THE INDUSTRIAL TRAINING OF THE GIRL

WILLIAM A. McKEEVER

Elmer Jamieson

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THE MACMILLAN COMPANY
NEW YORK · BOSTON · CHICAGO · DALLAS
ATLANTA · SAN FRANCISCO

MACMILLAN & CO., LIMITED
LONDON · BOMBAY · CALCUTTA
MELBOURNE

THE MACMILLAN CO. OF CANADA, LTD.
TORONTO

THE INDUSTRIAL TRAINING OF THE GIRL

BY

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New York

TO MY ESTIMABLE NIECE

EDITH MARIE J . . . . .

THIS LITTLE VOLUME IS AFFECTIONATELY

DEDICATED

PREFACE

In the ideal state of society Labor and Love and Life would be regarded as three ways of characterizing the same thing; namely, a complete human existence. This larger, richer personality is to me an enticing goal of training, especially because of my belief that its means of attainment exist potentially in the nature of every ordinary child. Now, it is the dominant note of this little volume that industry — when properly related to the growth and the training of the young — is cultural and ennobling. Slowly yet unmistakably, from the age-old superstitions about her sex, there is emerging a type of woman which, as I believe, will be known as distinctively American — a type which is being created out of our plain, substantial, composite stock. And during all the years of her development this coming American woman will be guided first of all by the secret whisperings of her own true feminine nature. From the time when she first extends her tiny hands to grasp eagerly the baby doll, to the day when she bids adieu her first-born departing for college — during all these years she will continue to attain unto higher perfection and beauty of character.

To play and work and love and serve and worship —

volume treats of the industrial training alone, but other forms are implied and have been considered where. It is the humble wish of the author that parents and other girl trainers may be led by this to see the way whereby they may add genuine ch and dignity and spiritual worth to the character of growing girl through a carefully adapted course of in trial training.

The text of this volume is constituted of Part On the larger one entitled "Training the Girl," and tha accordance with a preconceived plan.

WILLIAM A. McKEEVE

UNIVERSITY OF KANSAS.

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CHAPTER I

THE SMALL BEGINNINGS

If, on the day these lines were written, the reader could have stepped into the large attic of a certain modest suburban home, the attractiveness of the scene witnessed there would have doubly repaid the effort expended in climbing the two flights of stairs leading thereto. This attic room was perhaps 24 x 30 feet in dimensions, and all of its commodious space was taken up by a remarkably complete equipment for the training of two little girls aged respectively four and six years. "How much do you want for these girls?" the parents were banteringly asked by a caller, before the presence of the room above had been made known. "Oh, they are not for sale, they are worth too much," quickly replied the mother. "We are not placing any wealth in their hands but we are trying to put all the riches possible into their characters."

What an object lesson that well-equipped attic room would furnish for the parents of America could they see it as it was and become acquainted with all its interesting details of arrangement! There were displayed in miniature form practically all the belongings, the furnishings, the means of industry, play and the other activities neces-

recipient of what you would call a very ordinary in
The mother was a well-poised, yet vivacious young w
who seemed to possess every characteristic of whol
motherhood as well as much fondness for the hon
over which she presided. It was plain to be seen th
thought of these two happy parents was very muc
sorbed in the conduct and development of their chi
A description of this interesting "house of childh
will serve to make clear their remarkable course of
training and their complete plan for the bringing up
little daughters. The description follows.

An Unusual "House of Childhood"

Through wise foresight in planning the house the p
of the two little girls referred to above had specifie
the roof should be high and steep, thus allowing
large amount of open space in the attic room. Th
gable ends of this upper apartment were practica
filled up with the window space, admitting a max
supply of light and air. At one end there was a
leading out to a small open balcony with high raili
protection. But the arrangements of the room w
were particularly complete and attractive as the
cluded practically all the materials so dear to the hea
little girls. The thoughtful parents had made use o
light lattice strips in framing up partitions which
rated the large room into many small compartm
This light frame work, which was little more than
high to the girls, was covered with strips of wall p
thus giving much of the appearance of the partitio

ordinary home, and in this were many pieces of toy furniture—a miniature stove, dishes, cooking utensils, and the like, all arranged in first-class order. Next to the kitchen was the little dining room with its table with dainty cloth, and on that were such furnishings as you might expect the little girls mentioned above to provide. There were tiny dining-room chairs, some pretty pictures on the walls, and other appropriate materials. Adjoining the dining room was a living room where sweet-faced little dolls served as the occupants. A diminutive couch, rocking chairs, a toy piano, a few baby books, a small carpet on the floor, some Perry pictures which the girls had framed, and other appropriate materials too numerous to mention—these made up the furnishings of the living room. And then there was a bed chamber with two little white beds and a dolly peacefully sleeping in each. This well-arranged bedroom quite equalled the other apartments of the child-house in point of attractiveness. Bath room and closets had not been overlooked in this complete little home and at one side there still remained space for what the children called their play-house. For, please mark the attitude of mind of the two little women, this other was not to them a play-house. It was a home and it received the same serious consideration which the model homemaker gives to the place in which she reigns.

Home Industry is Culture

The well-ordered and complete equipment of the child home described above impressed the author with the thought of its peculiar meaning and significance. And especially the idea that this attractive place was to the

Upon this foundation will I erect a superstructure
beautiful ideal character for womanhood!

It may at first prove well-nigh a shock to the
bilities of some of our readers if we propose to pla
dinary work and industry as a foundation stone for
great life, including a life of well-poised woman
This we now do. But we feel sure that as the discu
develop we shall have an increasing proportion o
readers as friends and supporters of our plan. Aft
perhaps there is no good life save that life whic
learned mastery over the self and has acquired supre
over something worthy of being done. And so, in
structing a plan for the ideal career of woman, we s
begin with the child, and by giving the tiny little
some baby task to perform, and we should see that sh
formed the appointed duty so successfully and so well
make it bring its certain reward of joy in the mere
At the same time we should be careful not to lay o
delicate little form a single duty that might be regard
the child herself as in any sense burdensome. The ch
instinct, created and ordained by Mother Nature he
and coming to expression in the life of the little o
this should be our first guide to the selection of the
And the childish spontaneity and enthusiasm, as it
and waned, should assist us in determining the amou
the appointed industry and the length of time during
the little one should continue in its pursuit.

There is something very sweet and sacred in the n
capacity of the unspoiled little girl for love and symp
Oh, how we wish for more ability to understand this
cious inheritance, with the thought that it might h

color every future deed in its performance, but we see n
other certain avenue of approach to the successful attai
ment of these attributes save that of training the your
life in the performance and the mastery of plain everyda
work and industry. Be it known, however, that we ar
not thinking merely of the girl who must spend her adu
life in some industrial pursuit. We are thinking quite a
earnestly of the little one who may have been born in
home of wealth and refinement, and who,—so far as ec
nomic reasons are concerned,—will most probably neve
actually need to turn her hand to the performance of
single self-supporting task.

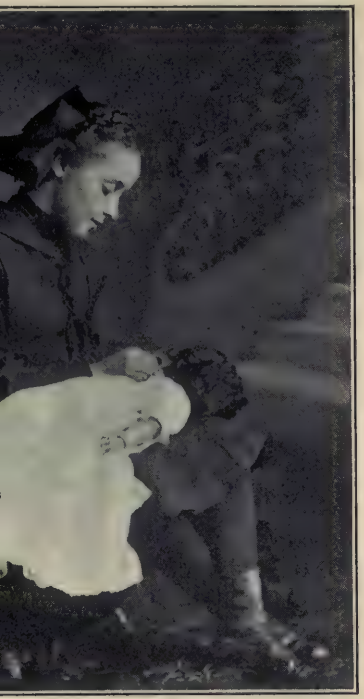
Now, if we take these two extreme cases, namely, th
little girl whose entire way of life seems to promise to b
one of heavy work and industry; and the other little gi
whose promise for the future seems to be that of attainin
a position of ease and affluence, we shall perhaps be abl
to make our plan of ideal womanly development mor
easily understood. In part it is this: We sincerely desir
and hope that the girl destined to a life of industry an
the other one destined to a life of affluence shall alway
know each other through and through; that they sha
be prepared to dwell in the same community with th
highest possible degree of mutual sympathy and goo
fellowship. We desire also that the girl of industrial lif
shall be so masterful in her place as to receive a large in
crement of joy and satisfaction from her work, and as to b
not altogether envious of her sister of the so-called uppe
ranks. And we desire that the other one shall have bee
made so intimately acquainted with ordinary girlhoo

Love Will Lead the Way

Wherever love leads along the way labor is transfor into a delightful occupation. So, in casting about f tiny industrial duty for the baby girl we should ques the affectionate yearning of her own little heart. Jus the moment of our approaching her, what is she most of trying to do? Having obtained an answer to this q tion we should then regard the response as the unfa pulse of nature throbbing in the little life; and we sh immediately do our part in furnishing the opportu and the equipment necessary for much practice in performance of the chosen task. Such in short seeme be the method of the good mother described above, presided so ably over her entire household and who fected such a beautiful plan for the development of two little girls. We must go back to her methods follow them in detail supplementing them where ne sary with the helpful methods of other good homemak

Home Mindedness Inculcated

In watching for the mottoes of development which see to pervade all the efforts of this good house mother i far as they are related to the conduct of her daught we came upon the suggestion of the apt phrase "h mindedness." From the very first day and continuo throughout the use of her home-training plan there clearly being inculcated into the minds of the little this most praiseworthy sentiment about the home Let the reader mark carefully again the fact that t



other hand, they were taught to regard the small apar ment called their play room as the place for the play a tivities. While in that part of the attic home they play and romped and threw things about capriciously. Not ing there was done with necessary seriousness of purpos Blockhouses were built up only to be knocked down. T swings, see-saws, and other equipments were for purpos of mere sport. Any play activity might be begun ar then abandoned the next moment. But in the oth departments, those of the real household, the childr were taught at all times to assume a different attitud While there, as in their play room, the attitude of spo taneity led the way: but the task once begun must necessity be carried through to its completion. Sometim the eagerness of the children would lead them to wish undertake too large a household duty, but just here t splendid forethought and counsel of the mother guid the childish effort. So, in case of all chosen tasks—li that of making up beds, preparing a meal for the dolli scrubbing out the kitchen, or otherwise putting the hous hold in order—the children were always required to car the performance through to its completion. And they we even given time after its performance to pause for a m ment and contemplate with satisfaction the work of the hands.

