upon the minds of all of its pupils. The home is made beautiful by its plan, its arrangement, its furnishings, — all of which must be reflected in the family ties which are most sacred as a home influence. The school

home, then, which moulds and shapes the child's life to the same degree must be arranged and furnished properly, and the governing principle must be characterized by a spirit akin to parental control. But we must go further in our plan of coöperation by inaugurating a closer personal association. The teacher must know the parents of the children whom she teaches. She must know each home and have an understanding of its personal characteristics. She must see the children in their home surroundings in order to determine how to supplement the home training to the best advantage in the case of each child under her charge. On the other hand, all parents should know the teacher personally in order to place more confidence in her as a director of their children. The children must be governed by this dual authority existing in the home and in the school, and a thorough understanding is necessary in order to avoid the misunderstandings which so frequently arise. In order to know the teacher well, the parent must see her in the school-room performing the daily duties of the work under her supervision. This will require frequent visits, and can best be carried out by making a schedule plan so that one or more mothers visit the school every week in the year. It should be understood, of course, that the teachers' visits to the homes, and the parents' visits to the school, should be for the sole purpose of closer coöperation, and should never be done for the purpose of criticizing. Good fellowship always comes through common interests and honest intent. So the home and the school should both profit by this wholesome acquaintanceship and mutual desire to assist each other.

Among the qualifications required of the teacher, none is more necessary nor more in demand than social leadership. This characteristic has various names — some call it initiative; some, enthusiasm; some, community or civic interest; some, power to mix; some, good fellowship, or the power to

touch humanity. And we say of such a teacher, she had the ability to harmonize discordant elements of a community, or she senses the pulse of her district, or she is just popular and attractive, a jolly companion, and everybody likes her. More and more we are recognizing the fact that education is not altogether a matter of book learning, but it is primarily the ability to live with people, and that knowledge is not an end, but a contributing force. Thus it is required of a teacher to teach this art — the ability to live with one's fellows.

One hardly knows how such a view of education evolved from so opposite a viewpoint. It has developed very slowly and is a recent idea. The scholastic age made knowledge equivalent to conduct, and this view led to retirement from the world, as monks or hermits did, in order to secure a happy future life for one's self. But gradually the centuries have evolved a new educational theory, that man's soul is saved only by losing all idea of self through participation in the affairs of the world. This idea has taken root, as it were, in the composite public mind as an evolution, till in some way it has become embodied in all our institutions, in our very laws, and in our ways of thinking. Our churches, our hospitals and asylums, our Chambers of Commerce, our charitable organizations, labor organizations, clubs, and at last our schools are organized with the idea of complete brotherhood and fuller participation in community affairs.

Such has been the growth of the Parent-Teacher Movement. As an organization it started away back in 1897, when Mrs. Theodore W. Birney and Mrs. Phoebe A. Hearst called a meeting of mothers to discuss Child-Welfare. Out of this first meeting was organized the Mothers' Congress. So rapidly did the movement grow that the members drew up a permanent constitution, calling themselves the National Congress of Mothers. There have been eighteen

annual conferences since that time, held every other year at Washington, D.C.

Starting at first as a Mothers' Movement, it soon broadened its scope so that fathers as well as mothers might have the opportunity of coöperating with all others interested in Child-Welfare. The Association recognized fathers and mothers as sharing equally the burdens and the responsibilities of child-rearing. Thirty-seven States have branch associations of the Mothers' Congress with their corps of able managers. Thousands of progressive cities, villages, and rural schools have branch organizations affiliated with the state associations, and thus indirectly with the National Congress of Mothers.

The keynote of the entire work is coöperation. The objects of the Congress are many in detail, but the one general purpose is embodied in the phrase Child-Welfare. Detailed aims and purposes are as follows:

To raise the standards of home life; to develop wiser, better trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and school, that parent and teacher may coöperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving wise care in the impressionable years of life, which will develop good citizens, instead of law-breakers and criminals.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, or State.

To interest men and women to coöperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will insure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue the child from evil ways instead of confirming him in them.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent, and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life which can be attained only through the individual homes.

A magazine is published by the National Congress which outlines the state and national child-welfare views, suggests ways of organizing local associations, plans programs, and in many helpful ways deals with the problems of parenthood and the school.

Not only is the United States thus organized, but many foreign countries are vitally interested. The last International Congress of Mothers had representatives from Great Britain, China, Japan, Persia, Cuba, Bulgaria, and other nations. Great Britain is very progressive in this line. We find, too, that every progressive community throughout our land has some society or club definitely devoted to community needs, and whatever its name may be, whether social settlement, civic center, or community meeting, all are striving for the same ends. The great value in affiliation with a National Organization is in an extended breadth of view and the united effort of thousands of people for a common good to childhood. That community which is content to have its school and home life distinct, with no coöperation between parents and teachers, cannot take high rank in its efforts for social progress.

The Parent-Teacher Association is primarily the department in which teachers may work to best advantage. This organization may be brought about by a wide-awake teacher or by the citizens of a community. It comes into being only

when the needs of a locality demand it. Conditions are not right. There are factions in the district, perhaps, or a lack of harmony between teacher, parents, and pupils; or there is a need of improvement in buildings, or school grounds, or home conditions and ideals; in sanitation, ventilation, heating plant; the teacher's housing; or, as too frequently occurs, in the moral conditions of the young people. No teacher or parent alone can right these conditions. It is only through coöperation of the teacher and the parents — all of them if it can be brought about — that wrong conditions may be righted. Often a strong teacher sees the need first. Sometimes her Board is eager to make all the necessary improvements; sometimes, however, economy plays too large a part in hampering the welfare of the children or the best efforts of the teacher. Perhaps the teacher is right; perhaps the Board and community are right; but, at any rate, no progress ever came from division of sentiment. To talk the matter over, giving arguments for and against, in a sensible, reasonable way, is the only way to bring about harmony of purpose. A monthly meeting in the schoolhouse — the common possession of all the people — brings all together for the best interests of the children. Here there is no rich nor poor, no snob, no intellectual class, no illiterate; for every father and mother is experimenting on human life, as is the teacher; and sometimes, nay, often, it is the son of the so-called common people, who has had the best training for life, that becomes the future leader of a new generation. There is no leveler so great as that of education, and the richest and wisest father sometimes stands abashed before his poor and illiterate neighbor whose son has become a blessing. Where there is no local paper — as in rural districts — public opinion is difficult to secure without some medium of exchange. These monthly meetings constitute a public forum, and may become the educator of all

the people in the same way that the Grange Meetings have educated the farmer.

The National Congress recommends a simple method of organizing such an association of parents and teachers. The simpler the organization the better, for it does not meet to study parliamentary law, but the child; and it will make less difference to him whether a motion is out of order than the fact that his seat is so adjusted that his body will have a fair chance to develop. So, too, the conditions on the playground, medical inspection, how to prevent sore throats and colds, suitable and nourishing foods for school lunches, high standards of morals among the children, and the moral standards of the community are all topics of great significance which a Parent-Teacher Meeting may profitably discuss.

Additional topics, suggestive of what a Parent-Teacher Meeting may profitably discuss, are:

1. School curriculum
2. School and home discipline
3. Home credits
4. School libraries and home reading
5. Equipment for the school, such as paper towels, common drinking cup, warm lunch apparatus, pictures, heating plant, school desks, lighting facilities, etc.
6. Medical, dental, and eye inspection
7. Study of sex hygiene
8. Supervision of playgrounds and play apparatus
9. Planting of shrubbery, trees, etc., on school grounds
10. School gardens or farms
11. Manual training and domestic science
12. School contests
13. School dress
14. Amusements for young people and their supervision
15. School and home clubs
16. Causes of colds, sore throats, weak eyes, etc.
17. Earning capacity of the child
18. The value of play
19. Good music

Another phase of school and home coöperation can be carried out by making the schoolhouse a center for the social and intellectual activities of the community about it. As the one rural institution which is supported by all and equally open to all, and representing no church, lodge, political party, organization, or social group, it stands for the common welfare of all, and about it as a center all should unite. Its labors are directed only toward the education and improvement of the children of all of the people, and this is a great unifying idea. To this end the school trustees and teacher should encourage the use of the school building as a meeting place for all forms of community organizations, and make of the schoolhouse a center for the advancement of the community welfare. Public meetings, evening lectures, meetings of the Grange, spelling matches, entertainments, exhibits, plays, musical performances, — these are some of the forms of community activity which the trustees of the school should permit to be held in the building, so that it may become what it ought to be, — the great center for the social and intellectual life of the community whose children attend it.

SUGGESTIVE QUESTIONS

1. What are five of the best reasons you can give for the home and the school working in the closest coöperation?
2. What suggestions have you for making the transition less marked, for the child six years of age, when he goes from his home to the school for the first time?
3. What advantage is there in personal visitation exchanged between the home and the school?
4. What additional points can you add to the detailed aims and purposes set forth in the Child-Welfare movement, having to do with the creating of better opportunities for children?
5. What plan do you suggest for Americanizing the foreign immigrant who comes to our country seeking permanent citizenship?

CHAPTER XIV

RURAL SCHOOL SUPERVISION

DURING recent years much study has been given to country-life problems, and in connection with this the rural school has received much comment. Public attention thus focused upon a particular unit of our school system has brought to light many important issues which will serve to improve conditions now out of harmony. These rural centers which at one time formed the basis of the public-school system seem to have been somewhat neglected during recent years, while the village and city systems have been evolving out of the midst of new conditions and new influences. Indeed many have come to think of education as centered in our urban communities, and feel that only in such communities can the best school work be provided. As cities have grown and prospered they have provided for elaborate systems of education, for good buildings, for splendid equipment, and above all they have provided for an adequate system of supervision. By consulting former chapters it may be seen that the administration of our entire school system is in good hands; that the administration officers are faithful and considerate in their part of the work. It must be admitted, however, that the supervision of the rural schools has been neglected to a large degree. This has not been done intentionally, but rather because of conditions which seemed to work against its proper promotion. It is easy to supervise a city unit because of its compactness, but to secure adequate supervision for the country schools, which are more or less isolated, has proved to be a more difficult problem.

Some in discussing the problem of supervision have even

advocated the idea that the rural schools need no supervision. Their statements were to the effect that the teacher employed ought to be able to handle her work properly without assistance and without suggestion. Further statements have been made that it is simply a waste of money to undertake to organize country places by organizing educational units of the proper size.

Arguments of such nature, however, seem not to be well founded when we consider the fact that in the cities about one tenth of the school revenue is paid for supervision purposes. We must admit at once that the city system has prospered under its well-organized plan. All agree that supervision is one of its most important elements, and the law will not permit a city system to be organized without making proper provision for this most important part of its direction. Even though teachers be employed who possess special training and who have proved their adaptability through years of experience, special supervisors are provided to insure that the best instruction be given and that the children be directed in using their time to the best possible advantage.

As great progress has been made under a carefully supervised system in the city, it would be quite logical to suppose that our rural systems could be improved by the same watchful direction. If money is provided through public revenue for the better direction of city schools, there ought to be a means whereby the financial help can be given to the rural communities. Surely the child life on the farm is no less important in its development than that of the city cousin. Surely the citizenship of our country includes all the children, wherever they may live, and our educational heritage must extend even into the most remote places. And to make possible a great citizenship we must offer to all child life the very best opportunities for mental, physical, and moral growth in our public schools.

It has been found through experience that the school district is too small a unit to provide good supervision, and also that this can be administered best in units not too large in size. Supervision of instruction by the School Board is no longer possible, as its members cannot be expected to possess the pedagogical knowledge necessary. Any well-trained teacher must necessarily know more about the details of instruction than any School Trustee can be expected to know. What is needed is a traveling supervisor who can give personal attention to classroom organization and the work of instruction, and by personal visitation inspect the classroom work of a number of teachers. The teacher must have the coöperation and encouragement of the supervisor, for many difficult problems can be solved better through the counsel of both acting together. The children, too, will feel a greater interest in their work if they know it is being inspected regularly by a competent supervisor representing some larger authority than the district, and that through this means a standardizing influence is being applied as a measure to all work being accomplished. Even the patrons will be able to create a greater unity in the schoolroom work, and will feel the strength of a well-organized plan working in and through all of the functions connected with the school. As this directing influence has been found very essential to the promotion of all industrial organizations, it will just as surely prove valuable in securing the very best things in our educational work. It will require some added expense, to be sure, but the small outlay required will be very little compared with the added efficiency which it will give. Personally I believe that the rural school as now organized can be doubled in its effectiveness in serving the community and in its academic efficiency through this means of better supervision, and I believe that the one great need in our educational advancement is to give this part of our edu-

cational system the necessary assistance in this particular line.

The County Superintendent of Schools, or the County School Commissioner, who has had charge of this work in the different States, has been very earnest in considering the general welfare of our rural schools, but it is entirely impossible for this officer, who has numerous clerical and administrative duties, also to supervise a large number of widely scattered schools. In most instances the counties are so large that it is impossible for the county officer, with his other duties to attend to, to make more than one trip during the year to each school under his direction. Under such circumstances the visitation can only be a very meager inspection of the school, which can in no way be considered supervision for this all-important work. What is needed is frequent professional supervision of a new kind.

Things which seem to be most worth while in education have behind them a great living personality, and no institution is able to prosper without human sympathy and united personal interest. It may be said, however, that personal interest is limited, and can come in contact, in the strongest way, only with conditions near at hand. Impressions that we receive each day concerning things nearest and dearest to us become of greatest personal interest. Lessons in the schoolroom are made personal through the teacher's devotion to her work, and can be made doubly interesting by reinforcing this personal interest through the supervisor who watches the development from all of the different angles connected with the pupil's welfare.

A community, though it may be intensely interested in national affairs, should be interested most in its own local problems and local welfare. It ought to know its own needs better than those who view it from a distance. It surely has problems to be solved that can not be seen by those who

are looking on from afar. It must then develop a local pride and a local interest in its school affairs in order to make possible the best things for its children.

In order to provide adequate supervision, one of two plans should be followed. One plan is to provide special supervisors, as of primary work, music, agriculture, etc., and have these visit and direct their work in all the schools of the county. The other is to divide each county into two or more supervisory units, each representing from twelve to twenty-five districts, according to conditions and circumstances. The divisions should be made in such a manner as to offer the very best road facilities and topographical conditions for getting over the territory most easily. Under the latter plan, the supervisor acts much as a principal of an elementary school in a city. He should be required to live in the supervised territory, and should become a real part of the community life represented. He should be provided with the very best means of transportation in order to make possible quick and effective service. He should be provided with telephone service, with lines extending to each one of the separate units or school districts. He should meet the people of each neighborhood personally and find out their needs, and should arrange to give every assistance in carrying into effect their plans for improvement. He should be a ready counselor under all circumstances, should be broad in his ideals, careful in his decisions, yet firm in doing his duty.

With our better roads and with our better transportation facilities a live supervisor can adequately supervise from fifteen to thirty schools, and be able to give the needed assistance to the teachers and the communities in raising the standards of their work. Local organizations ought to be formed, and a general community interest aroused in all the work to be undertaken. Special entertainments should be provided for the different sections of the supervisory unit,

and a greater interest aroused for social improvement. Each school district should be stimulated by the supervisor to greater activity, and be given a better understanding of its local possibilities.

I hope I may be pardoned for saying again that just this stimulated interest has built up a wonderful school system in the city, and it will likewise materially increase the efficiency of our rural communities. I am inclined to predict that, with the renewed interest in farming and with the progressive farmer of to-day, the interurban localities are no longer to be deprived of the best things in education. When a better understanding of the problem is reached and a knowledge of the needs is known, rural supervision will be immediately inaugurated throughout the country.

The Grange, as well as other farmers' organizations, are investigating the merits and the needs of a supervisory plan, and should it receive their indorsement and their support it will then surely take shape through legislative enactment. It is a question in education worthy of most serious consideration, because it will materially advance our educational growth when the entire system measures up to its highest point of efficiency. We can claim only partial success for our work until this neglected portion is given just consideration in the way of adequate supervision.

