

VII

FEATURE ARTICLES OF INTEREST
TO EDUCATORS IN THIS
MONTH'S MAGAZINES

THE RIGHT TO HEALTH

Every citizen has a right to health. It is the duty of the state to guard the health of its citizens through the prevention of disease and sickness. This is the doctrine that Dr. William J. Mayo preaches in *The North American Review*. If we are to make our civilization and intellectual growth what they should be, the public health service must be made the first function of the State. The physician who tries to cure, who practises upon the individual, must give place to the public health officer and to the doctor with the preventive medicine, who must work as partners with the State for the betterment of health. It is only when the people as a whole understand their right to health that the proper demand will be made upon the State for the protection of their health.

SUPERVISION IN INSTRUCTION

Since the supervisor is a fixed fact for some coming generations, the teacher must have the right attitude toward his visits and must learn how to get the most good from them. As an aid to this, Charles A. Wagner in the *Educational Review* gives some very helpful and pertinent suggestions. Supposing that she has the proper "set" or attitude of mind to enjoy the supervisor's visit, the teacher should have recorded in a notebook, kept for the purpose, the difficulties that have come up in her teaching. Then, after talking over her needs, she should adopt and use the suggestion of the supervisor. It is, however, her right and privilege to tell him of her success in mastering and meeting the problems that have arisen. And last, and perhaps most important of all, she should plan each day's lesson so carefully that she will not be afraid of her own plan. Then will the supervisor's visit be a help and a joy.

LONGFELLOW, THE TEACHER

Miss Esther Cloudman Dunn in the *North American Review* shows us another

side of Longfellow. Most of us know him only as the poet and have never dreamed that he was somewhat of a pioneer in modern methods of teaching. His special work was in teaching French to young American boys. Longfellow avows his own pedagogical creed. And we are surprised to hear him using the very words that we use so often today, "Il faut que le coeur soit interesse afin que l'esprit puisse etre instruit." It is the same theory of the modern educator—the theory of interest *versus* drudgery. And if we study Longfellow as a teacher we shall see that he had views on vocational education, or as he called it then, "the utilitarian spirit of the American public." He said, "The true glory of a nation consists not in the extent of its territory, the pomp of its forests, the majesty of its rivers, the height of its mountains, but in the extent of its mental power, the majesty of its intellect, the height and depth and purity of its moral nature."

THE SPIRIT OF AMERICAN EDUCATION

This is the title of an article by Professor M. V. O'Shea of the University of Wisconsin in *The Normal Instructor and Primary Plans*. "Should our educational system be reconstructed?" Professor O'Shea answers in the negative and thinks that we should go on and perfect our work already begun. The war has been the test of our educational work, and it has stood the test. Among the strongest criticisms against American education have been that we are making the school for the development of the individual and that we are omitting the elements of culture from our course of study. But we believe that when our boys and girls have been taught to be the right kind of individuals they will be of greatest service to their state; and as for culture, we are getting a new conception of it. It is no longer the person who knows the most about the grammar of a foreign tongue who is cultured but "the individual who can get along most harmoniously with his fellows, the individual who can add to the sum total of human happiness and welfare—such a person meets the test of genuine culture."

WHY SUGAR IS SCARCE

Albert Atwood in the *Review of Reviews* not only helps to explain the scarcity of sugar

but gives us some rather surprising facts about the consumption of sugar. America is a nation of candy and cake eaters. While there has been a decrease in the supply of sugar owing to the failure of crops in Europe, yet matters have been even more complicated by the increased consumption of sugar. It has been estimated that the American people have used perhaps half a million more tons in 1919 than in 1918. In Mr. Atwood's study of the reasons for this increase, perhaps the most unsuspected cause given is prohibition. The consumption of sugar is increasing as rich pastries, soft drinks, and the like, more and more take the place of alcohol.

THE NEW PSYCHOLOGICAL TESTS. ARE THEY
A SUBSTITUTE FOR CONTENT
EXAMINATIONS?

It is Doctor Edward L. Thorndike, of Columbia University, who, at some length, discusses this question in the *Educational Review*. Since Columbia University has tried this plan, we are especially interested in this discussion. We are expecting this experiment to throw much light on the question, though, as Dr. Thorndike says, the exact value of the test used for examination can not be determined until four years from now, when the college careers of the men so admitted have been studied. Even the short experience up to this time has revealed some interesting facts. It seems to have proved beyond question that many gifted men who could not have entered college on the old basis will become fine college men, because they have come in by intelligence examinations.

DISCOVERED: A NEW LITERARY FORM

The filler! That is what Mr. Carl Glick in *The Bookman* calls it. Some day a genius will come along and do for it what Shakespeare did for the sonnet, what O. Henry did for the short story, or what Edgar Lee Masters did for *vers libre*—make it his vehicle of expression and go on his way with his pockets full of dimes. But what is the filler? Magazine editors have described it as "that short humorous piece which is always welcome." It has a style peculiarly its own. It is a whole Victorian novel in seven lines. It means a great deal and says little. Some day some professor will discover that it has a technique all its own and rules will be laid down concerning it. Then the filler will come into its own.

WHEREWITH SHALL WE BE CLOTHED?

This anonymous article appeared in the *School Review*, and the author—we are sure she must be a woman—apologizes in the very beginning for writing of the external rather than the internal preparation of the teacher. We are made to realize, however, if we have never thought of it before, the important part dress plays in determining a teacher's success. The article does not make a deep study of the psychological effect of clothes on the children, but rather it contains practical suggestions as to how a teacher should and should not dress. We are made to feel the importance of teachers' always appearing neatly and appropriately dressed.

OTHER ARTICLES OF SPECIAL INTEREST

Time, Space and Gravitation, by Albert Einstein, in the *Educational Review*.

What Kind of Intervention for Mexico? by Rutherford H. Platt, Jr., in *The World's Work*.

Europe's Economic Fate and How It Concerns Us, by Burwell S. Cutler, in *Review of Reviews*.

Is Deportation the Cure? Ex-Gov. Chase S. Osborn, in *The North American Review*.

Vocational Guidance and the Theory of Probability, by Harry Dexter Kitson, in *The School Review*.

Americanization Work of the Kindergarten, by Elizabeth A. Woodward in *The Kindergarten and First Grade*.

The Eclipse of Peace, by David Jayne Hill, in *The North American Review*.

Some Facts and Theories About Reading, by George Fullerton Evans, *Educational Review*.

Geography, An Exercise in Imagination, by Edward Yeomans, *Atlantic Monthly*.

A Study of Applied Music, by Frank Arthur Scott, *The School Review*.

Is Grade Teaching a Profession? by E. B. Skaggs, *Educational Review*.

Applied Patriotism--Teaching Citizenship through Social Problems, by Calvin C. Thomason, *The Survey*.

A Vegetable Manufacturer of Decorated Glass. Some Remarkable Facts About the Diatoms Found in the So-Called Infusorial Earth, by William M. Butterfield, *Scientific American*.

NELL M. CRITZER