The Tedious Beginnings

A little year-old girl sat in her crib with a small fru basket half full of clothes-pins on one side of her and quart milk bottle on the other. The tiny one was slow

energy, if we compare the amount of effort with the res
Some of the clothes-pins were dropped on the outs
others were thrown through error out upon the floor,
still others fell back into the basket; but the child
learning. Slowly and tediously she acquired the ne
sary movements and was enabled to do the little
which she sought to perform. We observed in cas
this baby's effort more than a mere trial and error att
ing the little exercise. We witnessed, for example,
interference of habit with the attempt to do a new th
The child had already acquired the habit of putting
objects as clothes-pins directly into her mouth. So a
and again would the little hand go up and bend tow
the mouth, then outward toward the bottle, instead
taking the direct course from the basket. However, p
tice slowly brought its expected improvement, and
the course of a half hour or more the movements of
little hand and arm were brought more definitely u
control.

The mother of this baby girl seemed to understand
well indeed her combined relation of mother and teac
She repeatedly assisted the child in economizing the
penditure of the energy. Several times she directed
movement of the little fingers in grasping and holding
object. The baby learner seemed to understand
appreciate much of the meaning of it all. It was
suggested that the mother try teaching the child to in
the clothes-pins into the bottle all in one manner; tha
with the heads all downward. Perhaps five minu
time was consumed in this effort before the child see

The Secret of Success

Now, in this instance of the child playing with clothe pins we have revealed the secret key which unlocks th door leading into the house of knowledge. Two or thr terms stand out with special prominence in so far as th duty of the teacher is concerned: *patience* and *definitene* are the rules of training here. Then add to these mere the understanding of how the child nature learns throug native experience, and you have the entire program condensed form: *Patience, definiteness* and *insight*—the are the three mottoes of instruction. Now, recall th fact that at the moment when the little child fir understood what was desired of her by way of arran ing the clothes-pins in her little hands so that the would go into the bottle head first,—recall, if you wi this joy of achievement, and you have additional insigh into what it means to be the real teacher of a real learne

So, in the task of instructing the little girl in th performance of any ordinary task, no matter how sma that may be, patience, definiteness and methodical a rangement for repeated trials and errors are necessary- all to the end that the child may finally catch the purpo intended and perform the act by means of her own sel directed effort. This is the ideal mode of procedure an in practically all such cases the expression of joy upo the radiant face of the little one will amply reward th effort in her behalf. She is learning to do by doing; she acquiring a mastery over the movements of her bod She is acquiring a deftness in the use of her hands an

Wherefore, the mother who comes to you complai
of her child, "I haven't time to bother teaching my
girl to help me. She is more trouble than she is w
She gets under my feet and hinders my work," and so
this mother has failed both to understand her dut
her child and to appreciate the method whereby the
tery of life is attained. Was there really ever a
growing girl who was "worth her salt" while learnir
help about the household? Did it not in every inst
cost tenfold more of time and patience and energy
was paid for by all of the fruits of her little labors? Inc
one of the first essentials for the mother-teacher is
of looking for the reward in the slowly emerging chara
of the young learner. The training must be thoug
as a mode of bringing the inherent qualities out o
young life. With all her inability to do anything hel
with all her economic uselessness, the little daug
may be thought of as a veritable gold-mine of la
riches. But the wealth hidden there can be got at
assurance only by means of patient toil and labor in
ing the child through a systematic course of discip

In the chapters to follow, we shall take up one by
the small disciplinary home tasks suitable for trai
and developing the growing girl. And we shall atte
to be very concrete and definite in the setting forth
method of instruction.

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CHAPTER II

THE KINDERGARTEN TRAINING

We are thinking of the time when the little daug
will have become a full grown woman, and wonde
what to do in order to make her character an ideal
We observe about us so many attractive appearing yo
women whose lives do not bear the test of a full and c
plete analysis. Some are mere butterflies, others
parasites, still others seem to have a bone of conten
to pick with society. The last named class is one of
largest. One who knows how to make an inquiry about
matter and who does so will be surprised at the l
number of young women there are among us to-day
harbor a kind of secret spite at society and at thing
they are. Something is the matter.

Whatever else may be lacking in the character of
member of the classes of young women named abov
may be said that practically not one of these is enga
regularly in doing any work which her instinctive na
longs to perform. And how soon all these must pe
for the butterfly is always short-lived, the parasite
an uncertain and unenviable career, and the spiteful
envious creature quickly consumes his own heart.

and to bring perennial joy to its possessor, somethin very definite must be done to make the child ultimatel a producer. She may be very happy during childhoo with all play and no work; she may flit about with jo during maidenhood, sipping only the sweets, and avoi ing all assigned and irksome duties. But the day wi certainly come when the full grown young woman wi begin to measure herself by a standard of intrinsic valu And from that time on, her joy and satisfaction in li will be dependent upon whether or not she finds herse really worthy within. Not mere getting, enjoying an consuming the fruits of others' labor; but giving, pr ducing, and contributing to the well-being of society- this is suggestive of the balanced program of training an development necessary for rounding out the life of growing child. Teach the little daughter to use her hea her heart, and her hands with equal facility; give her litt problems of her own to think out; give her little occasio for pouring out her heart's love where it is needed an appreciated; give her opportunities again and again train her hands to perform the thousand-and-one work- day tasks that constitute a part of the life occupations every good woman—give your daughter all these form of discipline, and the day will surely come when she w rise up and bless your memory because of her very gre worth to the world.

The Kindergarten Method

Would that every little girl could have the valuab benefits of the kindergarten training! If this most helpf

attic room and its equipment described in chapter or this volume. The kindergarten is a school which c bines the work and play of childhood. Spontaneity c acterizes everything. The little learners in this scho life are engaged in doing such baby tasks as will c bine at once the largest amount of childish interest the largest amount of structural training. In the conducted kindergarten class the children acquire methods of doing things and of gaining a definite co over their own movements.

In order that the ordinary mother may be assiste understanding the meaning of the kindergarten a applies to the development of her baby daughter, le describe some of the valuable lessons that were actu given in a kindergarten class of fifteen little boys girls ranging in age from four to six years.

A Concrete Illustration

These little learners assembled in the back parlo the Congregational church of Manhattan, Kansas, w they came under the able instruction of Miss Anna man, a trained kindergartner. Here were tables, ch sand-boxes, work tools, and all the other apparatus essary for the training. The floor was marked o circles and squares for the practice movements. children were taught to regard the place as their kin garten home, and to believe that each one was the do his little part in rendering the situation a happy and in making the hour profitable for all. The tea herself was most happy in her work, and this joy

First of all, there were the songs. Children live in world of things and activities, and to the common litt child practically every perceivable object is both alive an sentient. It is not merely a world of make-believe, bu for the tiny consciousness it is a world of real belief. S the best kindergarten songs speak plainly and directly thoughts and deeds.

"Little Bluebirds, tell us, tell us,
Do the south winds bring
Any news of happy springtime,
Happy, happy spring?"

Thus through the medium of the songs in which a joined, the little ones in Miss Fairman's class kept up happy communication with the things of nature. Th robins sang and hurried busily about the place expressin their little bits of sentiment as to the building of thei nests, the care of their eggs, and the love and tender re gard for their young. The violets and morning glorie came with their peculiar messages of sweetness and ligh and thought of the seed time and harvest. Indeed, to thi happy and well-taught little class the world was a veritabl fairy-land and everything in it was alive with interest an activity and sentiment for the child mind.

Yes, you say, but this is a fictitious life, the child can not go prancing through the world of fact as if it wer only one of fairies and dreams, not known at its actua worth and by its real meaning. This life is full of har toils and heavy tribulations which the young must lear to meet. Correct, indeed, we answer. In so far as th

little one of the kindergarten age to pass happily this fairy-land of his own creation, give him the m apparatus and the opportunities to deal with ob if they were all animate, as if they all knew and un him, and behaved in thought of him—do this little child, we urge, and he will slowly come ou dream land into the one of adult reality, so-calle the better prepared to deal with the sterner situa life. We challenge any one who is thoughtful dious with reference to the meanings of childh show that it is not both reasonable and helpful to the child in his natural, animistic attitude toward

Much Work to Perform

But aside from the songs and other concert mo Miss Fairman gave her little ones much of a cons nature to perform. The little girls brought th with them and were furnished the materials for simple doll clothes. How awkward and unski tiny hands were at first! Some mothers wou given up in despair and made the doll clothes the but that method would not have served the aim structiveness as thought of in this little kind school. Each girl was to have the enjoyment of doll rightly adorned with garments, and in additio joy the further pleasure of having made each littl herself. So there were the slow going processes ing—of how to thread the needle; how to hold terials in the hands; how to make the stitches; and assemble the parts of the little dress. Some of t

have brightened the faces of the mothers themselve could they have been there and witnessed the progress o their baby daughters, as now this one and now that hel up a little piece of the doll garment to receive a word o approval or a suggestion as to the next part of the task!

Then, there were doll houses, beds, chairs, and othe equipments to make; and the little girls created all thes things so willingly with their own baby hands.

The Spirit of Co-operation

What a delightful thing it is for the individual of what ever age to realize that he is living and moving in a worl of real persons; that others, too, have tasks and problems and perplexities; that others need one's assistance an co-operation, while at the same time they are please to render such things in return! So as will be explaine presently, the little girls in this well-conducted kinder garten school learned the lessons of co-operation and in terdependence.

But first let us describe the making of the doll house an furnishings. Shoe boxes and ordinary paste board cu into strips, some waste pieces of wall paper, paste, brush scissors, and the like, constituted the raw materials. Th thought of each little girl was upon the work being under taken. Their teacher continued to talk to them abou what they were planning to do, how each piece was to b used, how the doll houses were to be finished, and so on While all worked in accordance with the same plans an specifications, each little one was permitted to manifes her individuality in the work being done. There wa some opportunity for the exercise of personal taste in th

tinued and increased in complexity there was disp
more and more the personal taste of each of the
workers. Now, let the reader mark well the peculiar
of the instruction just sketched. It was indeed p
the most enticing sort, but in addition to that every
little mind was acquiring knowledge of a very definit
and every little hand was increasing its degree of fa
of use. Moreover, and above all things else, each
was learning to construct something that prepare
and signified the more serious business of the ye
come.