Great improvement has been made in our school buildings, even in the most remote places. Heat, light, ventilation, and sanitation have been carefully considered in connection with each new building erected. Our rural schools are better supplied with furniture than ever before. More attention has been given to the beautifying of school buildings and school grounds, all of which have resulted in a great change for the better. The next important step forward is to improve the instruction provided by inaugurating an adequate system of rural school supervision.

If we plan anew the direction of all of our rural schools, and place specially trained supervisors over units of proper size, a great stimulus will be given to do better work. The little brown schoolhouse by the roadside will serve a greater purpose in education than it has done before, and boys and girls who grow up on the farm will come into possession of their own just portion of the educational heritage which has been so wisely planned and so carefully fostered through the years.

SUGGESTIVE QUESTIONS

1. What business enterprises do you know that are conducted on a large scale but which are not provided with adequate supervision?
2. How are large business concerns stimulated to greater activity, and encouraged to undertake problems of a difficult character?
3. Can a farmer succeed in cultivating a very large tract of land, where a large capital investment is necessary, and at the same time allow each of his hired men to work according to his own choosing and without supervision or direction?
4. If close supervision is desired in the country schools, about what is the maximum size of the unit of territory, in your county, that can be directed to advantage by one supervisor?
5. Point out the advantages of providing for county-unit supervision, where each rural school would be under traveling supervisors of primary work, agriculture, music, etc.
6. What plan can you suggest for the improvement of rural school organization as it now exists?
7. If we are dissatisfied with conditions as they exist, is it better to find fault and criticize, or is it better to study carefully and point out in a constructive manner the way to betterment?

CHAPTER XV

CONSOLIDATION OF RURAL SCHOOLS

INDIVIDUAL teaching had its beginning at the mother's knee. This home instruction was afterward supplemented by the church pastor. Private tutors were sometimes employed, but teaching of this character was limited to the children of those having sufficient means. The next step was a subscription school. This was a little more advanced in character, and provided a way for a considerable number of children to have some schooling at a small expense. The general plan followed, however, was without organization, and consequently was lacking in the very principle necessary for real success. But from these small beginnings it was easy to foresee the necessity for a universal plan, so that all children might receive the benefit of at least an elementary schooling.

The public school, therefore, is the outgrowth of universal needs which was conceived by our forefathers in connection with "government by the people." At first the groups of children who attended school were small because the plan included only children within a restricted age limit,—ranging from eight to twelve years old. It was thought that children younger than eight should be at home under their mother's direction, and that children over twelve ought to be at home helping with the work which was necessary for the family to do in order to earn a living. There was no call for an elaborate plant nor for expensive furniture, for a simple arrangement served the need to the very best advantage at that time. A small building was erected in each neighbor-

hood, within walking distance of all the homes composing the single district. School was kept for only a short period of time during the year, and at a time when the children were freest from necessary responsibilities at home.

The worth of this elementary training was so universally appreciated that from it has grown our elaborate well-organized school system. The founders of public-school education probably never realized that they were laying the foundation for one of the greatest plans for promoting national intelligence and stimulating national progress that has ever been realized by the civilized world. Truly, they were "building better than they knew."

Our schoolroom education to-day includes many things that were not thought of at first. Even elementary education is several fold more important than it was conceived to be in the first plan. One year after another was added to the requirement, and step by step this steady advancement went forward, making provisions for the academy, the high school, the college, the university. And the wonder of it all is that all these institutions are included in our free public-school system. Standards of teaching as well as standards of equipment have constantly advanced, and we find to-day the people of the whole country contributing willingly to the necessary revenue required to carry forward the plan. While conservative expenditures were urged at first, now we spend thousands unhesitatingly, knowing full well that our money properly spent in this way will assist in making a great nation of united peoples. Many parents, too, believe that putting their money into the very blood and tissue of their own children will in the end prove to be a greater treasure than money stored up or invested in the ordinary things of life. At any rate the public-school system has come to be universally accepted as an institution worthy of the best consideration, and the support given it proves its value more

conclusively than any number of words or phrases about it could possibly do.

The prime question now is, how shall we make this public institution serve to the best advantage. When we speak of this service we mean to include the needs of "all the children of all the people." As the early plan has grown and developed into something better and something greater than was at first anticipated, so also must we continue to change our plans as the years pass by, and as newer and better things arise to take the place of those which are obsolete. We should never change a course for the sake of having something different, but each change should be so thoroughly considered that when it is established it will prove to be a real improvement. Any neighborhood studying a question with an honest purpose in mind will reap great benefits from its deliberations, even though the proposition is finally rejected. Any neighborhood that is closed to the study of new things must needs be unprogressive and is likely to fall into habits of retrogression. How necessary, therefore, is it that we approach new propositions with open minds and with a sincere determination to make an honest analysis before rendering a decision. Such a principle has actuated every line of work, every improvement, every forward step, every better plan that the world has ever made.

Since the public schools in some States have accomplished more than in others, since greater results have been shown in some communities than in others, it is of prime importance that we study these conditions thoroughly and determine what there is lacking in the one that is possessed by the other. We find at once in such a study that there are some specific principles underlying all growth in our schools, but that the means in one is often quite different from that used in the others. One of the first and most important facts that we come in contact with in our study is that the well-

organized and well-supervised system of schools has accomplished more in the same length of time than one less carefully directed. In the larger centers, therefore, we find better opportunities for this wholesome organization. The one-room school of the country, which formed the very cornerstone of our early plan, is now universally conceded to be the very hardest school to manage, to supervise, and to improve. This is not because it cannot be made better, but rather because it lacks that type of supervision that gives close attention to a study of its needs. The people of the country are not unprogressive, but the fact that they are scattered about makes it more difficult for them to get together for individual study of propositions which affect their own welfare. They have often closed their eyes to progressive measures simply because it seemed the easiest way to settle the matter. Time is always a necessary element in accomplishing anything worth while, and this is often given by country folk in such full measure to other things that there is none left for propositions which seem to them unnecessary. Because of this attitude there are many communities that have not improved their opportunities to make of the public school the largest possible factor in education. They have paid dearly for all that they have received, and in some instances have been willing to accept educational services for their children which are entirely below standard. In striking contrast to this the ever-growing tendency is clearly apparent in communities where the school moves ever forward in unison with the progressive improvements noted everywhere on the farm.

There is no single principle which can be set forth as a means of curing all of our educational difficulties. Neither is there any single plan of improvement that will be found equally adaptable to all neighborhoods. So in presenting consolidation as a means of rural school betterment, it is not

urged as a proposition to be universally accepted. It has many advantages, however, and will be found adaptable to many communities that are now handicapped by the limits of the small school. I say "limits of the small school," because the single teacher is limited in her schoolroom to the amount which one individual can do and to the small number of different educational problems which one individual can solve. No teacher can do everything equally well; so it is evident that an association of teachers in a single school building can offer a greater specialization of instruction and variety of work, and under better conditions, than any one teacher would be able to offer. Under good organization each teacher is placed where she can accomplish the greatest amount of good in the allotted time, and each pupil is placed where his adaptation will insure the greatest accomplishment for the effort expended. Coöperation then in both work and effort can be realized in larger measure in a system of schools than in a single room where many grades of work are represented.

In the one-room school all recitations must necessarily be short. This was well shown in the daily school program given in Chapter XII. There are so many classes and so many types of work during a single day that it is very difficult to do all things well and slight nothing, even though the teacher in charge be earnest, faithful, and painstaking. Because of this serious handicap, it is wise to change such conditions whenever it can be done. There are many places where the whole difficulty lies in the minds of the people rather than in the impracticability of the plan. An honest study of the working plan, and the results obtained in the many consolidated schools now organized in our most progressive States, will reveal many interesting facts, and hence this is urged as worthy of first consideration by all small districts. Compiled data and printed matter may be had

from State and County School Superintendents. Abundance of material is available, and much of it of a very convincing type.

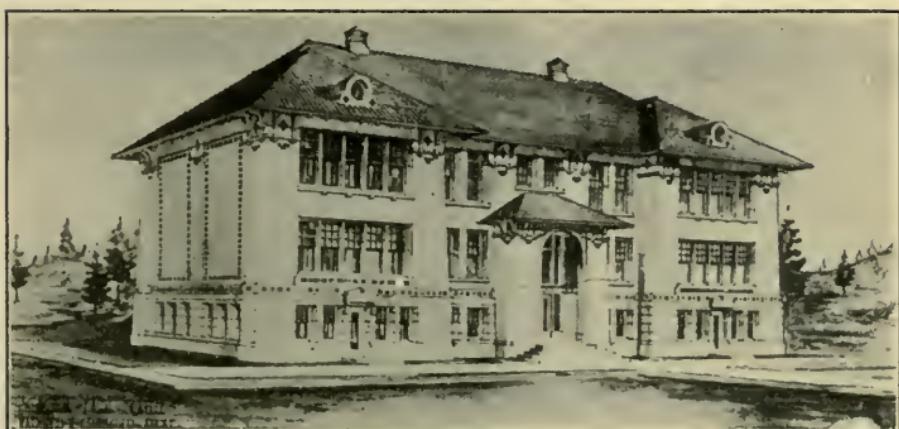
Whenever the plan of consolidating a number of small schools to form a larger union school is brought up for consideration, there should be a very careful survey made of the physical conditions of the territory. Climatic conditions must be thought of, because this is an inevitable situation which cannot well be changed. The condition of roads and means of transportation during the school year is an important item, because pupils can walk to school only within limited distances, and if the territory is to be extended beyond this limit a means must be provided for transporting the pupils. The time arrangement which at once enters into the scheme must not be overlooked. Children who must come the farthest cannot be expected to leave home too early in the morning, nor to arrive at home too late in the afternoon. The kind of vehicle to be used and the reliability of the driver must also come in for consideration, because these things are vital in making the plan a worthy one. The cost of maintaining a school under consolidation is not likely to be less expensive, though there is every evidence that greater returns may be had for money expended in this way than is possible under the old ungraded system. Better things are not usually purchased with less money. All of these difficulties, though, are easily handled if guided by expert advice.

Though almost every State in the Union has worked out some plan by which its rural schools may be consolidated, and though it is considered a distinct forward movement for the betterment of rural and village education, it has been but very slightly appreciated by the people whom it most affects. This can be accounted for only by the fact that the plan has not been carefully studied by rural and village people,

and that in many instances it probably has been viewed with prejudice. We must look deeper than tradition in justifying that which is old; we must be willing to be convinced when the preponderance of evidence is against us, no matter what our personal likes or dislikes may be. If conditions are not right when a careful study is made of the neighborhood conditions, it is best to bide the time until this can be changed. But no progressive school district can ever afford to make a decision without evidence, nor can it refuse to listen to evidence offered in connection with the better development of the neighborhood.

Since our principles of government are democratic in character, it is well to apply these same principles when deciding local affairs. The people may well be called upon to decide an important plan of this kind by the use of the franchise, but their decision can be correct only after they have studied the question fairly together. Any decision is worthless, of course, if not based upon facts and upon independent understanding. So it would be unfortunate for any district to make a decision, either individually or collectively, without first having a clear-cut notion of the case based upon the best possible evidence available. Of course, our different States have directed the plan to be followed by the laws which they have enacted for governing consolidation, but the right of petition cannot be abridged because this is guaranteed by the National Constitution and must be upheld by every State Constitution. Therefore the voice of all the people ought to be heard when they are universally concerned in the final decision to be made.

The plan of procedure ought to be determined by first ascertaining what provisions are made by law for instituting and governing consolidation in the State, and the plan should be presented for careful study to all of the people concerned. Then in the open forum every question should



TYPES OF MODERN CONSOLIDATED SCHOOLS

These three buildings contain four, six, and eight rooms, reading from the top downward. Such schools can be made community-center schools of large usefulness.

USING THE OLD SCHOOL BUILDING

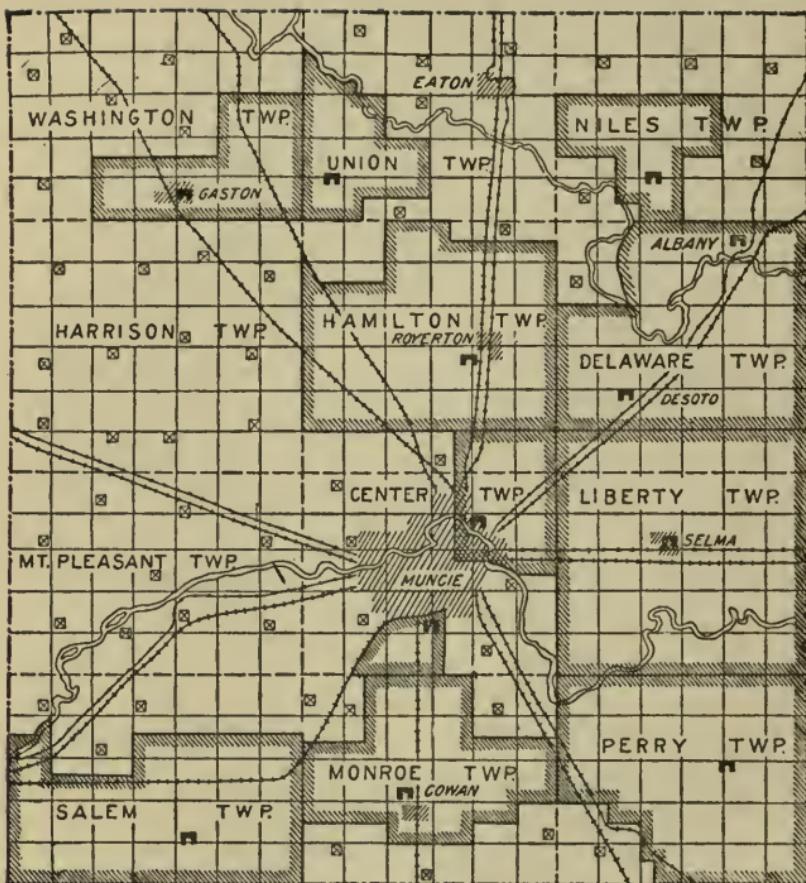
A modern four-room building, the old one-room building now being used for manual training and domestic science



be presented, both for and against the proposed plan, and placed side by side in the regular order. The weight of the one against the other ought to be honestly applied, and the value of the weight should be set forth in clear-cut principles. The ultimate aim of the decision reached should have the best educational welfare of the children of the community as the prime object, because this translated into good citizenship means a nation established upon the best that mankind has to offer.

The consolidation movement began in Massachusetts, in 1869, but the first State west of the Alleghanies to use the idea was Ohio, where the consolidation of schools first began in 1892. Since that date marked progress has been made not only in Ohio, but in many of the Central and Western States as well. Perhaps the most important consolidations have been accomplished in Indiana, working under the township system, and in Utah, working under the county-unit plan. In some of the northern counties in Indiana, where the land is relatively level, almost all the schools in the county have been consolidated, and in their place there exists to-day only a much smaller number of centralized schools of the best class. In such Southern States as Georgia and Florida, as well as in such Western States as Idaho and Washington, good progress has also been made.

The map on the following page, showing the extent to which consolidation had taken place in one Indiana county, illustrates the plan very well. This shows that eleven consolidated districts had been formed at the time the map was made, some quite small and others fairly large, and in these all the one-teacher schools had been closed and the children from these were transported daily to and from the central schools. The children in such are gathered up in wagons each morning, carried three or four or five or six miles to the central school, and returned to their homes each evening.



LEGEND

- ONE ROOM DISTRICT SCHOOL
- CONSOLIDATED SCHOOL
- BOUNDARY OF CONSOLIDATED DISTRICT
- STEAM ROAD
- ELECTRIC ROAD
- TOWN

MAP SHOWING SCHOOL CONSOLIDATION IN ONE INDIANA COUNTY

Area of county, 399 square miles. The fine lines are section lines, from which it may be seen that the area of some townships is 30 and of others 25 or 36 square miles. At the time this map was made, rural-school consolidation had extended over 47.6 per cent of the area of the county. At that time, too, 67 wagons and several interurban car lines transported daily about 1300 school-children to and from school. After belonging to a consolidated school for one year, one district in Salem Township withdrew, and reopened its district school. After one year's retrial of the old plan, the patrons, convinced that the consolidated school was better, abandoned the district school permanently, sold the schoolhouses, and returned to the consolidated school.