Now for the spirit of co-operation. It happened
on one occasion a certain little girl member of the
was ill and could not be present at the kindergarten s
The teacher referred affectionately to the absent on
asked the other members what might be done as a sh
kindliness and remembrance. Various things were qu
suggested, and out of it all there was soon evolve
purpose to build the doll house with all of its furnis
and send these things to the little ailing one. How ea
all hands went to work! A division of labor was arra
Some were cutting out the pieces, others pasting
others assembling the parts, and so on. The instr
had noticed from their own house-building what
one seemed most apt at doing, so in the division of
she tried to give each little girl that particular pa
perform. The work was quickly done. "Why!"
one of the twelve who had co-operated in making th
house for the little sick friend, "We made this hou
just a little while. It took us about three days to

given piece of work, done in such a way. And in orde to make the lesson complete in all of its meanings, th baby workers were appointed to carry the doll house an its equipments to their little sick friend where they migh have the pleasure of witnessing her joy in its possession.

Another Important Appointment

Children are naturally fond of the plastic art. If ther be nothing better available they will go directly into th mud and work with that, molding it into mud "pies, water dams, and the like. So the kindergarten takes ac count of all this instinctive disposition of the child t create out of plastic material its own imagined forms and it furnishes an artist's clay therefor. Girls as well a boys are exceedingly fond of this sort of activity. I conducting the work in molding in her kindergarten schoo Miss Fairman kept in mind the natural animism of child hood. So the forms which her little ones molded out o clay were not dead and inert things, but to them they wer creatures of life and thought and activity. In so far a conditions would allow, the models were formed by th children in imitation of living patterns. The dog, th horse, the cat, and the chicken were observed rather tha models of these, and thus there was combined with th lesson of molding, an additional lesson in close observa tion of the forms of living things. In order to deepen th interest and to inculcate wholesome sentiment abou domestic animals, Miss Fairman always adheres to th practice of talking much to the children about the animal which they are creating out of clay. When through wit

and the dog—these came in for their share of the tho
ful attention and sympathy on the part of the childre

We must not minimize the value of this lesson
the care and sympathy for dumb animals. It is not a
men but it is sometimes thoughtless and heartless w
who mistreat these dumb friends and servants of
But such mistreatment as we have often observed
accorded a dumb creature by some apparently intel
woman—such treatment is not a matter of wantonn
intended cruelty. It is most usually an affair of ignor
in case of one whose thought has never been definit
adequately brought to the consideration of the natur
the rights of domestic animals. Thus this crude p
art, introduced in time of mere childhood, trains th
to create through the use of her deft little fingers,
that to her are living and sentient. And thus there s
emerges out of this beautiful kindergarten lesson
character-forming ideals in respect to the nature of
animals and their service to mankind. Thus again,
accrues to the baby learner a sense of inner worth
ability; for with her own hands she is constructing
which she in part has created out of the activities o
imaginative mind.

Indulging the Creative Instinct

It will be noticed that Miss Fairman's work i
kindergarten school as described above tended to
expression to the creative instinct of the child. Th
dinary child has very little inventive ability. There
always be suggestion and rough guidance. It is bett

to the work of making doll houses, for example, they we encouraged to express their peculiar tastes and individual ties. Thus the charm and the enticement of the task we much increased. Indeed, so great is the interest that th little girl of the kindergarten age will often remain her self-chosen piece of work even longer than her bab strength and the condition of her health would warrant.

So we cannot be too insistent that the kindergarte girl be given some constructive work to perform, som thing that she loves to do and something that will slowl give her a sense of security and responsibility in her ligh endeavors. Miss Fairman's method of building up th creative ability in the little girls of her class is so com mendable as to deserve a further description. For exampl she planned some very interesting raphia work, that i the manufacture of some little rugs for the doll house For the construction of these rugs it was necessary t make looms, and this she arranged to have the childre do, using the toy carpenter's tools and the lathe material Work baskets were likewise planned and constructed. Th first ones were satisfactory in every way excepting fo lack of lids to keep out the dust. So these were afterwar re-constructed with a cover attached, and with handl and other parts suitable for their chosen purpose an suggestive of the real work baskets used by women.

We may note in passing the suggestion that the co structive work of children should not always be com pletely planned, that they should be allowed to do som work—like that just described above—which proves o trial to be unsatisfactory. The value of that sort of lesso

necessary in tearing down and rebuilding a piece of
after it has once been begun.

The Duty of the Mother

We have described, at considerable length, the ki
garten work as conducted by Miss Fairman and in doi
have been guided by the belief that the ordinary m
can conduct much of this work in her own home a
behalf of her own little girl. While we recommend
strongly urge that the child be sent to a good kinderg
school, we find this in the great majority of cases
impracticable; for, unfortunately the kindergarten s
is not as yet available for the masses of the childr
the country.

In closing the chapter we feel inclined to insist
that the mother reader do not overlook the point of g
her baby daughter the industrial discipline as sugg
above, and that during the very earliest years. How
let us understand once for all, that this discipline i
thought of in terms of mere preparation for maki
living and for earning wages, important as these t
are. It is thought of and urged here because of its
great service in building up a beautiful, aggressive
yet well-poised character in the life of the growing
In short, this industrial discipline is recommended
cause of its worth as an agency in slowly placing i
hands of any ordinary girl a mastery over the plain
tions of life, and ultimately a mastery over her own

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CHAPTER III

ATTENDING THE PUBLIC SCHOOL

On first thought it might seem to the reader that public school attendance is not rightly considered part of the industrial training. However, it is our pur here so to regard it. The best definition of work and dustry makes little or no distinction between using head and using the hands. Its substantial meanin that of the attitude of the individual toward the before him. So we should regard the public school tr ing which the growing girl receives as first of all an a of industrial discipline; and we should have her lear regard her school lessons as plain work-a-day tasks w call for the best of her painstaking effort and patience

Work Distinguished from Play

If parents and teachers will all carefully draw a lin distinction between the work assignments and the activities of the child, a point of progress in training thereby be gained. Perhaps there was really some ju fication in labelling everything in the kindergarten sc as play. But if the kindergarten training of the gi now arrived at school age—has been rightly conduc she has been impressed gradually with the idea of necessity which attaches itself to all good work. At

should be impressed with the thought that the lesso
are prescribed, that certain standards of excellence a
to be met, and that her promotions are to be earned
her own efforts.

Of course, there is always a possibility of making t
little school girl feel that she has been driven to her l
sons, but such a thing is far from our purpose here. S
while imbuing her with the thought that the work is seric
and something that is carefully prescribed, we shou
also say much to give her self-confidence and good che
in undertaking to bring up her assignments. Upon th
point it might be well to quote substantially the sta
ment of a good foster-mother who revealed a commendab
method of dealing with her eight-year-old adopted chi
Her statement follows:—

"My little Edith is eight years old and she is just
dear to me as if she were my own flesh and blood. Y
I am teaching her to work as well as to play. We ta
about her school lessons every day and I try to help h
to understand various little matters that come up
relation to her studies. I try above everything else
make her fond of her school and its requirements. I ta
to her much about the time when she will be a big g
and a young woman and tell her how glad she will th
be that the early lessons were well learned. I remind h
again and again that her play will be so much happier
case she has been faithful in her school work. I tell h
that it makes it so much easier for her teacher and mys
and the other school children to like her when she is rea
and faithful in her lesson getting. Edith has been
school one year and is now starting on her second. S

and it especially encourages me to know that she i
of her school lessons, but I have never tried for a m
to make her believe that the school work is play."

Beware of Contests

We, who have studied school matters long and ser
would forewarn parents against encouraging their c
ters to participate in educational contests against
schoolmates. There might possibly be some justifi
in setting up individual contests for prizes in athleti
in mere games of sport. But we cannot endor
thought of using such means as a plan of inducing
girls to study their lessons. Do you wish to train
little daughter to match herself point by point a
other girls? Do you wish her to look for weakness
shortcomings in the others? Do you wish her to
practice in gossiping meanly about the characters
schoolmates? Then, this personal, school-prize con
this method of matching girl against girl—will eng
all these mean dispositions.

Look forward to the time when your daughter w
a full grown woman, think of her matured life in te
its love and sympathy and good will for others an
will be the more inclined to emphasize during her
hood days in school, those practices which help h
find and think about and talk about the very best
is in the characters of her schoolmates. It is quite a
to match your little daughter's best self against her
self; to have her compare her attainments to-day
those of yesterday; to help her average up her gra

LOVE AND LIFE AND LABOR MAY BE MADE ONE

A "LITTLE MOTHER" AT HER REST

overcoming. In short, you do not wish your daughter struggle for supremacy over the little friends with wh she is associated in the class. You rather desire her strive for supremacy over herself; and you add much n joy and inspiration to her young life in proportion as y assist her in attaining such a position of superiority.

The Reconstructive Method

The author of this book has in mind all the while t thought of a slow-going re-construction of human societ It is his most ardent wish that we all might dwell togeth in a closer bond of sympathy and good fellowship, a he believes that the public school, assisted by thoughtf and conscientious home training, holds the key to t door of this larger and closer social unity. So the litt daughter in school must be repeatedly counseled wi about the appointed duties and the everyday experienc therein. Again and again the little one will run hon with a quickly-made-up judgment about her schoolmat or her teacher: as, "Nellie didn't recite half as well as did and she got a better grade"; or "Miss Blank (t teacher) made me stay in for missing my spelling and s let others go who missed as many words as I did." The little tales of disappointment, childish and imperfe judgments of what actually happened, are all regul occurrences in the ordinary home where there are childr of school age. Such small matters of school gossip furni the wise and thoughtful parent many an opportunity f re-directing the effort of the child toward more desirab ends. In such cases the parent is slow to condemn t daughter's supposedly favored classmate and still le

mistreatment in the school. It is well to turn at onc
a discussion of her own conduct. "It does not ma
so much what Nellie or any other girl did, my child,
what did you do? If Nellie has faults she must co
them or at some future time they will seriously hurt
Are you certain you know all about how she did in
recitation? Were you watching her all the time?
if you were, was that studying your lesson? Did
really do your part in preparing for the recitation? C
you not easily do better another time? How could
study better? And now about Miss Blank, your teac
Do you know all about what she is doing and think
How do you find time to watch her so much? Perhaps
does many things and better things that you do not
while you are studying."

So, as described above, the parent will seem to de
the little girl's schoolmates and her teacher and to th
the blame for the dissatisfaction partly upon the prec
daughter herself. The parent who actually underst
school situations will be very slow indeed to allow
child to hear him speak a word of condemnation of
teacher. He may think ill of the teacher, questio
seriously her methods and ability; but if these matters
deserving of discussion such consideration should be ta
up with the teacher herself, or with the principal or
superintendent of the schools. In a great majority of c
a father or mother who goes to the school to blame
complain of the teacher will go back with the head bo
partly in shame and partly in humility.

those schools somewhat extensively before deciding
give expression to his condemnation; and in about 90
of the cases he will leave the words of disapproval unsai
Now, if your little daughter comes home with a story th
seems to reflect discredit upon the teacher, withhold yo
blame and your ill will for the time and go direct to t
school for further and definite information. Go less
the spirit of criticism and rather more in the attitude
one who is trying to learn and to assist, than is usual
done. Most probably you will be surprised to find in t
personality of your child's teacher a devoted and swee
spirited young woman, one who is more or less ove
weighted with the many perplexities common to the c
dinary schoolroom; one who is expending more energ
in behalf of the well-being of that school than justice
herself would demand; and one who is far more desiro
of having the school deal fairly, justly and sympathetical
with all the children than you are. Yes, if you want
hang your head in shame because of that wicked litt
rebuking note which you hastily wrote the teacher
your child, spend a half day visiting the school and o
serving the many trials and perplexities arising ther
It may be said with certainty that in the great majority
instances the fault-finding school parent is largely i
norant of the actual condition of affairs in the school.

So, in case of a disagreement between the parent a
the teacher, an honest board of arbitration will usual
decide in favor of the latter. The fair-minded pare
himself will be inclined to go to the furthest limit in spea
ing approvingly of the teacher in the hearing of the chi
and in attempting to adjust the child's difficulties in a

make the little daughter thoroughly fond of her tea
and happy in the performance of her lesson tasks.

Mastering the Lessons

It may appear singular that we should delay a discus
of the lesson-getting tasks so long, but we have been
more interested in the school girl's general behavior,
especially in her attitude toward her teacher and sch
mates. We may feel assured that the matter of prepa
the lessons will tend to take care of itself, provided
little student be fond of her school and enter enthusia
ally into all of its vitalizing movements.

Pupils ranging below the seventh and eighth gra
should be required to do no studying at home. For th
grades the parents' duty in respect to the lesson prep
tion will consist largely of informal talks. It will be ne
sary in this connection to keep in touch with the gen
progress of each study pursued and to see that the c
keeps up with the average member of her class. A di
question or two put to the pupil herself will be the me
of discovering her attitude of mind toward any gi
lesson topic. Is she attempting to do the assigned wo
Is she desirous of keeping up with her mates? Is
anxious to please her teacher? An affirmative answe
the foregoing questions will most probably satisfy
inquiring parent that good progress is being made.

Throughout all the inquiry, the suggestion and dis
sion concerning the assigned schoolroom duties, the h
trainer should have no thought of placing the dau
ter in an attitude of envy and rivalry toward her sch

the first fruits of the hand-to-hand fight that goes unde
the name of a prize contest. You do not desire to hav
your little daughter stand above her mates, but rath
to rank high along with them, and to be strong and nobl
partly by virtue of the fact that she is working in harmon
and good fellowship with them.

How Much Home Study

As stated above there should be only irregular hom
study on the part of the seventh-grade school girls.
half hour one or two evenings per week spent in bringin
up some rather unusual task will be the maximum. An
even in the eighth grade the assignments should be suc
as not to require more than an average of thirty minute
study during the five school-day evenings at home. I
therefore, the instructor of your daughter should impos
heavy assignments requiring much fatiguing home work
radical steps should be taken to inquire into the matte
It is worth more to all concerned for the growing girl t
continue in an attitude of buoyancy and good will towar
the school than to have her to settle down into a habit o
hurry and worry in an attempt to become a brillian
scholar. For, remember, the pupil is not for the schoo
but the school exists for the sake of the child and hi
character unfoldment. If the teacher seems to be drivin
the young pupils overmuch—if his ambition appears t
be that of covering so much book work, rather than tha
of developing so much character in the pupil—then, ca
him to task, remonstrating with him first, and afterward
if need be, with the superior officers.

for satisfactory school progress. The child which i
fering from some physical ailment may keep up wi
classmates, and at times he may even lead them all
matter of reciting and earning grades. But if the c
suffering from ill health all this brilliant school w
bought at the expense of too much nerve strain
some future time will exact a heavy toll of interest
the debt. It is not a difficult matter for the conscie
parent to determine whether or not his little daugh
physically sound and well enough to pursue the
lessons. For example, What about the child's eyes?
she see reasonably well and enjoy the benefit of
light while working in her seat? Do her eyes ever
her? Has she ever complained of headache? Doe
ever remark that the "letters run together" while
reading? If there proves to be even the suggestion o
eye defect, consult a specialist and bring about a s
remedy—this is the only reasonable rule.

Then, How about the child's hearing, Is it norma
careful test of the hearing ability of all the children
schoolroom will show a wide variation. A slight d
of deafness means that a certain percentage of the
uttered by others are not heard and therefore not u
stood. Let the adult perform the following experi
Pick up a page of typewritten manuscript of, say
words. Let somebody erase at random one or two
out of each sentence and then attempt to get the me
from one reading. This test will indicate in some me
the great disadvantage in which the slightly deaf
child is placed. But suppose it were not merely one

not listening, and thus he loses the chief benefits of t
oral recitations in the school.

Other possible physical defects of the little daught
at school are those which interfere with the respirati
and thus lower the vitality and mentality. Adenoids a
first thought of in this connection. If the child breath
through the mouth such is a very direct indication of t
presence of adenoids; and so the case might as well
taken at once to a specialist for examination and trea
ment. As a rule, the child suffering from adenoids
dull and slow to learn. There is apparently for him
obstructed flow of the purified blood to the brain cente
He seems to be more or less low in vitality, to secu
imperfect recuperation from his sleep, and frequently
show a listlessness in respect to practically all the juv
nile activities. The removal of adenoids has improv
the mentality of many a child twenty-five per cent.
more.

A further warning in respect to the health of the scho
girl is that touching her tendency towards nervousnes
One cannot be too careful to see that the child has a we
regulated life during the school period, which is an exc
lent means of keeping the growing nervous system
order. Wholesome food suited to the child's age; t
avoidance of many sweetmeats, or irregular meals;
regular time for going to bed and rising: a maximum
outdoor exercise and invigorating activity—these a
some of the matters that suggest an evenly balanc
physical life for the school girl and a reasonable safegua
against nervous irritability.

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CHAPTER IV

HOME AND SCHOOL CO-OPERATION

One of the most cheering signs of the better times come and of the higher level toward which our mode society is tending is witnessed in the many co-operati activities in which the school and the home are now pa ticipating. Indeed, the day is well-nigh at hand wh it will be considered a mark of low breeding and unworth ness for the parent having a child in the public school neglect all active participation in the life and progress that school. So, in order that the well-wishing pare may if possible have presented to him some specific a feasible suggestions for his becoming a vital factor in t school progress, we shall now indicate a few lines of ho and school co-operation.

The Parent-Teacher Association

One of the greatest public-school movements of mode times is that which has been organized under some su title as the one above. In effect this organization is plan for linking the best thought of the parent with t best thought of the teacher in a forward movement behalf of the child in which they are both interested. T old-fashioned way was to ignore the school until it g into trouble with the child, and then to engage in a mo or less bitter contention with the teacher and the scho

the home is being rapidly transformed into one
operation and yoke-fellowship. In every part of t
tion, and especially in many of the eastern cities
are now well-organized parent-teacher association
in some of these places the father or mother of the
child is considered an *ex-officio* member.

What an opportunity for the parent who loves h
child and earnestly and anxiously desires to hav
child make good progress in the school! If such a
or mother will unite with an active parent-teacher a
tion it may be said that he will learn more during th
year of active interest in this new movement tha
child himself will learn in the school. Indeed, to m
parent this is the first and greatest opportunity f
discovery of what child life really means.

"Oh," you say, "I know all about my child!
after her health and her clothing, send her to sch
time, see that she keeps up with her class, and al
Now, is not that my full part?" No, we answer; it
You do not know your child through and through
you have come into contact with many other ch
those who have been born and reared under many
ent circumstances. All this first hand observation
activities of other children will send you back to you
child with a new flood of light upon the problem
relate to his progress and development.

Is the work in the home too heavy for you, Good M
and for that reason can you not afford to go in
home-and-school association? Then, we answer
that participation in this out-of-home club will l
the burdens of the household, and will give you so

There is danger that even the thoroughly good and well-meaning mother may become an irritable slave to the routine duties of her household, largely because of the fact that she stays too closely at her post. So we recommend that she become an active member of the local parent-teacher association; and if there be no such organization, we earnestly urge that she take the initiative in the matter of bringing one about.

How to Organize a School and Home Club

Let us keep to our subject and think largely in terms of the problems that center in the life of the common school girl. Just how may the well-meaning mother proceed to bring about the organization of the parent-teacher club? Interest, enthusiasm and agitation—a little of these put into active use and they begin at once to grow. Then more of the same thing and the problem begins to take hold of one's whole being and to pull him along toward success. Go to the school once or twice per week, talk to the teacher sympathetically about the school and home relationships. Ask her what you can do, not so much in behalf of your own child's progress, but rather as a means of making that child contribute more worthily to the success of the entire school. Ask the teacher concerning her best ideals for bringing home and school life together. Then go to the neighbors who likewise have children in school, and inquire as to their methods of dealing with their children's school affairs. What criticisms have they upon the teacher's methods, upon the conduct of the general school work, and upon the policies

be a very informal affair. It may consist of two o
good mothers and the teachers of the building
together for a brief discussion of matters that have
out of the school work of the day. Questions and
here go around spontaneously, and out of this in
meeting there will easily come the beginnings of
manent organization. It may be that you have tak
precaution to write for literature on the parent-t
club movement. The National Congress of M
Philadelphia, The Public School Association of New
City, or the National Institute of Child Life, also at
delphia, will give much definite help and inform
Before joining the new movement of the kind
recommending, the parents naturally wish to have a
of the progress already attained elsewhere. It will
a great stimulus to action, if you can report
amount of such activities already under way in
places.

How to Conduct the Club

So, we urge again, if you wish to do the very be
sible in thought of the unfoldment of the latent
resident in your little daughter now at school, th
should participate in this home and school assoc
But although you have presumably been the most
in perfecting the new society, it may be well to se
others are elected to the honor of holding positions t
As a rule, one of the teachers should be selected as
dent of the club—probably some young woman wh
sesses tact, enthusiasm and good judgment.

mere theories and generalities. Even enthusiasm v die quickly unless it has something definite to do. So making out a list of topics, two matters in particular v guide the members of the committee: (1) Select o topics that are simple, definite and concrete; (2) In far as it is possible, select speakers who know from act experience something about the topics assigned. T sources of information referred to above will be glad furnish outlines, plans, small programs, methods of c ducting the work, and the like.