This county still showed fifty-one one-room schools in existence, and it is probable that, either by uniting with neighboring unions or the formation of additional union schools, the remaining fifty-one schools could be closed and all the children of the county, outside of the central city, could be taught in some fifteen or sixteen consolidated schools, and taught better than could be done in the one-room schools. Where a county is relatively level, the population not too sparse, and where roads will permit of transportation, the consolidation of schools idea has much to commend it. In larger consolidated schools a type of education better suited to the needs and wants of country children can be provided. It is in such consolidated schools, too, that the community centers, mentioned in Chapter XIII, can best be developed. Such schools, provided with an assembly hall and rooms for instruction in agriculture, manual training, and domestic science, and often with partial high-school advantages attached, become landmarks for the country round about and matters of much community pride.

The pictures showing three means for transporting pupils to and from school illustrate the three main plans in use. At first horses and wagons were used almost exclusively. Later the trolley car was employed, where routes would permit, to supplement the wagons. With the coming of good roads the school automobile bus is rapidly coming into use, superseding horses and wagons, and materially lengthening the distance to which children can be transported, and hence increasing the size of the consolidated district that is possible. About six miles is the limit of horse and wagon transportation; in California the school automobiles are carrying children twenty miles. Instead of the child walking to a small school near by, the consolidation movement changes the process and carries the child, often some distance, to a

large and a good school, and often to one where he can obtain partial high-school advantages as well and a general education every bit as good as the city boy or girl to-day enjoys. The wagon or automobile takes him from his home each morning, lands him safely and dry at the school, eliminates tardiness and much absence, and takes him back to his home each evening.

The advantages and disadvantages of the consolidation idea may be summarized, as follows. The advantages are:

1. Both the enrollment and the attendance for the consolidated area are increased. The gain in attendance for the sixth, seventh, and eighth grades is particularly marked. The provision of high-school advantages brings in older pupils, now absent from the district schools.
2. Tardiness and absences are reduced to a minimum. The driver of the wagon or bus becomes the school-attendance officer.
3. Pupils arrive dry and warm each day; there is no wet clothing to be dried, and colds and other troubles due to exposure are materially reduced.
4. The pupils are under the care of a responsible person to and fro, and quarreling, smoking, profanity, vulgarity, and improper language and conduct are prevented. In some communities such protection to girls is very desirable.
5. Better grading and classification of pupils is made possible, larger classes stimulate rivalry, and new interest and enthusiasm are introduced into the school work.
6. The number of grades which each teacher has to teach is reduced, with a consequent lengthening of the reiteration periods. Each child receives more and better attention.
7. The special school subjects — music, agriculture, manual training, household arts — can be provided for in a way hardly possible in the one-room school.
8. Better school buildings and sites are provided, and better teaching equipment secured. This is made possible by reason of the larger taxing area, and more taxpayers to help pay for these advantages.
9. Longer school terms are provided, better teachers can be



Wagons used in Springfield Township, Clark County, Ohio



Special school car on Cleveland and Southwestern Electric Line to Elyria



School automobile in Imperial County, California

DIFFERENT MEANS FOR TRANSPORTING PUPILS

- seured and retained, and supervision somewhat like that which has made the city school so sucessful may be provided.
10. Community interest in education is quickened, and community pride in the school awakened to a new degree. The community is improved, as well as the school.
 11. Enough pupils are brought together at one place to permit of organized plays and games, and the great edueative value of directed play is made available.
 12. The superior advantages cost but little if any more, and sometimes actually cost less.

The disadvantages of the plan are about as follows:

1. Dislike of parents to sending their children so far away from home, little realizing that a child who has to walk a miie is actually farther away than a child who is carried six, and, in case of sickness, in a much more serious plight.
2. Necessity of taking a cold noon luneh, instead of coming home at noon. Few country children do come home, while the hot noon luneh, described in a later chapter, can be made to solve all such objections.
3. Additional expense to parents to provide proper clothing for children attending a larger school. This objection is usually found to have little weight.
4. Children obliged to travel so far, start so early, and be subject to bad company en route. These objections are sometimes based on facts, but usually can be obviated by proper transportation arrangements.
5. Consolidation leads to the depreciation of property, and decreased valuation of farms where schools have been closed. This has been found not to be true in practice. A poor one-room school on a farm does not increase its value as much as a good school, five or six miles away, to which children have easy access.
6. Local jealousy; an acknowledgment that some community is attracting population or securing advantages and outstripping other sections. There is no remedy for this, and natural economic forces cannot be prevented in thier action, whether schools are consolidated or not.
7. It removes an ancient landmark, and is in the nature of an innovation. Often this is an argument for consolidation, rather than against it.

SUGGESTIVE QUESTIONS

1. What are the strongest points in favor of combining several one-room rural schools into a consolidated union?
2. How many classes is it necessary for a teacher of a one-room school to conduct each day if the full eight grades of the elementary school are represented?
3. How often should children recite each day, and what time ought to be given to each class in order that the character of the work be up to standard?
4. What conditions in your own district are necessary to overcome in order to make consolidation practical? Considering topography and road conditions, what districts are most adaptable to become a part of an association with your own?
5. What would you consider a good working plan for the investigation of the value of consolidation and its effect upon the educational opportunities offered?

CHAPTER XVI

REDIRECTED EDUCATION

MUCH has been said recently about the need for redirected education. Business men have urged that the schools too long have been permitted to follow along a well-beaten path and have been influenced in their curricula by traditions long since out of date. Such men have usually offered criticism without pointing out a remedy, and to this extent their statements have simply become destructive. A few times remedies have been offered which were impossible, under existing conditions and circumstances, and occasionally suggestions have been made which have proved to be constructive and valuable. Such a situation is sure to come about when a spirit of dissatisfaction pervades any organization. Many criticisms which have been offered concerning public-school work have come from well-meaning people whose complaints were stated in glittering generalities. They had no basis of fact at hand and consequently were unable to point out specifically what the difficulties were, nor could they offer any workable plan for improvement. In this way much criticism was made that was unwarranted, and many statements were made which were unfounded. It is clearly evident that the direct results coming from such criticism could prove in no way beneficial to the schools.

Indirect results growing out of this destructive criticism aroused a defensive response from some individuals who felt more keenly the responsibility for existing conditions, and this set in motion a wave of investigation which has brought about an unbiased study, not only of conditions in the schools but also of the educational needs of the present time.

From this careful study comes constructive suggestions which have caused a "testing out" of many new things, both in plan and in materials used. It has resulted in the elimination of much superfluous matter, and in adding to and enriching the school curricula.

It has also had the effect of vitalizing the school by providing a lawful coördination with practical problems which the child will be called upon to meet as a useful citizen. All material traditional in character is under investigation, and evolutionary work, if not revolutionary work, is in progress. Many mistakes have been made in trying to readjust too rapidly, and more are sure to come in connection with our further changes. This should not discourage us, however, nor cause a desire to turn back to the old plan, because many improvements have been made which are decidedly beneficial, and on the whole our gains are many times greater than our losses.

It is the desire of every good citizen to make the public school serve in the largest way the needs of a progressive race. It is the wish that its policies and plans be changed often enough to keep it in harmony with the responsibilities demanded of its people. It is not willed, however, that it be made the subject of constant bickering, nor that changes be made for the purpose of satisfying the whims of some disgruntled individual. Whatever changes are made should be based upon a careful study of conditions and needs, and the new plan adopted should be thoroughly tested by actual practice before it is universally accepted. The application of wise counsel is the best means of minimizing mistakes, because "in the multiplicity of judgment there is less chance for error."

To make any plan effective requires first an understanding on the part of the people, and second their coöperative interest in carrying it into effect. From this we must conclude

that changes cannot be made too rapidly, nor can they be forced upon the people by arbitrary means. But we cannot and must not remain at a standstill; we must go forward. In order to do this every community must accept some new ideas based upon the investigation of others. A complete study of the school cannot be made by the officers in every district, but it is possible for them to watch results growing out of investigation and to note principles applied in other schools, and by so doing determine the usefulness of such if applied to their respective districts. Again, it is entirely safe to adopt any well-known custom in so far as it applies to the needs within the home school.

In the well-directed plan, the child's full development is considered. Textbooks can be used only as a means toward this end. A lesson within a textbook has no value, except as it has a bearing upon the needs of life. Answering questions correctly has little value, unless the questions stimulate thought or invoke judgment. The old plan of the recitation must give way to the newer idea of intelligent reaction. The need of accuracy can be best understood by applying it to everyday transactions. The child on the farm can readily understand what it would mean to miscount the eggs and to sell twelve dozen for ten, or to miscalculate the payment in money by estimating this on sixteen dozen when the actual number was eighteen dozen. He can readily see why his mother should be dissatisfied with fifteen yards of cloth when she paid the merchant for seventeen and one half yards. The introduction of manual training in the school gives practical problems for measurement, and provides the means for arithmetical calculation based upon something real. Domestic science gives the girl an incentive for practical reading; and at the same time gives her a new vision of home-making, and a greater joy in work which sometimes is considered only as a necessary routine of labor. The use of the

hot noon lunch is not only conducive to better health conditions, but offers an opportunity for the establishment of social customs and of establishing personal characteristics of good breeding. Good school-keeping creates a desire advantageous to good home-making, and orderly habits acquired through proper school direction will carry over into the child's general characteristics. The kindly attitude fostered on the supervised playground is an advantage in cultivating a good disposition. So it is that redirected education means not only new subject-matter, but also a practical application of all school activities to meet individual needs.

The manual-training shop offers a place to train the hand in skill, and to give practical knowledge concerning the use of tools. Many useful articles can be made in the school shop which are valuable in the home, while at the same time principles of arithmetical accuracy and exact measurements are being applied as lessons of individual value. The boy works as he thinks, and he thinks more earnestly because of the interest he finds in the real problem he is working out. The same principle applies to home economics for the girl. The stitches learned are at once used in making useful articles for herself or for some member of the family. As the work advances it enlarges in opportunity, and becomes more and more real to her as it meets her own necessity. Cookery grows in interest as chemical analysis is understood, and the changes that take place by means of heat are discovered. When it is shown that the well-balanced ration applied to the three meals each day has a direct bearing upon health, it takes on an added interest.

The study of agriculture gives a new conception of "Mother Earth" as a great laboratory, and the bounteous supply of wealth which she yields up annually through her plant life for mankind's benefit. To know the relation of soil and plant life is important, and with this the effect that

climate, altitude, and latitude have upon the same. Such knowledge is usable and at the same time offers every opportunity for study, for investigation, for the application of judgment; it provides the means for the use of language, for the study of common words, and for making calculations of the most varied character. This work in the school stimulates greater activity in gardening, in rearing farm animals of the right sort, and in community club organizations. It aids in the development of better things in general, gives aid to county and state fair exhibits, and must result finally in better farming and better products.

The school must be provided with the proper means of social entertainment. In fact, its organization should be planned in a manner to emphasize this continually. The association through the school day should be used as one of the best means of educational advancement. To do this will require a wholesome attitude of mind and a general respect for the rights and privileges of others.

Every child should be given as much freedom as can be used for his advantage without infringing upon the rights of others. The greater his self-control, the more freedom can be given. So the school organization should be used as a means to encourage the liberty of each child by giving him a more wholesome respect for the rights of his associates. It should be used as a restraining influence only in so far as this is necessary to suppress the baser nature until a more wholesome attitude toward comrades and classmates is established. Good surroundings add so much to this that it cannot be emphasized too strongly. Attractive interior conditions and artistic exterior surroundings have their disciplinary effect and provide a means for better school spirit.

In the redirected plan the school should be able to extend its influence into the home as well as into the work of the community. The adult members of the family must find an

interest in the work that is being done in order to stimulate greater activity on the part of the family members who are enrolled in the school. The school social should be a neighborhood event, and parents should coöperate in making this a success. The older members can always shape the direction of social activities if they enter into this with a wholesome attitude. As an educational force for the strengthening of character, such events offer the rarest opportunity.

The church as an agency for shaping thought and instilling nobler ideals should enter into the scheme of redirection, and by so doing become a counterpart of the plan which eventually must win for it universal recognition. It must be regarded in this light in this larger plan of education. Spiritual understanding becomes the third member of the great triumvirate. It is not the least important because it is mentioned last. It occupies this place rather because it adds the crowning features necessary to complete the symmetry of the perfect human being.

Elsewhere I have mentioned the need for health and the advantage of a good physique, but muscle and brawn alone have been expressed in the old adage, "A strong back but a light head." When we sharpen the mental faculties so that the mind comprehends clearly and realizes fully the natural laws and their application to life, and add this to splendid physical development, we still have an individual representing but two thirds of what was intended for the full measure of manhood. How necessary each of these is to complete success is quite generally known. But the third member has not come to be universally accepted as a necessity in perfecting the plan. When this is done man's supreme nature will be fully established on earth and his mission will come to be more clearly comprehended. To live out the span of his allotted years will not be enough, but he will stand forth as a direct representative of the highest creation of God.

Redirected education should aim at nothing less than this. It should be satisfied with no means which provides partial development. It must call to its aid every agency which can in any way affect man's better self. It cannot forget that the early years represent the impressionable time and the formative period; that the years of maturity represent the time of ripening the seed thoughts of youth into mature judgment so that this may be applied to everyday decisions. We can see the body grow stronger; we can perceive mind development; but we must be able to feel the spiritual influences within us before there is tangible evidence of its actual existence. The larger plan of education, then, must include the school with every advantage that can be offered; must include the home with all of the splendid influences and assets; must include the church as universally necessary; must include any other and all other agencies that may be used to increase man's efficiency and enrich his conception of the full measure of life. In promoting such redirected education the school trustee can play an important part.

SUGGESTIVE QUESTIONS

1. Since education must adapt itself to the needs of our people, what do you consider to be the necessary changes in order to redirect our school work to harmonize with the necessities of the present time?
2. All about us we see changes in the plan of farming and new inventions in farm machinery; does it require more skill to conduct a modern farm properly than it did half a century ago, as you understand the need of that time?
3. To what extent can a school prove effective if it is conducted wholly by means of the use of textbooks?
4. Do those who work scientifically with their hands think less specifically than those who are unable to apply the result of their thinking to practical necessities of life and living?
5. To what extent does the school give confidence, so that the young person may properly apply the knowledge in a practical way?
6. What definite things should a district have in mind when making plans for a school in which it expects to create the greatest stimuli for good for all of its children?

CHAPTER XVII

PRACTICAL EDUCATION

THE terms "practical education" and "practical training" have come to be quite commonly applied to the vocational and to the prevocational side of our educational work. The general public, it seems, has come to think of our educational system as having a practical side, and another side which has not true application to the needs and requirements of life. It may be noted also that some individuals have declared with a great deal of emphasis that we ought to have less book education and more industrial education. The fact is that there has been quite a common disagreement as to just what constitutes the best kind of education, and what process shall be used in securing it. These controversies, however, have served only to stimulate thought and investigation, and in the end good results are sure to come from them.

A long time ago philosophers attempted to define education and to describe the exact processes to be followed in order to obtain it. Each man in his time believed that he was able to give the correct definition, but no two of them exactly agreed. In our modern age our best educators have concluded that education is really something indefinable; that it represents a development so broad and so varied that it is impossible to make a definition which accurately includes all its phases. Those who have studied the question most carefully believe that any kind of mental development is valuable, but, since each individual has but a limited number of years during childhood to prepare for life's duties, it becomes a very important question what kind of curriculum should be followed in school in order to provide best for life's

greatest possibilities and duties in the allotted time. It may be well to say at this time that it is generally agreed that, as individuals differ in their characteristics and in their tastes, so also must the plans and processes of mental development vary in order to make possible the best means for training children in such a manner as to develop their highest powers in order to make them the most useful citizens. It is quite true, of course, that all children should be well grounded in the essentials which are to be used as a foundation for the superstructure of their special training. It is not necessary that each child take exactly the same subjects throughout the school course. In practically all of our schools there will be found varied courses, and the right of choice is allowed to all students in so far as the course chosen does not become one-sided in its nature. In other words, there are opportunities for students in the high school to finish the course by several different routes. The same thing is now permitted even in the grades, and it is no longer thought necessary that each student shall complete the subject-matter just as it has been handed down through the traditions of the past.