Another excellent means of making the program a s cess will be that of supplying each participant with d inite literary helps or with at least references there This last-named service is performed by the well-ma syllabus. But if such an outline be not available, th some member who knows most about the home libra and its contents may render the service. The Natio Institute of Child Life, of Philadelphia, publishes montl a little pamphlet giving a résumé of the child-welfare ticles in the magazines, and this valuable document m be had at a very trifling cost.

The program committee must be cautioned about suming that the ordinary well-meaning, enthusias mother naturally knows enough about the topic assign her, to discuss it helpfully. On the other hand it may reasonably assumed that she cannot give a good, stim lating discussion of her topic without some study a reference reading. In the case of one small club of t kind here mentioned, a certain mother possesses a la number of fresh, new volumes treating the child-welfa subjects. This good mother lends out her private libra

Getting the Point of View

We are so deeply concerned about this matte
parent-teacher club in connection with every schoo
we shall now go more definitely into the discussion
program topics. Our thought in doing this is not
that of improving the work of the school; it is not
that of assisting the mother in the problem of k
her daughter well up with the progress of the s
Our purpose is largely that of the better communi
which is certain to grow out of all this co-operati
tivity. The community must be thought of as on
not many. Classes, castes, factions, cliques, an
like, are all more or less obscured in the wholesome
munity where there is aggressive team work an
operation. Now the school is not for the sake of th
cipline; it is not for the sake of the lessons, the g
and the promotions; it is not for the sake of the teac
the board of education; it is not even for the sake
individual child. The best justification of the co
school is this: It makes for a united community;
culcates sympathy, good will, co-operation, persona
reliance, and loyalty to the best interests of the wh
humanity. If we can but draw the central thou
the common parent away from the idea that his c
to be trained to enter into combat with the world, t
to secure the good things of life through shrew
cunning activities intended to wrest such things
somebody else—if we can get this erroneous point o
out of the mind of the parent and induce him to th

and the nation—then, we shall have gained a strong poi of vantage in behalf of human welfare. And right thought of and organized, the new parent-teacher mov ment will contribute toward this higher and better co munity life.

Topics for the Program

In order to show how the discussions of the parer teacher club might well go on, we shall now name a fe topics and suggest methods of treating them.

Home Study. We raised the question above as to ho much the child should study at home. Your daug ter is growing larger and stronger each day. She is pa ing up through the grades. The lesson tasks are slow growing heavier and more numerous. How much shou she study at home? This topic, treated generally, sufficiently important to occupy one entire period the club meeting. What is especially desired is a fu exchange of ideas among the parents and teachers preser and a full statement of the situation in which each o works. If it is desired that the topic be subdivided suggest the following for the afternoon program:

How Much Home Study for Pupils.

1. Boys, seventh grade and below.
2. Girls, seventh grade and below.
3. Girls, eighth grade and above.
4. Boys, eighth grade and above.

One parent and one teacher may be assigned to ea topic, the one to offer a well-prepared ten-minute pap and the other a five-minute discussion of the paper.

The Schoolground Discipline. While the author co

regular, hired school playground leader. Usuall
teacher's full strength is required to conduct the c
and maintain good order within. Therefore, she c
only occasionally upon the schoolground during the
period. And yet, much of the most definite and impo
learning of the whole school comes from the playg
activities. The children are acquiring good or ill pra
there quite as actively as they are in the class
Under present circumstances, how can this situati
reasonably well dealt with? The parent-teacher clu
well consume another hour in the discussion of this
The following program is suggested:—

Morals on the Playground.

1. What my boy hears and sees on the playground
2. What my girl hears and sees on the playground
3. Directing the playground activities of the girl.
4. Directing the playground activities of the boy.

One or two parents may discuss each of the firs
topics and one or two teachers each of the second two.
of it all the teachers should learn, first, what good c
lessons are being derived from the playground activ
second, what re-direction may appear to be feasible fo
same activities. Then, the parents may receive
suggestions as to how the home can co-operate in th
provement of the playground morals.

Home Industry. The problem of requiring the s
child to help with the home work is always a vita
and it is especially an important one for the parent
teachers to discuss together. A survey of the situ
will show that some children are doing heavy home c

the other was not even dressing herself without assistanc
Yet, both were expected to do the same amount
schoolroom work. The free and frank discussions ar
reports of the members of the club cannot help bu
bring out startling revelations of irregularity and u
evenness relative to the home industries of the childre
The following topical outline is suggested to guide th
discussion:—

Home Industry for the School Child.

1. What and how much work my pre-adolescent bo
does at home.

2. What and how much work my pre-adolescent gi
does at home.

3. What and how much work my adolescent boy do
at home.

4. What and how much work my adolescent girl do
at home.

This program implies a clear subdivision of the topic ar
that each participant is to discuss a concrete case, namin
the age and grade of the child and including a defini
statement as to the kind, nature and amount of the wor
After this discussion the parents will nearly all natural
possess a fuller understanding of the whole problem
home industry for the school child, and many will doub
less be ready to make the necessary re-adjustments. Th
mother whose little daughter does absolutely no hon
tasks will be placed in quite as unenviable a light as th
other one whose child is required to perform an ove
amount of such work.

in thought of this fact we wish to remind the reade
new and very promising condition that is now aris
the most progressive public schools. It is this: Th
now a disposition on the part of the most thoughtfu
modern school officials to test the pupil in respect to
possible type of ability and to give credit for every w
thing the pupil may be able to do. The old schoo
rowed the child down to a few book subjects and g
him high or low in accordance with his ability to p
those subjects, while it gave little or no heed to a
that lay outside of the school course. But the new m
calls for a much wider schedule of tests, and for a g
evaluation of the pupil's home work as well as that
school work. The girl who makes an average gra
95 in her several text-book subjects, and yet who
performs a single home duty is too often exalted abo
true place in the school society. Some other girl
happens to make a very low average in her class
subjects, and who at the same time proves to be a spl
home helper, is usually rated far too low in the ord
school. In order to put a check upon this false and
sided classification and ranking of pupils there is no
interesting and very commendable method of gr
in home work as well as in school work.

Let the parent turn over the monthly report card
it comes from the teacher, showing the grades made
several subjects, and write on the back the grad
the course of home discipline offered below. Of c
the child will not be doing all these home tasks a
time. And then, let there be made an average of the
and the school grades. This will probably give a

let him assume that E represents 90 to 100; G, 80 to 9
F, 70 to 80; and C, below 70.

THE HOME GRADE CARD

1. Washing dishes	:	:
2. Sweeping and dusting	:	:
3. Bed-chamber work	:	:
4. Preparing meals	:	:
5. Waiting on table	:	:
6. Darning and mending	:	:
7. Plain sewing.	:	:
8. Fancy sewing	:	:
9. Household management	:	:
10. Taking care of room	:	:
11. Tending the baby	:	:
12. Personal hygiene	:	:

Note, Grade as follows—

E = Excellent
F = Fair
G = Good
P = Poor
C = Condition

WORK MUST RECEIVE RECOGNITION

There are two distinctive services to society to be de
rived from this new method of grading school pupils o
their home duties. The first very desirable result is this
Common industry will become more and more respectabl
as an occupation; it will become a topic of schoolroo
gossip; its various detailed aspects will receive thoughtfu
consideration; the teacher will fall into the habit of com
mending the various types of home industry; and the chi
dren will perform such work with credit. By slow degree

Thus the epithets, "slow," "backward," "dull," the like may be made to apply to the child who i mastering his home work as well as to the child w not mastering his school work.

Parents may as well get ready for this new orc things. We have long been regarding the schoo instruction as a matter of course and necessity. E authorities have prescribed the work there. Nov same systematic mode of treatment is about to be ap to the home industries suitable for the educatior training of children. We have long been requirin girl to pass in reading, grammar, arithmetic, history the other book subjects. We are now about to re her to pass in dishwashing, dining-room work, plain ing, and baby tending. And when we have careful signed this full course of study to all common schoo and have required them to make a creditable ing in all the subjects of the new course—then, we have performed a distinctive service for society at Thus the personality of the ordinary young woman future will have been made rich and deep in sym and service, full and strong in force and magnani serene and poised through the inclusion of the l things of the spirit.

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CHAPTER V

THE HIGH-SCHOOL GIRL

The ideal young girl just entering high school is fourteen years of age. She is sound in her physique in her quality of mind, and buoyant in her thought future. She is radiant through and through and al with a life that is just now in process of unfolding it and most beautiful latent energies. She is at this distinctively social in her thought and disposition. is the period of the young love dreams of the girl, time when her personality, her point of view, her at toward life and things should be respected and de to more than ever before. If we can induce the rea appreciate the great significance of the fact tha fourteen-year-old girl is undergoing a rapid transf tion; that she is stepping into a social world, new, s and very enticing to her; that everything she think says and does has some reference to this new-found of society—then we shall all stand together in a po of great advantage in our serious attempts to giv young high-school girl fair counsel and guidance.

The Danger of Confusion

A freshman high-school girl is in the act of em from a period of mere giggling girlhood, and there is

the new requirements suited to the high-school age. As a result of it all, not a little confusion and unfairness may obtain. Over-work and over-speeding too often mark this first period of young womanhood in the case of the high school girl.

Dr. Wm. P. Northrup of New York University, is quoted at length by the Literary Digest (Volume 32 Number 11), upon this subject of over-working school girls. He asserts that in one month the New York clinic for diseases of children and for the diseases of the nervous system "received a crop of worn-out school-girl neurasthenics," and by way of example on this subject he describes a typical case of the ambitious student who is so often the victim of the strenuous school life:—

"She hurries home from school, is never late, takes a few minutes of outdoor play because some one else has prescribed it, runs home, curls up, and studies hard till the evening meal. This meal she engulfs in the shortest possible time, slips off her chair, and is at her book again. She is the conscientious pupil, and studies until some one insists on her going to bed. . . . This audience can easily imagine several physiological functions impaired by worry and haste, and some daily needs possibly postponed till Saturday and Sunday. They will wonder where the dweller in crowded districts may, in such strenuous life, snatch a few hours of tranquil, daily recreation in outdoor sunlight. They may wonder how the nerves in this strenuous existence are to be daily completely nourished and rested. Alas! such nerves are neither rested nor nourished, and they fall daily further into arrears. They may drag on till early spring accounting. In March it

of age is undergoing. She is manufacturing rapidl
cells; she is building great additions in bone, muscl
glands; she is developing, training and disciplinin
cerebrospinal and sympathetic systems; she is cha
her milk teeth for tearers and grinders, preparin
heartier food. The adolescent girl is further deve
a new function; is passing from infant life to matur
experiencing a change of such critical magnitude th
nature appeals to the generous impulses of humar
tectors to lighten her burdens, to safeguard the be
terests of the budding woman and future mother."

Is This Description True?

In the article cited above, Dr. Northrup has des
so ably and fittingly the neurasthenic high-schoo
that we feel justified in continuing the quotation at g
length. He says:—

"Do not put the subject away with the thought th
story of the overworked and under-nourished growin
belongs only to a big city, to the tenements, and
ignorant. Would it were limited to the last name
they are most teachable and quick to reform. If you
to your choicest families you will often find them g
up late, that breakfast is late, that the father rul
swollen eyes and scolds between his morning paper a
coffee because of this disagreeable rush and haste. H
night's nerves are disturbed by his child's early mo
start. You will agree with me that in many of your
intelligent families the child's life and duties are no
first consideration of the mother or father. The gi

a-tingle. If this be the case with our best families, how much more is it true of the crowded tenements?"

What is the Remedy?

Finally, after a further description of how the over-strenuous school-girl brings on her alarming case of nervous excitement, Dr. Northrup suggests a number of very sensible remedies in the following paragraphs:—

"Not one physician here present but can easily recall cases in which the girl, after six hours of school, practices one or two hours on the piano, goes to dancing-school twice a week, has some added lesson at intervals. On Saturdays there are children's parties, matinees, and often children's excursions for concerted studies of this or that. All these are well enough, but they leave the girl scarcely any time for relaxation and outdoor loitering or light exercise. From the first days of the term she has insufficient sleep, becomes deeper and deeper in debt to it, as a consequence of becoming more and more nervous, more intense, irritable, impatient. . . .

"The subject of school hygiene is large, and I have purposely refrained from attacking it as a whole. Much is being thought out in the line of ventilation, air space for each pupil, and the like. My special interest is that of providing roof-gardens, where the children can play games in an upper air comparatively free from dust, from dangers of collision and accident of the street, and from the contact of vicious and unclean passers; or worse, those who do not pass—loafers.

"The subject of dividing the time, so that the youngest children shall have short consecutive hours and frequent

small children frequently and briefly than to leav
to roll in tenement halls or play under feet in c
and squalid thoroughfares. . . .

"In many families there is a habit of sitting up lat
Children either sit up with the adults; or, if the
bed, their early sleep is disturbed because of brigh
noise and confusion. The family physician, in fat
the causes of failing health, may well inquire am
details of daily life for explanation. . . . Further
of worry to the child are the indiscreet conversa
the parents. At breakfast the disgruntled father
chance remark that the family is rapidly near
poorhouse, that all is lost. Having uttered it, he g
into the open air, humming 'Annie Rooney,' an
forgets what he has said. Not so his little girl.
meaning remark sinks into her mind, she broods
her breakfast does not digest, she furtively weeps,
night sobs herself to sleep. This needless appre
arises from a thoughtless remark which adults wo
tirely understand."

Choice of a High-School Course

The last few years have witnessed marked chan
differentiations in the high-school course of stu
the beginning of the twentieth century there was a
only one secondary course of study available fo
people, and that consisted of a traditional arrange
Latin, mathematics, literature, and a smattering
stract science. But the new high school is suc
more and more each year in making itself what
tends to be, namely, an institution for the whole

In consideration of what has just been stated the parent cannot reasonably be satisfied with having merely sent his daughter to be enrolled in the high school. He must help her decide what course to pursue, and in doing this he must consult first her individual taste and disposition, and second, her probable destiny as a full grown woman. No matter how attractive the place, how able the instructor, and how well-equipped the school, the young woman will not make satisfactory advancement in her classes unless she be allowed to pursue some course that appeals enticingly to her inherent interests and desires.

What of Domestic Mindedness?

It is probably a very serious error to assume that every healthy minded young woman is instinctively desirous of taking up a course leading toward domestic life. Although probably the great majority of them incline more or less strongly and even fondly toward some phase of the home-making occupation, it has been proved beyond a doubt that a considerable number are not instinctively so domestic minded. In his survey of the question of a prospective vocation for young women, the author has had occasion to question in a systematic way several hundred girls. A small number of these, perhaps five per cent, have given assurance that their inherent tastes never have been of a domestic type; and yet these girls have always been sound and well physically and mentally. A typical case of the type of young woman here under consideration was that of a twenty-year-old college sophomore girl who thus far had resisted all the persuasive efforts of her parents and friends to incline her training course toward one

force such a girl to take up the home life would b
short of calamitous; and also very probably the ca
out of her native bent and determination was th
certain means of making her life a happy and suc
one.

The Course in Household Science and A

Notwithstanding what we have stated imme
above, every normal girl should most probably h
opportunity to perfect herself in household scien
art. A wide and careful observation of growing g
all ages brings conclusive evidence that the grea
jority of them begin in early childhood to show
herent interest in the affairs of the household. If
loose and allowed to follow their own inclinations
play and make-believe activities nearly always c
this statement.

But when confronted with the taking up of a high
course in domestic science, the young girl may sh
adverse disposition which has its history, not in
herent nature but in the fact that she has been m
less spoiled. If at fourteen years of age the girl ha
far never been trained in the simplest household
if she has always been surrounded by servants and
who have been ever ready to baby her and satis
whims; if she has been taught to believe that hou
industry is degrading and beneath one of her sta
in case of one or all of these acquired dispositio
school girl may assume a very firm adverse attitu
ward the course in home economy.

advisable and practicable to take the girl to a school where this particular kind of training is emphasized above all others and where to pursue such a course will be the popular thing to do. Many a young girl has had her entire life transformed through such a change of place as the one here recommended. In the new and well-selected school of domestic training the adolescent girl really discovers another self than that upon which her attention has been fixed, and she soon makes out a new and enticing ideal for her future life.

Common-Sense Instruction

It is an easy matter to assemble a group of "high minded" and ambitious high-school girls in a class to be instructed in fudge making and presiding at a pink tea. Moreover, these forms of instruction may be exceedingly important, but they are unquestionably the finishing rather than the beginning part in a course of domestic economy. But we take it that the serious-minded parent of the adolescent girl is anxious to have the daughter learn first of all the plain, simple household duties. Plain cooking, plain sewing, plain serving, and plain everyday living—these ordinary matters very probably constitute a fundamental part of the acceptable high-school course for nearly all young girls. And once the ordinary girl has had her life well defined and grounded in the principles of these common things she has certainly made all the necessary beginnings of a beautiful and happy career.

Yes, there is ample room for music and poetry and flowers and fudge parties and pink teas for the girl who has been trained and grounded in plain, ordinary domes

such a feeling of poise and self-supremacy, such a
means of detecting and knowing and recognizing t
worth of character in others, that her entire futur
promise of becoming one of great joy and satisfact

The Vocation not Overlooked

We shall not overlook the very important ma
directing the growing girl toward the best availa
occupation. An entire division of this volume is
devoted to that particular matter. Neither have w
looked those other important affairs that grow out
instinctive disposition for play and sociability.
too, will have ample space for treatment. For the p
however, our interest is centered upon two aspects
high-school girl's training: first, the directing of
periences along lines suggested by her instinctive
and dispositions; and second, the discussion of
problems which arise in practically all the high
and vex and perplex both parents and teachers.

We can scarcely over-emphasize the distinctive
of view and method of this volume. It is this:
what is inherent in the young girl's nature at every
stage of her development and to direct her trainin
the ways suggested by this instinctive type of pro
The author's faith in the ordinary girl—and that
practically all of the girls—is very deep and a
But it is his understanding that this faith in the in
sublimity of the life of the common girl can be act
only through the application of sane and well thoug

great because of the significant fact that they are expre sions of the inherent nature of the human individual. S if the reader will bear with us to a greater length, we sha now go back to a further consideration of our chapt topic.

The High School may not Fit

A careful inquiry into the whole situation may satis the parent that it is inadvisable to send the daughter the local high school or to any other institution of i class. But such a decision is most certainly a serious o and perhaps it should not be made until after expe advice has been consulted. The parent who is serious in doubt as to the best thing to do next in the trainir of his adolescent daughter might receive very valuab counsel if he should write a brief sketch of the case ar present this outline to such a high authority as Dr. G Stanley Hall, and ask for expert opinion. Many hig school girls dislike some part of the prescribed course study, while not a few of them resent certain text-boo subjects to the point of quitting the institution as a alternative for pursuing such courses. Therefore, it imperative that the parent and teacher co-operate i bringing about a pleasing adjustment of the girl to h high-school course. Her instincts and desires are now s strong as not safely to permit of any violence being don them through the medium of an artificial and enforce course of learning. If there be in the curriculum man subjects that are extremely distasteful to the adolescer girl, probably it will be advisable to have her withdra from the institution and pursue a short course in som

Democracy in the High School

As stated above, the adolescent period of the
distinctively one of social awakening. It is wh
author has called the first "who's who" period o
development. The inner, secret mind activities
girl are now predominantly social. This inhere
dency toward sociability has its correlate in a
of most significant organic changes. The girl is
ing the bright bloom of womanhood. The sex
are assuming their full mature forms. The strong
current of new blood is coursing through the org
strong psychic feelings now pervade the entire
many of the thought processes are now such as m
things new. These are all parts of those great livin
esses which constitute a most interesting epoch
miracle of life. Verily, the world might worship
this great shrine of the adolescent awakening; fo
its song and its poetry, all of its sorrow and its t
all of its beauty and its sublimity are traceable
directly or indirectly to this one mighty divine
So let us go reverently as we proceed to give the ado
girl counsel and direction for passing through this
rating course of mystery and divinity. Let us go
rather as a learner and interpreter, than as one who
drive and compel her. Appreciating then as we
point of view and the instinctive nature of the ado
girl; knowing as we certainly must that her native a
spoiled tendency is to meet all on a common level o
bility, let us see what might be done to preser

The Spirit of Democracy

In the last paragraph above, use was made of the wor "unspoiled." Those who have studied human life at it fountain source are inclined more and more to the belie that children are thoroughly democratic in their firs social tendencies. They are instinctively fond of play mates but naturally give little or no heed to the socia rank of the other children. The little daughter of th ruler of the empire or of the money king will play fondl and innocently with the children of the slums and alley until the distinctions of dress and manners have bee pointed out to her. One by one the flaws and imper fections in the character and adornment of her playmate may be made known by the parents and at length sh will have acquired a body of social sentiment making he conscious of her particular rank. Social distinctions ar acquired more readily by some than by others but prob ably all have to be taught how to make them.