Arithmetic may be made just as practical as bench-work in manual training. In fact, arithmetic becomes practical when it is applied to the hand-work necessary to the best training for the everyday duties of life. Geography is also practical when applied properly to the world's great commerce and the industries of mankind. History is practical when studied from the standpoint of the development of the race, with proper application made to the present-day conditions. In short, it may be said that any subject outlined in the school curriculum may be made of the most practical character, if it be studied aright and applied in the right manner. It is the point of view, then, that really makes the subject what it is. From this may be seen that what I have said in another chapter is most significant;

namely, that the teacher thoroughly trained, having the modern viewpoint, and a strong personality, may put into any subject so much of her own life and characteristics that it will become intensely interesting to a class of young people who formerly found the same subject very dry under the instruction of a different type of teacher. We must have, therefore, not only our chosen subjects, and a well-balanced school curriculum, but we must have the classwork in each case such that those instructed may receive the maximum of benefit. We ought to have a place for hand-work if the child-life is to be properly trained; but this work poorly done, without any inspiration and without arousing the interest of the class, would be of no special advantage. Of course, there is more real life-problem in work of this character, and the native tendencies of the child are more easily influenced in that direction. For this reason it is much easier to teach the manual arts in an interesting way than to teach formal grammar in such a way as to make the class appreciate its worth as a necessary element in their life's training.

Since a very large majority of those who enroll in the public schools never have an opportunity to go beyond the eighth grade, it is quite essential that we begin our combination course of study as far down in the grades as practicable, but we should see to it, whenever work of the so-called "practical" nature is made part of the regular school work, that the instruction insure training that is valuable to the children. If manual training in any of its phases is taught, the teacher must know how to present this work so as to bring good results. Equipment of the proper kind must be provided whenever work of this kind is undertaken, and while it need not be an expensive department, the apparatus must be so well chosen that good service may be had from it. Things that relate to home and farm should receive emphasis, and the work should include the mending of shoes and

harness and cement work. In the home-economic department the essentials may be provided very reasonably, but even in the one-room school the work of the department can be made most valuable and most practical to the school and to the community. A hot lunch served at the noon hours, and lunches served during community meetings, are some of the practical ways in which such a department may be made to serve directly.

To every child should be given some glimpse into Mother Earth's great laboratories and storehouses. He should know how man's coöperation with Nature's laws makes the earth yield up her rich treasures to feed millions. The child should be made to understand that scientific laws are revealed through Nature and life that surround him on every side. Plant-life and the animal world both offer stores of a most interesting and practical character. Real agriculture should be introduced into the upper grammar grades, with emphasis placed on the home community. The live-stock of the neighborhood is worthy of most careful consideration in connection with this study. Orchards and fruit trees should be thoroughly examined. The Babcock Milk Tester should be a part of the equipment in every neighborhood in which dairying is the occupation of the people. The weeds of the neighborhood will form the basis of a great deal of field and research work. Selection and testing of seeds, if rightly directed, may be made very helpful to the farmers of the community. Farm machinery and its improvement offers a large field for investigation. Roads and road-building should receive a place in this special work.

The subject of agriculture when introduced into the grades of the common schools should not be bookish, but should come out of the natural conditions existing in the neighborhood. If carried on in this way the children will come to know their own community as they have not known it

before, and will come to appreciate the occupation of their fathers as they are not likely otherwise to do. Farming is not a routine of events and circumstances, as some would have us understand. It has in it the most of life, the greatest possibilities, the most elevating ideals, and the most sacred principles found in any occupation known to civilized mankind. When put upon this basis, work in the soil becomes a pleasure and not a drudgery. The earth becomes a scientific laboratory to the intelligent mind, and great joy comes to him to whom Mother Earth trusts her most precious secrets.

What we need in our school is a well-balanced curriculum which will give the best insight into life. That is to say, it should provide regular classroom work based upon a combination of textbook instruction and its application to everyday duties and requirements. This is very necessary to the best mental development and training; it gives the learner an opportunity to gain a great deal of knowledge from the experience of the past. There is also a mind development that should come to the child through his own experiences made possible through permanent investigation. A well-balanced program will provide for both kinds of learning, divided in such a way as to bring about the best training for the pupil. It must be remembered that the public school is organized for childhood and youth, and all the directing forces should tend to make this institution a place where child-life may be trained for good citizenship, and be prepared to do the world's work in a creditable manner.

As our social and economic conditions change from decade to decade, so also must the school change to meet the new demands in citizenship. Every child should be trained in such a manner that he will fit into the conditions around him in a harmonious way and be able to live a happy as well as a

useful life. If every individual is able to apply the knowledge there is at hand in the right manner, then the problems that arise from time to time will be easily solved. No knowledge, therefore, is worth while unless it can be utilized in some way for good. It must bring comfort, it must give joy, either to one's self or to others, or it is of no effect. We may say, then, that the greater the comfort or joy which comes from it, the more valuable a possession it proves.

The public school has been organized for many years, and represents the different time-conditions through which it has passed. The very best thought of the time has been given to it, and despite the fact that it has recently been subjected to severe criticism, it is an institution which is and ought to be the pride of our land. It has surely done a great work if results are to form the basis of our decision. Our great commonwealth has prospered under its influences to such an extent that we have made greater progress in the last century than was made in two thousand years under the ancient form of education. In comparing the nations of the world that have public educational systems, with those that have none, it will readily be seen that education pays as no other enterprise of the people can pay. Intelligence is the prime requirement for national as well as for individual prosperity; hence the basis for all our wealth and progress must be laid in our common schools.

Let us consider then, wisely and well, and make such improvements in this institution as the spirit of the times demands; let us be ever willing to modernize public-school work and bring it into close relationship with life and living. But let us look askance at any one who can only find fault with the earnest efforts of the past, and who advocates tossing aside everything old connected with education and putting something wholly new in its place. Such radical measures have always worked to the disadvantage of the common

good, and from the historic past we learn that great results brought about gradually have been those that have stood the test of time and proved their worth in the world's slow but steady advance. The school, as it is now, needs thought and consideration. It needs coöperation in devising ways and means for its best development. It needs our earnest support, rather than our wholesale condemnation, if we would make it a better institution than it now is.

SUGGESTIVE QUESTIONS

1. Are there any subjects taught in our common schools that are not practical in their application to our needs, and therefore not necessary to our educational development?
2. Do you consider the subject-matter itself, or the manner in which it is taught in order to make it applicable, of greater importance?
3. What definition would you give for education, as you would have it apply directly to the development of your own children?
4. How would you compare the value of the personal element vitalized by the teacher, and the academic element portrayed in the adopted textbooks, in their value to stimulate the best effort in children?
5. What subjects do you consider absolutely necessary for each child to study in order to create a broad general basis in education through our elementary schools?

CHAPTER XVIII

MANUAL TRAINING AND THE HOME ECONOMICS

THE public-school system has always been interested in the welfare of its patrons — the general public — and has been keen to give to them the best that education has in store. With this end in view the public-school system has studied the subject of manual training; it has been endeavoring to determine what to teach and what not to teach, and what are the best methods of teaching that which it does teach. It has been testing theories concerning manual training — determining the content of manual training which is adaptable to the public schools. It has been sifting out the false from the true.

And now it says to us that as a result of this careful study, these experiments and this sifting-out process, that manual training is equally valuable and applicable to the schools of the great metropolis, of the small centers of population, of the villages, and of the rural communities, and that a system of manual training is absolutely essential to the complete harmonious development of every individual; that it lays the foundation upon which is built the training by which nine tenths of our entire population earn a livelihood, and that it furnishes an important means of self-expression to the individual.

Real education is that development and training of the individual which best fits him to meet successfully the problems put upon him by his environment. These problems are many and varied, and differ with each individual. They consist essentially, first, in securing a livelihood; second, in promoting the general welfare of the community; and third,

in contributing as large a share as possible to the permanent improvement and advancement of the community, of the State and Nation, and of humanity at large.

The legitimate aim of manual training in all fields is to train the individual to see things in their proper relations, to know that which is worth knowing, and to do practical and useful things. Closely and inseparably linked with manual training is vocational guidance and vocational education. Every teacher whenever possible should render vocational guidance, but no other teacher has the opportunity, in this respect, which the manual-training teacher has, since nine out of every ten pupils whom he teaches — and he should teach all — must earn a living by use of the hands, or in other words, by an industrial occupation. What the individual does in manual training is by far the safest guide as to what vocation his abilities will best fit him for.

This training gives a broad outlook upon the field of industries, and lays the foundation upon which may be developed skill in the various trades and industrial callings. Even the one child in ten in our public schools who does not become a tradesman or an industrial worker of any sort is greatly helped by this work, for without it he can never attain complete development and can never be so well balanced as with it. If he is to become a banker, the better judgment which has been developed by his training in observation, and his careful study of the relation of things, will make him a better financier. Likewise, if he is to become a lawyer, his mind will respond more quickly, he will act with more confidence and precision, and he will have a keener insight into the affairs of men for this training. If he is to become a merchant, the knowledge gained of materials will be directly useful to him, and he will have a more definite knowledge of the process of manufacture and of the finished product which he uses in his business. And so we might go

on and show advantages gained for the work of the various professions and callings.

Abstractly, manual training develops the ability to observe, to reason; emphasizes habits of industry, neatness, accuracy, and order; tends to create self-confidence; brings the mind, the eye, and the hand into more perfect coordination; teaches the dignity of labor, and the appreciation of beauty and design in construction; and altogether makes the individual who receives its advantages a more efficient citizen, because that which teaches the dignity of labor, accuracy, beauty, and strength tends to produce a truthful, honest, and industrious individual.

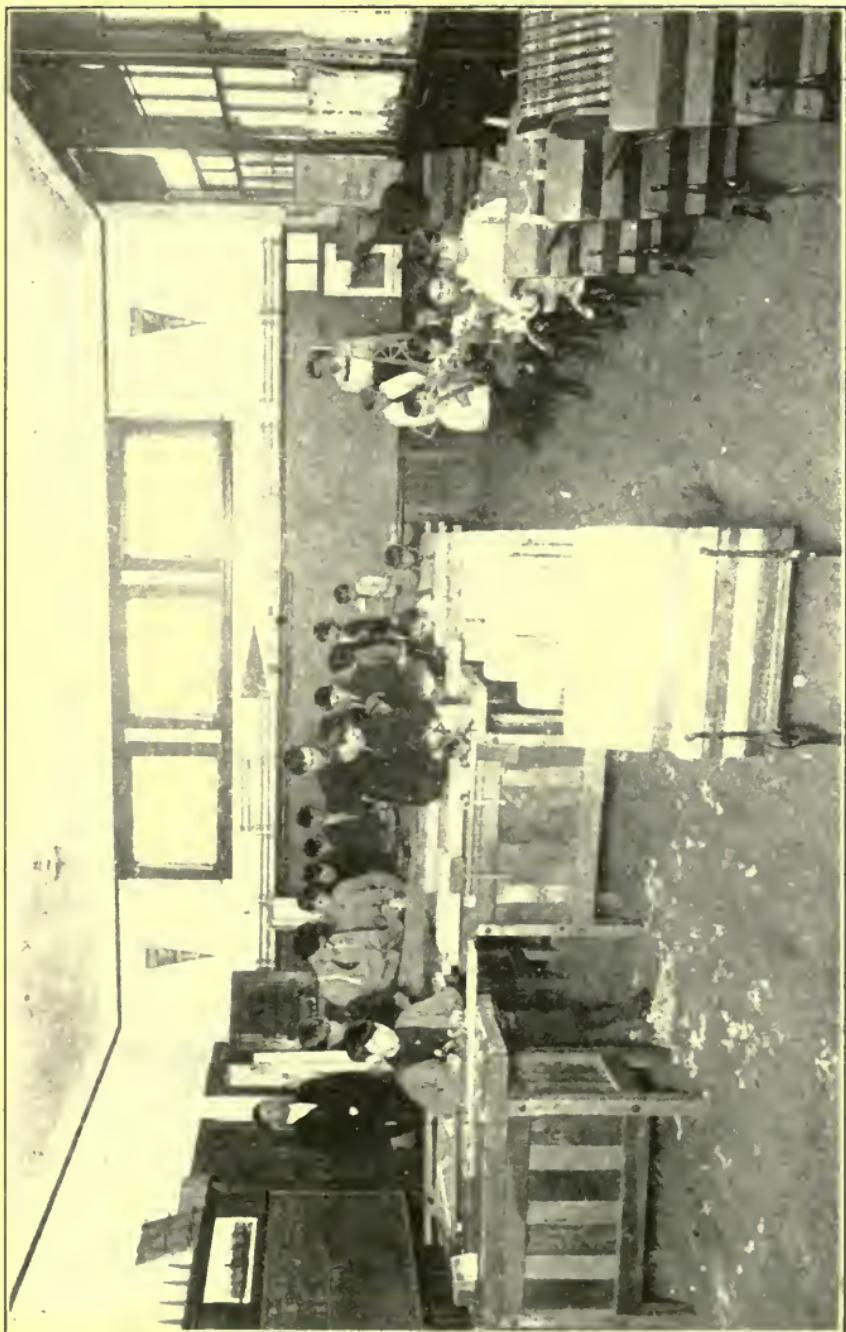
When education in the rural communities realizes its possibilities, our boys and girls who are now leaving the farm and flocking to the already overcrowded cities will engage in scientific farming, stock raising, and fruit growing, and opportunities for success nowhere else to be equalled will be realized. That education is most valuable which is most practical. That is, the things which are taught must be those which the child can make use of at the present time, especially in the lower grades. The real interest which a child has in education is embodied in that part which he may make serve his immediate purpose.

Manual training is not a distinct and independent subject; it is rather the fundamental, vital, and vitalizing part of all or most subjects. To discuss manual training in even its most important relations with other subjects would be the work of an entire volume; hence this discussion of the subject treats it as more or less isolated and apart from its relation to other subjects. In this connection it is sufficient to say that from one third to one half the entire time of the school day should be given to the manual side of the various subjects, and that all experimental and laboratory work is manual training.

That manual training is vitalizing is shown by the results obtained in many schools, in all parts of the country. In some of these schools only the pupils who were backward, deficient, or indifferent were given the distinctly manual-training work. In most cases, improvement in interest was shown, and in many cases improvement in health was shown. In schools where the comparisons were made, the backward, the dull, or the indifferent child was able, in many cases, after one or two years in a manual training-school, to pass a better test in the regular subjects of the school curriculum than the fair or brighter pupils who remained in the regular schools. And of course, besides having a better knowledge of the subjects of the regular school, the formerly backward, dull, or indifferent student had a vast amount of useful training and knowledge which the other pupils lacked almost entirely. The dormant powers of the individual are awakened and stimulated by his contact with real things. The final test of all education is whether it produces in the individual the power to do. If it does, it is good; if it does not, it is of little value. The keynote of all manual training is usefulness. The key to "what to teach" is found in the interests of the community.

When we say that all manual training must be useful, we should be careful that we understand what we mean by useful, for herein have many erred. Some form of work in manual training should start with the earliest grades, and should continue throughout the grades. At first very little should be attempted. Toward the end of grade work, the proportion should be about half and half. The things made are useful if they satisfy a need which the child feels, or if they help him to express his individuality, — himself. They may be utterly useless from the viewpoint of the adult. School gardens furnish a fertile field for manual training. Problems in paper folding and cutting, cardboard

MANUAL TRAINING IN THE RURAL SCHOOL



The DOMESTIC SCIENCE AND SEWING ROOM



construction work, booklet making, coping saw work in thin woods, raffia, reed and textile work or their substitutes in local materials, are the sources of the earlier manual training in the grades. Fundamental to this work and coöordinated with it throughout should be the work in drawing. Many of these problems involve training in color and design; so the artistic should go hand in hand with the practical in all of the work undertaken. This again illustrates the possibilities of tying together all school work into a single educational process.