Now, it is not the purpose of the author to urge tha there is naturally only one social rank. It is not his pu pose to recommend that the parents try to make the grow ing daughter continue to be a free and open associate o all ranks and classes of society. Social sympathy an genuine good will to all is rather the goal of our instruc tion here. So, if the high-school girl has thus far bee allowed to meet and greet all classes freely; if she has bee taught to be courteous and kind to all; if she has bee trained and disciplined through the performance of th ordinary household industry best suited to each year o her age thus far; if she has been taught to understand an

So the beginnings of a substantial democratic cha
have in reality already been made before the high-
period is reached, and the process of training fron
period on consists chiefly in giving the right sort of
counsel. The home problem here is largely one of
pretation. The daughter comes home with gossip
her school. She naturally has much more to say
the social conduct in the school than she has abo
lesson topics. The parents' chief part in the conver
is that of reminding the daughter—in indirect wa
course—of the very great value of a genuine cha
within. For, after all, it is not so much the mat
what other girls say and do as it is a question of
our own daughter is in point of personal worth.

The Discipline in One Home

In the restrictive part of a city of about 250,000
there stands a beautiful residence which must hav
$40,000 or more. The place covers half a city
and has all the ideal attractive appointments; as, s
lawn, flower gardens, servants, automobiles, exp
inside furnishings, and the like. The occupants o
home consisted recently of the parents and three daug
two of the latter in high school and an older one at c
The eldest child, a son, was married and gone. In
of every suggestion of wealth and refinement, the
and mother of this family had somehow succeed
inculcating a very rare spirit of democracy among
children. The mother's account of the affair is su
tially as follows:—

through hard work. These early-day lessons have perhap
helped us very much in the training of our own childre
We have always required our children to do an hone
amount of work. Our boy, during his growing year
raised a garden and took care of a horse and a cow. W
taught him to buy and sell and how to save a part of h
money and how to invest a part in his own affairs. He
now succeeding very well in business.

"The girls have been trained in practically the sam
way as the boy. They have had instruction in every pa
of the home work, from plain kitchen scrubbing to fanc
dining-room serving. Any one of the three can prepare
first-class meal and serve it to any kind of company
Our girls have never been over-dressed. We have alway
believed extravagant dressing to be wasteful as well a
ruinous to character. We do not allow the girls to thin
of wearing anything other than plain and simple garmen
at school, the expense of which could be met by any pa
ents who can afford to send their daughters to high scho
at all.

"The girls have never given us much trouble abou
their social affairs at the high school. We desire to hav
them mingle with all of their classmates on equal term
and to make their social distinction not on the basis
wealth and clothes, but merely on a basis of personal wort
of character. One of the chums of our youngest girl
the daughter of a hardware clerk who lives in a fou
room rented cottage. The next older daughter has clos
friendships with a number of girls of about the sam
financial rating. It has always been my personal opinio

The High-School Secret Society

The secret organization has become such a perp
problem of the high school as to assume the dimens
a nation-wide issue. Just now, while we write, thi
matter is seriously disturbing the peace of a middle-w
city. A rule of the school board forbids members
any secret society on the part of the high-school p
A large number of the boys and girls of the schoo
just been found guilty of violating the rule and hav
expelled. The affair is getting into the courts.
sums are being asked as damages for defamation of c
ter. And so the merry war goes on in this city, very
as has been the case in other cities and towns.

Something is radically wrong here. There must be
understandable cause for the bitter contention tha
been growing out of this high-school secret society
parts of the country. Many of the states have p
legislative acts forbidding such societies. A very
number of the boards of education of the cities have p
heavy restrictions and penalties upon the same ty
organization. Again and again the matter has bee
ried into the courts; and in every case known to the a
of this volume the decision has been rendered in fa
the school authorities, and against the contention
high-school pupils. Worst of all, the good name an
efficiency of the high school have been very much
ardized.

Keep the Daughter Out of It

The large amount of recent inquiry and discussi

advantages to be derived from the membership; but a things considered, the disadvantages are unquestionabl much greater.

A careful examination of the personnel of the most ac tive leaders in the high-school secret society reveals a interesting situation. These leaders are very often con stituted of the boys and girls who have had much leisur and home spoiling, who have received too much and give too little. They are often those youths who have not bee taught to soil their hands in plain work and industry and who have been made to believe that they are bein trained away from earnest toil and service toward place of ease and supremacy. Too often they have been imbue with the thought that there are comparatively few attrac tive people in the world and that these belong to a specia class; that this class has a kind of inherent right to be a the top and to rule and to walk over the rights and feeling of the common people. False notions concerning not onl industry, but also wealth, clothes, and society lie at th bottom of this unending contention over the high-schoo secret society.

The parents may easily train their daughter to experi ence kindly feelings and sympathy for all classes in th high school. The girl may have her chums and her selec groups for this and that affair, and yet, meet all who ar worthy of such treatment on terms of a common level o good will and cordiality. Thus she will learn to believ that the best things in life should be and rightfully ar common property; that there is nothing so especially good and rare that needs to be taken secretly into the pos

teachers and the board of education, will solve it. inculcation of the spirit of work and industry a the spirit of plain, wholesome democracy, and all t the school of home training—such will prove to b method of success; and great, indeed, will be the fina for common humanity.

The High-School Girl's Clothes

Being as they are in the first exuberant social per life, high-school girls are naturally very sensitive as t kind and quality of their personal adornment. N little will be written upon the question of the girl's we apparel in a chapter to follow. Suffice it to say here the rule of training outlined in the quotation fro mother mentioned above may be regarded as the sound and commendable one.

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CHAPTER VI

SENDING THE DAUGHTER TO COLLEG

With an overflowing measure of physical str with a radiant hope set high on the ideals of the f with a secret sense of the charms peculiar to the fi bloom of womanhood, the typical freshman colle ranks in a class by herself. Moreover, we might a admit that the college girl is here to stay and th tribe is likely to go on steadily increasing. Sta widely gathered indicate that college attendance necessarily destructive to her health, that such expe while it tends to defer the day of her marriage a reduce the number of her offspring, greatly increas opportunities for marrying well. Her means of pendent self-support, though at best very much li are also much enhanced through higher education.

Choosing the Right Institution

Of the many present-day forms of higher institut learning which admit women to their halls, the so co-educational school is apparently destined to a the leading place. And well it may; for the scri saying that it is not good for man to be alone applie equal significance to young women at college. T to say, our modern society is inclining more and m a general and free association of the sexes. The

country receive the two sexes on equal terms, but segregate them in a number of the classes, giving each division the forms of instruction peculiar to its needs. While a few of the great colleges of the country—Harvard being a notable example—are still closed to women, the great majority of these institutions now provide a curriculum admitting of a three-fold arrangement as follows: (1) A large number of general and cultural courses open alike to both sexes and under the same instruction; (2) technical and special courses intended to prepare men for their appointed vocations; (3) special and separate courses suited to the needs and natures of women. In an institution of this sort the sexes usually mingle on free and open terms of sociability and friendship. Now, this last stated fact counts for very much in the life of the man or woman to be, as we shall try to indicate.

There are a few parents who so misjudge their children as to believe that an exclusive school for young women, in some isolated, out of the way place, will cause their daughter to forget her passionate fondness for the society of young men and to settle down as a sober-minded work-a-day member of the social community. But in the opinion of the author this plan is a very poor one to follow. A reconstructed and safe-guarded society at the co-educational school is better for bringing out a rightly balanced personality than is the exclusive institution. So we believe, and the discussion to follow will give suggestions for the social direction of the college girl.

Selecting the Course of Study

Kansas State Agricultural College in which the seventy-five women, seventy finished the course in tic science and art, and five the course in general This is a ratio of one to fourteen, and it is probab index of the ratio that exists in other institut somewhat careful inquiry into the motives and of the girls who pursue the general science course vinced the author that these girls are not at all e the household and home-life occupations. They rule more or less interested in a career that m higher scholarship and independent self-suppor these are only exceptions to a general rule among women, which shows an instinctive interest in th life. It is a significant fact that the modern course economics is preparing so many young women fo tific home management, and the parent who g daughter the advantage of such a course should think of her, not as one destined to take up fashioned household drudgery, but rather as c paring for a place of mastery and supremacy ov things.

Presumably the freshman girl has not yet exp the awakening of many of her best latent disp She is in every sense a girl, but is by no means a c woman. While it is advisable to have her take th ing in domestic science and art, this work sho constitute all of the course. Many of the inst offer a so-called short course in domestic econo this is intended primarily for mature women, either occupying home positions or who are abou

training—these subjects are all properly related to the ideal college course for young women.

If your daughter does not seem ready or willing to pursue the course in homemaking, then make careful inquiry as to her leading aptitude and interest. She may have a very strong predilection for music, painting, journalism, mathematics, physical science, or teaching. It will prove futile to try to make her what she does not instinctively desire to become. Rather seek to bring out and develop to a higher degree her best inherent abilities. Therefore, choose the course to fit your daughter's nature, but do not turn her undirected into a large institution and expect her naturally to find her way successfully through the most appropriate course of training.

The Danger Period at College

After admitting that we are gradually finding the modern college course a better way to the solution of women's, as well as men's problems, it is none the less true that this way is still attended by many dangers to the character of the student. So it might be well to point out some of the possible errors into which the college girl is prone to fall and, if possible, to suggest a way of escape therefrom.

A few young women are still in the silly age when they first arrive at the college doors. Indeed, it is almost startling to observe the large number of college girls who are still in their middle teens and not yet through with their period of giggling young girlhood—too much undeveloped to judge safely as to what were good to do in respect to their mental, moral, and physical well-being.

eighteen is relatively as well developed menta
physically as the young man of twenty-one. A
since women's opportunities for obtaining suita
work are much more limited both in extent and ti
are man's, there is apparent necessity for some
putting the young woman through her course of
training. Seventeen or eighteen is probably the i
for the girl to enter the freshman college class, as
bring her out at about the age of twenty-one or
two.