Up to the fifth or sixth grade the work for girls and boys may be the same, or practically the same, varying only with the teacher's opportunities. Beginning with the sixth grade the work for the two sexes should take somewhat different form — the boys' work involving manual training in its more complete, organized form, and the girls giving their attention to the work of home economics. In both cases the problems of work should be planned and formulated in close connection with the needs of the community. They should not only look forward to the present needs, but should seek to formulate means of improvement in the community and should stimulate new interest for general betterment.

In manual training for the boys the outlined course should provide for the use of such materials as wood, cold metal, leather, and concrete. The problems in wood should involve the construction of useful articles about the home on the ranch. The problems in cold metal should be largely repair work — making use of tin, sheet iron, brass and copper, and of the heavier materials. The problems in leather should involve the repairing of shoes and harness. The problems in concrete should consist of the study of the composition and proportion of substances for different mixtures, a study of the effect of different methods of treat-

ing the materials, and finally the general plan of moulding these mixtures into useful articles. In all wood problems, articles should involve the different kinds of joints, using the simplest first, and should involve the use of the common tools — each one in its turn with careful explanation given by the teacher concerning its name and its particular use. In the beginning the boys may make birdhouses, chicken feeders, wash benches, blackening boxes, etc. Later the work may be made more difficult, and include hog feeders, water troughs, whipple-trees, three-horse eveners, etc. Excellent water troughs, lawn seats, and ornaments can be made from concrete, using reinforcing. In sheet metal the first articles should be very simple, such as an automatic match box, biscuit cutter funnel, measuring cup, and the like.

Every boy should be encouraged to provide himself with a set of good tools, beginning with the simpler pieces first and building toward a complete set which will best serve his purpose on the farm. All should be taught how to care for tools, and to keep them in a systematic and orderly way. They should learn that to be valuable a tool must be kept in good condition. It is necessary to work from drawings or from blue-prints just as soon as the work becomes sufficiently complicated to require a working plan.

The work for the girls should, at this differentiated period, involve problems in the specific field of home economics. The time should be about equally divided between cookery and sewing. In sewing the economy of clothing should be taught. The beginning work would involve the different stages and the necessary hand-work connected with good home-making. Wool and cotton fabrics should be studied, both from the standpoint of warmth and composition. Raw material should be used as samples, in order to show how fibrous materials lend themselves to the mechanical process

of weaving. It is important for girls to know how to mend their clothing properly and to keep their wardrobe in a good wholesome condition. In connection with this work there is an opportunity to teach habits of industry, thrift, neatness, and accuracy, as well as technical skill.

In cookery the problems should include the simple study of foods, food values, and the need of a balanced ration, from the standpoint of cost as well as from the standpoint of food value. It is important to have the proper classification and understanding in order to select wisely. The proper care of foods is also of great importance. In connection with this work it is well to teach the pupils care of utensils as well as the proper care of foods. Since serving is an important part of a palatable meal, this should be emphasized through means of practical demonstration. The aim of this work should be to develop standards of health, right living, livelihood, and proper application.

There are now many books published which give specific outlines both in manual arts and in home economics which are adaptable to the upper grade work, and it would seem well to have a well-balanced guide-book as an outline for the teacher and as a standard for the pupils. Of course it is entirely proper to teach all of this work without the use of any book, and there can be no objection to such a plan if the teacher is thoroughly prepared. The use of the book is suggested because of the fact that in the rural schools the teacher has many other problems, and usually finds a well-selected text of great help in minimizing her arduous tasks and in maximizing the opportunities offered to the children.

SUGGESTIVE QUESTIONS

1. How would you combine academic subject-matter with manual-training classes in order to secure the best results from the child's time in school?

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2. Should parents decide what their child should follow as a vocation, and begin early in life to train him for that work; or should they expect his development and adaptation to determine this better as he grows into maturity?
3. How can we best teach the dignity of labor and the value of service, so that our children will have the right conceptions as to these things?
4. Evidences of a scientific age are portrayed everywhere about us; should this be less adaptable in its application to farming than to other lines of activity, such as business, commerce, etc.?

CHAPTER XIX

THE HOT LUNCH AND ITS VALUE

No discussion of rural school problems is complete without some mention of the hot lunch now served in schools in nearly every State of the United States. The serving of hot food to children in school is not a recent innovation. It began in Europe in the latter part of the eighteenth century, and the custom now prevails in Belgium, Denmark, Holland, Norway, Sweden, Spain, Switzerland, and the United States. In America the work was begun in Massachusetts. Now the school lunch in one form or another is appearing in all parts of our country, in the schools not only of the larger cities, but also of the more remote country districts.

That the custom of serving hot lunches to children at school has spread rapidly and has reached large proportions indicates that it is meeting a universal need. Physicians, school nurses, teachers, and others interested in the conservation of childhood have long argued that wholesome food helps materially in the promotion of both the physical and the mental vigor of children, the food supplying the energy not only for bodily growth and play, but also for mental growth and study. It is this strong conviction on the part of those who have studied the problem that has added the hot noon lunch to our schools.

The children to whom the lunch basket is a necessity should receive much more careful and thoughtful consideration than they do at present. They are often obliged to go a long distance to school, and during the winter days, especially, hurry off with little or no breakfast. They spend

the greater part of the day in a room not too well ventilated, and as soon as school is out they eat their cold lunch hurriedly and rush off to play.

Hurried eating prevents proper salivation and consequently proper digestion, the mechanics of which are thus forced upon the stomach. This greatly increases the work of the stomach and the chemical changes are postponed. Superimpose upon this the conditions arising from insufficient blood supply — the result of physical exercise begun immediately after the eating — and there is the beginning of digestive disturbances which sooner or later affect the child's efficiency.

It ought to be possible for every rural school to make provision to give the children at least one kind of warm food at noon. This might be prepared and served by a committee chosen from the different classes, and would require only a few cooking utensils. No school is too poor to make a beginning in this work; and a beginning once made the work will stand on its merits. It is remarkable how money and enthusiasm will come to the support of a real idea with a real plan for its execution. No adverse criticism has been heard from pupils, teachers, nor patrons where the plan has been tried. All have become enthusiastic supporters of the work.

The following is an expression of a mother's appreciation whose five children were attending a rural school where the hot lunch was served at the noon hour. This sentiment could be duplicated many times from expressions of mothers who have learned to appreciate the value of this in connection with school work.

MY DEAR MISS HOLDEN: I want to write you a few words in favor of the hot lunches you are serving to the children, in hopes that I may interest some parents who have not had the opportunity of getting acquainted with the work.

For a year we have been sending five children to the training department of the Normal School at Cheney, where they have received the hot lunches served there. The benefits they have received are many. Their physical health has improved and all have gained in ability to do their school work. The training they have received in manners and culture is the most noticeable in home life. When one of them does not eat as he should, another will say "What would Miss Holden say if she could see you do that?" This is a great help to the busy parent, and at the same time strengthens the relationship between the home and the school — a very desirable thing. The hot lunch has solved the problem of the lunch for the mother, as she can depend upon the school lunch to supplement the cold food brought from home, and, too, she can rely upon it being the kind of food the child needs. The cost is not so great as when the child carried all the lunch from home, because the mother can put up a much more simple lunch to be eaten with the hot food served at school. Our children all enjoy the hot lunch and the opportunity to sit at a table, so much more than they did the cold lunch and the old way of eating it. I sincerely wish that every child who has to carry a cold lunch to school could have such lunch benefits as the children do who are able to have it served to them, as I understand they do in many of the rural schools, and I believe they might if parents only knew of the work carried out by and advocated by the Normal School. I, for one, shall be glad to help in spreading this information by writing to any one who desires any further knowledge on the subject if a self-addressed, stamped envelope is enclosed.

MRS. MARY W. KNOWLES

The teacher who has aspirations for her pupils will welcome the serving of the noon lunch as an opportunity for constructive thinking by means of which children become genuinely socialized. She will make use of the opportunity to give lessons in domestic science, which will be full of inspiration because of their immediate and practical utility. The girl in the country home knows a little about cooking, but usually only enough to make her despise it. It does not appeal to her as something worth thinking about; its appeal is more often from the viewpoint of hard and thankless

work. To study cooking at school throws a different light upon it, and gives a child a new and lasting interest in it; thus, it produces a more thorough-going and sympathetic coöperation between the school and the home. The cooking itself appeals to a fundamental and universal interest of children and consequently arouses their best effort. It provides an opportunity for an activity that is entirely free from the danger of mental overstrain; it furnishes the opportunity to impart much necessary information in regard to healthful living — in the study of the cleansing process, in the study of the preparation and care of the food, and in the manipulation of mechanical contrivances necessary for the carrying out of these processes; it helps the children understand the significance of simple food principles and values which strongly influence their lives and physical development; it gives training in habits of order, neatness, thoughtfulness, helpfulness, and good table usage; and it supplies ample material for self-expression and for training in community life.

The noon lunch arouses a vital and intelligent interest in the school garden — an important feature of present-day education — the fundamental importance and far-reaching consequences of which have not reached their highest development. Lessons in hygiene and table etiquette may be given more impressively in a natural setting; so also may training in conversation, which helps each child to feel that he is an integral part of the community. A recent writer says, "What makes for hygienic living is as well worth knowing from the economic standpoint as what mechanical appliances will most increase the output."

Since the habits of children are likely to follow them through life, it is very desirable that they be trained to observe at the table the unwritten code of good breeding. Through active participation in conversation children soon



THE HOT NOON LUNCH IN THE RURAL SCHOOL

realize that it is the duty of every one to make the daily luncheon hour an occasion of mutual entertainment, attention, and courtesy, as well as refreshment.

If, as is generally conceded, the school of to-day is a social organization reaching out and touching life at every other possible point, thus enriching its own life, then it would seem that all things tending to make each member of the school feel his relation to the organization as a whole, and accept his responsibility for the whole, are vital to the life of that organization. Whatever establishes in the child the habit of doing work for the profit and pleasure of the community is a great factor in the development of community spirit.

The school is a place wherein pupils and teachers live together. A large part of every day is spent there, and pupil and teacher interests center about the school quite as strongly as the family interest centers about the home. They are in a measure a family, and their success and unity depend largely upon their opportunities for coming together in an informal way. The noon luncheon is a common meeting ground. It is a meal where all the children meet with the teachers, where all coöperate for the pleasure and well-being of the whole, and where all relate their best experiences in the choicest language at their command. This daily assembling around the table brings about a truly friendly feeling and puts each child and teacher into direct contact with the personality of the other children and teachers. The little children learn from contact with the older ones, and the older ones get an insight into the interest of the little ones that develops a helpful protecting sympathy. The environment forbids individual selfishness, and each child learns that he is individually responsible for the happiness and interest of the whole group. This is ideal community life.

Objection has been made to taking the time of the school

for cooking, something which should be taught in the home. If scientific and economical domestic economy were taught in the home, the objection would be valid; but it is impossible for the busy and often overworked mother on the farm to keep abreast of the many changes that are constantly taking place in this great problem of efficient housekeeping. It would require far more time than the average mother has at her disposal to glean from the various sources requisite knowledge of the right kind of home. This brings this work to the school, and every thoughtful mother should recognize that the time spent in the cultivation of the studies for home-making is just as valuable as that spent in the acquisition of book information. Schools are an organic growth of society, and represent to a greater or less degree the practical wants of the Nation. While book information was sufficient to meet the educational needs of our forefathers a century ago, it does not meet the needs of the twentieth-century child; therefore, the school of to-day should offer every child an opportunity to receive a practical education — one which may fit him to hold his own in the rough work of actual life, and by means of which he may become socially efficient. The efficient person of to-day must be a doer among others, a laborer in society, a co-worker, a co-operator. The school must adjust its course of study to meet the practical needs of to-day and to send forth into life the best possible prospective men and women. These considerations should dispel the prejudices of those persons who feel that there is no time in school for practical work — especially for the girl whose mission in life must ultimately be that of the home-keeper.

All workers for improvement of the home recognize that the hope of this improvement depends upon better preparation of home-makers for their duties. Cooking in connection with the noon lunch offers an opportunity for a beginning in the training of girls that is essential to the success

and happiness of their lives and the lives of others in the home. There is sufficient evidence in the world about us that education is incomplete, and that our schools do not yet fulfil their highest function. When our courses of study are so adjusted that the practical and the theoretical in education supplement each other, idleness will be done away with, and every moment count for growth; then the children of this great land will come into possession of their birthright.

A mother recently expressed her hearty approval of our plan in the following language:

Those who believe that the duties of citizenship are as important as those of family life, and that the ability to dwell harmoniously in communities and to work for the common good is an important end in education, value the training that is given during the one meal at which all the children of a neighborhood sit down together and at which there is an opportunity to add to the spirit of fellowship developed in the home, the spirit of a larger fellowship with all those of the community.

SUGGESTIVE QUESTIONS

1. What good reasons are there for the fact that people desire to have their meals served hot and immediately after cooking?
2. What reasons are generally given for under-nourishment, of mal-nutrition, as applied particularly to children?
3. What effect does indigestion have upon the skin of the individual, as well as upon his physical vigor and strength?
4. What is meant by a well-balanced ration as applied to food for the human family?
5. What means should be used in order to make the cold lunch serve the purpose of giving proper vitality to our children, who must depend upon this important midday meal at school?

CHAPTER XX

HEALTH EDUCATION AND MEDICAL INSPECTION

THE twentieth century is marked by an awakened interest in the welfare of children. To-day no conference convenes without considering the child problem. The teacher and the social worker are receiving instruction in health matters as a part of their training. Municipal authorities are trying to reach parents through the agencies of school inspection, visiting nurses, public lectures, and exhibits. Many of our States have also recently required the addition of health supervision and instruction in hygiene to the requirements for all village and rural schools, and have required the appointment of county school health officers. With all such efforts the rural trustee should heartily coöperate, and hearty coöperation will follow when school trustees come to have an intelligent conception of the needs for and the purposes of the work.

In the public schools the health work is now being carried on with varying degrees of emphasis through the following agencies:

1. Medical inspection, which includes supervision of sanitary conditions and of school hygiene; which provides for examination of teachers and children; for a record of personal and of family history; and for the correction of physical defects. It also urges special classes for mental defectives, and the isolation of contagious and parasitic diseases.
2. Instruction in hygiene and physical education as an integral part of the school program.
3. Attention to the hygiene of instruction.
4. Coöperation of the home and all health agencies.

School Sanitation

The first step in the health program for the school is securing an environment as free as possible from unhealthy conditions. School conditions are an index to community welfare. School sanitation considers certain things as essential to a well-regulated wholesome environment for teachers and pupils. Many of the faults in school sanitation are not within the control of the teacher, such as the system of lighting, heating, sewage disposal, and ventilation, which are often wrong by construction. But teachers heretofore have suffered through the neglect of the training school to prepare them for the supervision of health, and to develop in them a health conscience, and a practical knowledge of sanitation and hygiene. The failure is due to the fact that we have grown up in schoolrooms where many undesirable conditions exist. We have not been trained in sensitiveness to health conditions, and have not realized that much of the suffering as well as the economic waste may be prevented.

The person who can permit himself to become stupid in a warm, poorly ventilated room is suffering from a lack of sense-training in connection with health environment. Every schoolroom must have fresh, clean, moving air, properly governed by heating and ventilating apparatus. In addition to this, the teacher needs to know what constitutes good air, and what dangers there are in overheating a room or reducing its proper amount of humidity. The injurious conditions of bad air are excessive temperature, unusual humidity, exhalations and disease germs from unclean clothing and unhealthy bodies, and dust from the floor, blackboard, corners, crevices, and mouldings. The temperature of a schoolroom should not fall below 64 degrees nor exceed 68 or 70 degrees, while the humidity should be between 50 or 60 per cent.

As said before, there must be air in motion, and for this reason some device must be adopted for allowing the air to come into the room without causing a draught. There are good ventilating systems even for one-room schools, but if such a system cannot be provided, special window boards and a ventilator under the stove will be very helpful. It has been fully demonstrated that by improving conditions of ventilation in the schoolroom there will be less liability to sickness, and consequently a greater capacity for work on the part of both pupils and teacher.

The teacher's health is very important; first, for herself, and second, because her health has a great deal to do with the attitude of the school toward health. Nervous "break-downs" among teachers, so often attributed to overwork, are in many instances the result of wrong sanitary conditions, and lack of recreation or proper food.

Every teacher should be trained to protect pupils against eye injury and eye strain in the schoolroom. We are told by medical authorities that eyes are often weakened, if not ruined, by glazed paper and blackboard surfaces, lines of the wrong length, unsteady, dazzling light, and prolonged concentration. Required home study may deprive a child of necessary play and sleep, and by so doing may aggravate the effects of harmful school environment.

A teacher should be made aware also of the effects of dry sweeping. This fills the air with dust, and combines with bad ventilation, lack of water, and dust-raising physical exercises, to supply conditions which favor the spread of disease germs, more particularly the tubercular bacilli. Floors should always be cleaned in a way to prevent the scattering of dust. This may be done by the use of the vacuum cleaner, or by sprinkling the floor with "Waxene," "Dust Glow," or a similar preparation.

Nor must muscle comfort be disregarded. Seats and

desks not properly regulated according to a child's size frequently deform the spine and the hips, and cramp the lungs. In the matter of school furniture there is little uniformity in this country. Numerous styles of desks, adjustable and otherwise, are on the market. Some of these are very difficult to adjust. A few are supposed to be so easily manipulated that a child can change one himself. At present there is a strong leaning toward light weight tables and chairs of different heights for the schoolroom. The position at the desk or table that is best for writing is not good for hand-work or reading. The child, however, can be easily taught where to place the chair for the different kinds of seat-work, and should be encouraged to change his position for comfort and bodily rest.

Other things needing constant surveillance are the drinking cup, towels, and toilets. The common drinking-cup is now almost invariably tabooed, because disease germs are easily transmitted by its use. The plan of having individual cups is open to criticism, because they are not protected from dust. When a bubble fountain cannot be provided, each child should carry an individual drinking-cup in his lunch pail. The common towel is almost as objectionable as the drinking-cup, because of the possibility of conveying skin diseases, and infection of the eyes and of the nasal cavities. While the laundering of many small towels would seem too much of a problem, paper towels have been found very satisfactory, or each pupil may bring his own towel and attend to the laundering of it. The unsanitary toilet is both a physical and a moral menace, and ought to be eliminated as rapidly as possible.

Medical Inspection

Medical inspection is a department of health education, and its object is to promote the happiness and the efficiency

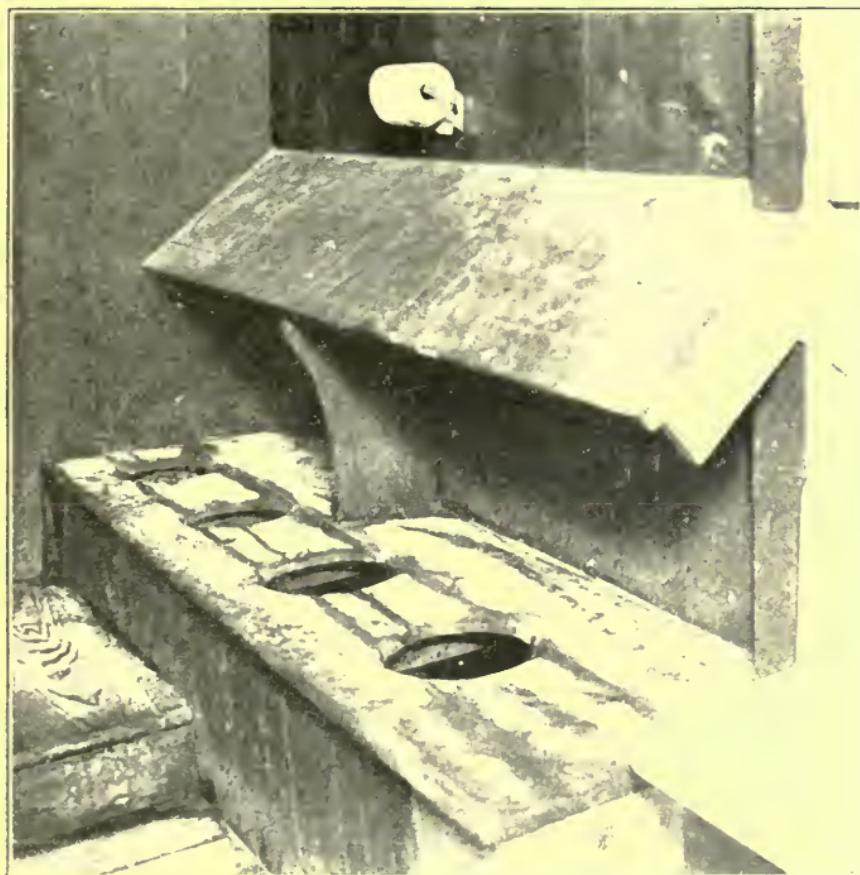
of the child by preserving and improving his health. There are several angles from which we may look at the matter of health for the school child:

1. The individual child himself, and the man or woman he may become. The child is biologically the most important member of society, and should have the opportunity of developing into the best individual possible, with his given heredity.
2. The patrons who trust their children to the school. They should see to it that the environment there is conducive to health of body, mind, and morals.
3. The taxpayer, or the economic viewpoint. As a business proposition the investment of moneys in the schools should yield the highest degree of efficiency in the lives of the boys and girls educated. This efficiency depends upon good health.

Medical inspection includes a careful and thorough examination of the physical condition of children. These examinations vary in thoroughness, but in a general way may be taken to mean inspection of nose, throat, skin, chest, joints, and feet; testing of vision and hearing; examination of heart and lungs; for the five primary physical defects are poor vision, nose and throat obstructions, deafness, decayed teeth, and poor nutrition. Boys and girls unable to breathe through the nose because of adenoids or enlarged tonsils frequently fail in their school work because they cannot concentrate on the work assigned, and many an unthinking teacher has punished children for their seeming neglect when they were really not to blame.

If a child be found free from all of these five primary physical defects, he is likely to remain strong through the school year. Where the work of a child is very poor, or his actions and habits so peculiar that his normality is questioned, a test of his mental powers should be made.

As a result of improper schoolroom conditions, revelations have been made as to the profound influence which defects of the eyes, ears, nose, throat, and teeth have upon



THE WRONG KIND OF SCHOOL TOILET

This is a very common kind, but not the right kind for a healthful school
(From *Healthful Schools*, by Ayres, Williams, and Wood)

SIMPLE HEALTH INSPECTION

This may be done by the teacher, but is better done by a county school nurse or physician who travels about from school to school.

(From *Healthful Schools*, by Ayres, Williams, and Wood)



the general health, and ultimately upon the disposition and the conduct of a child. For instance, the direct effects of bad teeth are pain, at the expense of time and sleep, foul breath, and improperly chewed food, which causes poor nutrition and lessened resistance to disease. Decay of baby teeth often causes decayed or unsound and crooked permanent teeth, and may be the cause of infection of the glands of the neck, or of the jaw bone, or even infection of the middle ear, causing deafness.

The child that is anaemic may be found to be undernourished because of his inability to chew his food properly. Malnutrition is one of the most serious conditions found in children, and a careful investigation has shown that about eight per cent of the total number of children enrolled in school suffer from it. The poorly nourished child is usually below weight, thin, pale, and of a pinched facial expression. He does not always come from the homes of the poor; for the causes of malnutrition are poor food, bad air, and insufficient rest and sleep, — all of which are the exact opposites of the primary requisites of health.

Poor food has a variety of meanings. The food may be insufficient and the child half starved. Or it may be improperly cooked — the frying-pan has ruined thousands of stomachs. It may not have the right ingredients — may lack green vegetables, or fats, or proteids. It may include tea and coffee, which are harmful stimulants having no food value at all.

Lack of sunshine and fresh air will produce anaemia in children as surely as a plant will lose its color when placed in the same surroundings. Lack of rest and sleep is another contributory cause. A child from five to six years needs at least eleven to twelve hours of sleep. From six to eight a child should have ten to eleven hours of sleep; from eight to ten from ten to eleven and one half hours of sleep; from ten

to twelve from nine and a half to eleven hours of sleep; from twelve to fourteen from nine and a half to ten and one half hours of sleep, and from fourteen to sixteen nine to ten hours of sleep. If the child is getting less than this amount of sleep, according to age, if he has formed the habit of staying up late, he is not having a fair chance to grow and develop as he should.

There should be on record the family as well as the personal history of each child. The family history shows the nationality and the age of the parents, their health condition, and the number of other children in the family. The nationality of parents helps us to know to what disease the child will have the least resistance. For instance, the South Sea Islanders succumb very easily to measles, because they, as a people, have but recently become exposed to this disease. The negro is not infected with malaria because of acquired immunity as the result of long exposure. History of rheumatism in the life of the parents may explain nervous diathesis in the child. Every inquiry made into the life of the child or the parents has some good reason back of it.

We might go on and show the seriousness of the different defects commonly found in school children. It is sufficient to say that they are serious, in that each one of them handicaps the child in some way, and therefore retards his progress at school. Retardation is a heavy expense, and anything a community can do to improve the child's ability to go through school at a normal rate is economy. The extent of retardation in schools of this country is on the average thirty-three and one third per cent of the total enrollment. This means that three out of every ten pupils leave school lacking a year or more of work which they should have had. The chief causes of retardation are late entrance, mental deficiency, irregular attendance, and physical disabilities.

Children with defects make slower progress in their school work.

Medical inspection must be constructive. The defect discovered, must, if possible, be corrected and the disease treated. In answer to the inquiry as to just how much may be accomplished, one can make no definite statement. In some instances provision may be made for free treatment in clinics or by specialists, when parents are unable to pay but are at the same time willing that the child should be helped. Nothing should ever be attempted without the permission of the parents.

Medical inspection was first introduced into the school in connection with the work undertaken to control epidemics — contagious and parasitic diseases — and this still remains one of the important phases of the health program. The more frequent and serious infectious diseases are scarlet fever, measles, smallpox, chicken pox, tonsillitis, diphtheria, mumps, whooping cough, colds, persistent cough, trachoma, pink-eye. The detection of contagious or of parasitic diseases in their early stage is important. We no longer say that the child may as well have the children's diseases and have them over with, for we know that the younger the child the more far-reaching the effects of the disease, and that each year he escapes infection improves his chances of not having these diseases at all.

We also know that the last few years have disclosed many of the carriers of disease, such as the mosquito, the fly, and the rat. Even the pet dog and the house cat may become carriers. The little girl who brought into the house a stray cat and begged permission of her mother to keep "this perfectly good cat she found in the ash barrel" developed a crop of ring-worm in a few days.

It is necessary to require children who have had any of these diseases to remain at home for some time, after ap-

parent recovery. Parents sometimes fail to see the wisdom of this, but it may safely be said that while it is not safe for the school to have the little convalescent back, it is equally true that such additional time is needed for a complete recovery. Very often a child who has had diphtheria will be a "carrier" for weeks after his recovery. Healthy persons, who are able to resist invasion of the germs, may carry them in the throat or nasal passages and give them off to others who, because they are less strong, will come down with the disease. Prevention of infectious diseases is progressing very rapidly. Small pox has been marvelously conquered by vaccination. Typhoid fever is very greatly reduced, and the crusade against the fly is telling in favor of general health conditions. Against measles, mumps, whooping cough, chicken pox, and scarlet fever, no preventive measures other than the time-honored ones of avoidance, isolation of the sick, and final disinfection have so far been discovered.

Food inspection is already governed by Federal and State laws. No community should consider their children safe from tuberculosis until they have state-wide inspection of dairy and milk. Vegetables eaten without cooking, as lettuce, celery, etc., can harbor disease germs if washed or watered with polluted water.

Practical Hygiene

When the health supervision or medical inspection is to be introduced, the initiatory steps are meetings of parents and patrons of the district at which some one may speak upon the matter of hygiene of the school. If the sentiment of the majority is in favor of some action, it is well to have some one present who is properly qualified to pass upon the condition of the school premises, and to make physical examination of the pupils. If possible, the parents should be present when

their children are examined. A report of the condition should be made to the parents. The success of the movement, thus started, depends upon securing the right person to carry on the follow-up work by bringing the home and school together in considering the importance of the work as it pertains to the health of the children. This supervisor must be specially prepared for the work, and must have, in addition, the tact and wisdom in dealing with people that will make it possible for her to secure the coöperation of the parents and teacher.

Rural communities are solving the problem by employing, for a number of schools, one person who divides her time among them. This, with the coöperation of the teacher who realizes her obligation and has had training in caring for the whole child organism, is sure to prove a very effective plan. A number of the States have already provided special means to meet this need.

The medical inspectors encourage, as a part of the health program in the school, the teaching of hygiene and the work of physical education. A valuable part of health education is the training of the pupils to feel themselves a part of the community, and therefore responsible for the protection of public health. This social training is vital in all phases of school work, but particularly so in connection with hygiene.

Hygiene is *not* a subject, and cannot be taught by talking about health alone. Hygiene is a practical force, a method, a way of living; and we are trying to add to the moral code the right and duty to be healthful as well. If we take the matter of posture, which we have thought of as appearing well and as keeping straight, and consider it as the expression of a state of mind, then it can be understood how it comes to be the expression of wide-awake mental willingness *to do, to be useful* in the world.

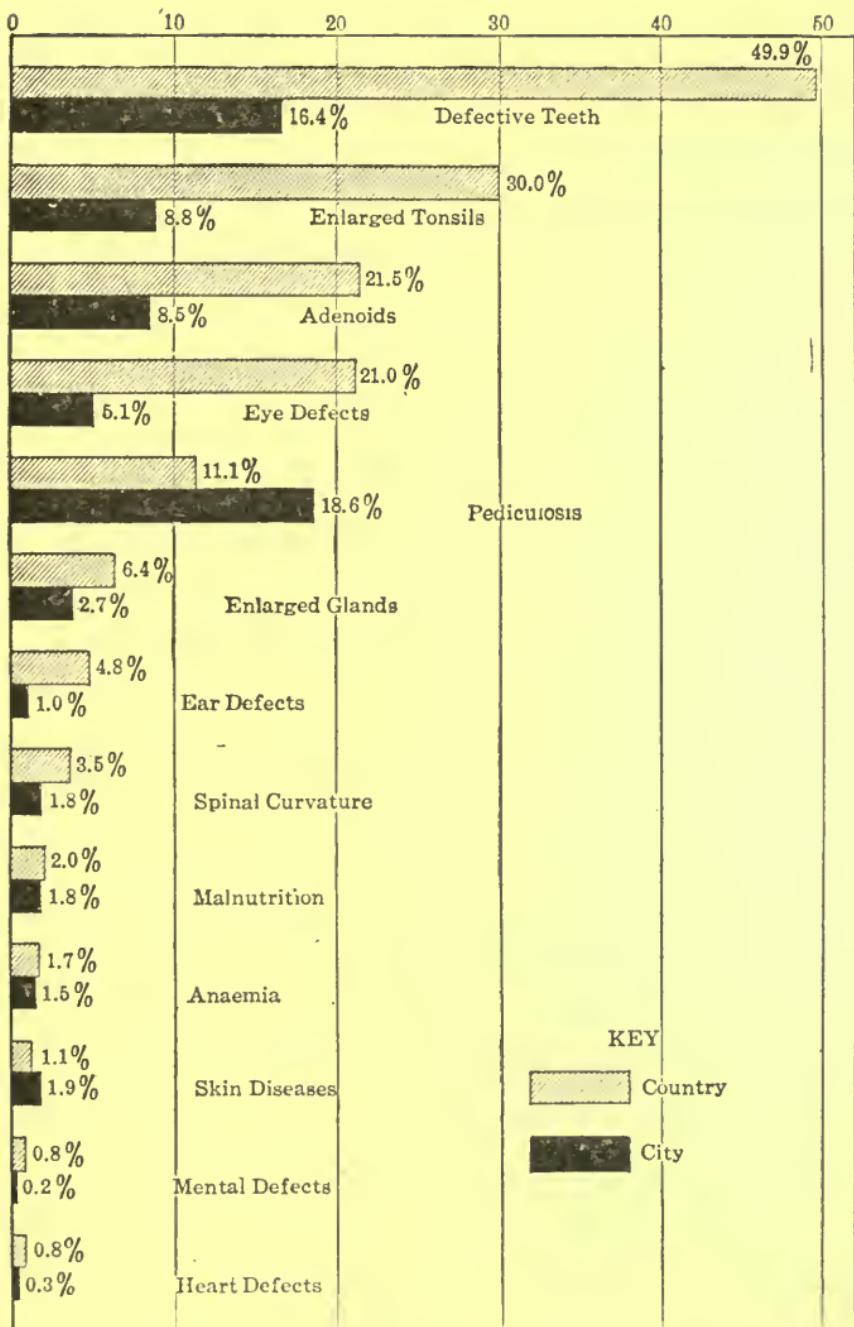
The ambition of a teacher who is teaching hygiene is the

inculcation in the lives of the children in school of those habits of living, thinking, feeling, and doing that will be for their good, so that later in life they may devote their conscious efforts to something less personal than thinking of their bodily condition. Health is not the *end*, but the *means* to the end of living happily and successfully in the circumstances in which we find ourselves.