A Change in Attitude of Mind

It is exceedingly important that especially
year of the young woman's life in college should b
much thought in regard to her future place in
Indeed, if she continues to be a mere girl during
course of training she will likely leave the colle
without having properly assimilated the knowle
tained. Not infrequently girls who receive their
degrees at the age of nineteen or twenty have the
experience of awakening a year or two latter to the
of what it was all about. "I wish I could take my
course again," said one. "If I could go back for
or two you would see me doing differently," said a
The foregoing remarks are typical of thousands w
graduated before they became real women, and
their thoughts became instinctively directed tow
larger problems of womanhood. "Home-minded
the significant term that suggests itself here. The
woman who partly forgets the mere fun and frolic

greatest assistance from her senior year in the institution. Home-mindedness is therefore the watchword for the senior girl. We commend this ideal to all parents who are earnestly engaging in the attempt to assist their daughter to make the college life count for most as a preparation for her own future.

Playing Fair with the Freshman Girl

One of the dangers that beset the more or less giddy young freshman girl is this: She is naturally inclined to take up with almost any well-dressed young man who will indicate a desire to know her. Her whole being is so aflame with the onward rush of physical life that the regular work of the class room may not appear to her as a matter of serious consequence. Love is her greatest reality. The society of young men—not necessarily very choice ones—is her greatest delight. And at this time if ever in her life, she needs a ruler, a kind and sympathetic but firm and unyielding personality to direct her footsteps aright.

How many good and efficient home mothers fail in their efforts at long-distance government of their daughters at college! So if the absent girl in such a case be young and immature, we can think of nothing better than that the parent arrange for a confidential correspondence with some one of wholesome authority and influence, who knows personally of the daughter's going and coming while in college. Indeed it may be said that every young girl living away from home is in need of a foster-mother. It is hoped that the day is not far distant when college

ties and receive that particular advice and encourag
which any case may require. Such a woman sho
an ex-teacher and a mother of children of her own.

Probably the chief difficulty in selecting the "
mother" for your absent daughter is that of fin
woman who possesses the peculiar marks of fitness
the younger and more frivolous your daughter m
the greater the need of an associate who is prepa
give sympathetic counsel and advice rather tha
who is ready to force her decisions upon the cond
the young girl. In suggesting this woman adviser
girl we would not forget the very important pr
stated in the beginning of this volume and adhe
we hope, thus far—the principle that the inner pro
of the young girl's nature is to be the guide and insp
for her development. Hence, the suitable foster-
will hang every desire, new motive and incentive
where upon the instinctive cravings of the girl s
under her protective care. This good adviser will n
demn or blame or otherwise attempt to force he
sonality directly in the way of the college girl's insti
purpose. Rather she will use mild persuasion and
the way out to something better and higher than the
pursued by her youthful companion. For examp
college girl is often inclined to be out too much at
and to go into associations that are not highly cred
The wrong method of dealing with such a case wo
to condemn the course openly and to write an ala
letter to the girl's parents. A better way would
reveal to the erring one a detailed outline of the
course pursued by the best girls in the college. Sho

guarded in respect to the choice of their social companion and the like.

The next step in a better course of procedure for th weak-willed college girl toward a more elevating an stable plane of conduct would be to assist her in findin congenial company at the better places in society. I often matters much as to how the young student ge started in his social experiences. A well-thought-out pla for bringing such a student into social groups that ar directed by the church and the young people's Christia organizations is a most commendable affair.

The College Home for Girls

A suitable place for the daughter at college is a matt of extreme importance. The dormitory system for gir seems to be coming more than ever into use of late, an it may be regarded with much favor. The fact that th youthful freshman girl rooms with "one of the best familie in town" is no guarantee that this good home environmen restrains her properly. It has been shown beyond a doub that these "best families" usually hesitate to exercis any moral supervision over the girl roomer so long as he conduct does not reflect much public discredit upon the house.

The desirability of a girl's dormitory depends upon i management—whether it be for mere revenue or for th well-being of the whole girl. A small, sanitary dormitory in charge of a competent, motherly matron, and regulate by the strict enforcement of a set of reasonable rules, certainly a favorable situation for the frivolous sort o young college girl. Unfortunately the parent cannot b

ter. As a means of emphasizing what was said ab
about giving the girl a very careful beginning in her
career—it is here recommended that one of the p
accompany the daughter to the school and assist in
ing board and lodgings under the most desirable con
possible. It is a beautiful thing to witness, that
innocent and somewhat unpretentious seventeen-y
freshman girl appearing about the campus for th
few days with her mother as an attendant. Only m
can know the anxiety of a mother's heart at this
and those who have witnessed the spoiling of a pro
young girlhood through careless college treatmen
realize the full measure of responsibility that rests
all concerned in such a case. So it is well, indeed, f
mother to go to the college with her daughter an
there with her during the first week. Such a thing
the bond of intimacy between the two, and furni
common basis for much of the written correspondence
follow.

The Letters from Home

Probably there is no more beautiful and touching
action between two members of any family than
in case of the correspondence between the daugh
college and the parents at home. More frequent
home correspondent is the mother, but there is n
reason why the father, too, should not particip
this stimulating love-letter affair. "Yes, we mi
girl very much, especially evenings, the time whe
is always at her brightest and best among the
at home. But you should read some of the beautif

how to appreciate her until she went away to college. Such a testimonial as that quoted above speaks volume in its ultimate meaning, for it serves as an assurance tha the daughter is safe at college and that her progress ther is such as to please and inspire all those remaining at home On the other hand, it may be said that there is somethin seriously at fault in case the daughter does not send hom often and regularly through the mails, a message of love an good cheer. And in case of a permanent correspondenc in the course of which love and sympathy and open frank ness prevail on the part of both parent and daughter there is no serious necessity of a well-guarded college hom for the girl. The commendable purposes of the student ar too well set to require any direction or restraint othe than that incident to respectable surroundings.

The College Sorority

The results of a number of inquiries indicate that th sorority house is a safer place for the freshman girl tha the fraternity house is for the freshman boy, althoug both are inadvisable until one has made a worthy recor in studentship and morals. Perhaps the worst that ca be charged against the college sorority is its tendency t exclusiveness and to build up a caste system and to impos financial and social strains upon its members.

The sentiment of this volume is intended to be distinctl democratic. Although it must be admitted that every girl will naturally have her little group of confidentia friends and companions, there is no very just reason why these should go aside and shut themselves in and bin one another into a group with pledges of secrecy. Indeed

the good things, this highly prized stock of secret
and purposes which supposedly binds the members
sorority together—is it not true that these precious
would grow even more precious were they extended
as a gracious gift to all who might wish them? Ou
objection to the sorority is that it is both ungenero
undemocratic. It does not intend to offend the
bilities of the girls who are not included within it
coterie, but as a matter of actual practice it does th
thing in a thousand-and-one instances during the
of the college year.

No, the foregoing statement is not intended as
of condemnation for the sorority, but it is adm
intended as a word of admonition to the parent.
your daughter out of the sorority, if you can. Ma
democratic and generous-hearted, responding kind
affectionately in thought of all whom she may m
the campus or off of it. Say to her that you mean t
her become a beautiful companion and social serv
all the divisions and classes of society, rather than
one of these.

Health-Impairing Training and Exercis

Considering the outside duties that claim the
time, the college career as a whole imposes many
upon her health. While statisticians have figured
that a young woman in college is as healthy in the a
case as her non-attending sister—and she is pr
much more so at the time of beginning her cours
health is often impaired during the four-year per
academic work. Hence the necessity of extreme c

imposed over-strains. They try to carry too heavy a assignment, and also to perform too many extra duti In the first place, the class work assigned is such as occupy about all the waking hours of the day, if do well. Then, on top of this are piled the dance or par once a week, the literary society, the athletic work, t Young Women's Christian Association meeting and co mittee work, attendance upon the lecture course, and hundred and one smaller duties pertaining to the care the person and the clothes.

Under the stress of all the foregoing rush and hur something must naturally break, and the physical heal is not unusually the victim. From all outward appea ances, the mid-week party, especially the dancing part is hard on college girls. As a result of the tax on t physical strength, many young women are compelled stay away from classes the day following. On the seco day they return pale and wan and absent-minded. C lege authorities should insist that these parties be co fined to the end of the week, so that time may be allow for recovery. But it is not so much any certain one of t matters named as it is the sum of them that breaks do the physique and brings on mental distraction. Worst all, many good girls are utterly unable to protect the selves against the strain of the multitude of deman upon their time. So, it is unquestionably the duty of t college authorities and the parents to see that prop restraints and regulations are operative in the matter.

Shall the Young Woman Earn Her Way

For thirteen years past the author has been observi

the young woman wholly to pay her own way th
college is a more or less hazardous affair. Some f
complish this undertaking and come out stronge
more triumphant because of the rigorous disciplin
nected therewith, but in regard to the majority a re
favorable cannot be given. Unfortunately in ma
the instances of young women working their wa
parents are amply able to pay all the college expen
are not considerate enough to do so. Ignorance, p
ousness, and a false opinion as to what the college tr
of a young woman really means, may be attribu
causes of the parental mistreatment here.

Let not our position be misunderstood regardi
matter of the college girl earning her way. It is t
the father is amply able to supply the necessary
for his daughter's college training and neglects to
some one should have the courage to take him t
about the matter. An interesting and blame-worth
illustrative of the point here is that of a dry-good
chant, worth perhaps a hundred thousand dolla
prosperous to the point of being entirely free fr
debtedness. The family of which he was head was
four daughters. The father contended that a da
should earn her own way after reaching the high
age. He himself had done so from boyhood. He re
his daughters to earn enough for their spending
and some extra clothing while in the high school a
nounced the policy of requiring them to make the
way through college, if they wished to attend.
girls proved to be most courageous. The eldest str
through her four-year course in five years, but she

was forced again and again to slip back and to be grad ated a year behind her own classmates. The seco daughter tried the unsupported college career for one ye and gave it up, being forced to take a rather menial po tion for self-support. This was really a pitiable and a gravating case and the more so because of the fathe condition and attitude as stated above.

It is often justifiable to arrange matters so that t young woman may earn a part of her college exper money. She may help in some good home as a means paying for her board and lodging. But as a rule th arrangement should be regarded as the upper limit i self-support of the college young woman. The home he ing contract should include a statement as to the amou and time of the service.

One of the most serious consequences of this program entire self-support on the part of the college girl is th She is denied nearly all of the privileges of the college s ciety; she loses touch with the young men and you women of her class, and tends to fall into the habit being sensitive about her appearance and manners public. Worse than all the foregoing, she is likely to lo what is perhaps the most valuable opportunity of all that of coming into close acquaintanceship with some goo sensible college man, who in due time may ask her to wa the way of life at his side. No, if it can at all be avoide do not permit the young daughter to attempt to earn the money necessary for supporting her during her fo years' stay at the institution.

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