Everyone knows that the ways of acting, called habits, are easy to form and difficult to change. Habits are a great economy, carrying on most of our actions for us and leaving us free to think about other things. We should not progress far in this life if we had to think just how to take every step, or guide the muscles in the hand when writing. One noted authority has well said:

There should be insistence in schools, as well as in the higher institutions of learning, upon the cardinal principle that the acquisition of good habits, and not of information, should be the final test of a successful education. Think of the remarkable gain to our civilization if children were taught fewer subjects, but were assisted to acquire good postural habits, were taught to breathe deeply, to speak without nasal twang, to eat slowly, not allowed to imitate the nervous habits of parents or teachers, nor to crystallize into permanent form the undesirable reactions induced by fatigue or protracted study in poorly ventilated rooms.

It is because of the difficulty of changing our habits that we find people trying many artificial means for getting health. Health is one of the greatest blessings for the foundation for success and happiness, but it cannot be found at the drug store, nor the patent medicine chest. Neither may it be found in the city nor the country alone. The old idea of the superior healthfulness of the country has been overthrown by recent studies, as the chart on the opposite page well shows. There is even more need for health examination and hygiene teaching for rural schools than for city schools.



HEALTH DEFECTS IN CITY AND COUNTRY CHILDREN COMPARED

Compiled from a study of the health examinations of children in twenty-five American cities and of rural-school children in five American States. Only in pediculosis (head lice) and in skin diseases do the city children show greater percentage of defects.

(From Woofter's *Teaching in Rural Schools*, p. 299)

Since the habits of hygienic living must be formed in the early years of life, the school's first concern should be to make all activities of a healthful character. The child's interests parallel his awakening instincts, and the hygienic and effective method of teaching gives him just that knowledge for which he is ready at that time. Going over material the child already knows is usually not interesting and will cause him to try to find something that is of interest, even if it is classed as mischief. Giving tasks for which he is not ready is equally unhygienic. Lincoln once said, "The sensation of inadequacy to one's task is a source of acute suffering and injury. In the muscles fatigue only passes into pain, but in the mind we feel the pain called depression of spirits when we are required to discharge mental function beyond our strength." In children the feelings are in a state of tension and irritability rather than depression. Anything that gives rise to anxiety, apprehension, or aggravated feelings of joy or sadness is unwholesome. Contentment should be the keynote of the schoolroom. Joy is good for mountain-top experience. The more the school activities take on the characteristics of directed play the more natural, hygienic, and efficient is the instruction. An unhygienic mental diet (failing in interest because unsuited to the child) is probably the greatest cause of retardation and elimination. The greater part of those children leaving school in the grades do so because they find drudgery rather than interest in their required duties. They want to get away from school as a place in which they have failed.

Teaching hygiene includes giving the laws of health and their justification, but this is for the sake of carrying them into action. The failure to bridge the gap between what we should do and what we really do grows out of the fact that we have the wrong habits and cannot easily change. If we wait until the pupil is old enough to study formal physiology

and hygiene, and then expect the instruction to work out in terms of changed habits of living, we shall be disappointed, for we are not proceeding psychologically.

With the advance of civilization man has lost the instincts that formerly guided him in caring for himself, and this loss must be made good by training in intelligent control of the life. The work in personal hygiene in the school is primarily one of securing habits of personal cleanliness of body, teeth, and clothes; and cleanliness in handling material, eating lunch, and in the care of the desk and the room. Cleanliness of person and environment, together with clean play and vigorous work, will do much toward keeping the mind alert and the conduct wholesome.

A very important adjunct to this is having the school plant sanitary and hygienic, so that the pupils may develop a sense of what is right, and be uncomfortable and dissatisfied when the surroundings assume any of the characteristics of an unhealthful environment. The problem is to secure the practice in right living that may become a fixed mode of response.

Incentives used to get the child to come to school clean and to coöperate with the other pupils in keeping the room orderly will have to be those that appeal to him because they are on his plane. He is not interested in health — he is living in the present, on the physical plane — and a pleasant-tasting tooth paste will do more toward securing dental cleanliness than the portrayal of the miseries of toothache, or the display of a chart of perfect morals. A little later the boy or girl will do what is desired because he wishes to please, and the appeal to the adolescent is through his pride and his liking to appear well. The incentive must be the best possible to get results. Some of the most fundamental things in education must be got indirectly, and this is particularly true of health instruction.

The child who is trained to adapt himself happily to his environment is getting the habit of cheerfulness, the greatest of nerve tonics. Just as the physical condition of the organs of the body determines the moods or attitudes of mind, so the mental life stimulates or depresses the functioning of the cells of the body. The "Great Stone Face" gives us a situation with much of the real portrayed, for we really tend to become like what we think.

Moral hygiene has to do with improving conduct, with making the willed action *social*, rather than *individualistic*. Any part of the school activity, whether it be studying arithmetic, or playing at recess, is morally hygienic if the ideas acquired and the habits formed are such that they will help to decide in favor of right conduct. There is always a cry for moral training in the school. Because of the failure in the home and in the school of the past to give this training, we have had a setting apart of one part of the general hygiene for special study. That this failure should stand out more clearly in connection with the most vital and far-reaching influences in the life of the young is inevitable. When parents take up their responsibility to the child and give him a growing knowledge of himself, and the school ceases to slur over certain phases of the history of all life, then will sex-hygiene be unnecessary. All children receive training for thinking and judging about the most sacred things of life. The training is real in all cases, whether it be intelligently planned by parents and teachers, or is purely the result of the accidental environment of the child. The difference is one of *kind*. The first ten years of life is the impersonal age, and the time when facts of life are as natural as facts in geography. This is the golden opportunity for giving him the foundation of reverence for life, respect for rights of others, self-control, and the growing knowledge of himself to which he is entitled.

SUGGESTIVE QUESTIONS

1. What is the relationship between the body and the mind, as it becomes apparent without scientific investigation?
2. Should the public school in any way be held responsible for the health of our children?
3. Which costs the nation most, physical debility or mental debility?
4. Does either the picture representing the "Man with the Hoe," or the poem with the same title describing the physical endurance of man, give the correct impression of labor as it is now regarded by our best citizens?
5. Does the New Testament give any examples of man's body, mind, and heart working together in a harmonious relationship?
6. Judging from your own experience, do you believe that the number of necessary physicians will increase or diminish, if health consciousness is made a part of a child's education?

CHAPTER XXI

CITIZENSHIP IN A DEMOCRACY

To fall short in the required measurements for good citizenship is to lose just so much of life's opportunities. It is to fail in reaching the full stature of manhood or womanhood. It is to be lacking in the elements which insure to us the largest measure of happiness. We want our citizenship to have the highest regard for nature and nature's laws, to have an appreciation of the beautiful as well as the good. We want positive character expressed in every individual. We want honesty and truth as typical virtues shown forth in all of our associations and in all of our dealings. We must have honor as the underlying basis of our individual acts. And there ought to be a conscious recognition of the fact that we largely shape our own destinies through our choosing as our guiding influences the baser things in life or those representing the nobler virtues.

The responsibility of citizenship ever increases as the governing powers are placed in the hands of the people. In a democracy all must share alike in the duties of formulating a "government of the people, for the people and by the people." Individual responsibility does not end with the exercise of the right of franchise. This is important and should be universally exercised, but the influences which bring about the decision of each voter who secretly voices his own sentiment when he places his vote in the ballot box represent conditions which have affected him both directly and indirectly for months and possibly for years. In other words his vote does not represent an immediate decision, but rather represents a conviction of long standing. In

national affairs it may represent his political views rather than an individual choice. In such cases principles of government take precedence over the personal representation. This is necessary because a knowledge of people through acquaintanceship is limited, and because we know men at a distance better through the principles they advocate than through their personal qualities.

For local offices men are often supported because of personal acquaintanceship. Voters have the opportunity of knowing directly of the candidate's ideas and ideals. The choice is determined more largely because of a knowledge of the candidate gained through association than because of party principles. So every voter finds himself confronted by these two means affecting his voting decision. Both plans are partly right and both are partly wrong. It is not possible for national principles to be carried on equally well by executives chosen even by the same political parties. Individual qualities of judgment, reason, decision, reliability, and honesty have much to do with determining an officer's worth. Most of us frankly acknowledge that all men are not endowed with the same power of comprehension, with the same abundance of foresight, with the same fundamental conception of life and living. We know full well that through the violation of nature's laws man's mental vigor may be arrested or retarded just as his bodily vigor may be hindered by thoughtless violation. Then, too, success or failure is often determined by adaptation or the lack of it in connection with the work in charge. Using these things as the basis of our decision, we ought not to cast our ballots for any officer wholly because he represents a political principle in government nor wholly because he possesses likable qualities and has gained popularity through such.

No democratic nation can ever recognize one man as superior to all others. This idea has passed away with the

divine right of kings and with the autocratic form of government. But while we do not recognize any one man as supremely superior, we do recognize that some men have better qualifications and larger adaptation for specific work than do others. This fact necessitates our choosing wisely the man to whom we delegate our power as a governing officer, who in turn must shape the policies best suited to the welfare of the whole people. If we allow prejudice to govern our choice, we are sure to reap the reward of our own follies. If we apply the highest principles in making our decisions — and still make a mistake — there is satisfaction in our honesty of purpose. But few mistakes will be made if every voter considers well his duty and recognizes his act as a sacred privilege.

If we believe in liberty for all men, we also believe in equality for all men. We believe, too, that fraternity must become one of the trinity in our new democracy if we are to make this a safe governing process for an intelligent progressive nation. But each of these three terms needs to be defined in order to be understood. Liberty in an unrestricted sense means anarchy, means bolshevism. In its better sense it means "The greatest good for the greatest number" with highest respect for the rights of the minority. Equality cannot mean and does not mean that all men are endowed by nature with equal physical strength, with equal mental power, with equal moral courage. It does mean that all men should be given an equal opportunity for development, for achievement, for service, for happiness. Fraternity does not mean that we should recognize in every man the same lovable qualities that we now recognize in our closest friends and companions. It does mean that we should respect each man's rights; that the strong should not take advantage of the weak; that the rich should not scorn the poor. It should recognize in each man potentialities akin to our own, and

should desire to have his latent powers developed into the largest possible living force. It bespeaks our personal interest for all mankind and a desire for their best welfare.

It has been truly said that a nation is characterized by the thought, by the actions, by the ideals of its citizenship. Equally well does this principle apply to the home and the members of the family, to the community with its united home influences, to the school with its close associations. Reasoning adversely, then, it may be said that a good school must represent a community of good homes. Or it may be said with the same degree of fairness that the school typifies in a large measure the ideals found in the home life and therefore stands as a criterion of what our nation ought to be. Good homes and good schools then are both fundamentally necessary to a good nation, and money rightly expended on either one ought to bring the largest returns upon the investment. Every child should learn to love his home so well, and to respect his parents to such a degree that the cardinal principles of his life be formed about these early associations. The school home, too, should stamp in his life so much of good that his memory through the years will be surcharged with the vital interest of lasting value which came to him during this period of his life.

Through these agencies the guiding principles of our citizenship are formed, but this is a small inner circle, and the youth of our country must quickly step outside of the influences of these two organizations. The community adds its might, and within it there may be many influences for good. The church is probably the largest contributing factor of the community because it is organized with a very definite purpose in mind. Secret societies and lodges, too, are important because they offer social opportunities as well as a means of close coöperation. Public business of every kind has a bearing upon the complete environment, and may con-

tribute in a valuable way to the complete setting of our community's influences and interests. From all these sources then comes the complete education which must function in the life of every individual.

The fundamental basis of government in a democracy depends upon individual understanding and individual thinking. But we usually think of it as a great association of peoples, who in the aggregate initiate policies and determine all plans of procedure. We emphasize majority rule because in this we see an opportunity for every man to express his own personal wishes. This theory is correct in principle, but in practice it has not always given the results expected. The fault lies in the fact that one man often does the thinking for a group and that public sentiment is often an out-growth of minority thinking. If we could always be sure of the unqualified integrity of our leadership, and could always have the assurance that this leadership would think and act in the interests of the whole people and not be swayed by selfish interests, then and only then would it be safe for the few to do the thinking for the many. But even if this could be assured it would not be advisable because a few leaders cannot make a great nation.

Plutocracy as well as autocracy has failed to satisfy the needs of a progressive world. Democracy as it exists is infinitely better than either of the old forms of government; but it has not yet realized its greatest potentialities because we still cling to some of the old traditions, and because we have not yet reached the place where individual thinking and individual decisions can be depended upon.

The important question, then, is how can we secure majority rule based upon majority thinking and understanding. For by so doing we shall be able to eliminate individual selfish motives. By this it should not be inferred that men ought not to coöperate, nor that they ought not to discuss

matters fully and freely together for the purpose of arriving at a conclusion. These are the very things that we desire to have done in order that there be better understanding and greater coöperation. What we do want, however, is that each man shall investigate earnestly and honestly for himself, and that his final decision be based upon intelligent understanding and honesty of purpose representing the innate qualities lying within himself. In other words, we cannot have any considerable number of men of the "rubber stamp" type and still boast of our majority rule. Neither can we have men swayed by personal prejudices and selfish interest, dominate by means of position or of wealth the individual responsibilities incumbent upon each man of the whole Nation. All men's decisions are equal when measured by the power of their individual ballots. But the value of the final decision arrived at by the aggregate count of all the votes depends upon how intelligently and unselfishly each individual has considered the matter.

Should we deny the possibility that all men of the Nation can be made personally responsible, then we have overthrown the governmental principles of a real democracy. If we agree that this is necessary and yet acknowledge the fact that it has not been fully accomplished, we are compelled to make this achievement a necessity in the realization of our vision which would "make the world safe for democracy." Now that the last autocratic ruler has been forced to yield to the rights of the people, and that the intelligent nations of the earth have declared their implicit faith in democratic rule, we ought conscientiously to look forward to that greater democracy which must first abound in the minds and in the hearts of all of the people. For, indeed, democracy must first become a personal matter in order to have it work out through majority governmental control.

It has been said before that literally men cannot be made

altogether equal, but this does not bar the necessity of developing all men to their individual highest degree, thus bringing them just as nearly as possible to the commonly accepted equality basis. We may not be able to change nature's laws, but we can change the conditions under which those laws operate, and in a manner to insure better results. This cannot be overlooked when we consider the necessity of making such individual units in our plan just as strong as possible. Some one has said that the chain is no stronger than its weakest link, and we can apply this principle profitably to the links of the chain in our governmental control. Kipling has said in his *The Jungle Book* that the wolf is no stronger than the pack, and the pack is no stronger than the wolf. This is simply another way of making an analogy which governs the same principle, and it too may be applied to our proposition of individual development and its effect upon collective decision. If we are agreed upon the necessity for individual development, it then becomes necessary to turn to the means which we have at hand for bringing this about. It has been truly said that men are developed through education as metals are refined by means of the blast furnace; but, since much depends upon the proper heat of the blast furnace, so also does much depend upon the kind of education. So it is upon the kind of education that the emphasis should be placed. And in this connection it should be remembered that book knowledge secured in school is one of the fundamental bases of education, but it does not represent the broad education which must be considered in this connection. In its largest sense this "broad education" must have its beginning in infancy and ever increase through the years, gathering from every source the knowledge of greatest worth and applying it unselfishly to the principles of noble living.

The ideal of our democratic education was recently well

expressed in a resolution adopted by our National Educational Association, which declared that:

Education is the means through which democracy establishes social justice. In a democracy where majorities both think and rule, education, however fostered and guided by leaders, must be so directed as to meet the needs of all. The fact that we are rapidly approaching the time when the masses of the people will assume large control of the affairs of government emphasizes anew the responsibility of the public schools in a democracy. The program of education to meet new and increased demands must be comprehensive enough to promote the physical well-being of all citizens, to eliminate illiteracy, to teach the English language as the common means of communication, to fit all individuals for vocational efficiency and for the wise use of leisure, to cultivate democratic habits of social relationship, to develop in all a high sense of the privileges and responsibilities of citizenship, and to equalize and enrich educational opportunity throughout the Nation.

When the masses are educated in accordance with this program there will be no danger to democracy from them and less danger from the idle rich and idle wise. The ideal of democracy is for the masses to work so well and think so clearly that their working together and thinking together will form effective factors in orderly progress.

In the working-out of such a system of American public education the rural and village schools of our land play a very important part, and the rural and village school trustees occupy positions of importance if they intelligently and efficiently perform their duties.

SUGGESTIVE QUESTIONS

1. State as briefly as possible the conception you have as to the meaning of citizenship as applied to free peoples under a democratic form of government.
2. What different forms of government have the peoples of the world tried since the beginning of our historic record?
3. What principles are necessary to maintain if the people are to have

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- equal rights in determining the policies of life, liberty, and the protection of property?
4. To what extent has the natural laws governing mankind's existence endowed them all equally?
 5. Enumerate all the organizations that you know of which promote the best things for civilization; and also make a parallel list of those which tend to lower our standards of citizenship or which create a distrust among free peoples.
 6. Distinguish between equality before the law under a democratic form of government, and individual inequality.

APPENDICES

1. LIST OF BOOKS FOR FURTHER READING

AYERS, MAY, WILLIAMS, J. F., and WOOD, T. D. *Healthful Schools.* 292 pp., illustrated, \$1.50. Houghton Mifflin Co., Boston, New York, and Chicago, 1918.

A simple and helpful presentation of the essentials as to school building construction, and the provision of a healthful environment for school children.

CARNEY, MABEL. *Country Life and the Country School.* 405 pp., illustrated, \$1.50. Row Peterson & Co., Chicago, 1913.

A very practical treatise on the rural-school problem.

CUBBERLEY, ELLWOOD P. *Rural Life and Education.* 367 pp., illustrated, \$1.60. Houghton Mifflin Co., Boston, New York, and Chicago, 1914.

A study of the rural-school problem as a phase of the rural-life problem. The first part of the book presents the new rural-life problem which has developed within recent years, and the second part shows how this can be solved by so reshaping the rural school as to make it minister more fully than it now does to country life needs.

DRESSLAR, F. B. *Rural Schoolhouses and Grounds.* 162 pp., illustrated. Bulletin No. 12, 1914, of the United States Bureau of Education. For sale by the Superintendent of Documents, Government Printing Office, Washington, D.C., 50 cents. May also be obtained from Congressmen or Senators by writing.

A well-written and illustrated book, describing the best in rural-school buildings, equipment, and grounds. Contains 44 plates, as well as many drawings.

WOOFTER, THOS. J. *Teaching in Rural Schools.* 327 pp., illustrated, \$1.40. Houghton Mifflin Co., Boston, New York, and Chicago, 1917.

A very useful volume on the organization and management of a rural school, with simple statements as to the essential principles involved in teaching each of the common school subjects.

All of the above books should be found in every rural-school library, for the use of teacher and trustees alike.

2. SCORE CARD TO BE USED IN MEASURING SCHOOL SUCCESS

This Score Card has been used by many County Superintendents in Washington in connection with their school visitation, and has proved very helpful to such school officers. It contains many suggestions that may prove useful to rural-school trustees in estimating the efficiency of their school.

I. Schoolroom appearance

- | | |
|-----------------------|---------------------|
| (a) Attractive..... | Disorderly..... |
| (b) Artistic..... | Repulsive..... |
| (c) Comfortable..... | Uncomfortable..... |
| (d) Well lighted..... | Poorly lighted..... |
| (e) Cleanly..... | Uncleanly..... |

II. Personality of teacher

1. General Appearance

- | | |
|----------------------|------------------|
| (a) Vigorous..... | Weak..... |
| (b) Well poised..... | Nervous..... |
| (c) Neat..... | Sloven..... |
| (d) At ease..... | Embarrassed..... |

2. Voice

- | | |
|-------------------|-----------------|
| (a) Pleasing..... | Harsh..... |
| (b) Clear..... | Indistinct..... |
| (c) Low..... | High..... |

III. Spirit of schoolroom

Does the teacher appear to

- | | |
|----------------------------|-----------------------|
| (a) Stimulate..... | Suppress..... |
| (b) Be courteous..... | Be rude..... |
| (c) Encourage..... | Nag..... |
| (d) Coöperate..... | Antagonize..... |
| (e) Be firm..... | Be weak..... |
| (f) Be sympathetic..... | Be harsh..... |
| (g) Be tactful..... | Be blundering..... |
| (h) Be strict..... | Be lax..... |
| (i) Be enthusiastic..... | Be diffident..... |
| (j) Be tempered..... | Be irritable..... |
| (k) Be quick to react..... | Be slow to react..... |

- | | |
|------------------------------|---------------------------|
| (l) Be reasonable | Be unreasonable |
| (m) Be quiet | Be noisy |
| (n) Be tolerant | Be intolerant |
| (o) Be systematic | Be disorderly |
| (p) Be dignified | Be undignified |
| (q) Be resourceful | Be dependent |

IV. *The recitation*

1. To what extent are pupils in class

(a) Responsive	Passive
(b) Interested	Indifferent
(c) Energetic	Lazy
(d) Independent	Dependent
2. To what extent are pupils responsive

(a) Fluent topical recitations
(b) Word or phrase responses
(c) Single sentence responses
(d) Incoherent responses
(e) Failing to answer
3. Pupils in room not reciting

(a) Industrious	Indolent
(b) Orderly	Disorderly

3. GENERAL RATING-SHEET FOR STANDARD RURAL SCHOOLS

This General Rating-Sheet has been used quite effectively as a suggestive means, and has proved of value as a stimulus to activity on the part of many rural communities.

I. *School grounds*

- (a) Entire premises must be sanitary and in good condition.
- (b) Schoolhouse and all auxiliary buildings must be in good condition and well painted.
- (c) There must be a good flagpole. Preferably on the grounds with flag flying. (Government regulations.)
- (d) Trees and shrubbery must be well pruned and cultivated.
- (e) Walks must be provided when necessary.
- (f) Premises must be fenceed where stock are permitted to run at large.
- (g) For suggestions see chapters VI and VII and VIII.

II. School buildings

- (a) Rooms used for instruction purposes must be properly lighted, heated, and ventilated. (See chapters VII and VIII.)
- (b) The interior should present a pleasing and artistic appearance.
- (c) There must be good window-shades well adjusted to light.
- (d) Window-boards for ventilation must be provided unless some other approved method is used.
- (e) Sufficient blackboard must be provided with good erasers.

III. Necessary equipment

(See chapters VIII and IX.)

- (a) Good desk and chair for teacher.
- (b) Single desks for pupils. Desks should be properly adjusted and free from marks.
- (c) Stove, with jacket, properly situated or approved system of heating.
- (d) A large clock placed at the front of the room.
- (e) Suitable pictures properly framed and hung.
- (f) Maps, globes, and charts approved by the County Superintendent.

IV. Desirable equipment

- (a) A good musical instrument — piano or organ preferred.
- (b) Small Victrola with well-chosen records.
- (c) An adaptable library carefully selected from books approved by reliable authority.
- (d) Well-selected bulletins adapted to the community taken from the state and national lists.
- (e) Dust-proof cases for books and bulletins with loaning record giving specified rules.

V. Sanitation

- (a) Proper drainage for all buildings.
- (b) Pure drinking-water, either fountain or covered tank and individual drinking-cups.
- (c) Sufficient lavatory facilities, with family or individual towels provided.

- (d) Good brooms and brushes for cleaning floors and windows.
- (e) Dusteen, Dustglow, or some approved dust-allaying material, provided for sweeping.
- (f) An eraser cleaner for blackboard erasers.
- (g) Separate toilets for girls and boys. Toilets should be sanitary and free from marks.
- (h) Dust cloths and mops for special cleaning.

VI. *Outbuildings*

- (a) A teacher's cottage should be provided whenever it is difficult to secure good board and living in a private home.
- (b) A gymnasium or playroom should be provided when weather conditions in winter make it desirable.
- (c) A neat well-built shed should be provided for horses or for automobile if pupils find it necessary to provide conveyance to school.
- (d) A fuel room should be provided where fuel can be kept dry and ought to be built in connection with the main building, or means provided in the basement.
- (e) If outside toilets are necessary, they should be well built, placed on different portions of the grounds, and should each be provided with a shield.

VII. *Teacher*

- (a) The teacher must have had special training in a teachers' institution, or must have had at least two years of experience and hold a First-Grade Certificate.
- (b) Must take interest in community activities as well as school work.
- (c) Must be neat in attire and orderly in habits.
- (d) Must maintain good order in the schoolroom at all times.
- (e) Must provide some means for organization of and supervision of playground.
- (f) Must have well-arranged program posted in the room so that it can be easily read by pupils.
- (g) Daily register must be kept neat, with all records accurately made.

VIII. *Pupils*

- (a) Pupils must show an interest in the regular work of the school.
- (b) Must take part in special exercises when requested.
- (c) Attendance must average at least ninety per cent for each term.
- (d) Tardiness must not exceed two per cent for the term.

IX. *Length of school year*

- (a) School must be kept at least eight months during the year.
- (b) Means must be provided to keep buildings and grounds in wholesome condition during months school is not in session.

X. *Coöperation of patrons*

- (a) School patrons must show their interest in the regular school year.
- (b) They must take part in the community activities organized under the school's direction.
- (c) They must be willing to provide the necessities to make the school successful and progressive.
- (d) They must encourage wholesome leadership both in school and out.
- (e) They must be boosters always.

4. STANDARD RATING-SHEET FOR RURAL SCHOOLS

This Standard Rating-Sheet has been used in checking up and evaluating all the rural schools in a number of counties, and then by comparative study of the results determining lines of necessary action. Approved copies may be given to and posted in each school, so that each may see the points of strength and weakness.

Name of School.....
 District Number.....
 Name of Teacher.....
 Date of Visitation.....
 Name of individual giving rating.....

I. Grounds

	<i>Maximum points</i>	<i>Points allowed</i>
(a) Good sanitation and drainage.....	2	.....
(b) Trees and shrubbery well kept.....	2	.....
(e) Good flagpole with flag flying.....	2	.....
(d) Suitable playground apparatus.....	2	.....
(e) Sufficient ground for all play activities	2	.....
	10	.....

II. Buildings

(a) All buildings well painted and in good repair	5	.....
(b) Heat, light, and ventilation standard. (See chapter VII).....	5	.....
(e) Inside toilets and outside toilets sanitary, well kept, free from marks.....	3	.....
(d) Adjustable shades for all windows...	1	.....
(e) Interior attractive and artistic.....	2	.....
(f) Good janitor service (buildings cleanly).....	2	.....
	18	.....

III. Equipment

(a) Single desks of proper size, one fourth number adjustable	4	.....
(b) Teacher's good desk and chair.....	2	.....

	<i>Maximum points</i>	<i>Points allowed</i>
(e) Well-kept blackboard having at least twenty linear feet.....	2	1
(d) Three large well-framed pictures of approved school type.....	3	1
(e) Library chosen from approved book lists.....	2	1
(f) Suitable maps, gloves, charts, provided for the primary as well as the upper grades.....	2	1
(g) Water fountain or covered water-cooler having spigot, and provided with individual drinking-cups.....	2	1
(h) Lavatory facilities with family or individual towels.....	2	1
(i) Musical instrument and provision for singing.....	2	1
(j) Large wall clock.....	1	1
	<u>22</u>	

IV. The school

(a) Each teacher with special training for her work.....	4	1
(b) Not more than thirty pupils to the teacher.....	2	1
(c) Teacher retained for more than one year of service.....	2	1
(d) Daily program posted in room so it can be read by pupils from seats....	2	1
(e) Teacher's manual and course of study on desk.....	1	1
(f) School visited by all of the directors..	3	1
(g) Homes of neighborhood visited by teacher.....	4	1
(h) Cooperation of teachers and pupils..	2	1
	<u>20</u>	

V. Community activities

(a) Agricultural or industrial club work bringing the home and school into cooperation.....	4	1
---------------------------------------------------------------------------------------------	---	---

	<i>Maximum points</i>	<i>Points allowed</i>
(b) Local school exhibit resulting from club work.....	4	.....
(c) Community meeting held in coöperation with the school.....	3	.....
(d) Hot lunch for the school planned in coöperation with the mothers of the community.....	3	.....
(e) Health education in coöperation with the homes.....	4	.....
	18	

VI. Additional points which ought to be required

Name each point definitely and separately	<u>12</u>	.....
Total.....	100	

5. SUGGESTIONS FOR COUNTY TRUSTEES' MEETINGS OR FOR COMMUNITY MEETINGS

This list of topics has been used extensively in the work of the Cheney State Normal School with the rural schools of Washington and Idaho, and seems to contain practical and helpful suggestions.

1. How can the County Physician assist the rural communities in their health problems?
2. Is it important to insist upon Agricultural and Industrial work in all rural communities?
3. How can school grounds be planted in a manner to make them artistic and at the same time usable?
4. Are school revenues, as apportioned, equitable for all classes of districts?
5. How can an old school building be remodeled to meet the requirements of heat, light, and ventilation?
6. Is it an economic advantage to furnish free textbooks to all the children of the district?
7. When the school raises funds for entertainment, what may be considered legitimate uses for which money may be expended?
8. What are the advantages of compulsory attendance, and how can this best be enforced?

9. What number of months can the school be conducted with profit to the children and community at large?
10. How can wholesome and beneficial community pride be aroused?
11. How can effective team work be organized?
12. What stimuli may be gained through local and county exhibit work?
13. Is the present plan of taxing public service corporations equitable to all districts?
14. What is the best plan for making an annual school budget?
15. Is it important to have one hundred per cent of accuracy in determining the school census?
16. What is the best means of securing a special trained teacher for the school?
17. When a Board Member is forced to work for a district, how compensated?
18. What is the best plan for supplying the necessities for the school so that no delay will be encountered?
19. Is it legitimate to use fuel, purchased by the district, for general gatherings aside from school work?
20. What is the best plan for installing a modern water system on the school grounds?
21. Are the present contracts equally binding to district and teacher?
22. What improvements can be made to insure better health conditions in school?
23. What use is made of all reports made by teachers and school trustees in the annual report of county and state superintendents?
24. Is there any way to estimate the real value of education to a community?

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